Evaluating and Showcasing the Success of Tamdoult's Social Innovative Students Program

An Interactive Qualifying Project
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Abstract

Our project worked with Association Jeunesse Tamdoult pour la Culture et le Développement (Tamdoult) to develop a template for the evaluation of its Social Innovative Students (SIS) Program, an entrepreneurial training program. This program fills a gap in the Moroccan education curriculum: students are not taught the soft skills necessary to succeed in the job market leading to high unemployment rates among youth. Through interviews and surveys, we found that the program positively impacted its participants, preparing them for life post-program. While improvements can be made, SIS taught students new entrepreneurial and soft skills. Using our experience and this data, we made a program evaluation manual for future programs and a marketing video about SIS.

Figure 1: Collage of SIS program workshops

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The SIS past participants that we surveyed and interviewed provided us with invaluable data on the SIS program and its impact. Their eagerness and readiness to share about the SIS program allowed us to compile data for Tamdoult and create our deliverables based on their experiences with SIS.

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Executive Summary

The Context

In Morocco, high youth unemployment rates along with gaps in the educational system's curriculum do not properly prepare youth for getting hired in the job market. Graduates face challenges as they are not equipped with the soft skills needed to secure and retain a job (EducationLinks, 2019). To combat this problem, youth development programs give students the training and opportunity to succeed and leave a positive impact on their community.

Tamdoult Association Jeunesse Tamdoult pour la Culture et le Développement (Tamdoult) is a non-governmental organization (NGO) founded in 2008 in Agadir, in Southern Morocco, with the goal of creating educational programs for Moroccan youth. One program, the Social Innovative Students Program (SIS), helped students learn more about entrepreneurship and how to create their own businesses. However, Tamdoult lacked methods to measure program success and required metrics to demonstrate program impact on participants. Tamdoult can then use the data collected about their programs on their website and social media to procure sponsorships and relay their organization's mission.

To continue their work, Tamdoult needs to quantify and present the success of their programs to new potential sponsors. Procuring funding ensures that Tamdoult can continue creating new programs for youth. This is necessary for Tamdoult to fulfill their mission of fostering youth's leadership, initiative, creativity, and innovation skills to positively impact and contribute to their local communities and nation at large (AJTCD, n.d.).

Goals and Objectives

The goal of our project was to develop a template for Tamdoult's ongoing evaluation of their programs through the assessment of the Social Innovative Students Program (SIS). Our evaluation template manual will help Tamdoult develop, market, and ensure the long-term viability of their future programs. To achieve our goals, we established four project objectives:

1. Create a template for the evaluation of success factors in the SIS program.
2. Gather data to assess the success of the SIS program.
3. Create a marketing video for the SIS program.
4. Adjust the evaluation template for long term use for Tamdoult programs.

Our Approach

Our project consisted of four phases: preparation and research, data collection, data analysis, and deliverable production. Initially, we prepared a template of interview and survey questions that we used to evaluate the SIS program. Working closely with Tamdoult allowed us to create questions for this survey that best fit their desired evaluation of the SIS program's successes, challenges, and overall impact. We also conducted five expert interviews with representatives from NGOs that had entrepreneurial education missions similar to Tamdoult's. These interviewees provided us with information on how NGOs and entrepreneurial programs operate, evaluate programs, and display success through marketing and social media.

For the data collection phase of our project, we conducted semi-structured and exploratory interviews and surveyed SIS program participants. Due to the COVID-19 Pandemic and travel restrictions, we conducted online interviews and surveys using Google Meet and Qualtrics respectively. Once we collected our data, we moved on to the data analysis stage of our project. We transcribed the SIS participant interviews and survey short answers and analyzed them using content-based open-coding techniques based on themes. Coding the responses enabled us to collect quantitative data from qualitative data and synthesize our conclusions. After analysis of our surveys and interviews, we were able to create our project deliverables which consist of a program evaluation manual for Tamdoult programs and a marketing video that highlights the success of SIS.

Key Findings

Our findings can be organized into two main categories: SIS program findings and the program evaluation technique findings. The surveys and interviews gave us key insight into the successes and failures of the SIS program. The program strengths, based on the participants' responses, centered around the support they felt and information they gained from the program. Students reported that SIS fostered a family-like atmosphere and community that gave space for participants to develop a network of connections. We found that all participants would recommend the SIS program to others and all felt that the program taught skills they did not learn in Moroccan schools. From our research, we found that the SIS program was the first time many participants had learned about entrepreneurship. Additionally, participants felt that the program curriculum had a good balance between soft and entrepreneurial skills. The SIS

program had a great impact on students' lives, with many of the participants changing their career choice and life plans based on their new-found knowledge and skills.

Interviews and surveys with the SIS participants also helped us identify areas in the SIS program that need improvement. Participants noted that lack of accessible transportation to the workshops made involvement in programs difficult. Tamdoult is based out of Southern and rural Morocco, where transportation infrastructure is not as reliable as in urban Morocco. Additionally, many participants we interviewed mentioned a need for more participant-facilitator mentorship in the program. Having one-on-one mentorship ensures consistent check-ins from the program facilitators to guide participants through their projects. As for the program curriculum, numerous participants wished to learn more about digital marketing as they are not sure how to advertise products on social media after the program ended.

The interviews with NGO representatives gave us important information for program evaluation techniques. Most representatives from the NGOs we interviewed acknowledged that it is hard to assess the success of entrepreneurship programs, especially with youth. Youth grow and develop quickly, which makes it difficult to separate the skills taught in the program from the skills that students develop on their own during this critical time in their life (C. Abel, expert interview, February 18, 2021). We found from our expert NGO interviews that most organizations use post program surveys to assess their program's impact (E. Bean, expert interview, February 17, 2021). Additionally, longitudinal studies, surveys or interviews conducted years after the program's completion can provide insight into the impacts of a program on a participant's life (S. Stitou, expert interview, February 19, 2021). The experts and NGOs we interviewed advised that longitudinal studies can lead to self-selecting as students who are willing to participate often either really enjoyed or really disliked the program. During our own experience evaluating the SIS program, we received less survey responses than expected, given the amount of past SIS participants. This lack of response was attributed to the length of the survey and the amount of short answer responses which likely caused participants to lose motivation. Based on our research findings, we revised the survey and evaluation tactics for more effectiveness and efficiency in future use.

Recommendations

We have organized our recommendations for Tamdoult into two categories: improvements to the SIS program's curriculum and program evaluation techniques. For program evaluation techniques, we recommend that Tamdoult survey and interview participants after each program is completed. We suggest that Tamdoult use a third party to conduct the interviews to help eliminate bias and allow for honest program feedback. We also recommend consistent yearly program evaluations so that Tamdoult knows where to make improvements in their programs and ensure that the curricula remain impactful. In addition, longitudinal evaluations conducted years after the program will enable Tamdoult to collect success stories about the effect of the program on the participants' lives. To conduct longitudinal studies, it is important that Tamdoult maintain long-term connections with participants. Tamdoult could achieve this by reaching out to past participants to serve as guest speakers during program workshops as a way of maintaining contact, introducing mentorship, and creating a full-circle experience for participants.

The feedback we received from surveys and interviews guided us to make recommendations for the SIS program curriculum. We recommend that Tamdoult conduct more workshops focused on digital marketing, as participants were unsure of how to market their projects. A few of the participants we interviewed also wanted variety in locations for the workshops and more hands-on experience in the workshop activities. Based on this feedback, we recommend that Tamdoult occasionally substitute the traditional classroom setting with visits to local businesses, where students would have the opportunity to shadow professionals in different fields. Some participants felt that the SIS program experience lacked individual mentorship and that some needs were not met in a group setting. Tamdoult can enhance their participant and mentor relationship through one-on-one check-ins or sessions once a week ranging from 30 minutes to one hour. Additionally, we suggest Tamdoult mix up groups so that participants can form relationships with more people. Based on feedback about languages spoken in workshops, we recommend that guest speakers speak in Moroccan Arabic or English for a more engaging experience. Transportation to workshops was a limiting factor for some participants and we recommend that Tamdoult provides transportation to allow more students to access the program. By implementing the above recommendations, Tamdoult can improve their future programs to make more of an impact on their participants.

We recommend that Tamdoult implements two project deliverables that we developed; an evaluation manual to assess program success, and a marketing video to showcase that success to future sponsors. The evaluation manual will guide Tamdoult through the process of assessing their programs. The manual includes sample survey and interview questions, instructions on coding survey and interview responses, and other recommendations we have based on our own experience evaluating the SIS Program. The marketing video highlights the success of the SIS Program, told through data collected from the survey and personal past participant stories from the interviews. We suggest that Tamdoult post this video on their social media accounts and website to present to future program participants and any new potential sponsors to procure funding.

Conclusion

In Morocco, high youth unemployment rates along with gaps in the educational system's curriculum do not properly prepare youth for getting hired in the job market. These factors create a climate in Morocco where entrepreneurship education is highly valuable. Entrepreneurship training programs teach skills which can contribute to success in business and leadership settings. The sustainability of entrepreneurial programs, such as SIS, is necessary to empower Moroccan youth in their communities. Our project aimed to give Tamdoult the tools necessary to complete ongoing evaluations to ensure their programs are impactful for the involved participants. We assessed the Social Innovative Students (SIS) program, through surveys and interviews with participants, as a guide of how to conduct evaluations in the future. During evaluation, we identified strengths and weaknesses within the SIS program curriculum. We provided Tamdoult with an evaluation manual with survey and interview question template, as well as a coding rubric for data analysis. Additionally, we provided Tamdoult with a video to highlight the success of the SIS program, using data from the surveys and clips from SIS participant interviews. Tamdoult can use the video on social media and their website to inform the public of their mission and procure funding.

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Literature Review		
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Chapter 1: Introduction

Navigating the workforce requires skills taught beyond standard school curriculums. Some of these required skills include leadership, financial management, and networking (Small Business Development Corporation, n.d.). In Morocco, gaps in the educational system's curriculum and high youth unemployment rates cause a need for youth extracurricular training programs. Education programs focused on entrepreneurship provide youth with the tools necessary for creating their own businesses which boosts the economy, decreases youth unemployment, and diminishes dependency on existing salaried jobs (Agenor & El Aynaoui, 2003).

The Association Jeunesse Tamdoult pour la Culture et le Développement (Tamdoult) is based in Southern Morocco where there is increased poverty and a lack of opportunities (Lanjouw, 2004). Tamdoult launched the Social innovative Students Program (SIS) in 2018 to introduce Moroccan youth to entrepreneurial and soft skills to provide the tools for success in business and leadership settings (AJTCD, 2020a). To showcase the SIS Program's successes, Tamdoult seeks to understand the program's impact and analyze its curriculum. Program assessment allows training programs to determine their impact on participants and aids in the creation of marketing materials. Tamdoult is also dependent on grants from partnership organizations which can be secured through marketing. As long as Tamdoult can do this, they can continue working on their mission within the Moroccan community.

The goal of our project was to develop a marketing video and a manual for the ongoing evaluation of Tamdoult's programs through assessment of the SIS program. Our project objectives are as follows:

1. Create a template for the evaluation of success factors in the SIS program.
2. Gather data to assess the success of the SIS program.
3. Create a marketing video for the SIS Program.
4. Adjust the evaluation manual for long-term use for Tamdoult programs.

In this paper we discuss our background research on Morocco, program evaluation techniques, and marketing techniques. We then explain our data collection methods which include interviews and surveys. Finally, we present our findings and recommendations for Tamdoult which will help ensure the sustainability of their programs.

Chapter 2: Literature Review

2.1 Introduction

The economic conditions in Morocco have created a climate where entrepreneurship education is highly valuable for youth. This is because it provides the skills necessary for youth to increase their own employability and opportunity, so that they do not have to rely on the unstable job market. Morocco faces a lack of opportunities in the workforce, with youth especially vulnerable to unemployment. Geographics also play a key factor in opportunity in Morocco, with those in rural and southern areas disadvantaged in terms of financial status, education, and employment (Guessous, 2019). In addition, continued education appears to have little effect on success in the job market (Saga, 2018). The convention of pursuing higher education to gain leverage in the job market is often not rewarded, resulting in frustration among youth (Abbott & Teti, 2017). Additionally, Moroccan businesses report that high school and university graduates tend to lack the necessary soft and professional skills for jobs on the market (EducationLinks, 2019).

High youth unemployment rates and gaps in the educational system's curriculum have encouraged nongovernmental organizations (NGOs) to develop youth entrepreneurship training programs in Morocco. These organizations teach entrepreneurial skills which boost the economy by decreasing youth unemployment and diminishing dependency on existing salaried jobs (Agenor & El Aynaoui, 2003). Through the increase in youth employment, NGOs can help stabilize the Moroccan economy and decrease the likelihood of youth emigration, unemployment, and poverty. The Association Jeunesse Tamdoult pour la Culture et le Développement (Tamdoult) runs programs like the Social Innovative Students (SIS) Program to educate youth in Southern Morocco on leadership and entrepreneurship. For Tamdoult to run entrepreneurship education programs, they require external financial support to ensure the long-term viability of their mission. They can secure funding through success evaluation and assessment as these provide marketable statistics and proof that the programs are effective. In this literature review, we explore the current economic situation in Morocco, the benefits of entrepreneurial education programs for youth, the Tamdoult program, and why program evaluation is important.

2.2 Moroccan Economy and Labor Force

Morocco's current economic situation and subsequent drive for entrepreneurship stem from the economic history in relation to population, the labor force, and unemployment. Entrepreneurial training programs can boost Morocco's economy by placing more Moroccans in the labor force and by creating increased employment opportunities (Agenor & El Aynaoui, 2003). The major challenges in the Moroccan economy include the steadily increasing labor force, lack of employment opportunities, migration, declining agricultural sector, increased urbanization, and lack of education in the workforce (Masaiti, 2018).

In Morocco, insufficient job creation for a growing population results in increased unemployment. Over the past 60 years, the population in Morocco has steadily increased, going from 12.33 million in 1960 to 37.07 million in 2020, as seen in Figure 2 (*Morocco Demographics*, 2020). The population of the Middle East and Northern Africa (MENA) region is predicted to double in size during the first half of the 21st century (UNICEF, 2019). With the current economic structures, this indicates that Morocco will continue to face increasing unemployment as its population continues to grow in the years to come. Job creation is thus essential in combating unemployment and increasing the quality of life for Moroccans. According to the World Bank, in Morocco in 2003, there were 10,222,898 people in the labor force while in 2020 there were 12,203,685 people (*Labor force, total – Morocco*, 2020). This increase in the labor force without increase in jobs is responsible for the high unemployment rate. The labor force includes anyone who is older than 15 years of age and is employed, unemployed, or seeking work (*Morocco labor force participation - DATA, chart*, n.d). As the population steadily increases, so does the demand for jobs. The lack of job creation and growing population causes strain on the economy and unemployment. According to USAID sources, the labor force in Morocco increases by 240,000 people each year while only 129,000 new jobs are created (*Enhancing Youth Employability: Fact Sheet: Morocco*, 2019). Thus, the job creation rate is insufficient for the growing population and labor force. The unemployment rate in Morocco is 9.2% which has led to increased migration out of Morocco, as people search for jobs (*Morocco Labor Force Participation Rate 1990-2020*, 2020). We will discuss the impacts of migration on the economy in the next section.
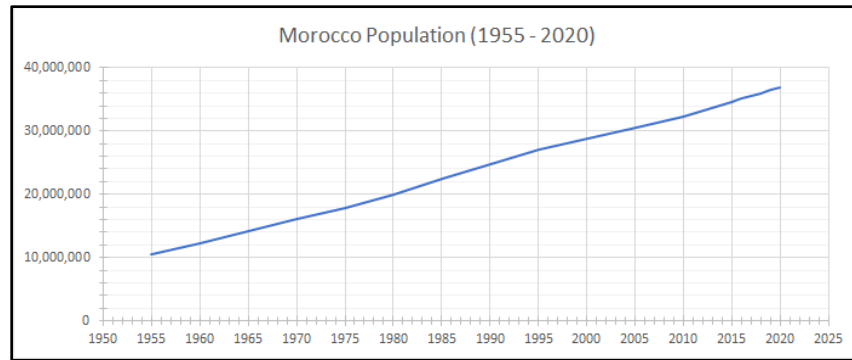
Figure 2. Morocco's population from 1955 to 2015 (*Morocco Demographics*, 2020).

2.2.1 Migration and the Economy

Emigration is a significant factor in Morocco's economy with the young, well-educated generation leaving the country in search of better work conditions and quality of life. The limited job market and inability to acquire a livelihood coupled with the increasing population have pushed young Moroccans to leave the country in search of more opportunities. In 2013, an estimated 13% of Morocco's population, totaling 4.5 million people, were migrants (Hamdouch & Wahba, 2015). As of 2011, Morocco had the highest rate of migrants living in Europe out of any Southern Mediterranean country (De Bel-Air, 2016). Often when Moroccans emigrate, they send money, commonly referred to as "remittances," home to support their families. As of 2011, Morocco was the 11th largest receiver of remittances in the developing world *(Morocco Economy,* 2020). The steady rate of skilled labor pouring out of Morocco, referred to as "brain drain," along with the unskilled labor leaving the country, does not allow for economic growth. This is because the remittance dollars flowing into Morocco from Moroccans working abroad are not enough to make up for the loss of labor and skill leaving the country (Allouche, 2020). The external migration out of Morocco to find work is similar to the internal migration within Morocco itself, as people move from rural to urban regions.

