

Moroccan Center for Innovation and Social Entrepreneurship (MCISE) Tanara Program Expansion

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Abstract

The Moroccan Center for Innovation and Social Entrepreneurship runs the Tanara Youth Program (TYP), which introduces social entrepreneurship to high school students. Our team helped the program expand its efforts into universities. Through an understanding of TYP's organizational structure, SWOT analysis of current operations, and research of viable university partners, our team presented TYP with a list of growth strategies and partnership recommendations for expansion.

Acknowledgement

This project would not have been possible without the dedication and support of several entities within both Worcester Polytechnic Institute and the Moroccan Center for Innovation and Social Entrepreneurship.

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Executive Summary

As of February 2022, almost two years since the beginning of the COVID-19 pandemic, an estimated 1.6 million Moroccans are out of work (*Morocco*, n.d.). The youth unemployment rate in Morocco is currently ~33%, which is the result of the pandemic exacerbating the previous unemployment rate of 20%. Non-Governmental Organizations (NGOs) have established programs, focused on social entrepreneurship, to help combat this rising unemployment rate.

Social entrepreneurship has become more prevalent in recent years, becoming a source of employment and change for many, especially in Morocco. The definition varies across professionals and fields, but put simply, social entrepreneurship encourages social action for positive change through the creation of start-ups. Many NGOs are involved in educating the youth about social entrepreneurship. This education is meant to demonstrate that the field of careers after high school is far greater than what they may have thought and to teach youth interpersonal skills that they are not typically taught in their regular curriculum, such as leadership, teamwork, and communication.

Our sponsor, the Moroccan Center for Innovation and Social Entrepreneurship (MCISE) aims to incubate, promote, and develop social enterprises within Morocco. Specifically, MCISE runs a program called the Tanara Youth Program (TYP). The goal of the Tanara Youth Program is to introduce high school youth to the concept of social entrepreneurship. Since its creation in 2013, the Tanara Youth Program has entered over 190 schools and reached approximately 2000 students.

Tanara now seeks to expand into colleges within Morocco and the Middle Eastern and North Africa (MENA) region. Our team's goal was to determine the scalability of the Tanara program and provide growth strategies and recommendations to connect Tanara with college curriculums. We accomplished this through four objectives.

First, we created an organizational map of the Tanara Youth Program in order to learn the roles of each member and Tanara's reporting structure using information from interviews with our sponsor. The purpose of this objective was to understand the relevant stakeholders in the Tanara program as well as understand the logistical operations of coordinating and executing

Tanara sessions. We also wanted to understand if hiring more personnel was possible when thinking about expansion, to streamline the Tanara processes.

Next, we determined the growth opportunities of the Tanara Youth Program. We did this by interviewing the leaders and directors of the program, as well as sending out surveys to the Tanara alumni, students, educators, and partner NGOs. By using response coding and analyzing the transcripts of these interviews, we found which topics were most common in discussing the program. We used these topics to create a SWOT (strengths, weaknesses, opportunities, and threats) analysis.

Our third objective assessed different partnership possibilities for the program. For this objective, we conducted a literature review of universities in Morocco and the MENA region. We researched criteria including, but not limited to, location, available technology, and programs of study. We used these criteria to determine which universities seemed like a good fit for the Tanara Youth Program. With these universities chosen, we emailed each approaching them about considering a partnership with the Tanara Youth Program using emails.

Finally, our last objective was to compile our final deliverables based on the research gathered through the above methods. This included our organizational map, SWOT analysis, growth strategies, and partnership recommendations.

We were able to create a chart that tracks the hierarchy of MCISE relevant to Tanara, as well as create a SWOT analysis that allowed the team to create and develop recommendations for our deliverables.

The most significant portion of the strengths is regarding the uniqueness of the program and its impacts on students, which is supported by several impact reports done by outside organizations, as well as the incubation rate of alumni projects. The weakness section is highlighted by the difficulties caused by needing other NGOs to act as the middlemen, as well as using one person to organize the critical logistics and curriculum development of Tanara. One of the key opportunities is for the Tanara Youth Program to expand further into underserved regions of Morocco, as well as expand into colleges and universities. A main threat that was uncovered throughout our interviews was the recruitment and time commitment of educators, as they are not full MCISE employees and thus are bound by different time schedules.

The results for our third and fourth objectives can be split into two sections. The first section is the list of universities that we found to fit our criteria. This is a list of nine schools in Morocco, which are mostly centered in Rabat, as well as five schools in countries in the MENA region. We then sent out emails to these universities, to garner interest in potentially partnering with TYP and were able to speak with two representatives from Mohammed 5 to understand what a partnership with a university would entail for TYP.

The final recommendations of this project appear below:

Growth Strategies

1. Continue to increase and diversify funding sources
2. Divide directorial responsibilities
3. Encourage Tanara to follow the UPenn Report's recommendation of creating standardized training for their NGOs
4. Expansion into local universities
5. Establish a relationship with ACISE and TCISE
6. Effectively implement and track progress on recommendations from Impact Measurement Reports

Partnership Recommendations

1. Mohammed 6 Polytechnic University
2. Mohammed 5 University
3. International University of Rabat

A full list of partnership recommendations can be found in Chapter 5.3 of the report.

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Chapter 1: Introduction

As of February 2022, almost two years since the beginning of the COVID-19 pandemic, an estimated 1.6 million Moroccans are out of work (*Morocco*, n.d.). Unemployment has disproportionately affected youth in Morocco. In a report published by undergraduate students at the Morocco Employment Lab sponsored by Harvard University, the youth unemployment rate for those aged 15-24 pre-pandemic was above 20%. Through their research, the Moroccan Employment Lab has concluded that following the pandemic, the youth unemployment rate rose to 33% (Paul-Delvaux, 2020). The pandemic has threatened to derail an entire Moroccan generation's future by leaving them in an unstable economic crisis. To combat the ever-growing economic quandary and the ensuing social justice issues, Morocco has turned to a new solution: social entrepreneurship. Social entrepreneurship is a concept by which start-up businesses can both employ jobless individuals and work towards a better, more peaceful society for all. This is the goal of the Moroccan Center for Innovation and Social Entrepreneurship, or MCISE. MCISE is attempting to expand its existing educational programs to evenly disperse the knowledge and skills required for a successful endeavor throughout the Middle Eastern and North African (MENA) region.

The Youth Education Programs seek to provide students with the interpersonal skills necessary to develop careers and create successful entrepreneurial businesses (A. Ghalmi, personal communication, March 2, 2022). The Tanara Youth Program (TYP) is one program that sits under the Youth Education Program umbrella. The Tanara Youth Program, formerly the Tamkeen Initiative, “pursues its mission which is to mobilize the ecosystem of Moroccan high school students (parents, teachers, administration and associations)” (MCISE 2021). TYP seeks “to transform Moroccan public high schools into hubs of social innovation, by helping students develop seven life skills (critical thinking, agility and adaptation, initiative and entrepreneurship, curiosity and imagination, efficient and effective communication, access to information and data analysis) and by providing them with tools that will enable them to launch innovative projects with a strong social impact.” (MCISE 2021). To date, the Tanara Youth Program has partnered with 190 high schools in the MENA region, reaching roughly 2000 students and 157 teachers

within those school systems. However, due to the pandemic forcing their programs online, the Tanara Program is looking to expand and continue to extend its impact across Morocco.

Specifically, our project aims to assess the scalability of the Tanara Youth Program and identify potential partnership opportunities with local colleges and universities. Since its founding in 2012, MCISE has worked to provide young people with the necessary interpersonal skills (such as leadership, teamwork, and effective communication) that are not traditionally taught in the current Moroccan education system to bolster interest in social entrepreneurial endeavors. While a new concept, MCISE and others see social entrepreneurship as a clear path toward youth employment and consequent social justice. Through our time with the Tanara Youth Program in Morocco, our team understood where the program had opportunities to be strengthened through partnerships with high schools and colleges throughout Morocco and the MENA region. This goal, to identify the potential increased impact of the Tanara program on first-year college students across the MENA region, is the focus of this research paper.

Chapter 2: Background

2.1 Social Entrepreneurship

Social entrepreneurship is a powerful driving force for business development and growth that can have a lasting impact on society. Social innovation, as defined by the European Commission in 2017, is the innovation that generates new ideas (such as new products, services, and business models) which in turn helps solve social issues and creates more collaboration. Social innovation is led by social entrepreneurs; the term “social entrepreneur” was first mentioned in *The Sociology of Social Movements*, written by Joseph Banks in 1972 (Trivedi, 2010). Banks used the term in the context of managerial and interpersonal skills that could be used to solve social problems. Since then, the definition has shifted to define entrepreneurs as “agents of change” who innovate solutions that help create social change (Ghaib, 2020). Social entrepreneurs disrupt traditional methods, such as relying solely on a country’s wealth or government, to solve social issues, especially where there may not be enough wealth or governmental support. Because a social entrepreneur prioritizes social impact first and monetary profit second, they can fine-tune their efforts to what a community wants. They apply a combination of traditional business principles with more non-conventional approaches to address these social problems (Buckner, 2012). That is what makes social entrepreneurship so enticing as a solution: it focuses on the people, not on profit.