2.2.2 Rural and Urban Economies

Rural and urban communities in Morocco face many disparities in their employment and educational opportunities. Urban versus rural areas are hard to define and depend on the number of residents and size of the land (Bounoua, 2020). According to Worldometer, a website that reports demographic statistics, 63.8% of the current Moroccan population is urban (*Morocco Demographics*, 2020). While less than 50% of the Moroccan population is rural, 70% of those in

poverty live in these rural regions (Dibeh & Shahin, 2000). Compared to urban areas, rural areas are disadvantaged in their access to electricity, internet access, literacy, and education.

The rural economy is centered around agriculture, which links the livelihoods of people to the agriculture sector and crop prices. Most jobs in rural Morocco, including agriculture, fishing, forestry, and handicrafts, require no formal education (Guessous, 2019). This presents the rural population with limited ability to change their socioeconomic standing. Over the past several centuries, climate change has caused an increased prevalence of droughts in Morocco. Drought and soil degradation have led to the desertification of 80% of Moroccan land, thus impacting the rural growing seasons (Perry, 2015). The failing agricultural sector and subsequent loss of livelihood in rural Morocco have motivated migration to urban areas, thereby increasing the urban population (Dibeh & Shahin, 2000). People in urban areas often work in the service sector in jobs such as retail, real estate, health, and social work that require a university or vocational degree (Guessous, 2019). The perceived stability of urban jobs is appealing to the rural population, causing increased rural migration towards urban areas.

Urban population growth puts a strain on the existing number of jobs and results in increased unemployment. According to Worldometer, in 1955, 72% of the Moroccan population was rural and 28% was urban, whereas in 2020, 36% of the population was rural and 64% was urban (*Morocco Demographics*, 2020), which demonstrates the extent of the increase in the urban workforce. The shifting agricultural sector, migration, and urbanization through Morocco have caused shifts in unemployment. In 2005, the unemployment rate in urban Morocco was 18.3% while in rural regions the unemployment rate was just 3.6% (Boudarbat, 2008). As of 2020, the unemployment in urban regions was 12.9% while in rural regions it was 3.7% (Kasraoui, 2020). Unemployment in the urban regions of Morocco has notably decreased over the last fifteen years while rural unemployment has increased marginally (Kasraoui, 2020). The increased urbanization of Morocco and the declining agricultural sector have altered the job market and played a factor in youth unemployment in Morocco.

2.2.3 Youth Unemployment

High youth unemployment results in emigration, poverty, and frustration among Moroccan youth. Due to the insufficient number of jobs in the labor force, youth can benefit from training in entrepreneurship, leadership, and soft skills so they can contribute to Moroccan

society through self-employment (Abbott & Teti, 2017). Of the unemployed in Morocco, 80% are between the ages of 15 and 34 years old (*Enhancing Youth Employability: Fact Sheet: Morocco*, 2019). Therefore, Moroccan youth are considered a generation in waiting as they are waiting for stable employment opportunities to open up (Silva, 2018). The continuously increasing Moroccan population puts strain on the existing number of jobs. As of 2019, only 26.34% of youth between the ages of 15 and 24 were active participants in the labor force. This is markedly low when compared to other African countries in the MENA region, such as Tunisia and Egypt where youth participation in the labor force accounts for 50%-75% (*Morocco Labor Force Participation Rate 1990-2020*, 2020). Insufficient job creation in Morocco is responsible for the high rate of unemployment. Additionally, persistent youth unemployment has caused a significant loss of productivity and potential growth in Morocco as well as harming young people, their families, and society (Silva, 2018). Youth, who do find employment, are often in precarious and temporary positions and do not earn a living wage. This results in frustration and anger among young people throughout Morocco, as their transitions from education to employment and adulthood are stilted by the lack of employment opportunities and the inability to move up the social ladder (Abbott & Teti, 2017).

Unemployment and the consequential desperation and anger at the government and life itself put youth at risk of jihadism and radicalization. The anger towards the government also translates to social demonstrations and rallies, as younger generations fight for social justice and economic change (Abbott & Teti, 2017). In the early 2010s, a series of pro-democracy protests which came to be known as the Arab Spring occurred across Northern Africa. Mohamed Bouazizi, a 27-year-old Tunisian fruit vendor, initiated the Arab Spring movement. On December 17, 2010, market inspectors confiscated Bouazizi's produce, and, in expressing outrage with government corruption and limited opportunity, Bouazizi set himself on fire (Sater, 2011). The act of self-immolation triggered a revolution of protests, marking his act as a symbol of frustration and despair across the MENA region. In Morocco, thousands demonstrated demanding change in the country's social, economic, and security policies (Sater, 2011). The anger at the government translated online in a movement born on February 20th, 2011. The February 20 Movement engaged youth through social media platforms about the call for pro-democracy governmental change free from corruption (Radi, 2017). Also, in 2011, five unemployed graduate students self-immolated displaying their frustration, anger, and

helplessness in the labor market (Bakri, 2012). Education does not always equate to employability in Morocco, making the traditional path of improving socioeconomic standing difficult. As of 2019, the unemployment rate among people with university degrees was 17.1% (EducationLinks, 2019). Unemployment among youth promotes financial parental dependency and limits autonomy. The continuing failure of the Moroccan government to address the rising unemployment among youth in Morocco continues to contribute to political and social unrest (Abbott & Teti, 2017).

Youth in Morocco face many challenges when it comes to the transition from education to employment. These include the lack of relationship networks that put youth in contact with potential employers. Additionally, the concept of "wasta", which loosely translates from Arabic to favoritism or "who you know", is common in Morocco (Abbott & Teti, 2017). This results in little outside hiring as people are more inclined to look towards their family and friends who need jobs, rather than the most eligible and experienced candidate. In Morocco, this idea of corruption and nepotism is referred to as "bak sahbi" and translates to "your dad is my friend". Newly graduated youth also face challenges in the labor market that include a lack of applicable skills that employers are looking for and the inability to locate jobs that may be open due to limited hiring information (Abbot, 2017). Often public sector-jobs and businesses feel that secondary school and post-secondary school graduates lack the soft skills and industry-related skills for the job (EducationLinks, 2019). This is because students lack guidance on what to study and education institutions fail to teach students the skills needed to succeed in the job market (Silva, 2018). Moroccan youth struggle transitioning to employment due to their lack of opportunities because of corruption and their lack of suitable skills.

2.3 Leadership and Youth Development in Morocco

Youth in Morocco can become long-term contributors to the success of a society through education. Youth especially have the capacity for empowerment through education of leadership skills, which provides them with the ability to influence and shape public policies in their local communities. According to Barnett and Brennan's article in "A Journal of Youth Development", educating youth on leadership contributes to personal growth because "cognitive, moral and social development enables them to rise to more complex challenges as they transition to adulthood and the responsibilities that come along with it" (Barnett & Brennan, 2006, p. 5).

Youth development in areas including service to the community, practice of leadership skills, and experiential learning opportunities encourage youth to become valued leaders in their communities. Evaluations of these youth development programs demonstrate that young people who complete youth leadership and civic engagement activities gain a support system and opportunities needed for healthy youth development (Innovation Center for Community and Youth Development, 2003). Education institutions fail to teach students the skills needed to succeed in the job market, so therefore, additional education programs on leadership that develop youth soft skills are thus necessary to fill this gap (Silva, 2018).

Youth developmental programs run workshops that give their youth the opportunity to learn and grow. Participation in development workshops provides young adults with the tools they need to make meaningful impacts in their communities. Youth developmental workshops identify student's strengths and passions while engaging youth from different backgrounds by introducing them to a wide variety of experiences. This type of self-awareness allows a person to grow by focusing on the skills they need to succeed in a field they are passionate about (Hui et al., 2012). In Morocco, vital leadership training and skills are not taught in the education curriculum (EducationLinks, 2019). Therefore, it is necessary to increase learning opportunities that build on personal soft skills, such as writing resumes, interviewing, and presenting, which can correlate to increased employability (EducationLinks, 2019). Youth development programs and workshops give Moroccan students important skills to grow and learn in conjunction with their education.

2.3.1 Entrepreneurship Education Programs

Entrepreneurship is defined as "the practice of starting new organizations or revitalizing mature organizations, particularly new businesses generally in response to identified opportunities" (Eroglu & Picak, 2007, p. 1). Students who learn and become proficient in leadership and management skills are better prepared for successful business careers. Educational opportunities that focus on entrepreneurship can provide these skills. In addition to preparing youth for future careers, these skills can allow them to grow their creative potential. According to a 2018 study, "Youth Empowerment as a Driver of Economic Growth", entrepreneurship can increase opportunities for unemployed youth who are well-educated but lack the tools necessary for success. Entrepreneurship introduces youth to a line of work where

they can use the full potential of their education. Entrepreneurship training in Morocco can teach skills in risk-taking, creativity, drive for success, persistence, and self-confidence (Hassi, 2016). Young people can be empowered by these skills to start businesses that can positively impact their lives and the communities around them. Entrepreneurship education gives youth the skills to succeed in the workforce by teaching them how to create their own business and become financially independent. In entrepreneurship programs, youth are taught soft skills that are not taught in a school setting, such as communication, teamwork, leadership, and professional writing. Youth can use these professional and networking skills to enter the job market or start their own business.

Lack of entrepreneurship training in the public education system, especially in primary and secondary schools, has become apparent in countries including Morocco where there is a history of failed entrepreneurship programs (Hassi, 2016). Entrepreneurship in conjunction with education was first introduced in 1945 at the Harvard Business School and spread to many other countries as a key to social mobility for students entering the job market (Mwasalwiba, 2010). In the 1980s, the Moroccan government created a program called Credit Jeunes Promoteurs to provide young graduates with loans to start up their own small businesses. Due to a lack of entrepreneurial education in primary, secondary, and higher education, most of these businesses were not viable. People took out loans that they could not ultimately pay, leading to the program's eventual collapse. After the failure of this program, Moroccan banks were hesitant to pursue future ventures with young entrepreneurs, even refusing to fund organizations that taught entrepreneurial skills (Alaoui, 2015). Lack of funding, resources, and knowledge of how to sustain entrepreneurship educational programs have reduced the impact organizations can have on the Moroccan youth and limited the number of people they can reach.

Without exposure to entrepreneurial skills, most of the Moroccan youth enter the workplace with a dependency on existing salaried jobs and little ambition of self-employment. Over 80% of unemployed individuals in urban areas are willing to continue the rigorous job search rather than start up their own businesses due to inexperience with other alternatives (Agenor & El Aynaoui, 2003). Exposing students to entrepreneurship skills at an early age can increase their likeliness to pursue entrepreneurial ventures in the future that lead to productivity and financial independence. In a study conducted by Al Akhawayn University in Ifrane, Morocco, students, ages 11-12, were placed into a 3-month long program in conjunction with

their school curriculum that focused on entrepreneurship. The study found that to improve the students' self-efficacy skills, leadership, and teamwork, entrepreneurial training should be integrated into the education curriculum, starting at the primary level (Hassi, 2016). Youth who learn and become proficient in leadership and management skills are better prepared for business careers. Engaging youth in the job market through entrepreneurial pursuits can boost their quality of life and the lives of those around them, as the job market expands, the economy grows, and the unemployment rate goes down

A study done in 2013, by the International Bank for Reconstruction and Development, assessed the effects of nine entrepreneurship education programs for secondary education, 10 programs for higher education, 16 programs for potential entrepreneurs, and 25 programs for practicing entrepreneurs. The study found that entrepreneurship education developed the participant's mindsets and skills. It concluded that developing the participant's skills ultimately stimulated economic growth through self-employment, decreased unemployment, and new innovations on the market ("Framing the Global Landscape of Entrepreneurship Education and Training Programs", 2013). Incorporating entrepreneurial opportunities into youth education develops a generation of community members who can contribute to growing the economy.

Although government funded entrepreneurial training programs have failed in the past, there is a renewed push toward entrepreneurship education throughout Morocco. The goal is to combat the lack of employment opportunities and gaps in the education curriculum that insufficiently prepare graduates for employment. Tamdoult is only one of the many organizations throughout Morocco dedicated to working with youth on developing their entrepreneurship and leadership skills. Association ANOUAL runs a multitude of programs, including DigiGirlz Morocco and Morocco Future Leaders, that focus on youth empowerment. Another organization, Douar Tech, utilizes technology to teach entrepreneurship and build leadership skills. These organizations are critical in Morocco where youth need to rely on outside organizations to learn the skills needed to be employed. However, since these organizations only target the northern regions of Morocco, Tamdoult's focus on spreading entrepreneurship education to Southern Morocco becomes even more crucial. Entrepreneurship educational programs provide youth with the tools for creating their own businesses which stimulate the economy and improve their employability through knowledge of soft skills.

2.4 Association Tamdoult

Association Jeunesse Tamdoult pour la Culture et le Développement (Tamdoult) is a nongovernmental organization that provides those in Southern Morocco with educational and empowerment opportunities. Tamdoult's three largest programs are Moonshot, Student Entrepreneur Student, and Social Innovative Students Program (Association Jeunesse Tamdoult pour la Culture et le Développement, n.d.). The Social Innovative Students (SIS) Program provides entrepreneurship and leadership training to youth so that they have the necessary skills to achieve their academic and professional pursuits (Association Jeunesse Tamdoult pour la Culture et le Développement, n.d). Moroccan communities can benefit from their youth learning more about entrepreneurship. Entrepreneurship educational programs provide youth with the tools necessary for creating their own businesses and increasing employability, thereby stimulating the local economy (Alaoui, 2015). Additionally, entrepreneurship training increases self-autonomy and decreases reliance on the insecure job market (Agenor & El Aynaoui, 2003). The project stakeholders include external funding sources, the students and employees of the SIS Program, and the Moroccan communities in which Tamdoult operates the SIS Program.

2.4.1 The Tamdoult Social Innovative Students Program

Figure 3: Picture of SIS Participants

Tamdoult launched the SIS Program in 2018 in regions of Southern Morocco, such as Tata, Ouarzazate, and Zagoura (AJTCD, 2020a). Founders created the Tamdoult organization with the mission to build self-confidence in Moroccan youth by teaching them skills that promote initiative, creativity, and innovation. In learning these skills, youth have a greater opportunity to become young leaders that can contribute to positive change and participate in the sustainable development process of their communities and nation (Association Jeunesse Tamdoult pour la Culture et le Développement, n.d.). Tamdoult has conducted many activities and programs focused on culture and education that support youth, women, and students in taking initiatives that shape public and social policies.
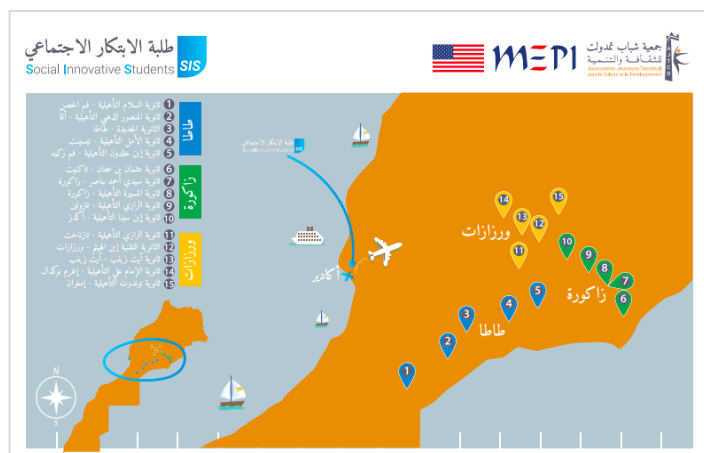
Figure 4: Map of SIS Program Locations

Tamdoult developed the SIS Program with the knowledge that entrepreneurship has socio-economic benefits in areas that lack in business development or are working to overcome poverty (Hlungwahni, 2018). This is particularly the case for the rural southern areas of Morocco where Tamdoult is based. The rural regions of Morocco experience more poverty and less opportunities for education and employment, thus making it important for additional opportunities, like the SIS Program, to arise (Lanjouw, 2004). The SIS Program seeks to provide students with entrepreneurship and leadership training so that they have the skills to better their academic and professional pursuits (AJTCD, 2020a). The program brought workshops to 15 schools throughout Southern Morocco, as seen in Figure 4, or held them in the co-working space, also called the Incubator, in Agadir (AJTCD, 2019). During the SIS program, participants were divided into groups averaging four students and worked on project ideas which they pitched at the end of the program in a competition. Competition winners were given the chance to make their project ideas come to life. Additionally, the soft skills taught in workshops included writing resumes and CVs, public speaking, interviewing, and email etiquette. The program also focused on entrepreneurial topics including creative thinking, critical analysis, personal branding, pitching project ideas, and creating business model canvases. These skills are vital to supplement youth's education through school where soft skills and entrepreneurship are not touched upon (AJTCD, 2019). Whether or not the SIS Program participants decide to enter the field of entrepreneurship later in life, the entrepreneurial and soft skills they also learned during the program will be beneficial in making them better communicators and more prepared for their future career opportunities.

2.4.2 Tamdoult's Funding and Program Assessment

Tamdoult, like Association ANOUAL and Douar Tech, is a nongovernmental organization (NGO) that requires funding from outside sources to run their programs. In fact, the

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SIS Program would have never been able to leave the planning phase in 2018 without funding from The Middle Eastern Partnership Initiative (MEPI). External sources of funding, like MEPI, are key stakeholders for Tamdoult. These organizations look to provide funding to programming that has the potential to improve a certain region or achieve a common goal. To attract further funding organizations for financial support, Tamdoult must be able to demonstrate that its program is successful.