A social entrepreneur’s medium to create change is through a social enterprise. The concept of a “social enterprise” was first defined by Peter Drucker in 1979 (Trivedi, 2010). Since then, there has been much debate around the definition, goals, and aspirations of social entrepreneurship and entrepreneurs. Social entrepreneurship has been defined in multiple ways, making it challenging to establish what the concept is truly about. In *Challenging Tensions*, Michael Bull describes it as the “savior” of business failures and the answer to social issues, such as unemployment, isolation, and inequality (Bull, 2008). Raymond Dart (2004) defines social entrepreneurship as a blend of nonprofit and for-profit businesses; it has social aspirations but

utilizes traditional business practices to achieve said goals. Sarah Alvord (2004) offers three definitions of social entrepreneurship. First, she cites Jen Emerson and Fay Twersky (1996), saying that social entrepreneurship is a combination of commercial enterprises with social impact, and it is the use of business skills and knowledge for social change. Second, Alvord cites Gregory Dees (1998), saying that social entrepreneurship is innovation for social impact. These solutions have consequences for social problems. A key aspect of this perspective is that it typically ignores the economic viability of the solutions it creates. The third perspective Alvord offers, citing the Ashoka Foundation, is that social entrepreneurship is a way to catalyze social transformation. It is more than just a solution to the initial problem; it creates change that impacts the way society operates and thinks. This perspective leads the way to sustainable social transformation because it targets the overarching issue.

In general, there is no consensus on the definition of social entrepreneurship. Peter Dacin (2010) cites 37 different definitions from 37 different authors in his paper. A key trend Dacin notices in the definitions is that many of them focus on the individual entrepreneur and the characteristics that make them social entrepreneurs. For example, Paul Light (2006) describes a social entrepreneur as a successful person or group that wants sustainable and large-scale change, but in a manner that is atypical of what businesses, governments, or even nonprofits might do. However, David Bornstein (2004) is much broader in his definition, stating that social entrepreneurs are people who have new ideas for social problems and are relentless in solving those problems.

The most debated perspective is that social entrepreneurship is traditional business practices mixed in with social change. Gregory Dees, in his 2001 piece titled *The Meaning of Social Entrepreneurship*, argues that this perspective is not valid, because social entrepreneurship cannot sustain itself in typical business practices and today's market. This is because the end goal and the way success is measured in social entrepreneurship are fundamentally different from what is valued within a typical for-profit business. Social entrepreneurship's value is not measured in its wealth or profit, but rather in its impact; therefore, a typical market will not work well with social entrepreneurship. While Dees understands how social entrepreneurship derives

itself from the traditional viewpoint on entrepreneurship, he also mentions that it faces distinctive challenges, and its definition should acknowledge it as separate. Dees ends his paper with his definition of a social entrepreneur:

“Social entrepreneurs play the role of change agents in the social sector, by: Adopting mission to create and sustain social value (not just private value), Recognizing and relentlessly pursuing new opportunities to serve that mission, Engaging in a process of continuous innovation, adaptation, and learning, Acting boldly without being limited by resources currently in hand, and Exhibiting heightened accountability to the constituencies served and for the outcomes created.”

There are numerous definitions of social entrepreneurship and entrepreneurs. Each focuses on different aspects and offers various lenses as to where the concept fits into society. Regardless, whether social entrepreneurship is a combination of for-profit and non-profit or is in a sphere of its own, there is one common aspect in every definition: social entrepreneurship and entrepreneurs create change that is long-lasting and impactful on society, rather than just an initial problem.

2.1.1 Social Entrepreneurial Ecosystem

A social entrepreneur cannot stand alone and requires a social entrepreneurship ecosystem to promote and sustain the change they create. The social entrepreneurship ecosystem is defined by all the relevant stakeholders that make social entrepreneurship possible. For example, this may include the government, NGOs, universities, and even private businesses, who all come together to create wealth, opportunities, and change. The government creates policies and regulatory frameworks that enable entrepreneurship to be accessible and for it to succeed. NGOs help promote the spirit of entrepreneurship, and in the MENA region especially, are the main teachers of social entrepreneurship. Universities also support the study of entrepreneurship through their curriculums and classes. Private businesses are often the donors to small and medium enterprises and are sometimes even partner organizations for those smaller businesses (Ghaib, 2020). This social entrepreneurial ecosystem is actually quite similar to a regular entrepreneurial ecosystem. The difference lies in the fact that NGOs are much more prevalent in

social entrepreneurial ecosystems, and each stakeholder plays a slightly different role compared to a regular entrepreneurial ecosystem.

There are many challenges to creating and sustaining an effective ecosystem. This includes restrictive laws; inadequate infrastructure, knowledge and encouragement of social innovation; and inadequate funding and training, among many others (Kabbaj, 2016). Building an entrepreneurial ecosystem takes time and participation from all the stakeholders, but the benefits of sustaining an entrepreneurial ecosystem and social entrepreneurship far outweigh the burden of the challenges, as seen by the following case studies. Successful social entrepreneurs have been able to make lasting impacts on their communities. In *Social Entrepreneurship and Societal Transformation*, Alvord (2004) details seven case studies of social entrepreneurship that have been regarded as “successful.” Her definition of “successful” meant that the impact of the enterprise had to be long-term and had to make significant changes in the social, economic, and political landscape to help marginalized communities. One of Alvord’s studies analyzed the Highlander Research and Education Center, which was founded in 1932 in a rural Appalachian mountain community in the States. Its mission is to help educate grassroots groups to develop their own solutions to local social problems. It serves as a support organization; instead of offering solutions, they help the communities create their own solutions. The Highlander Research and Education Center contributed to the Civil Rights Movement by training thousands of African Americans in literacy skills (Alvord 2004). Another case Alvord discusses is the Green Belt Movement, which was established in 1977 in Kenya. The Green Belt Movement promotes female leadership and grassroots mobilization through environmental activities, and by 2004, had facilitated the planting of 20 million trees in Kenya and reached 50,000 Kenyan households. Alvord points out what these two organizations, and the other five she analyzed, had in common: they focused on utilizing and improving the skills and assets that their clients already have, rather than providing external services (Alvord, 2004).

The above examples demonstrate the versatility of social entrepreneurship. Alvord points out that her case studies tackle a broad range of issues and serve a diverse range of people. Social entrepreneurship does not have a “one-size-fits-all” approach and is not meant to impose any

particular method on the communities it is helping. It is meant to build on existing strengths and resources and inspire innovation that leads to novel solutions for broad societal problems. There are no limitations to what issues it can solve. Therefore, it is necessary to look into what is being done to teach social entrepreneurship, so that people can be inspired to make change.

2.1.2 Social Entrepreneurship Education (SEE)

Internationally, entities such as UNESCO promote the growth and development of entrepreneurial education through grassroots efforts to educate nations about the benefits of promoting self-sustaining businesses. One such way, mentioned in a report published by the Bassou El Mansour (2016), is to implement educational strategies with NGOs that are established in the region and are ingrained in the local culture, to assess the best and most effective practices to promote entrepreneurial education. Another strategy emphasized in the report is working with local communities to begin calculated discussions about the importance of education through the actual implementation of programs and educational opportunities. Specifically, the report states that “In the area of entrepreneurship education, it is important to highlight examples of good practice that already exist, but whose outcomes are not widely known” (El Mansour & Sulieman, 2016). Essentially, the issue of effective education is twofold: programs need development and promotion to enhance social entrepreneurial education, but access to and information about these programs is distributed unevenly across genders and economic classes.

Another NGO that is actively promoting and offering SEE is the Ashoka Foundation. The Ashoka Foundation “identifies and supports the world’s leading social entrepreneurs, learns from the patterns in their innovations, and mobilizes a global community that embraces these new frameworks to build an ‘everyone a changemaker world’”. Their main priority is to create an entrepreneurship-is-for-everyone mindset, and they support social entrepreneur NGOs by connecting them to a vast network of other social entrepreneurs and global resources to help their endeavors (About Ashoka 2022).

NGOs are not the sole providers of SEE. Universities are also beginning to promote and offer SEE. However, the difficulty in developing systematic teaching and learning frameworks for SEE lies in the fact that there is so little clarity as to what social entrepreneurship means. This creates many gaps in educational frameworks, which is what many NGOs are trying to fill through their work. However, studies and research have been done on what should be included in SEE, which can be applied to university and collegiate programs. Satar Shahid details seven main topics in his paper that should be included in SEE: addressing social needs, innovation, scaling a social venture, resource acquisition, opportunity recognition, sustainable business models, and measuring outcomes. He also argues that while the education should include traditional business skills, SEE has distinguishing dimensions to how it should be taught. This uniqueness, Shahid says, comes from the fact that social entrepreneurs “are a specific breed of people”. Their social mindedness as well as their strong collaboration and networking skills are unique to them. The dimensions of any SEE course should target a diverse audience; SEE is relevant to all disciplines, and therefore should be embedded into other studies, as well as being its own program (Mir Shahid, 2021). This also means that SEE should be integrated into all levels of education, and not just at a university level.

Shahid details that many studies have been done that confirm a correlation between SEE and entrepreneurial intention: Luke Pittaway (2007) and Alain Fayolle (2006) confirm that positive correlation between SEE and entrepreneurial mindset. Pittaway’s research simulated entrepreneurial learning environments, to learn what aspects of social entrepreneurship education are easier to teach from an educator’s perspective and easier to learn from a student’s perspective. Those participating in the study noted that they learned many of the so-called “soft skills”, including time and group dynamics management, delegation, communication, working under time pressure, and most beneficial, they learned how much commitment goes into creating a business of any kind (Pittaway & Cope, 2007). Fayolle’s study observed the change in students’ attitudes and mindsets, after introducing them to social entrepreneurship. A small group of participants was given questionnaires before and after being exposed to a one-day social entrepreneurial program. The questions were derived and validated from previous scholarly work done on measuring behavioral attitude changes. The mean difference of scores between

questionnaires was calculated in terms of “entrepreneurial intentions”, and the difference showed a strong, positive impact on the entrepreneurial intentions of the students after exposure to the program (Fayolle, 2006). Additional studies that were done by Noorseha Ayob (2013) and Kostas Politis (2016) confirm that the growth-oriented mindset is developed and observed specifically in undergraduate and post-graduate students who are taught SEE (Mir Shahid, 2021)