NGOs are not connected to a governmental body and rely on external funding sources to stay operational (Atia & Herrold, 2018). Tamdoult has relied on grants from international funding organizations like MEPI. In 2018, Tamdoult received a grant of $195,000 (33.3% of total federal grants received) from MEPI with the mission statement, "to create a generation of young entrepreneurs by introducing the entrepreneurial concept to 600 high school students and 100 undergraduate students" (Youth Tamdoult Association for Culture And Development, n.d, p. 2). MEPI funded the SIS Program because they believed in Tamdoult's mission and wanted to support it (AJTCD, 2019). International funding organizations choose to give grants once they build trust in the organization's credibility and clearly understand their mission. For an NGO to create a brand that sponsors will respond to, they first need to understand their current performance and how it can be sustained and improved (Belmejdoub, A., 2016). One very effective way that NGOs can communicate their mission and show their effectiveness is through strong marketing campaigns and brand establishment. Tamdoult can improve marketing to potential sponsors with effective evaluation of their programs and can showcase their program evaluation.

Evaluation and assessment allow entrepreneurship training programs to determine if their curriculum is impactful for the involved participants (Duval-Couetil, 2019). Organizations use program evaluation to determine whether to continue a specific program's development and how best to go about doing so (Bennett, 2017). A yearly program assessment can also contribute to the creation of a standard for the program staff and the development of a shared vision throughout the organization. Additionally, assessments help display the values and outcomes of the program to the stakeholders who are the funders and participants involved (Duval-Couetil, 2019). A rich assessment of entrepreneurial programs includes participant reactions to specific activities offered in the curriculum. At a broader level, a well-rounded assessment will measure

the participant's entrepreneurial mindset, interest in a topic, career choice, and business type after the program (Duval-Couetil, 2019).

2.5 Conclusion

Morocco faces a lack of opportunities in the labor force, often with university graduates left unemployed or working in a field that does not fully use their expertise and skill. Demographics also play a key factor in opportunity in Morocco, with those in rural and southern areas disadvantaged in terms of financial status, education, and employment. Moroccan youth can be empowered and oriented towards success through opportunities that teach them the necessary skills for involvement in their communities and the job market. Additionally, youth may become more self-sufficient through entrepreneurship education by starting their own businesses rather than depending on the limited jobs available to them. Increasing entrepreneurship opportunities engages a greater population in the workplace and boosts the economy and politics where youth are underrepresented.

Chapter 3: Methodology

3.1 Introduction

The goal of our project was to develop a manual for the ongoing evaluation of Association Jeunesse Tamdoult pour la Culture et le Développement's (Tamdoult's) programs through assessment of the Social Innovative Students Program (SIS). The evaluation manual will allow Tamdoult to develop, market, and ensure the long-term viability of their programs. In this project, we conducted expert interviews with nongovernmental organizations (NGOs) that have similar entrepreneurial education missions to Tamdoult's and semi-structured/exploratory interviews with SIS Program participants. Initially, we prepared a template of interview and survey questions for use during our evaluation of the SIS Program. Working closely with Tamdoult allowed us to create questions that best fit their desire for evaluation of the SIS Program's successes, challenges, and overall impact. After our evaluation of the SIS Program, we revised our survey and interview question templates and compiled them in a manual that Tamdoult can use for assessment of their future programs. Using the data we collected from our evaluation, we also created a marketing video about the SIS Program, including clips from SIS participant interviews, to better inform future sponsors about Tamdoult's mission and successes. Figure 4 displays the project outline and objectives.

Our objectives are as follows:

1. Create a template for the evaluation of success factors in the SIS Program
2. Gather data to assess the success of the SIS Program
3. Create a marketing video for the SIS Program
4. Adjust the evaluation manual for long-term use by Tamdoult programs

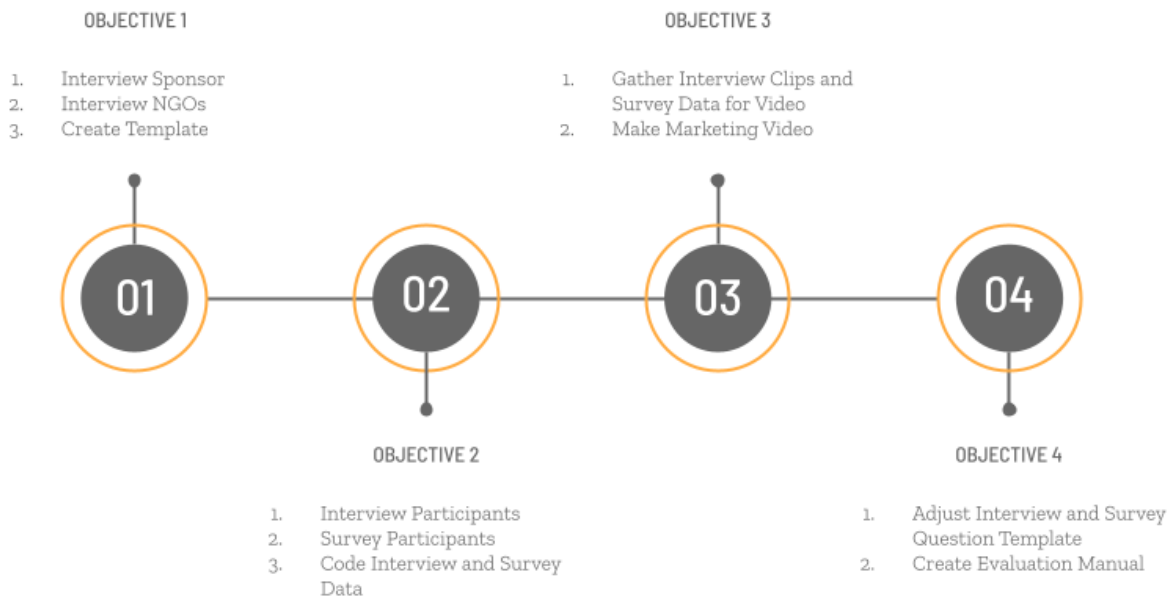In the following sections, we examine our objectives and methods and demonstrate how they supported our project goal.

OBJECTIVE 1

1. Interview Sponsor
2. Interview NGOs
3. Create Template

OBJECTIVE 3

1. Gather Interview Clips and Survey Data for Video
2. Make Marketing Video

01   02   03   04

OBJECTIVE 2

1. Interview Participants
2. Survey Participants
3. Code Interview and Survey Data

OBJECTIVE 4

1. Adjust Interview and Survey Question Template
2. Create Evaluation Manual

Figure 5. Outline of project objectives.

3.2 **Objective 1**: Create a Template for the Evaluation of Success Factors in the SIS Program

We created a template, consisting of a list of questions for surveying and interviewing past participants of SIS, that we later adapted for Tamdoult to use when evaluating their future programs. Working with our sponsor, Tamdoult, we determined aspects of the SIS Program to assess. These included what past participants thought SIS did well along with what they thought needed improvement and the impacts of the program on the participants. Additionally, we learned about evaluation strategies during interviews with entrepreneurial organizations similar to Tamdoult (see the sample interview template described in Appendix A). Using this information, we came up with survey and interview questions for SIS Program participants and formulated an evaluation template.

3.2.1 Interview Sponsor about their Specific Goals for the SIS Program

Based on our conversations with Tamdoult, we determined which parts of the SIS program to assess. We decided to evaluate the success of the SIS Program in terms of the knowledge gained by participants and how the program impacted their lives regarding life goals, employment, and education. We also evaluated the program's strengths and weaknesses to give

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Tamdoult feedback on how to improve their future programs. To highlight SIS's success, our team looked for both quantitative data and qualitative data, which consists of stories about the program's impact from participants. Since the definition of success can vary depending on who is asked, we made sure to clarify Tamdoult defined as success before we developed survey and interview questions to use for evaluation of the SIS Program. We also discussed with Tamdoult project deliverables that would showcase the achievements of the SIS Program. This helped lead us towards the idea of creating a marketing video.

3.2.2 Expert Interviews with Evaluators of Entrepreneurial and Educational Programs

Using a semi-structured approach, we interviewed NGOs similar to Tamdoult to better understand how they evaluate their programs (see Appendix A). We conducted five expert interviews with NGO representatives that had entrepreneurial-education missions like Tamdoult's. The organizations and people we interviewed included SIMSIM-Participation Citoyenne, Douar Tech, Association Anoual, The Burton D. Morgan Foundation, and Professor Curtis Abel, who is the Executive Director of Innovation and Entrepreneurship from WPI. The first three organizations are based in Morocco, while the last two are based in the United States. Interviewing NGO representatives both in Morocco and the United States gave us a broader perspective on youth entrepreneurship programs. These representatives also provided us with information on how NGOs operate, evaluate programs, and display success through marketing and social media. We also sought to understand how NGOs procure sponsors to fund their organizations to better understand how to assist Tamdoult. NGOs rely on funding from outside sources, such as sponsors, other non-profits, corporate entities, and state entities, to keep their programs running. We used the information we learned in these expert interviews, to formulate program evaluation recommendations in our manual at the end of the project.

Figure 6: Logos for the NGOs we interviewed.

3.2.3 Finalized Template to Assess the Success of the SIS Program

After interviewing our sponsor and conducting expert interviews with entrepreneurial organizations like Tamdoult, we created a set of interview and survey questions, displayed in Appendix B and C. For the survey, we used a combination of multiple choice and short answer questions. We put the short answer questions in the beginning and the multiple-choice questions at the end to get the longer part out of the way. For the interviews, we used primarily open-ended questions that gathered data on the interviewee's demographics and opinions on different aspects of the program. We rehearsed the interview questions with each other to make sure that the flow was logical and that all the questions were necessary. Additionally, we consulted with Tamdoult, our advisors, Rebecca Moody and Mohammed El Hamzaoui, and our local coordinator Ali El-Kassas, about the survey and interview questions. Through multiple iterations of edits, we included all the questions that the sponsor wanted and that we felt necessary for successful program evaluation. This enabled us to move on to the data collection phase of our project.

3.3 **Objective 2:** Gather Data to Assess the Success of the SIS Program

During our evaluation of the SIS Program, we surveyed and interviewed past program participants over the age of 18. This allowed us to avoid the need for parental consent which simplified the surveying and interview process. We transcribed the interviews with participants of the SIS Program and analyzed them using content-based open-coding techniques. We translated this data into a codebook that included all the participants' responses to each question. We entered all the survey and interview data into the codebook and then identified specific themes for each question and marked the number of responses that fell under each theme. This coding allowed us to produce quantitative data from qualitative responses by categorizing responses into themes and adding up the total amount of responses to get a numerical value.

Additionally, the quantitative data from the surveys provided statistical information about the SIS Program from a broader range of participants than the interview data. The data from interviews and surveys allowed us to draw conclusions about the strengths and weaknesses of the SIS Program's curriculum and make recommendations to Tamdoult. Identifying the strengths of the program was critical in understanding which data was relevant to showcase to potential partners, sponsors, or donors.

3.3.1 Conducting Surveys and Interviews

For the data collection phase of our project, we conducted semi-structured, exploratory interviews and surveyed SIS Program participants. To collect qualitative data, our team interviewed the program's past participants (see Appendix B). At the conclusion of the SIS program, in 2020, 728 past participants completed the program (AJTCD, 2020a). We conducted exploratory interviews with 13 of those participants. Due to the ongoing pandemic and travel restrictions, we conducted all interviews online using Google Meet. Before each interview, we required verbal consent, as seen in Appendix B, from the participants. We conducted the interviews in English and gave the participants the option of having an Arabic translator present. During the interview, two group members were present, one would ask questions while the other took notes. We used Tactiq, a transcription software, to produce an accurate word-for-word transcription of the interview. We also screen recorded the interview, with the permission of the participants, and incorporated the clips from the interview recordings in our marketing video, as described in Section 3.4.

To collect quantitative data, we created a survey using Qualtrics, a surveying software, containing both open and close-ended questions (see Appendix C). The participants had the option of completing the survey in English or Arabic, so that they could respond in the language they felt most comfortable. This ensured that we received the most accurate data, despite the language barrier, as well as received the maximum number of responses. We included a written consent section that the participants were required to complete before the start of each survey. Tamdoult sent out the surveys to past participants as they already had their contact information. Additionally, having Tamdoult send the surveys was a motivating factor for the participants as they had a personal connection to the advisors. Tamdoult sent out both surveys to the participants via email, Facebook groups and WhatsApp, which our sponsors found were the best way of

communicating with Moroccan students. We kept the survey open for two weeks and asked Tamdoult to provide weekly reminders to the participants to complete the surveys before our deadline.

3.3.2 Analyzing Data

Once we collected our data, we moved on to the data analysis stage of our project. We created a codebook where we inserted our interview and survey responses. To analyze the open-ended responses retrieved from the interviews, we used different coding techniques to quantify the qualitative data. We began by placing all the responses in a column, and then labeled sets of words or phrases from the responses and organized the labels into themes. Coding enabled us to collect quantitative data from qualitative data, which we used as stats in our final deliverables. Since some of the interviews we conducted were in Arabic with an interpreter, the translations were not always word-for-word. This led us to focus on coding through themes instead of specific words or phrases, as those can differ from person to person and across language. With the themes, we created data reports based on trends we identified. We compared data from sponsor interviews to data from participant interviews and identified common themes.

The surveys included open and closed-ended questions as well as an English and Arabic version. With the help of Moroccan translators, we translated the Arabic survey responses' open-ended questions. We then utilized the same open-coding techniques that were used for the interview questions, for all the open-ended survey questions. For the survey's closed-ended questions, we used Qualtrics to create graphs displaying the data. This allowed us to make quantitative conclusions based on our survey data which we accounted for in the creation of our marketing materials and assessment manual. We compiled all our data from the surveys and interviews into a Raw Data Report that we shared with Tamdoult. This can be used by Tamdoult to see how we displayed the data and where our conclusions about the program came from.

3.4 **Objective 3**: Create a Marketing Video for the SIS Program

The SIS Program has success stories, but they are not showcased to a greater audience and future sponsors. Tamdoult informed us that past participants have developed businesses and become leaders in their communities, due in large part to the skills they developed in the SIS Program. Smart Hands is a company, founded by four women who completed the SIS Program, that creates different products from recycled materials (AJTCD, 2020b). However, on

Tamdoult's website and social media, success stories like this are not clear or obvious and are easily overlooked by potential sponsors who want to learn more about the organization.

3.4.1 Marketing Video Approach

To create the video, we researched the best forms of media communication that can be used to effectively display the success of the SIS Program. Leslie Dodson, who works with the Global Lab at WPI and has experience with transmedia storytelling, helped us brainstorm our video deliverable and introduced us to different video editing software. To collect material to use in the video, with consent, we recorded the interviews we conducted with past SIS participants. We then went through each recording and compiled candid clips of participants talking about what they learned during the program, what aspects they liked, and how it affected their life. Additionally, Tamdoult provided us with pictures from the SIS Program as well as logos and maps to use for animation. After making a Google folder of video clips and photos, we came up with a video storyboard and script for a voiceover. We incorporated the success stories we have gathered from our exploratory interviews and quantitative data from the survey into the script. To create animations and put our video together, we used a variety of software: Adobe Premiere (see Appendix F), Adobe Lightroom, and Biteable. To ensure that the video was easily understood by our target audience of new sponsors and future program participants, we used English for the video voiceover and gave Tamdoult the Arabic subtitles in a document. The subtitles document also included instructions on how to add subtitles to a YouTube video so that Tamdoult could post the SIS video on their YouTube page (Appendix F).

3.5 **Objective 4**: Adjust the Evaluation Template for Long Term Use by Tamdoult Programs

We evaluated the SIS Program through a template of interview and survey questions, which we then re-evaluated and adapted to fit Tamdoult's long term use. Coding the interviews creates quantitative data that Tamdoult can use as they continue to produce new materials to understand and demonstrate the success of their programs. We shortened the survey questions to focus on quantitative data. The survey was too long and many people who began did not finish it. The focus of the surveys was always to get quantitative data while the interviews were to get qualitative data. When editing the interview questions, we synthesized them to avoid repetition. We found that during interviews we skipped questions because they were too similar to

previously stated questions. This repetition also tired interviewees who were being asked essentially the same questions multiple times, for example "What was your favorite part of the SIS Program?" and "What was the most valuable part of the SIS Program". This reworked manual can help Tamdoult generate feedback and put themselves in the best position to continually assess the success of their programs in the years to come (see Appendix D).

3.6 Limitation and Challenge Considerations

Our team faced challenges working on this project due to the COVID-19 pandemic, which limited us to virtual research. With the exclusive use of technology needed for our project came the challenges of Wi-Fi and technology access. This project centered around communication with people in Morocco, which presented the additional challenges of differences in time zones and restricted our meetings times to mornings. Additionally, we had the challenge of working with students who were not fluent in English, which required the help of a translator to understand the interview and survey responses. The language barrier, even with the presence of a translator, can lead to inaccurate understanding of questions and responses between the parties involved.

We faced the challenge of self-selection in the process for both the survey and interviews. We were aware that out of the 728 past participants of the SIS Program, those participating in the surveys and interviews already had strong opinions on the program. We had to keep in mind that this could skew our data and had to avoid making overarching conclusions about the program from the data we collected. The same applies to the interviews; Tamdoult sent us the contact information of 18 students to interview and 13 scheduled interviews with us. Having Tamdoult choose who they wanted to represent the organization added to the self-selection bias.