Furthermore, SEE education includes a strong emphasis on transitioning from school to employment, as well as networking and integrating students into the community. The importance of university-led programs comes from the fact that universities are largely “sanction-free environments” (Bodolica, 2021). Students can experiment and make mistakes without fear of leaving a negative impact on the real world, and they can find their entrepreneurial spirit as well. These university-led programs do not have to be structured classes. Extracurricular SEE activities can also have the same effect on students (Bodolica, 2021). In the following figure, Virginia Bodolica details the impacts of various players on a student’s SEE (see Figure 1).

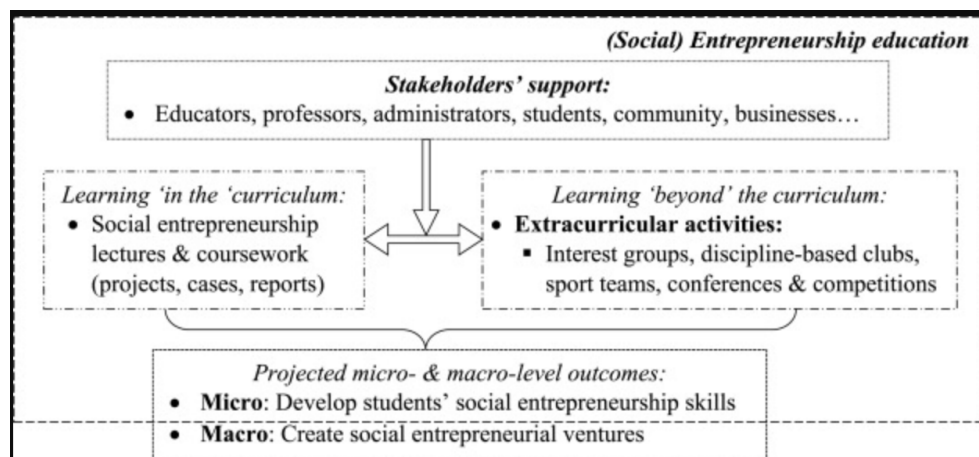


Figure 1: Factors that affect a student's SEE (Bodolica 2021).

As shown in Figure 1 and studies above, universities can benefit from partnering with NGOs, such as Ashoka, to present external SEE opportunities to their students and connect them to vast social entrepreneurial networks, rather than just solely focusing on integrating it into their curriculums.

For the purpose of this research paper, social entrepreneurship will be defined as the following: “Social entrepreneurship encourages social action for positive change through the creation of start-ups”. Social entrepreneurship education will be defined as the following: “Social entrepreneurship education equips students with the interpersonal skills necessary to develop their careers and create successful entrepreneurial businesses that can help solve pressing social issues”.

2.2 Moroccan Labor Market

Social entrepreneurship is theorized to create sustainable social change, and one of the main areas it targets is high unemployment rates and labor market challenges (Ebrashi, 2013). A labor market is defined as the availability of employment, in terms of supply and demand. In the decade preceding the COVID-19 pandemic, the Moroccan economy was largely dominated by services as depicted in Figure 2.

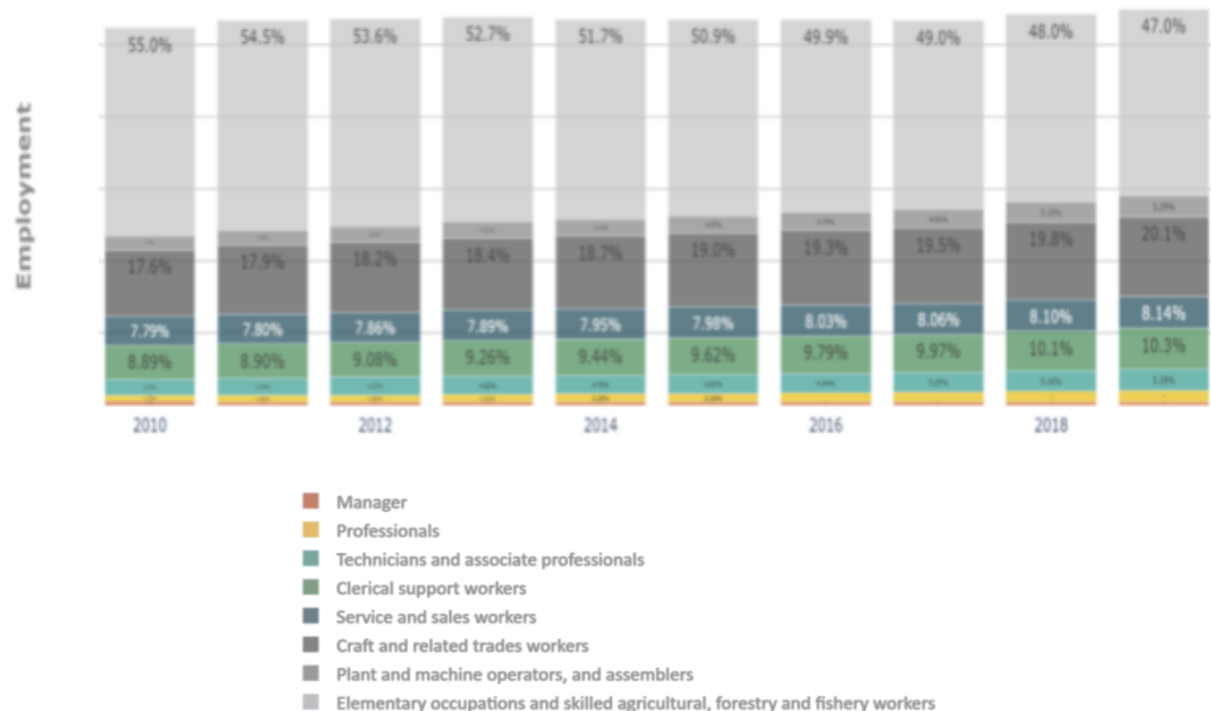


Figure 2. Moroccan labor force from 2010-2019 (Paul-Delvaux, 2020).

As noted in Figure 2, every year, 50% of the labor force was concentrated in elementary occupations¹. This was followed by plant and machine operators, ranging at approximately 20%. Managers, professionals, and associate professionals made up a very small proportion of the labor force (see Figure 2).

While the COVID-19 pandemic increased unemployment rates, the relatively high unemployment rate was already high pre-pandemic. This was due to two reasons. First, there was a skills mismatch between the existing labor force and employer needs. Second, there was low investment and growth in small and medium-sized enterprises (SMEs). The unemployment rate among the youth was already higher than in other demographics. Figure 3 depicts the unemployment rates by age and gender from 2005 to 2019. Specifically, in 2019, the average unemployment rate for 15 to 24-year-olds was over 20%, which was more than twice as high as the average unemployment rate in Morocco (see Figure 3) (Paul-Delvaux 2020).

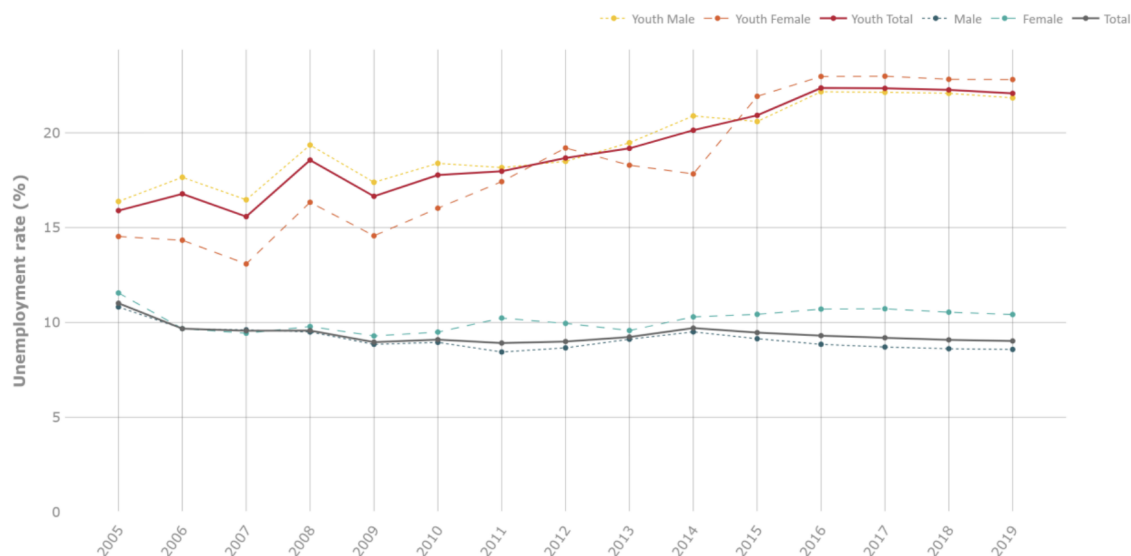


Figure 3. Unemployment rate by age and gender from 2005-2019 (Paul-Delvaux 2020).