The self-selecting nature of the surveys and interviews also played a role in the challenge of survey response numbers. Our sponsor, Tamdoult, distributed the survey to all the past participants of the SIS Program whom they had contact information through Facebook, email, and WhatsApp. Although we do not know how many participants received the survey, out of the 700 who were involved in the SIS Program, we only received 39 responses. Our goal was 100 responses, as that seemed achievable out of 700 participants. Several factors could have contributed to the low survey response including length, number of short answer responses, lack of motivation/incentive and technological difficulties. During the time we sent out the surveys,

the students were also in the middle of exams, which also could have contributed to the low response rates. Additionally, Tamdoult informed us that they did not have contact information for participants at some of the rural high schools where the SIS Program was conducted. This, along with the fact that we did not survey participants 18 or under, could have limited the survey distribution reach.

Another challenge we faced was tackling the risk of global political status impacting interviews with past participants of the SIS Program. Global political hierarchies and power roles of interviewee vs. interviewer have the chance to influence the degree of participant openness when answering questions. To combat this challenge, we conducted all our interviews with a neutral background to limit the appearance of potential hierarchies and strove to understand how the interviewees viewed us. Additionally, we aimed to avoid biased questions that would lead the interviewee to feel certain obligations in their answers. We kept all surveys anonymous along with opinions of the program from the interviews and shared minimal demographic information in our data to ensure that no subject could be identified. There was also a need for anonymity because the students revealed personal information and opinions on the program in the interviews that could have been offensive to the Tamdoult staff. This information could be released without consent or participant anonymity and have the potential to be harmful to the student's reputations and put them at risk for retaliation by the organization or other past participants.

3.7 Deliverables

We left our sponsor, Tamdoult, with the tools necessary to complete evaluations of their future programs and to highlight their program's successes. We created an evaluation manual that includes survey and interview templates as well as a coding rubric. There are also guides on how to complete the evaluations and suggestions based on our experience included in the manual. Additionally, we left Tamdoult with a marketing video that uses data from the surveys and interviews to highlight the success of the SIS Program. We decided that a video would be the most effective deliverable to provide Tamdoult to support their goal of securing more funding, as opposed to creating a social media strategy or updating to the Tamdoult website as our sponsor had suggested. Attached to the video is a script, both in English and Arabic, to upload as subtitles onto YouTube. Tamdoult can use this video on social media and their website to inform

the public and procure funding. Our deliverables are described in detail in Chapter 5, Recommendations and Conclusions.

3.8 Ethical Considerations

We ensured that the interviewees provided informed consent and understood the basis for our questions before the interview. We prepared an IRB approved statement that we read to the participants before beginning each interview to ensure that they understood our objectives and goals in the project and provided oral consent to proceed. This statement also included a request to record the interview, an explanation of the expectation of privacy for the interview, and our plans to adhere to our promises (see Appendices A-C for details on this assurance). Surveys and interview responses relating to the program curriculum improvements remained anonymous. We submitted our documents to the WPI Institutional Review Board, and they were approved, ensuring that our research process did not put any of the interviewees or organizations that we interviewed at risk.

We also took into consideration the cultural differences between the interviewees, who are from Morocco, and ourselves, the interviewers from the U.S. We educated ourselves on Moroccan culture and made sure that the questions we prepared were not offensive and did not relay any underlying stereotypes towards the interviewees. Our advisors, who are well versed in Moroccan culture, and Tamdoult offered feedback that we used to revise the questions. We took these measures to ensure that we collected our data in a morally correct way.

Chapter 4: Findings

4.1 Introduction

Based on the results of our surveys and interviews with SIS Program participants, we organized our findings into SIS Program findings and program evaluation technique findings. The SIS Program findings consist of general SIS curriculum findings as well as findings on the strengths and the weaknesses of the program. It is important for Association Jeunesse Tamdoult pour la Culture et le Développement (Tamdoult) to be aware of both the successes and failures of the SIS Program to know what works well for future programs and what needs improvement. We based our general program evaluation findings on experience evaluating the SIS Program and consist of the difficulties we faced. From these findings, we made recommendations for Tamdoult and their future program evaluations.

4.2 General SIS Program Curriculum Findings

Our general SIS Program curriculum findings include the material taught during the program. We found that the SIS Program had a good balance between teaching soft skills and entrepreneurial skills based on the feedback from SIS participants. During our interviews, seven out of 13 participants said that there was a balance of skills taught, while two felt the curriculum favored soft skills and four felt it favored entrepreneurial skills. In interviews and surveys, participants shared that they learned about creating a business model canvas, starting a business, exchange programs, writing a CV, and public speaking. The skills that participants learned during the program are demonstrated in Figure 7 below. Additionally, we found that the SIS program made all the 13 interviewees more interested in entrepreneurship and grew the survey respondent's interest in entrepreneurship. Based on our survey data, 25 out of 39 participants felt the SIS Program grew their interest in entrepreneurship. A demonstration of this data is in Figure 8.
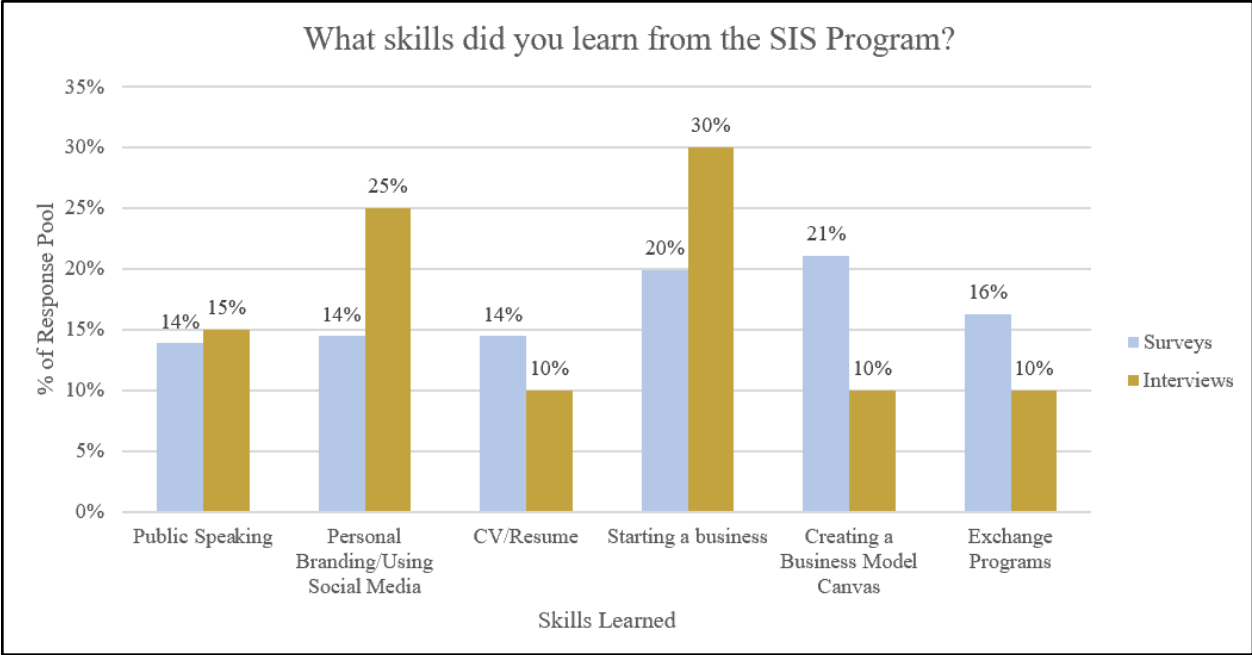
Figure 7: This graph displays the data from our surveys and interviews detailing the most learned skills (%).
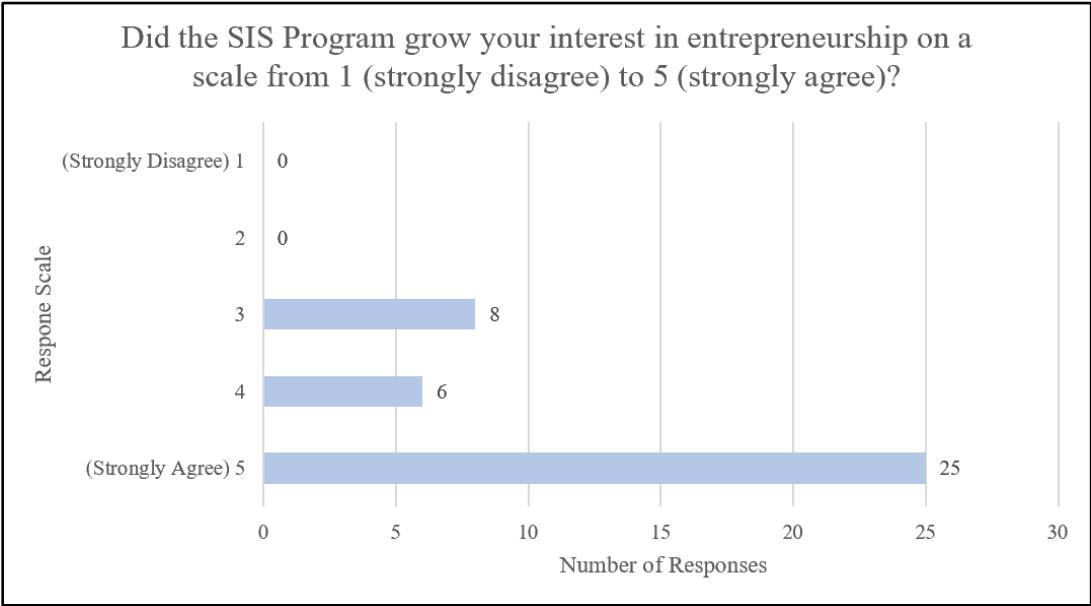
Figure 8: This graph displays how participants rated the program in terms of growing their interest in entrepreneurship.

4.2.1 SIS Program Strengths

Our evaluation of the SIS Program revealed many program strengths, which will help Tamdoult know what aspects of their program to continue and build off in the future. Based on the interviews we conducted with past participants, the SIS Program met or exceeded all the

participants' expectations. Additionally, out of the 39 survey responses, 38 participants said that the SIS Program covered skills not taught in their high school or university. Overall, we found that the surveyed and interviewed participants felt like the knowledge they gained during the program was by far the most impactful aspect in their life following the program. The participants also used the skills they learned during the SIS Program to aid them in pursuing studies, finding new opportunities like internships and exchange programs, and pursuing their own businesses. Figure 9 below demonstrates the impacts of the SIS Program on participant's lives.
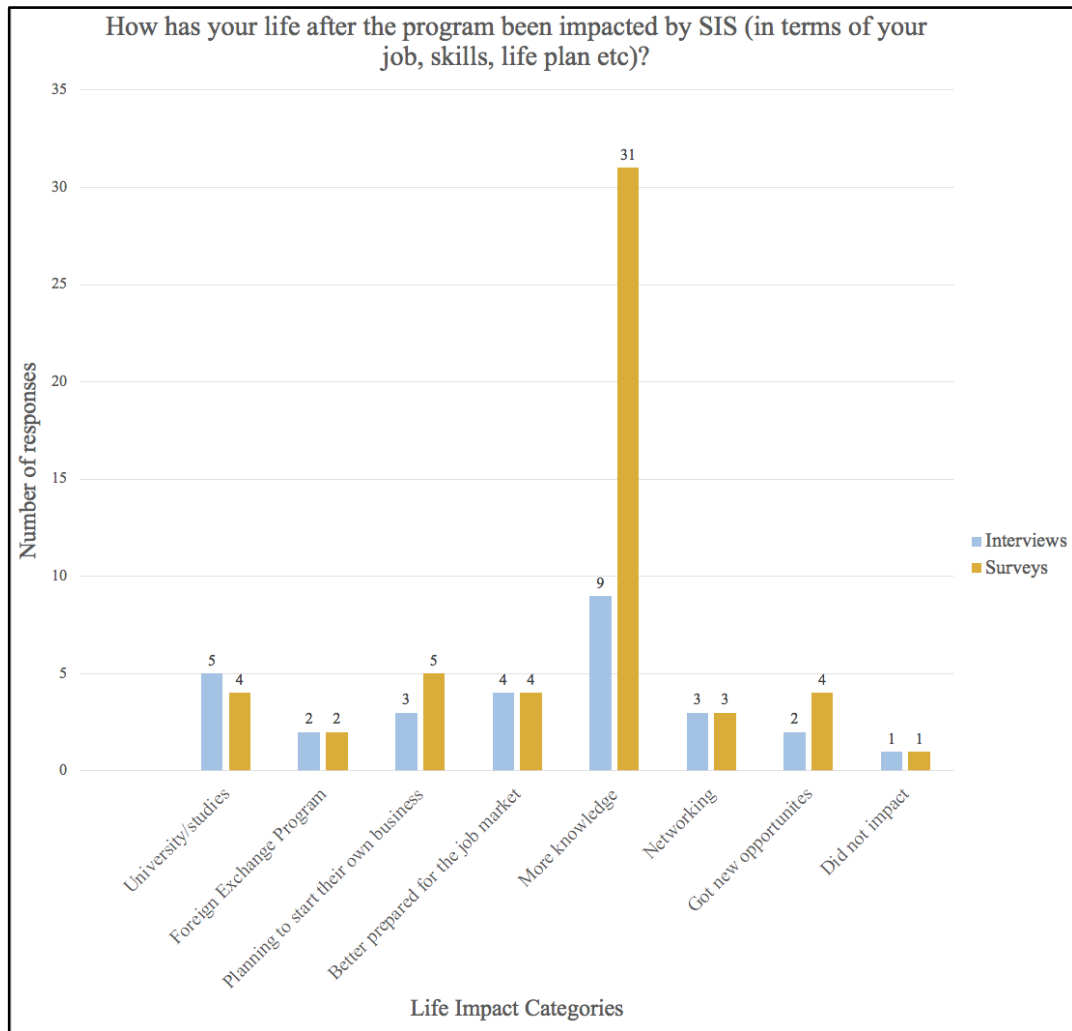
Figure 9: This chart demonstrates how surveyed and interviewed participants are impacted by the SIS program.

The SIS Program also introduced participants to new opportunities including study abroad programs. Two of the interviewed participants explained that they pursued exchange

program opportunities after the SIS Program introduced them to the idea. One stated, "the SIS Program and its consequent contributions in other programs distinguished me as a very active member in my society and, thus, played a major role for being selected in the Student Leaders US exchange program 2020" (Participant 3, research participant interview, February 18, 2021). We also found that SIS Program staff were a significant part of the participant's experience. Half of the participants we interviewed mentioned their personal connection to the staff during our interview. The staff created an open atmosphere where participants felt comfortable and connected to one another, two participants even noted that SIS was "like a family" (Participant 2, research participant interview, February 17, 2021, & Participant 3, research participant interview, February 18, 2021). Through the program, participants formed relationships with their group members, fellow SIS participants, and Tamdoult mentors, creating a strong and connected community. These connections allowed the participants to build their networking skills. Many of the participants keep in touch with the staff at Tamdoult and often reach out to them for help with applications and even advice. Lastly, the guest speakers that attended the program also had a big impact on the participants: the speakers gave "us their own experience about entrepreneurship … [and helped me] come up with that decision, and to go on that on the road of studying" (Participant 2, research participant interview, February 17, 2021). They each shared their own unique story and experience, which the students said was very insightful and inspiring.

4.2.2 Potential Improvements

Even though the SIS Program had many positive impacts on the participants, there is also room for improvement. Figure 10 demonstrates improvements that the participants noted during interviews and surveys below.
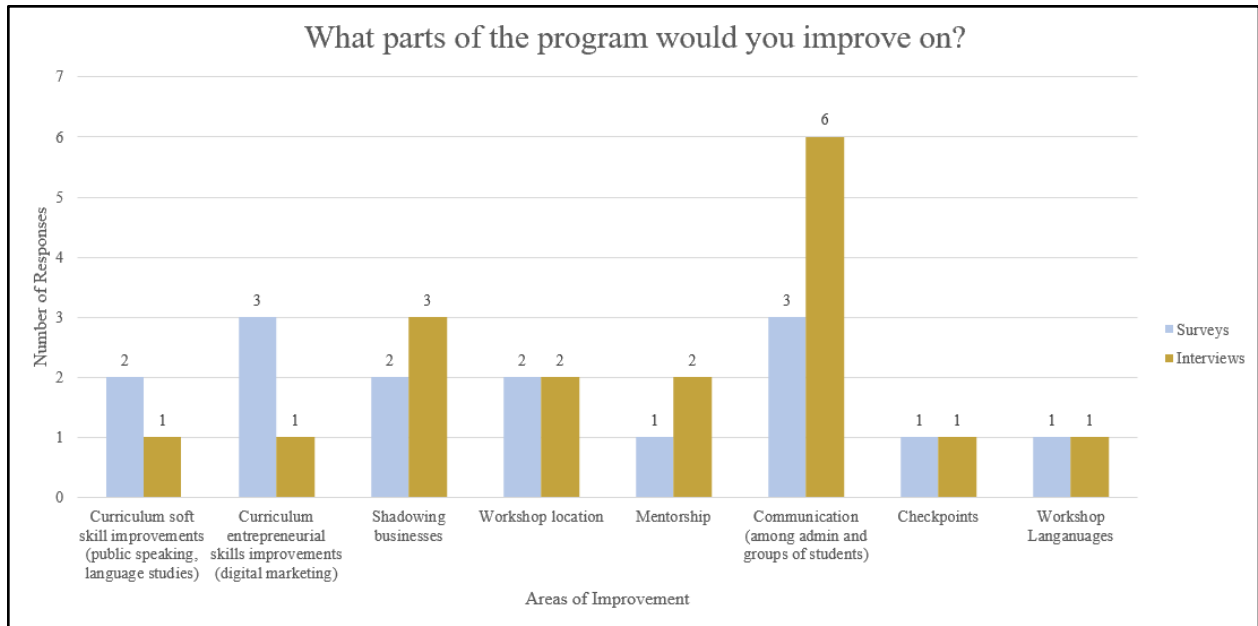
Figure 10: This chart compares the results of our survey and interview responses where participants offer improvements to SIS.

Some participants mentioned that there was a lack of accessible transportation to the workshop location, which limited the number of participants that could attend the program. When asked if they would go through the program again, one participant responded, "I had to take four buses every time to attend the program. So, it's not motivating in this way to go through the program again" (Participant 6, research participant interview, February 19, 2021). Aside from transportation access, the program's location became monotonous. The participants felt that being in the same space for an extended period made the workshop less engaging. When asked about potential improvements for the SIS Program, one survey participant responded that SIS "could conduct some workshops or events outside the SIS space to break the routine," while another participant responded that they would like to "change the place where the workshop will be held to break the routine [and] have other options rather than co-working space" (survey participant 3 and 10, 2021). One survey participant responded that they also felt that the workshops did not allow for first-hand experience with real businesses and wished for more shadowing opportunities (Participant 4, research participant survey, February 18, 2021).

Since most participants are not as fluent in French as they are with Moroccan Arabic and English, the guest speakers who presented in French were harder to follow. The language barrier made the French presentations less engaging. One participant noted that "the French system in Morocco is more theoretical and disciplined. As opposed to the English system which leans

towards learning through other means" (Participant 4, research participant interview, February 18, 2021). The participants felt that when the presentations were in French, it was harder to pay attention. Another participant said, "I wouldn't bring trainers who speak French as a primary language during the workshop because it's too boring" (Participant 6, research participant interview, February 19, 2021). It's important that the participants are engaged with the presentations so that the material taught is impactful.

During the program, some of the participants we interviewed and surveyed felt that their needs were not always met in a group setting. Figure 10 demonstrates the participant's desire for increased communication between advisors/instructors and the participants. Participants wished for more one-on-one mentor guidance and to work more closely with the Tamdoult staff. We found that this feeling was strongest at the end of the program when the competition was approaching. Participants wished for a schedule that outlined the timeline they had for their project creation. One participant stated:

> We have one competition during the year. Maybe they could add mini-competitions or challenges throughout the year to make you practice everything... If you have one competition, you wait until that month and have to hurry to make everything and finish it up...it would be perfect to have 3-4 stages of challenge tests like checkpoints.
>
> (Participant 10, research participant interview, February 22, 2021)

Other participants mentioned that they wanted to diversify their teams and work with other groups outside of their own. During entrepreneurship workshops, SIS divided participants into groups averaging four people. The groups stayed the same throughout all workshops to foster teamwork and allow for work on a group project (AJTCD, 2019). Some participants felt they only got to know their project group during the experience. Figure 10 demonstrates the SIS participant's desire for increased communication among participants.

We also found that after the completion of their projects, many students were unsure of how to advertise their final products. With social media and online marketing becoming the primary ways to market products, two of the participants that we interviewed wished they "knew more about it … because it's a bit difficult" (Participant 8, research participant interview, February 19, 2021). Figure 11 below helps to visualize the desire for more digital marketing content below.
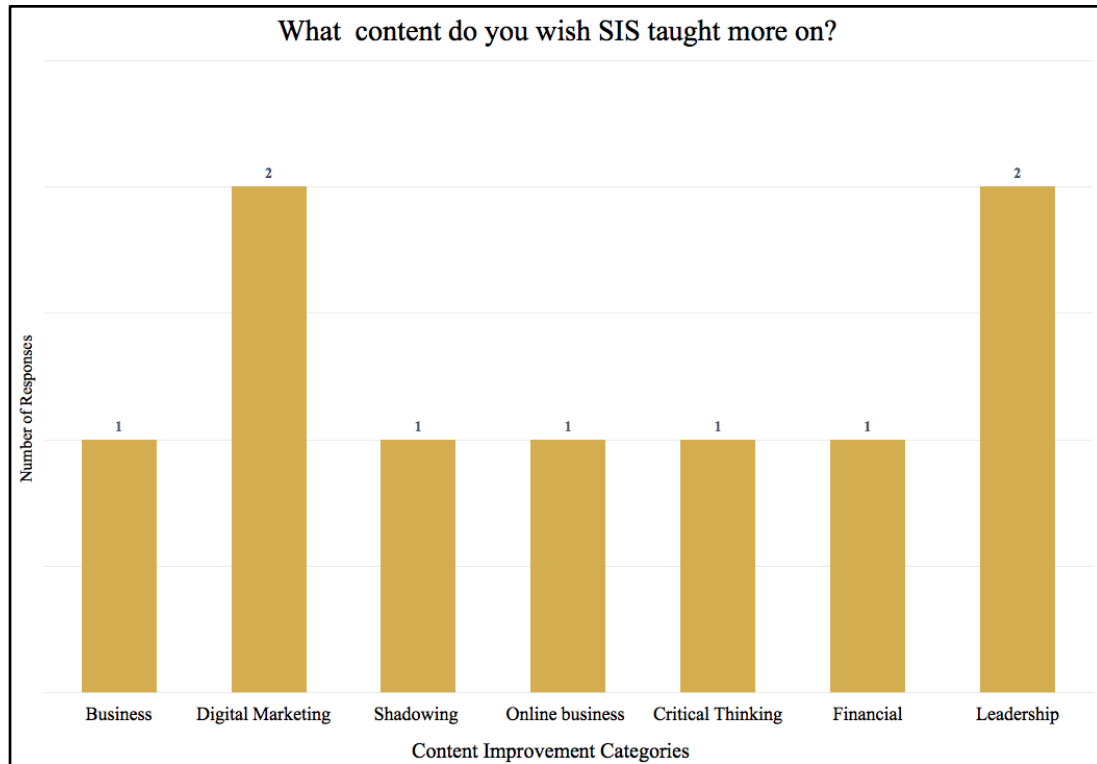
Figure 11: This graph shows content that interview participants wished were taught more in depth.

4.3 Program Evaluation Technique Findings

Interviewing NGOs gave us important information that guided our program evaluation techniques. One of the key conversations we had in our interviews with NGO representatives involved how their organization assesses success. All the representatives indicated that it was difficult to assess the success of their programs, especially in ways that resulted in quantifiable statistics. During our interview with SIMSIM, their representative explained a solution to this is using pre-post surveys. Organizations use post-program surveys to determine the program's impact on its participants. Additionally, they provide the organization with information regarding potential areas of improvement and areas that were effectively taught. Post-program surveys also produce direct data and statistics that an organization can use to market themselves. When speaking with representatives of NGOs, we did find that implementing pre-post surveys can lead to "teaching for the test" (E. Bean, expert interview, February 17, 2021). This means that some organizations felt that they altered their programs for the sake of producing positive post-program surveys. This ultimately defeats the purpose of implementing pre-post surveys if "teaching for the test" is involved (E. Bean, expert interview, February 17, 2021).

In our interviews with Association Anoual and the Burton D. Morgan Foundation, we also found that longitudinal studies were effective in assessing a program's long-term impacts. Longitudinal studies include surveys and interviews that are completed a significant amount of time after the program has finished. Similar to pre-post surveys, longitudinal studies provide marketable data and success stories to use in attracting potential sponsors. In these studies, participants demonstrate how the program has affected their lives, as they can reflect on how their lives have changed since completing the program. A drawback of longitudinal studies, however, is that the pool of participants is often self-selecting (E. B, expert interview, February 19, 2021). The people that choose to put in the effort to participate in a study years after completing it, are most likely people that have either been greatly affected by the program or completely hated it. The data from these studies can then lead the organization to draw inaccurate conclusions. Additionally, in our interview with Burton D. Morgan we found that participants who take part in longitudinal studies often had prior knowledge of entrepreneurship before entering the program. This is important to keep in mind so that organizations do not take credit for a participant's success. Longitudinal studies have pros and cons but are still important because they give an organization material that can be used to demonstrate their program's long-term successes, and ultimately market these successes to their communities and potential partners.

4.3.1 Survey Response Findings

In our attempt to assess the SIS Program through a digital survey, we discovered unforeseen challenges involving survey length. We found that it was difficult to get survey responses from the SIS participants. Before sending the survey to our sponsor for distribution, we aimed to receive 100 survey responses. We thought that receiving 100 responses would be feasible considering there are over 700 past participants of the program. Quickly after distributing the survey, we found that this goal was not feasible. The data reports on Qualtrics, the surveying software that we used, reported that participants had spent between 15 and 150 minutes completing the survey. This proved that our survey questions were too time-consuming. Focusing on strictly quantitative data in the surveys, by only having multiple-choice or selection questions, would have been beneficial in speeding up the completion time. Additionally, we

found that sending out reminders to fill out the survey was very beneficial. This brought us from around 10 responses to around 40 in a week.

4.3.2: Interviews with Program Participants Findings

Before we conducted our interviews with past participants of the SIS Program, Tamdoult contacted 18 participants using WhatsApp. Out of the total number of participants contacted, 13 responded and scheduled an interview time. The interviews ranged from 20 minutes to 80 minutes long. During the interview sessions, participants discussed their time during the SIS program as well as what they have done since the program ended. We gathered many stories regarding exchange programs, entrepreneurial career paths, and unexpected new opportunities. Tamdoult's website and social media accounts will be able to use these stories for promotion. As seen in Figure 12, most of the participants interviewed found that learning about entrepreneurship was the most helpful aspect in developing their careers and achieving their goals.
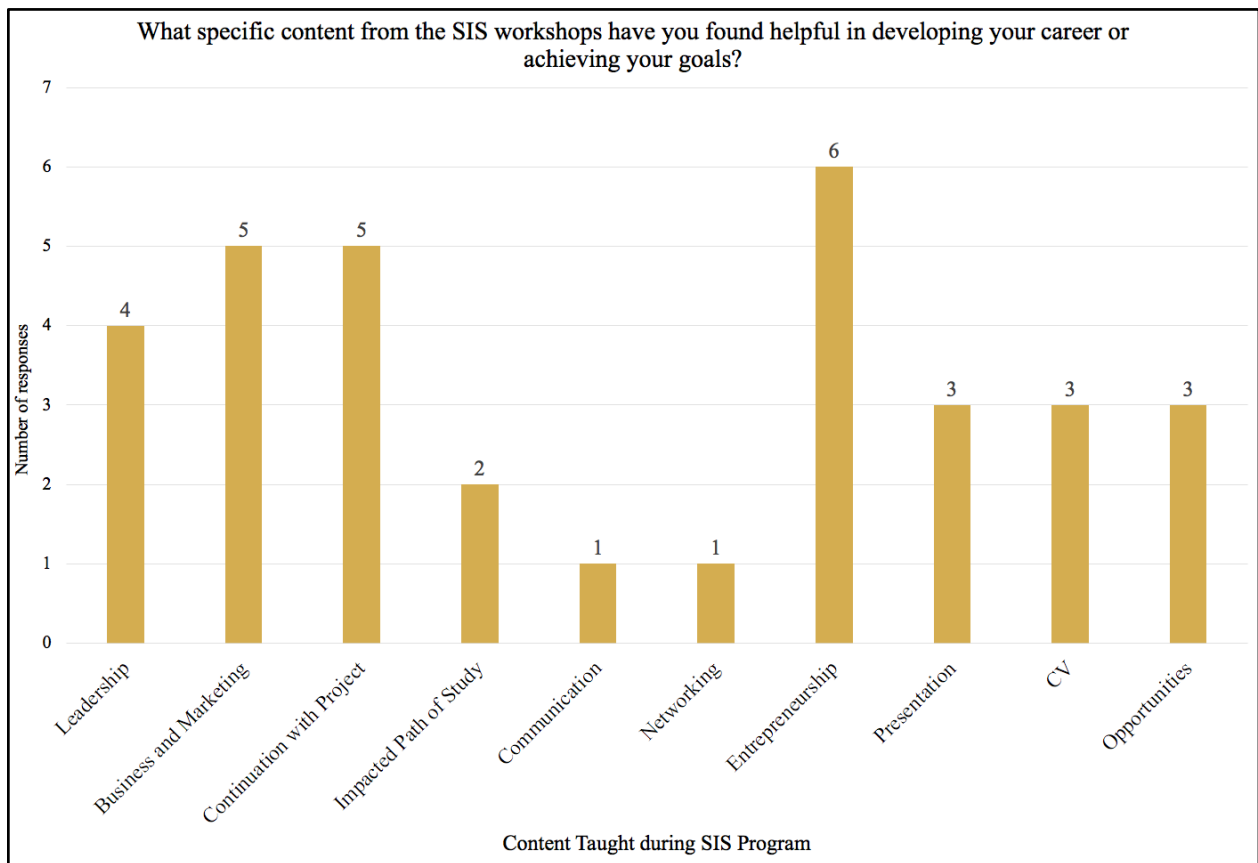
Figure 12: This chart shows content that interview participants wish was taught more in-depth.

However, as we conducted these interviews, we found that many of the questions asked were redundant and generated the same responses. Repetitive questions made the interview less of a conversation, making it not flow as smoothly. Conducting the interviews in English, with the option of having an Arabic translator present, also limited how in-depth the participants could go with their responses. We found that when participants told long stories in Arabic about their time in the SIS Program, the story that we heard in English was usually a condensed and summarized version. This is primarily due to our team not clarifying the expectation of a word-for-word translation, which may have led us to make inaccurate interpretations of data and impacted the conclusions we made about the SIS Program as a whole.

4.4 Conclusion

From the survey and interview responses, our team was able to identify how the SIS Program excelled in how they were able to balance the curriculum between entrepreneurial skills and soft skills. Additionally, the SIS staff had a positive impact on the program and created an open environment where participants were able to collaborate and expand their networks. In terms of improvements, our team found that SIS participants had difficulties in managing their own transportation to the workshop, communicating effectively with SIS staff, and the constant classroom setting of the program.

Based on the evaluation techniques our team used and the NGO interviews, we found pre-post program surveys to be an effective strategy that programs, like SIS, can use to gain immediate feedback. Longitudinal surveys also produce valuable metrics for how the program affected students in the long term. However, more succinct surveys and interview scripts are more likely to gain responses from participants compared to longer surveys that seem repetitive. From these findings, we made recommendations to Tamdoult for modifying their curriculum and evaluating any future programs they hold.

Chapter 5: Recommendations and Conclusions

5.1 Introduction

Upon completing our project, we came up with recommendations for Association Jeunesse Tamdoult pour la Culture et le Développement (Tamdoult) that will help them to evaluate their future programs. We have organized the recommendations for Tamdoult into two categories: Social Innovative Students (SIS) Program curriculum and program evaluation techniques. We based our SIS Program curriculum recommendations on the feedback we received on the SIS Program workshops, curriculum, and structure during interviews and surveys with past program participants. For the program evaluation technique recommendations, we used our own experiences evaluating the SIS Program through surveys and interviews with past program participants and expert interviews with non-governmental organizations (NGOs) to form suggestions. The recommendations we have for Tamdoult involve increased digital marketing in the curriculum, workshop location variation, workshop language prioritization, increased transportation accessibility, increased communication among participants, and increased communication between trainers and participants.

5.2 SIS Workshop Recommendations

The feedback we received from surveys and interviews guided our recommendations for the SIS Program curriculum. Based on feedback from past SIS Program participants concerning their lack of knowledge on how to successfully market their products on social media, our first recommendation for Tamdoult is to spend more time in workshops focusing on digital marketing and personal branding. An example of how Tamdoult could do this is to separate the lessons into four categories: who, what, why, and how. The 'who' lesson could instruct the program participants about the different audiences of digital marketing and reach analysis. The 'what' lesson would go over the different social media platforms and different types of posts. The 'why' lesson could go over the benefits of digital marketing and how it can improve business. Lastly, the 'how' lesson could include how to create creative and impactful posts and different platforms to use. In this virtual day and age, social media plays a significant role in the success of a business. Incorporating more information on digital marketing will assist program participants to practice entrepreneurship in the future.

Our second workshop recommendation for Tamdoult involves location variation and shadowing. Based on the feedback we received in the interviews and surveys, we recommend that Tamdoult occasionally substitute the traditional classroom setting with visiting different local businesses, where participants can shadow the professionals. Hosting the workshops in a variety of locations will help keep participants engaged. Additionally, this will help participants understand the daily tasks and realities of practicing entrepreneurs. If the participants visit a variety of businesses, they can also gain new information on different topics. Program participants will have a better idea of what lies ahead in their potential future as an entrepreneur, as well as remain more attentive during the traditional classroom style workshops.

Our third workshop recommendation involves prioritizing hosting guest speakers that present in English or Moroccan Arabic. Based on feedback from SIS participants, we recommend that guest speakers present in Moroccan Arabic or English for a more engaging and impactful experience. Tamdoult could also consider providing translators during workshops that are in languages other than Moroccan Arabic. Increasing language accessibility will allow Tamdoult to educate participants with a wider range of language proficiencies.