After COVID-19 hit Morocco, 600,000 jobs were lost across all job sectors, including agriculture, service, and industry. At a national level, there was a 53% decline in the total number

¹ An elementary occupation is an occupation that involves low-skilled work and simple, routine tasks. Examples include selling goods, janitorial work, mining and construction laborers, or agricultural or fishery work (VA, 2004).

of hours worked, and most of those who were laid off were unskilled workers. By the end of 2020, the general unemployment rate was 12.2%, and by the middle of 2021, it rose to 12.8% (*Morocco: Quarterly unemployment rate 2019-2021*). Youth populations, once again, were affected more adversely.

Figure 4 highlights the unemployment rate differences between 2019 and 2020. Specifically, in 2020, their unemployment rate rose to 33% (see Figure 4) (Paul-Delvaux, 2020). An important statistic to note is the unemployment disparity between young men and women, also highlighted in Figure 4 below. Youth education and unemployment are frequently referred to in the general sense, which often neglects the gender disparity that exists in youth education and unemployment rates. Understanding these gender differences can help guide the most effective means of educational opportunities because there still exists an imbalance between cultural expectations for career paths for men and women. Frequently in Moroccan culture, and more pronounced in more rural areas, women are less exposed to educational opportunities and less likely to be encouraged to pursue endeavors that would take them away from their jobs as mothers and homemakers.

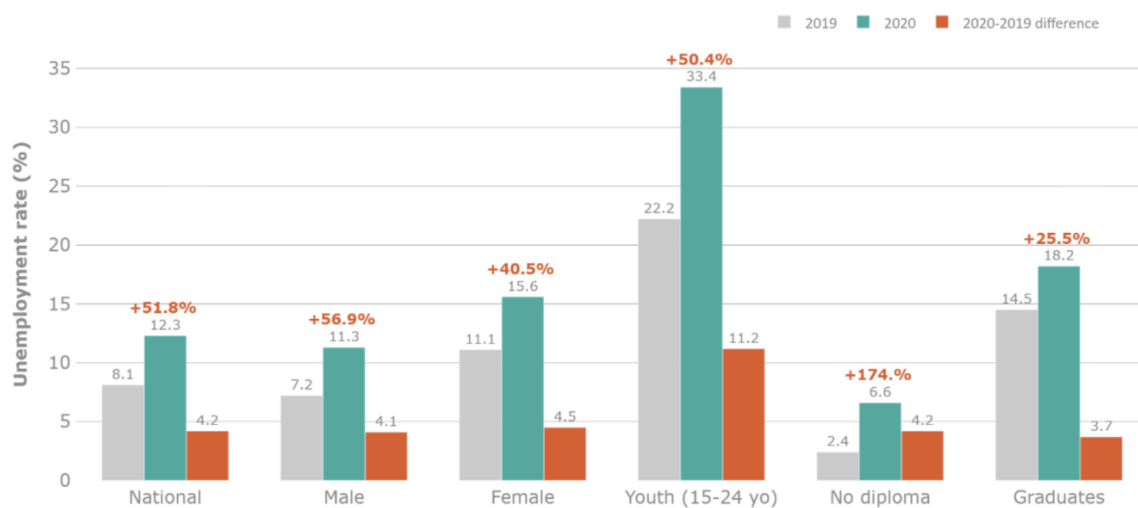


Figure 4. Unemployment rates between 2019 and 2020 (Paul-Delvaux 2020).

Along with COVID-19, the unemployment rate among the youth of Morocco can also be attributed to Moroccan education. Moroccan education does not particularly prepare the youth

for the job market and employment. The country's test rates are amongst the lowest in the MENA region (Dept, 2016). Seventy-two percent of students leave the education system without any qualifications that help them obtain a job that is technically demanding (Dept, 2016). Additionally, the education system does not equip them with the interpersonal skills, such as interviewing and collaboration, that are necessary for employment, causing many young people to seek employment in government sectors (M. El Hamzaoui, personal communication, February 3, 2022). With government employment, there is job security and benefits, it allows for a stable and sustainable lifestyle, and it is not as technically demanding as other sectors may be (Snijder, 2014). However, there are simply not enough government jobs to go around, and young people are unqualified to secure a job in other sectors, causing high unemployment rates.

A third factor contributing to the high unemployment rates is the youth bulge that Morocco, and the greater MENA region, experienced (Inayatullah, 2016). The youth bulge refers to a population where the majority of the demographic is children and young adults; it is a common phenomenon in developing countries (Inayatullah, 2016). In Morocco, specifically, the youth population (aged 15-24) rose from 17% in 1971 to over 21% in 2004 (Boudarbat 2007). In Africa overall, as of 2016, 70% of the population was under the age of 30 (Inayatullah, 2016). Universities do not have enough spots to educate this entire youth population, leaving many without the necessary skills to obtain jobs, and in general, there are not enough traditional career paths and jobs to sustain the growing youth population as well. Alternative routes, such as social entrepreneurship, must be sought out.