5.3 General SIS Program Structure Recommendations

Our first general program structure recommendation involves increased transportation access. Because many participants noted that transportation issues limited their access to the workshops, Tamdoult must recognize this obstacle. In rural areas of Southern Morocco, where Tamdoult hosted SIS Program workshops, transportation infrastructure is not as reliable as in urban places in Morocco. We recommend that Tamdoult provide or assist program participants with transportation to workshops. An example of how this could be done is by either providing participants with financials or sending a vehicle to pick them up. Additionally, Tamdoult could consider providing housing for the participants during the duration of the program, so that they do not have to travel back and forth to workshops. Increased transportation would allow more students to access the program. This increases the program reach and involvement among Moroccan youth. If the program reaches more people, Tamdoult can make a larger impact on the Moroccan community.

Our second general structure program improvement involves communication among trainers and participants. Some participants felt that the SIS Program experience lacked

individual mentorship and that their needs were not always met in a group setting. Tamdoult can enhance their participant and mentor relationship through one-on-one check-ins or sessions. We recommend that Tamdoult incorporate weekly meetings between instructor and participant, ranging from 30 minutes to 1 hour. During these check-ins, participants can ask any questions that they may have and receive feedback. Mentor check-ins will help hold participants accountable for their project progress. Tamdoult could increase the number and length of check-ins towards the end of the program as deadlines approach and help prevent participants from falling behind. Additionally, to improve communication and meet participant's needs, Tamdoult could match current participants with previous participants who would serve as personal mentors. The participants could keep in touch with their mentor throughout the program, on WhatsApp, and ask questions at any time to a person who has gone through the same experience. More time spent with advisors and mentors will also help program participants strengthen connections and increase their knowledge on their projects. Once participants completed the program, keeping close contact with them would also allow Tamdoult to invite them back as guest speakers, creating a full-circle experience for the past participants while showing current participants what they can accomplish using the skills that Tamdoult taught them.

Our last general program structure recommendation involves increased communication among program participants. Participants felt that they only got to know the people in their group, and they wished to make more friendships. Therefore, we suggest Tamdoult mix up groups during workshops and activities so that participants can form relationships with more people. Additionally, Tamdoult could help foster friendships among program participants by starting each workshop with an ice breaker and 'get to know you' games. Tamdoult could also pair two project teams together to brainstorm, bounce ideas off each other, and provide constructive feedback. These sorts of activities will help the program participants learn from more people's ideas as well as create a larger network.

5.4 Program Evaluation Technique Recommendations

After conducting both the survey and interviews, we were able to make the following recommendations involving general program evaluation techniques. We recommend that the surveys used in a future program evaluation should cater towards the participants' ease of response and increased survey participation. The surveys we created were too long and included

too many short answer questions. Therefore, we recommend Tamdoult use shorter and more succinct surveys. By condensing the survey to focus on quantitative data, more participants would likely respond, leaving room for the qualitative research in the interviews. The synthesized survey and interview questions that we created are in our evaluation manual (see Appendix D). Higher survey response numbers could be fostered by providing an incentive. To incentivize the completion of the survey, we recommend giving students a participation certificate after taking the post-program survey. Tamdoult could give this program completion certificate only after the post-program survey was taken. This certificate could be proof of program completion and give the participants a potential title that they could use on resumes. In the future, we also recommend that Tamdoult utilize Google Forms for surveys, as participants and Tamdoult staff are familiar with this software and have used it for surveying in the past. Qualtrics, the software we used, requires a monthly subscription and is not as sustainable an option for Tamdoult. Moving forward, it would be helpful to only have the survey in Moroccan Arabic, instead of providing the English version. The English version was specifically for our team's ease in understanding the responses. In the future, when Tamdoult runs evaluations on other programs, using Moroccan Arabic for the surveys will be easier for the participants to fill out because it is generally their first language.

The interviews we conducted generated a large quantity of qualitative data. Based on our experience, we have recommendations for Tamdoult that will allow them to create a more comprehensive interview flow. We recommend that Tamdoult conduct interviews with program participants right after program completion, as well as years post program. We suggest that they use a third party when conducting interviews to help to eliminate the bias that could occur if Tamdoult conducted interviews about their own programs. We also recommend scheduling interviews for 1 hour; this will give enough time to ask the necessary questions and have engaging conversations about the program's impact. In the future, it would also be useful to conduct the interviews in Moroccan Arabic for ease of communication, as it is most of the participant's primary language. If the interviewee would prefer to have the interview in a different language, Tamdoult could make those accommodations or provide interpreters as seen fit. When conducting the interviews, we recommend that there are two interviewers present, one serving as the speaker and the other as the scribe. Having a maximum of two interviewers also reduces the possibility of creating an overwhelming atmosphere and fosters better conversations

with interview participants. Ideally, the interviewees will feel open to making program improvement recommendations and giving honest curriculum feedback. Interviewees may feel hesitant to give honest answers if their instructor or program advisor is the one interviewing them.

Tamdoult has a long-term connection with participants and should keep striving for this connection. Through our research, it is already clear that students feel a strong connection with the program; during the interviews, many past participants referred to SIS as a "family". Maintaining further contact with participants is beneficial for conducting longitudinal studies, similar to our project, in the future.

5.5 Deliverable Recommendations

We recommend Tamdoult implement our two project deliverables: an evaluation manual to assess program success, and a marketing video to showcase that success to future participants and sponsors. The evaluation manual is a step by step guide on how to evaluate Tamdoult's future programs with example interviews and survey templates. (see in Appendix D). The manual consists of a brief introductory paragraph for every section outlining the survey/interview process along with a concluding section that discusses our findings about the surveys/interviews and recommendations for Tamdoult. The document is extensive and includes not only the blank templates for Tamdoult to customize based on their project, but also the specific survey/interview questions our team used when assessing the SIS Program. In the deliverables folder we also included the raw data we collected from the surveys and interviews along with the codebook we used for reference and a blank codebook. For each aspect of the program assessment, we included information about our experience and suggestions on how to improve on it in the future. Tamdoult can use this manual as a flexible guide for assessing their future programs.

The marketing video highlights the success of the SIS Program, told through personal past participant stories and data collected from the survey. As seen in Appendix F, we used editing programs such as Adobe Premiere, Adobe Photoshop, and Biteable to create this video. The video begins by discussing entrepreneurship and how Tamdoult plays a part in spreading the teaching of entrepreneurship to youth in Morocco. The video then moves into a brief overview of the SIS Program, including what the program offers and some of the student outcomes. The

video also contains clips from our interviews with past participants, layered with pictures from the program, which gives a personal touch to the video and engages the viewer with real content from Tamdoult programs. While Tamdoult has utilized videos before as part of their outreach, they have not included personal accounts in the content. The video will not only be a tribute to the SIS Program, but also highlight Tamdoult's important work with youth entrepreneurship and provide a way to attract future funders and participants. Attached to the video is a video script, which includes both lines in English and Arabic, as well as instructions on how to upload them on YouTube. Tamdoult can use this script to create subtitles, which will allow the video to reach a wider audience.

5.6 Conclusion

Through interviews and surveys with NGOs and SIS past participants, we drew the following conclusions. During NGO interviews, interviewees noted that it is difficult to assess the success of developing youth entrepreneurial mindsets, but most organizations use pre-post surveys along with longitudinal surveys. The interviews and surveys with past participants of SIS gave us a glimpse into the program. All the students reported that they had a positive experience with the program. There are, however, still areas of improvement to be made, dealing with workshop location, transportation, languages used in the workshops, and an emphasis on digital marketing in the workshops.

Based on our findings, we made recommendations for Tamdoult to use in future program evaluations. We believe that Tamdoult should implement post-program evaluations, along with longitudinal studies. In the templates we created for Tamdoult to use in their future programs, we reviewed the questions for the surveys and interviews to create a better experience for the participant and obtain better data (see Appendix D). We synthesized both the survey and interview questions to maximize survey responses and to not exhaust the interviewee with repetitive questions.

Based on our surveys and interviews, we made program recommendations for Tamdoult. The participants reported that students would like to experience other venues and visit local businesses for different hands-on experiences. Transportation was a limiting factor for some students and if Tamdoult were to provide transportation to workshops it would allow more people to attend and engage with the content. Students also wanted to see more personal

interactions between participants and mentors, this could take the form of regular meetings or shadowing opportunities.

Our work with Tamdoult, NGOs, and the SIS participants lead us to create two deliverables for Tamdoult, an evaluation manual, and a marketing video. Tamdoult can build upon the manual to create a consistent method of program evaluation that is easily accessible for all participants and convenient to fill out. This manual includes a short survey, interview questions, and a blank codebook (see Appendix D). The video we created centered around the quantitative and qualitative data we collected from the surveys and interviews. Media deliverables such as our SIS marketing video can be created based on the assessment of Tamdoult's future programs to showcase the success of the organization and its impact (see Appendix F).

In this project, we helped Tamdoult better understand the impact of the SIS Program and continue to improve the work they do educating Moroccan youth. With the improvements that participants suggested during the surveys and interviews, Tamdoult can create even more engaging and accessible content that uplifts students in Southern Morocco. Tamdoult can also continuously assess the success of their programs with the evaluation template and work to improve them while getting powerful success stories that can translate into deliverables such as the SIS video. Tamdoult can use the evaluation template and the SIS video as a guide on how to assess and improve upon their future projects and publish media materials to attract more sponsors, continuing their work educating youth in Morocco.

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Appendix A

Interview Questions for NGOs

Verbal Consent:

We are a group of students from Worcester Polytechnic Institute (WPI) in Massachusetts. We are conducting interviews of nongovernmental organizations that focus on entrepreneurship education in order to learn more about how they evaluate the success of their programs. This research will be used by AJTCD in order to evaluate the success of their Social Innovative Students Program. Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or any of the project reports or publications. If you are interested, we can share a copy of our results with you at the end of the project. For more information about this research, contact gr-ajtcd@wpi.edu.

1. Can you describe your organization?
2. What is your position in the organization?
3. How long have you worked for your organization?
4. How do you define success in your organization?
5. How do you evaluate the success of your programs?
6. How do you showcase this success? Is it seen in your social media/website?
7. When marketing your organization who is your target audience?
8. How do you use social media?
9. Do you have a social media strategy?
10. How important is your website for advertising your organization?
11. Is social media more important than your website? Why?
12. What tools do you use to monitor the success of your online presence?
13. How do you procure long term funding?
14. Is there a link between social media, your website and procuring sponsors?
15. How have you found sponsors/partners/donors for your program?

Appendix B

Interview Questions for past SIS participants

Verbal Consent:

> We are a group of students from Worcester Polytechnic Institute (WPI) in Massachusetts. We are conducting interviews of past/current participants of the SIS program to learn more about AJTCD's Social Innovative Students program. This research will be used by AJTCD in order to evaluate and showcase their success. Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers about program curriculum will remain anonymous. No names or identifying information will appear on the questionnaires or any of the project reports or publications. If you are interested, we can share a copy of our results with you at the end of the project. For more information about this research, contact ajtcd@wpi.edu.

> Do you consent to this interview being recorded?

1. Do you understand what this study is about?
2. What year(s) did you participate in the Social Innovative Students program (SIS)? How long were you involved?
3. What high school or college were you attending while you were in the program?
4. How did you find out about the program?
5. What specific content from the SIS workshops have you found helpful in developing your career or achieving your goals?
6. What skills did you learn from the SIS program?
7. Did SIS make you more interested in entrepreneurship?
    a. How was the balance between soft skills (example interview prep) and entrepreneurial skills (example how to run a business)? Which did you find benefitted you more?
8. What were your expectations for the SIS program? Did SIS meet those expectations?
9. What was the most valuable part of the SIS program?
10. How has your life after the program been impacted by SIS (in terms of your job, skills, life plan etc.)?
    a. Were you employed before participating in the SIS program? If yes, what was your job?
    b. Has the program helped you specifically in finding a job or continuing your education?
11. Given the chance, would you go through the program again?
12. What was your favorite part of the SIS program and why?
13. What was your least favorite part of the SIS program and why?
14. Is there any content that you wish was taught more in-depth?
15. What content from the SIS program was not useful?
16. What other content do you wish SIS taught but did not?
17. What sections of the program would you improve on?

Appendix C

SIS Participant Survey Questions (English/Arabic)

WPI

English ▼

طلبة الابتكار الاجتماعي
Social Innovative Students **SIS**

Informed Consent:

In order for your participation in this survey to be valid, you must sign to say you give consent.

We are a group of students from Worcester Polytechnic Institute (WPI) in Massachusetts. We are conducting surveys of past/current participants of the SIS program to learn more about AJTCD's Social Innovative Students program. This research will be used by AJTCD in order to evaluate and showcase their success. Your participation in this survey is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or any of the project reports or publications. If you are interested, we can share a copy of our results with you at the end of the project. For more information about this research, contact gr-ajtcd@wpi.edu.

By clicking yes below, you acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

◉ Yes

○ No

العربية ▼

طلبة الابتكار الاجتماعي
Social Innovative Students **SIS**

إشهاد بالموافقة:

لكي تأخذ مشاركتكم في هذا الإستطلاع بعين الإعتبار، يجب عليكم التوقيع على هذه الموافقة.

نحن مجموعة من طلبة معهد وررستر متعدد التخصصات (WPI) بولاية ماساتشوستس، نجري استطلاعا للمشاركات والمشاركين السابقين والحاليين في برنامج طلبة الابتكار الاجتماعي (SIS) من أجل معرفة المزيد عن البرنامج. ستستخدم جمعية شباب تمدولت للثقافة والتنمية (AJTCD) هذا البحث لتقييم وعرض نجاحاتها في برنامج طلبة الابتكار الاجتماعي (SIS).

مشاركتكم في هذا الإستطلاع اختيارية وبإمكانكم الانسحاب في أي وقت. لا تنسوا أن أجوبتكم ستظل سرية. لن تظهر أي أسماء أو معلومات تعريفية في أي من الاستبيانات أو تقارير المشاريع أو المنشورات. إذا كنتم مهتمين، بإمكاننا أن نشارك معكم نسخة من نتائجنا في نهاية المشروع. لمزيد من المعلومات عن هذا البحث، المرجو التواصل معنا عبر البريد

بنقركم على "نعم" أسفله، تدركون أنه تم إبلاغكم بمشاركتكم في البحث الموضح أعلاه وأنكم موافقون عليه. تأكدوا من أنكم راضون عن أجوبتكم قبل التوقيع. لكم الحق في الاحتفاظ بنسخة من اتفاقية الموافقة هذ.

◉ نعم

○ لا

WPI

What year(s) did you participate in the Social Innovative
Students program (SIS)? (select all that apply)

☐ 2018

☐ 2019

☐ 2020

What high school or university were you attending while you were
in the program?

[   ]

Did you attend university during or after the program?

○ During the Program

○ After the Program

○ No, but planning to attend university

○ No, did not attend university

WPI

في أية سنة أو سنوات شاركتم في برنامج طلبة الابتكار الاجتماعي – SIS؟ (يمكنكم اختيار أكثر من جواب)

☐ 2018

☐ 2019

☑ 2020

في أي ثانوية أو كلية/جامعة كنتم تدرسون خلال فترة البرنامج؟

[m]

1. هل التحقتم بالجامعة قبل أو بعد مشاركتكم في البرنامج؟

◉ قبل البرنامج

○ بعد البرنامج

○ لا، لكن تخططون للإلتحاق بالجامعة

○ لا، لم تلتحقوا بالجامعة

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WPI

What was your favorite part of the SIS program and why?

What was your least favorite part of the SIS program and why?

How has the SIS program affected you (in terms of your job, skills, school, life plan etc)?

Given the chance, would you go through the program again?

○ Yes

○ No

Please explain your answer to the question above:

العربية ⌄

١. ماهو أكثر جانب مفضل لديكم في برنامج طلبة الابتكار الاجتماعي (SIS) ولماذا؟

٢. ماهو أقل جانب مفضل لديكم في برنامج طلبة الابتكار الاجتماعي (SIS) ولماذا؟

كيف أثر لديكم برنامج طلبة الابتكار الاجتماعي (SIS) (من حيث عملكم ومهاراتكم ودراستكم وخطة حياتكم الخ)؟

إذا أعطيت لكم الفرصة من جديد، هل ستشاركون في البرنامج مرة أخرى؟

○ نعم

○ لا

المرجو شرح جوابكم عن السؤال السابق:

51

Would you recommend this program to others?

- ○ Yes
- ○ No

Please explain your answer to the question above:

Did the SIS program cover skills not taught in your high school or university?

- ○ Yes
- ○ No

If you answered yes to the question above, please explain:

Did you use the co-working space?

- ○ Yes
- ○ No

If you answered yes to the question above, how did you utilize the space and what improvements would you make?

هل تنصحون الآخرين بهذا البرنامج؟

- ○   نعم
- ○   لا

الرجو شرح جوابكم عن السؤال السابق:

هل تم التشرف من خلال برنامج مكتبة الابتكار الاجتماعي (SIS) إلى مهارات لم تدرسوها في ثانويتكم أو جامعتكم؟

- ○   نعم
- ○   لا

إذا أجبتم بنعم في السؤال السابق، فالرجو التوضيح:

هل قمتم باستغلال مكان العمل المشترك (Co-working Space)؟

- ○   نعم
- ○   لا

إذا أجبتم بنعم على السؤال السابق، فكيف قمتم باستغلال المحل وما هي التحسينات التي تودون القيام بها؟

What topics did you learn more about in the SIS program? (Select all that apply)

- ☐ Interviewing
- ☐ Using Email
- ☐ CV/Resume
- ☐ Cover Letter
- ☐ Public Speaking (ex. giving presentations)
- ☐ Exchange Programs (ex. Studying Abroad)
- ☐ Creative Thinking (ex. Design thinking, Innovation)
- ☐ Starting a Business
- ☐ Creating a Business Model Canvas (ex. Business plan template)
- ☐ Pitching Project Ideas
- ☐ Business Investments and Partnerships
- ☐ Personal Branding/Using Social Media
- ☐ Digital Marketing

١. ما هي المواضيع التي تشاركتم إنها أكثر في برنامج طلبة الابتكار الاجتماعي (SIS)؟ (يمكنكم اختيار أكثر من جواب)

- ☐ إجراء المقابلات
- ☐ استعمال البريد الإلكتروني
- ☐ السيرة الذاتية CV
- ☐ رسالة التحفيز (Motivation Letter)
- ☐ فن الخطابة (مثلا: إلقاء العروض)
- ☐ برامج تبادل الثقافي (مثلا: الدراسة بالخارج)
- ☐ التفكير الإبداعي (مثلا: التفكير التصميمي أو الابتكار)
- ☐ إنشاء مقاولة
- ☐ إنشاء نموذج الأعمال (مثلا: تصميم خطة أعمال – Business Model)
- ☐ عرض أفكار المشاريع أمام لجنة تحكيم
- ☐ البحث عن تمويل وشراكات
- ☐ التسويق الشخصي أو استعمال وسائل التواصل الاجتماعي
- ☐ التسويق الرقمي

How much has the knowledge from the following topics benefited you on a scale from 1 (not beneficial) to 5 (very beneficial)?

	1 (Not Beneficial)	2	3	4	5 (Very Beneficial)
Interviewing	○	○	○	○	○
Using Email	○	○	○	○	○
CV/Resume	○	○	○	○	○
Cover Letter	○	○	○	○	○
Public Speaking	○	○	○	○	○
Exchange Programs	○	○	○	○	○
Creative Thinking	○	○	○	○	○
Starting a Business	○	○	○	○	○
Creating a Business Model Canvas	○	○	○	○	○
Pitching Project Ideas	○	○	○	○	○
Business Investments and Partnerships	○	○	○	○	○
Personal Branding/Using Social Media	○	○	○	○	○
Digital Marketing	○	○	○	○	○

ما مدى استفادتكم من المهارات التالية، على سلم من 1 (غير مفيد) إلى 5 (جد مفيد)

	5 (جد مفيد)	4	3	2	1 (غير مفيد)	
إجراء المقابلات	○	○	○	○	○	
استعمال البريد الإلكتروني	○	○	○	○	○	
السيرة الذاتية CV	○	○	○	○	○	
رسالة التحفيز (Motivation Letter)	○	○	○	○	○	
فن الخطابة	○	○	○	○	○	
برامج تبادل الثقافي	○	○	○	○	○	
التفكير الإبداعي	○	○	○	○	○	
إنشاء مقاولة	○	○	○	○	○	
إنشاء نموذج الأعمال (Business Model) (Canvas)	○	○	○	○	○	
عرض أفكار المشاريع أمام لجنة تحكيم	○	○	○	○	○	
البحث عن التمويل والشراكات	○	○	○	○	○	
التسويق الشخصي أو استعمال وسائل التواصل الاجتماعي	○	○	○	○	○	
التسويق الرقمي	○	○	○	○	○	

Did the SIS program start or grow your interest in entrepreneurship on a scale from 1 (strongly disagree) to 5 (strongly agree)?

○ 1 (Strongly Disagree)

○ 2

○ 3

○ 4

○ 5 (Strongly Agree)

Are there any improvements you would make to this program? If yes, please explain.

Thank you for completing this survey!

If you have any questions please contact gr-ajtcd@wpi.edu

هل كان لبرنامج طلبة الابتكار الاجتماعي (SIS) دور في جعلكم تبدأون أو يزيد اهتمامكم بريادة الأعمال، على سلم من 1 (أعارض بشدة) إلى 5 (أوافق بشدة)؟

○ 1 (أعارض بشدة)

○ 2

○ 3

○ 4

○ 5 (أوافق بشدة)

هل هناك أي تحسينات تودون إجراءها على البرنامج؟ إذا أجبتم بنعم، فالرجوا من فضلكم

شكراً لكم على مشاركتكم في هذا الاستطلاع!
إذا كانت لديكم أية أسئلة، المرجو التواصل معنا عبر البريد الإلكتروني التالي: gr-ajtcd@wpi.edu

Appendix D

Evaluation Manual

Tamdoult Program Evaluation Manual
WPI IQP Team 2021

Table of Contents

Program Evaluation Survey Questions

The following is the template for interviewing program past participants to assess the success of the Tamdoult program. This template is subject to change based on the specifics of the program that is being evaluated. This is reflected through the blanks left in the questions to be filled out with the program name or the specifics of the program.

1. What year(s) did you participate in the _____ program? (select all that apply)

2. What high school or university were you attending while you were in the program?

3. What was your favorite part of the ___ program and why?

4. What was your least favorite part of the ___ program and why?

5. How has the _____ program affected you (in terms of your job, skills, school, life plan etc.)?

6. Given the chance, would you go through the program again?

7. Would you recommend this program to others?

8. What topics did you learn more about in the _____ program? (Select all that apply)

    - ❏ Topic 1 (i.e.: Interviewing)
    - ❏ Topic 2
    - ❏ Topic 3
    - ❏ Topic 4
    - ❏ Topic 5
    - ❏ Other

9. How much has the knowledge from the following topics benefited you on a scale from 1 (not beneficial) to 5 (very beneficial)?

    - ❏ Topic 1 (i.e.: Interviewing)
    - ❏ Topic 2
    - ❏ Topic 3
    - ❏ Topic 4
    - ❏ Topic 5

❏ Other

10. Did the ___ program start or grow your interest in entrepreneurship on a scale from 1 (strongly disagree) to 5 (strongly agree)?
    ○ Strongly disagree
    ○ Strongly agree

11. Are there any improvements you would make to this program? If yes, please explain.

12. Thank you for completing this survey!
    ○ If you have any questions, please contact ___

Program Evaluation Interview Questions

The following is the template for interviewing program past participants to assess the success of the Tamdoult program.

1. Do you understand what this study is about?
2. What year(s) did you participate in the ___? How long were you involved?
3. What high school or college were you attending while you were in the program?
4. How did you find out about the program?
5. What were your expectations for the ___ program? Did ___ meet those expectations?
6. Did ___ program make you more interested in ___ (program topic)?
7. How has your life after the program been impacted by ___ (in terms of your job, skills, life plan etc.)?
   a. Were you employed before participating in the ___ program? If yes, what was your job?
   b. Has the program helped you specifically in finding a job or continuing your education?
8. What specific content from the ___ program have you found helpful in developing your career or achieving your goals?
9. What was your favorite part of the ___ program and why?
10. What was your least favorite part of the ___ program and why?
11. Is there any content that you wish was taught more in-depth?
12. What content from the ___ program was not useful?
13. What other content do you wish the ___ program taught?
14. What sections of the program would you improve on?
15. Given the chance, would you go through the program again?

Codebook

   The codebook can be used to analyze survey and interview responses and help to identify common themes among responses. Finding the general themes from a group of survey responses will allow Tamdoult to enact changes which will have the widest impact on their students.

I. Setting up the Codebook

   A. Utilize Google Sheets

   B. List the questions asked in the interview/survey on the second row

C. Assign interview and survey participants IDs in the left column

D. Gather themes based on the question responses and put them in each column above the questions

E. Place the participant's answers in the row with their assigned participant ID

II. How to Code

Example 1: One Theme per Response

A. Review question response: use interview notes and transcription to summarize response

Question	Response
How has your life after the program been impacted by SIS (in terms of your job, skills, life plan etc.)?	He gained contacts from a lot of people. There was a humanitarian side to the project, they treated each other like a family and the program was very diverse with people being from all over morocco. A lot of cultures, everyone benefited from the program. There was a lot of emotion because of the people.

B. Summarize question response and put in the codebook under correlating question

C. Identify themes in all of the responses and color code them

D. Categorize summary of response into a phrase/theme (example with one theme per response)

Example 2: Multiple Themes per Response

A. Review question response: use interview notes and transcription to summarize response, some responses may include a variety of answers to the question

Question	Response

How has your life after the program been impacted by SIS (in terms of your job, skills, life plan etc.)?	- Changed major from mathematics to English/economics
	- While in the SIS program the participant also participated in another NGO in Morocco called the Junior International Chamber of Agadir. During the time, the participant went from member to project director to vice president.
	- Learned about exchange programs in the SIS program, did not know anything about them before.
	   - Tamdoult introduced participant to exchange program
	   - Saw the application for the EFA exchange program and skipped mathematics exam to apply
	   - Participated in the EFA exchange organization where people from Berlin come to Morocco and vice versa
	   - Worked as a translator in Berlin
	      - Helped 16 year olds with translating and homework, stayed up until 4:00am some nights
	      - Brought me closer to the trainers. They believed in me
	         - "Begaha" is the courage in Arabic
	- Got a part time job recently: fascinated by how she talks about SIS program
	   - Puts SIS on resume and talks about experiences often

	- Advisors always had faith in her, which helped her believe in herself

B. Summarize question response and put in the codebook under the correlating question

	PARTICIPANT ID	How has your life after the program been impacted by SIS (in terms of your job, skills, life plan etc)?	Were you employed before participating in the ___ program? If yes, what was your job?	Has the program helped you specifically in finding a job or continuing your education?	What specific content from the ___ program have you found helpful in developing your career or achieving your goals?	What was your favorite part of the ___ program and why?
2						
4	P2	Changed major/what studying from math to economics/english, advanced from member to project director to vice president of other NGO in Morocco (Junior International Chamber of Agadir), learned about exchange programs/oppurtunities through SIS, skipped an exam to apply for exchange program, participated in exchange program in Berlin, learned how to better communicate, had learned resume and CV but needed more assistance on long application, part time job interview (they were interested in how she talked about SIS)				

C. Identify themes in all of the responses and color code them

	A	G	H
1	**THEMES: list themes to look for here**	Employment University/studies Foriegn Exchange Program Planning to start their own buisness Better prepared for job market More knowledge on soft skills More knowledge on entrepreneurship Networking New opportunities Did not impact	
2	**PARTICIPANT ID**	How has your life after the program been impacted by SIS (in terms of your job, skills, life plan etc)?	Were you employed before participating in the ___ program? If yes, what was your job?

D. Categorize summary of response into a phrase/theme (example with multiple themes per response)

	A	G	H	I	J	K
1	**THEMES: list themes to look for here**	Employment University/studies Foriegn Exchange Program Planning to start their own buisness Better prepared for job market More knowledge on soft skills More knowledge on entrepreneurship Networking New opportunities Did not impact				
2	**PARTICIPANT ID**	How has your life after the program been impacted by SIS (in terms of your job, skills, life plan etc)?	Were you employed before participating in the ___ program? If yes, what was your job?	Has the program helped you specifically in finding a job or continuing your education?	What specific content from the ___ program have you found helpful in developing your career or achieving your goals?	What was your favorite part of the ___ program and why?
4	P2	Changed major/what studying from math to economics/english, advanced from member to project director to vice president of other NGO in Morocco (Junior International Chamber of Agadir), learned about exchange programs/oppurtunities through SIS, skipped an exam to apply for exchange program, participated in exchange program in Berlin, learned how to better communicate, had learned resume and CV but needed more assistance on long application, part time job interview (they were interested in how she talked about SIS)				

III. Turning Qualitative into Quantitative

A. After color coding each response, sum up the number of responses for each theme and input the values into a chart. This will aid in the next step, making graphs.

N	O	P	Q	R	S	T	U	V
	What were your expectations for the SIS program? Did SIS meet those expectations?		What was the most valuable part of the SIS program?		How has your life after the program been impacted by SIS (in terms of your job, skills, life plan etc)?		Were you employed before participating in the SIS program? If yes, what was your job?	
2	Did not meet	0	Networking/People	7	Employment	1	Yes	2
3	Met expectations	4	Soft Skills	3	University/studies	5	No	8
6	Exceeded expectations	8	Etr/Business Skills	5	Foreign Exchange Program	2		
1					Planning to start their own business	3		
					Better prepared for the job market	3		
					More knowledge	9		
					Networking	3		
					Got new opportunites	2		
					Did not impact	1		

IV. Making Graphs

A. After organizing the number of instances each theme is mentioned, you can easily convert the two-column chart into a bar graph to help visualize your data.

SIS Program Evaluation
SIS Survey Evaluation Recommendations

	Category	Our Experience	Suggestions
Surveys	Survey Platform	We used Qualtrics as the survey software tool. We had originally created the survey on Google forms but could not format the Arabic questions properly. Qualtrics arranged the data into graphs and allowed us to analyze our data.	In future, we recommend utilizing Google Forms for ease of use and familiarity with the software. Qualtrics requires a monthly subscription in order to use.
	Survey Languages	We created one survey that had a drop down option between Arabic and English. The survey's short answer questions in Arabic were translated into English by translators.	Moving forward it would be helpful to only have the survey in just Arabic. This will be less complicated and easier for participants to fill out.
	Survey Response Number	We had originally expected to receive 100 survey responses based on the 700 past participants of the program. However, we only received 44 responses and based on feedback that Tamdoult received, the survey was too long which led to the low response rate.	Surveys could be shortened by reducing open response questions. To ensure completion, provide a participation certificate after taking the post-program survey.
	Survey Length	We found that it was taking participants anywhere from 10 minutes to 2 hours to fill out the survey. The survey duration was likely impacted by lack of motivation to finish. The survey was both too long and included too many short answer questions. We believe this contributed to receiving less survey responses as predicted.	The updated survey template, as seen above has been condensed after we saw how the long survey was not as effective as a shorter survey. Additionally, survey questions can be cut as seen fit to condense the survey.
	Survey Timing	Longitudinal surveys should be taken 1-2 years after the participant has left the program to see the full effect of the program on their academics/career.	We recommend surveying and interviewing all participants after completion of each program. Hearing from participants after longer periods of time post programs, allows you to find how the program has long-term affected their lives.

SIS Interview Evaluation Recommendations

	Category	Our Experience	Suggestions
Interviews	Interview Questions	The interviews were engaging and gave us great insight into the program. We conducted 13 semi-structured interviews that gave us hours of recorded content to be used in marketing materials for Tamdoult. We did receive feedback that there were some repetitive questions.	Moving forward, it would be helpful to consolidate questions that provide similar responses. We cut out the questions in the template above that we found to be repetitive, but any other question consolidation would be helpful. We also followed up on any responses that we wanted clarifications on, which created more of a discussion based interview.
	Interview Length	The interviews we conducted ranged between 40 minutes to 75 minutes.	We recommend scheduling interviews for 1 hour, this will give enough time to ask the necessary questions and have conversations.
	Interview Languages	We primarily conducted interviews in English and used a translator when necessary because none of our group members speak Arabic.	It would be useful to conduct the interviews in Moroccan Arabic for ease of communication as it is most of the participant's primary language.
	Platform	Due to the ongoing pandemic and travel restrictions we conducted all interviews on Google Meet.	We recommend using Google Meet to conduct virtual interviews. When the pandemic restrictions lift, in person interviews would be ideal because it would be easier to have conversations and make connections.
	Interviewers	We conducted the interviews with two interviewers present, one would ask the questions while the other would take notes.	We recommend that two interviewers are present, one as the speaker and the other as the scribe. Additionally, having two people does not make the atmosphere overwhelming and fosters better conversations.
	Recording	One person screen recorded the interview. Due to technical problems with recording, we only have 11 out of the 13 interview recordings. Additionally, internet connections make some recordings difficult to understand.	We recommend that if interviews are conducted virtually, both interviewers screen record to eliminate the chance of having technological difficulties. When pandemic restrictions lift, it will hopefully be easier to record interviews and the quality will be better.
	Interview Clips	Following the interviews, we watched the recordings and found clips that showcased participant's thoughts on the SIS program. We then used these clips in our video deliverable.	These clips can easily be shared on social media or the website and used in marketing videos. The clips can also be used in weekly testimonials on Instagram and Facebook.
	Interview Analysis	Transcription software such as Tactiq was very helpful in keeping a written record of each interview. We had one person taking minutes during the interview in addition to the software.	Using real time transcription software will aid in analysis of interviews if direct quotes are needed or when the interviewer misinterprets what was said. However, having someone take minutes during the interview proved to be more useful when reviewing data as it was more concise. We recommend prioritizing the in person minute taker, but both can be used simultaneously.
	Codebook	Our team used Google Sheets, but Excel will function the same way, and it proved to be good software for organizing our data. The rows and columns allow the questions and answers to be laid out and the responses color coded by theme. We summarized the responses to questions we asked in interviews, found the main theme of the response, and then color coded different themes. We were then able to produce quantitative data and graphs from the different themes	We utilized the codebook to categorize our data by color coding the themes we found in each question. Then you can use the themes to create quantitative data out of qualitative data and generate graphs. In the "Codebook" section of this manual you will find step by step instructions on how to fill in the answers to the survey and interview questions and categorize the data by themes.