2.3 Social Entrepreneurship in Morocco

The social entrepreneurship ecosystem in Morocco is still developing. Majid K. el Ghaib and Brahim Allali (2020) describe Morocco as having three tiers to its ecosystem: the inspirers, the incubators, and the funders. Inspirers are organizations that encourage young adults to pursue social entrepreneurship. Incubators are training and mentoring young adults and businesses at the early stages of development. According to Ghaib and Allali, MCISE is an incubator. Funders are those that invest funds into social entrepreneurship efforts. There are two main funders present in

Morocco: Office Cherifien des Phosphates Group and Caisse Centrale de Garantie, which are Moroccan government organizations (Ghaib & Allali, 2020).

In the last decade, the MENA region has seen an increase in the emphasis on developing interpersonal skills to bolster the entrepreneurial spirit of young people. In a report by MedUp and the European Union, researchers identified social programs and NGOs that were working to prepare young people for the independent workforce (Cicognola, n.d.). Recently, there have been NGOs such as the MCISE, Enactus, and Injaz Al Maghrib that have been created or strengthened to address the issues facing young people, especially relating to access to learning services due to geographical and cultural limitations. Each of these organizations has highlighted the need for raising awareness about the need for educational opportunities that develop communication and leadership skills that will help young people succeed with their enterprises. Further, MCISE has concentrated outreach into communities in the rural parts of Morocco, where educational opportunities are scarce and gender inequality is more pronounced. Specifically, the report focuses on gaps within the cultural expectations of young people and how they compare to the traditional economic structure of Morocco and the MENA region. The two areas in which the report focuses its remediation are the efficacy of programs in the rural regions of Morocco and the accessibility of education to young women. It emphasizes the dejection of the youth in Morocco relating to secondary education in the general sense, even before taking into account the socioeconomic and cultural discouragement.

Another example of an NGO that promotes social entrepreneurship specifically in Morocco is Enactus Morocco. Their main goal is to “help transform the entrepreneurial ecosystem in Morocco” (*About Enactus*). Their social impact has been widespread: in 2017, the NGO implemented 256 projects, which allowed for 600 jobs to be created and helped increase their overall impact on the social structure of Morocco (Ghaib, 2020). However, there is still much work left to be done to promote and introduce social entrepreneurship in Morocco.

2.4 Moroccan Center for Innovation and Social Entrepreneurship (MCISE)

MCISE is a non-profit organization dedicated to developing and encouraging the creation of new social entrepreneurship in Morocco, as well as “Find[ing] innovative and entrepreneurial solutions for every social challenge in Morocco” (MCISE About Page). MCISE was founded in 2012, and since then they have focused on supporting local youth through various methods, including classes that teach social entrepreneurship and provide assistance to current startups. MCISE joined the Ashoka Project network of International Changemakers in 2017 due to their impact in the Morocco and MENA region.

Since its inception, MCISE’s projects have changed the region for the better. One such project is their Mayamin project, whose purpose is to expose the products and reach of social entrepreneurs to the wider Moroccan audience. The Mayamin project, specifically, has created 663 jobs to date (MSICE Impact Page). Other projects have made similar impacts: the Dare Inc. project has incubated 55 projects and created 138 jobs and D. Lab has been able to certify 50 trainers (MSICE Impact Page). By collecting many projects and programs like those mentioned under their umbrella, MCISE has made social entrepreneurship much more accessible to the Moroccan population.

MCISE also created the Youth and Education Program to introduce social entrepreneurship as a career option and pathway for Moroccan youth. Similar to Ashoka, MCISE wants to incubate social entrepreneurs and shift the Moroccan education mindset to be more emphatic of social entrepreneurship. However, MCISE works to educate the public through their extracurricular programs: Master Classes and the Tanara Youth Program.

Their Master Classes are a series of training modules for individuals who already engage with social entrepreneurship and are looking to strengthen their skills to have a bigger impact on their projects. The training draws on a variety of subjects, including Design Thinking, Social Entrepreneurship, Business Modeling, Impact Analysis, Project Conceptualization and Initiation, and Social Innovation. These subjects emulate the same topics Satar Shahid argues should be

included in any and all social entrepreneurship education to make it effective. A more detailed description of the Youth and Education program can be found in Appendix A.

The Tanara Youth Program provides high school students with an understanding of what social entrepreneurship is, the skills associated with it, and future career opportunities in the sector. TYP was created in 2013 and since its creation, the program has taught more than 2000 high school students, trained 157 high school teachers, covered 190 public high schools in more than 25 cities, and has trained more than 40 partner associations. MCISE's goal with Tanara is to infuse a regular curriculum with lessons on social entrepreneurship, develop a "social entrepreneurship mindset" in students, and deliver entrepreneurial skills to their students (MCISE 2021). Tanara educators also encourage their students to come up with their own entrepreneurial businesses; the Tanara program then brings these efforts together through competitions, where students compete against one another