SIS General Evaluation Recommendations

<table>
<tr><th></th><th>Category</th><th>Our Experience</th><th>Suggestions</th></tr>
<tr><td rowspan="5">General Evaluation Recommendations</td><td>Third Party interviewers</td><td>As we are not directly connected to Tamdoult, we were able to get honest feedback about the SIS program during interviews. This was especially helpful when we asked about aspects of the curriculum that needed improvement.</td><td>Moving forward, we recommend continuing to utilize third party interviewers in order to get honest feedback about programs. These interviewers could be someone who works for Tamdoult but was not an advisor of the participants.</td></tr>
<tr><td>Long Term Connections with Participants</td><td>Based on the interviews, the participants felt a strong connection to the program. The space was welcoming to them and they still are in contact with Tamdoult's staff and fellow participants.</td><td>To continue these connections, we recommend that mentors stay in contact with their students and the organization. We also think that sending out a newsletter with updates about the program will engage past participants. Inviting past participants back to speak in workshops would contribute to making long term connections as well as a full-circle experience. Additionally, having past participants speak will introduce current participants to the opportunities available beyond the program.</td></tr>
<tr><td>Self Selection</td><td>We were aware that the interviews and surveys were self selecting in nature. Participants were much more likely to participate in the interview and respond to the survey if they felt strongly towards the SIS program in either a positive or negative way. Additionally we were aware the successful participants often already had success factors prior to participating in the SIS program.</td><td>We recommend that you stay aware on how these responses may skew data. One way to relieve this would be to offer simple incentives for completing these interviews both immediately after the program and years after for longitudinal interviews. For example, immediately after the program Tamdoult can offer participation certificates for those who complete the closing interview.</td></tr>
<tr><td>Making Assumptions from Data</td><td>We tried to avoid drawing conclusions about the program based on the data we collected. Because of the above self selecting nature of the surveys, the data is not necessarily accurate and thus cannot be used to draw definitive conclusions about the program.</td><td>We recommend to keep this in mind when using this data as part of marketing materials or program reports/summaries etc. While the data you collect gives you lots of information on the program's impact, it does not fully evaluate the program's success.</td></tr>
<tr><td>Informed Consent</td><td>Through our university, Worcester Polytechnic Institute, we were required to read an informed consent paragraph prior to starting interviews. Interview participants had to verbally consent to the interview. Additionally, we were required to include an informed consent paragraph at the start of the survey which the participant was required to sign before completing the rest of the survey. We interviewed and surveying participants who were 18 and older so they could legally consent themselves.</td><td>We recommend asking for consent before recording interviews. Additionally, it is important to let interview participants know that clips from the recordings may be used in a video on the website and social media.</td></tr>
</table>

Verbal Consent:

> We are a group of students from Worcester Polytechnic Institute (WPI) in Massachusetts. We are conducting interviews of past/current participants of the SIS program to learn more about AJTCD's Social Innovative Students program. This research will be used by AJTCD in order to evaluate and showcase their success. Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers about program curriculum will remain anonymous. No names or identifying information will appear on the questionnaires or any of the project reports or publications. If you are interested, we can share a copy of our results with you at the end of the project. For more information about this research, contact ajtcd@wpi.edu.

> Do you consent to this interview being recorded?

1. Do you understand what this study is about?
2. What year(s) did you participate in the Social Innovative Students program (SIS)? How long were you involved?
3. What high school or college were you attending while you were in the program?
4. How did you find out about the program?
5. What specific content from the SIS workshops have you found helpful in developing your career or achieving your goals?
6. What skills did you learn from the SIS program?
7. Did SIS make you more interested in entrepreneurship?
   a. How was the balance between soft skills (example interview prep) and entrepreneurial skills (example how to run a business)? Which did you find benefitted you more?
8. What were your expectations for the SIS program? Did SIS meet those expectations?
9. What was the most valuable part of the SIS program?
10. How has your life after the program been impacted by SIS (in terms of your job, skills, life plan etc.)?
    a. Were you employed before participating in the SIS program? If yes, what was your job?
    b. Has the program helped you specifically in finding a job or continuing your education?
11. Given the chance, would you go through the program again?
12. What was your favorite part of the SIS program and why?
13. What was your least favorite part of the SIS program and why?
14. Is there any content that you wish was taught more in-depth?
15. What content from the SIS program was not useful?
16. What other content do you wish SIS taught but did not?
17. What sections of the program would you improve on?

Appendix E

Codebook

The [Codebook](#) we created includes all of the data from our interviews and surveys. The blank [Codebook](#) that we made for Tamdoult has the same set up, but with blank spaces for the new responses.

	A	B	C	D	E
1	THEMES: list themes to look for here				
2	PARTICIPANT ID	Interviewers	What year(s) did you participate in the ____ program ? (select all that apply)	What high school or university were you attending while you were in the program?	What was your favorite part of the ___ program and why?
3					
4					

The interview or survey questions are lined up horizontally with space for the responses vertically below each question and rooms for the themes above each question.

What year(s) did you participate in the ___ ? How long were you involved?		What high school or college were you attending while you were in the program?		How did you find out about the program?		What were your expectations for the ___ program? Did ___ meet those expectations?	

The data is then coded based on themes and the number of times each theme is present is shown in the next tab, quantifying the data.

Appendix F
Video Script Translation

Video Script Arabic Subtitles

How to Add Subtitles on YouTube:

YouTube: https://support.google.com/youtube/answer/2734796?hl=en

1. Upload the video to YouTube on the Jeunesse Tamdoult AJTCD account

2. Once the video has uploaded go to the "Your Channels" tab of the YouTube profile

3. Select "Subtitles & CC" from the drop down "Edit" side menu on the right of the video picture

4. Click the "Add new subtitles or CC" then select Arabic from the drop-down menu

5. Play the video and pause wherever you want to add a subtitle

6. Copy the translations below into the text box and click the "+" button to add the text to the video

7. The subtitle will then appear below the video and its length can be adjusted to fit the audio and visuals

8. Once this has been done for all the translated text, click the blue publish button above the video to have the subtitles visible to all

Scene 1: Introducing Tamdoult

1. In Morocco,
2. Youth lack opportunities to develop skills that encourage them to become
3. Natural leaders in business and their communities.
4. Even with a university degree,
5. The unemployment rate amongst graduated students is still 17.1%.
6. Since the traditional path of education doesn't
7. Set up students for success,
8. There has to be an alternative.
9. And that's where Tamdoult comes in.
10. Tamdoult is a youth association aimed to create
11. Young leaders
12. With a sense of initiative, creativity, and innovation
13. Who will engage with and better their communities.
14. There are a variety of programs
15. In locations all over Morocco
16. That arrange cultural, educational and sports activities
17. To help increase youth engagement
18. In the sustainable development process of their communities.
19. This includes programs such as Moonshot,
20. Which focused on science and technology,
21. Compass,
22. Which works with students of vocational training industries,
23. Project holders,
24. And artisan workers to increase their entrepreneurial mindset,
25. And the Social Innovative Students Program, also known as SIS,
26. Which focuses on youth entrepreneurship.

1. في المغرب

2. يفتقر الشباب إلى فرص تطوير المهارات التي تشجعهم على أن يصبحوا

3. قادة بالفطرة في مجال الأعمال وفي مجتمعاتهم.

4. حتى بعد الحصول على شهادة جامعية،

5. لا يزال معدل بطالة الطلبة المتخرجين 17.1%.

6. نظرا لأن المسار التقليدي للتعليم لا

7. يؤهل الطلاب للنجاح،

8. يجب أن يكون هناك بديل.

9. وهنا يأتي دور تمدولت.

10. تمدولت جمعية للشباب تهدف إلى خلق

11. قادة شباب

12. لهم حس مبادرة وإبداع وابتكار

13. يتفاعلون مع مجتمعاتهم ويحسنوها.

14. هناك مجموعة من البرامج

15. بمواقع في جميع أنحاء المغرب

16. والتي تنظم أنشطة ثقافية وتعليمية ورياضية

17. للمساعدة في زيادة مشاركة الشباب

18. في عملية التنمية المستدامة لمجتمعاتهم.

19. وهذا يشمل برامج مثل Moonshot،

20. الذي يركز على العلوم والتكنولوجيا،

21. ومشروع بوصلة،

22. الذي يعمل مع طلاب مؤسسات التكوين المهني،

23. وحاملي المشاريع،

24. والصناع الحرفيين من أجل زيادة عقلية ريادة الأعمال لديهم،

25. وبرنامج طلبة الابتكار الاجتماعي، المعروف أيضا باسم SIS،

26. والذي يركز على ريادة الشباب.

Scene 2: SIS Program

1. The Social Innovative Students program, also known as SIS,

2. Had over 700 high school and undergraduate students.

3. SIS was organized in partnership with MEPI

4. With the goal of creating a generation of young entrepreneurs.

5. Since 2018, SIS workshops have reached 16 schools in Southern Morocco.

6. These workshops teach students about social entrepreneurship and soft skills,

7. Including topics such as public speaking,

8. Creating a CV,

9. Personal branding,

10. Networking,

11. Fundraising,

12. And pitching project ideas.

13. Throughout the program, participants get the chance

14. To work in teams to make their business ideas come to life,

15. Where they get experience

16. Pitching their ideas to a jury

17. As part of a final competition.

18. And because of this over 30 student-made projects have been developed

19. In the fields of education, environment, and IT!

20. The workshops also prepare students for

21. The job market,

22. Work opportunities,

23. And cultural exchange programs!

24. Let's hear what some past participants have to say!

1. ضم برنامج طلبة الابتكار الاجتماعي، المعروف أيضا باسم، SIS
2. أكثر من 700 طالب في المستويات الثانوية والجامعية.
3. ينظم برنامج SIS بشراكة مع مبادرة الشراكة الأمريكية الشرق أوسطية MEPI
4. بهدف خلق جيل من رواد الأعمال الشباب.
5. منذ 2018 وصلت أوراش عمل برنامج SIS إلى 16 مدرسة بجنوب المغرب.
6. تعلم هذه الأوراش ريادة الأعمال الاجتماعية والمهارات الشخصية،
7. بما في ذلك من فن الخطابة،
8. وكتابة سيرة ذاتية،
9. والعلامات التجارية الشخصية،
10. وإقامة علاقات استراتيجية،
11. وجمع التبرعات،
12. وطرح أفكار مشاريع.
13. خلال البرنامج، يحصل المشاركون على فرصة
14. للعمل ضمن فريق لطرح أفكارهم على أرض الواقع،
15. حيث يحصلون على خبرة
16. في عرض أفكارهم على لجنة تحكيم
17. كجزء من المسابقة النهائية.
18. وبفضل هذا تم تطوير أزيد من 30 مشروعا من صنع الطلبة
19. في مجالات التعليم والبيئة وتكنولوجيا المعلومات!
20. تعمل أوراش العمل أيضا على إعداد الطلاب
21. لسوق الشغل،
22. وفرص العمل،
23. وبرامج التبادل الثقافي!
24. دعونا نسمع بعضا من تجارب المشاركين!

Scene 3: Testimonials

1. I will never forget that what I learned (female)

   لن أنسى أبداً ما تعلّمت

2. From SIS program helped me a lot in my studies (female)

   من برنامج SIS، لقد ساعدني كثيراً في دراستي

3. Especially the canva (female)

   لا سيما الكانفا

4. I discovered a lot of things (female)

   لقد اكتشفت الكثير من الأشياء

5. In a short period of time (female)

   في وقت وجيز

6. Because we had the access to whatever we want (female)

   لأنه كان لدينا مجال مفتوح على كل ما نريد

7. I accomplished my goals (male)

   لقد حققت أهدافي

8. I went to the university of my dreams (male)

   ذهبت إلى جامعة التي طالما حلمت بها

9. I visited Cambridge University (male)

   وزرت جامعة كمبريدج

10. SIS program gave me the chance to believe (female)

    برنامج SIS أعطاني فرصة كي أؤمن

11. This is who I am (female)

    هذا أنا ومن أكون

12. And people are admiring my personality (female)

    والناس تحبّ شخصيتي

13. I never thought I could be admired (female)

    لم أظنّ قطُّ يوما أن أكون محبوبة

14. They really boosted my self-esteem (female)

    لقد زادوا من ثقتي بنفسي

15. To meet the people, the participants (male)

    مقابلة الناس، المشاركين

16. The instructors, everything (male)

المدربين، وكل شيء

17. That was the most valuable part of the program (male)

هذا كان أروع جزء في البرنامج

18. Skills related to how to apply to (male)

مهارات متعلقة بكيفية التقديم

19. Exchange programs, how to send a resume (male)

لبرامج التبادل، وكيفية إرسال سيرة ذاتية

20. So many skills (male)

والكثير من المهارات

21. That are really unique to this program (male)

التي تميّز هذا البرنامج عن غيره

22. I believe that (female)

أؤمن

23. We were a family (female)

أنه كنّا عائلة واحدة

24. I always feel so welcome (female)

لطالما أحسست بالترحيب

25. Whenever I go there (female)

في كل مرّة أذهب إليهم

26. I cannot thank them enough for all of their support (female)

لا أظنني أوفيهم الشُكر كفايةً على دعمهم الدائم

27. Would you go through this program again? (female)

هل تود المشاركة بالبرنامج مرة أخرى؟

28. Hell yea, I would be apart of it (male)

وهل في ذلك شك، أريد أن أكون جزءا منه

29. I learned a lot (male)

لقد تعلمت الكثير

30. I want to learn something else again (male)

أريد تعلم شيء آخر مجدداً

31. I want to meet new people (male)

<div dir="rtl">

أريد أن ألتقي بأناس جدد

</div>

32. And meet new people (male)

<div dir="rtl">

وألتقي بأناس جدد

</div>

33. Again, again, again (male)

<div dir="rtl">

كلما استطعت فعل ذلك ..

</div>

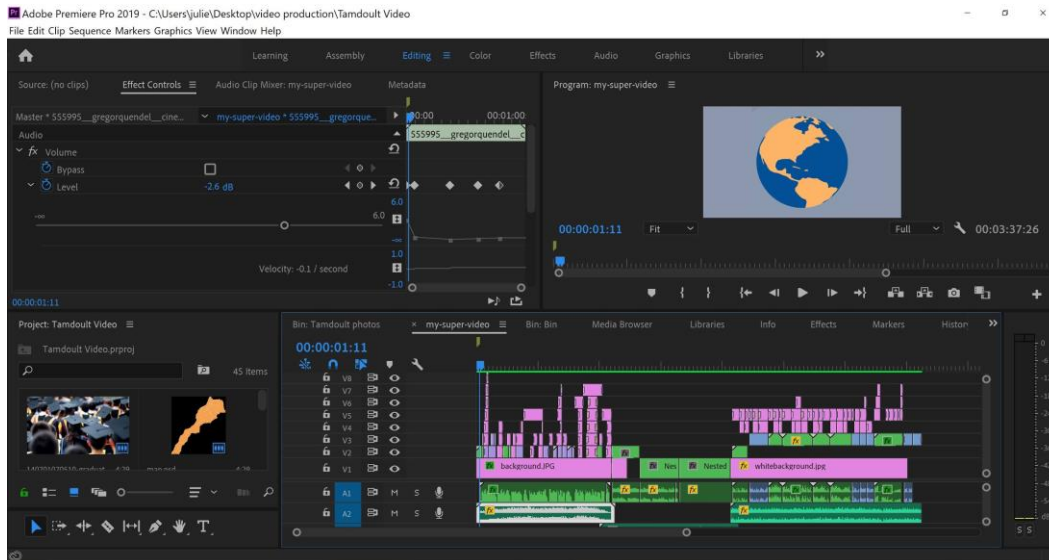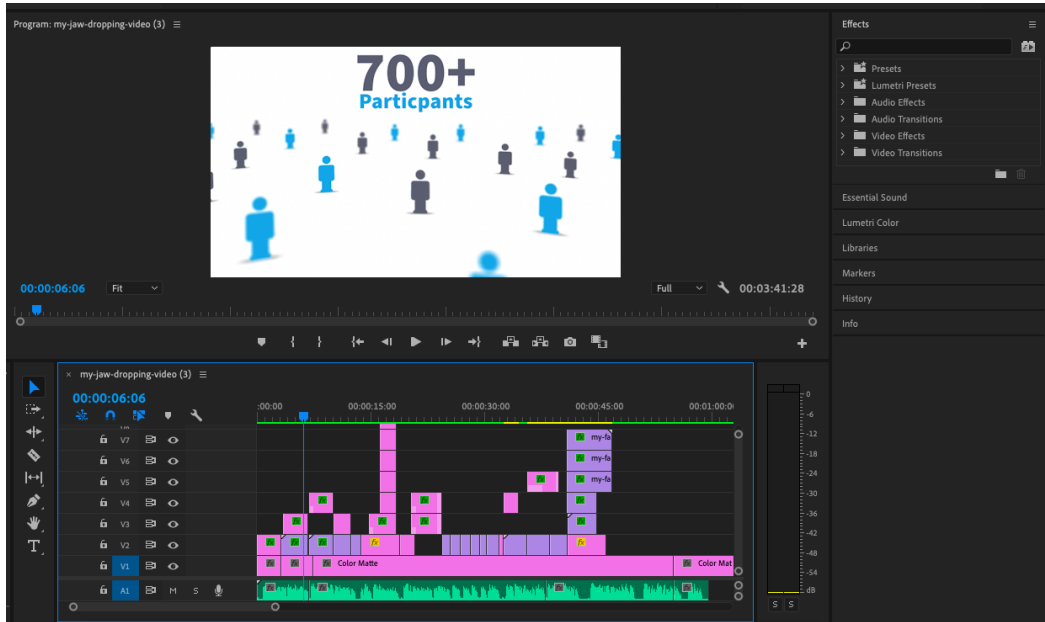## Scene 4: Contact Information

1. Looking to get involved?
2. For more information reach out to Tamdoult today.

<div dir="rtl">

1. هل تتطلعون للمشاركة؟

2. لمزيد من المعلومات تواصلوا اليوم مع جمعية تمدولت.

</div>

Marketing Video

Screenshot from Adobe Premiere, where we are editing our video:

Screenshots from the video: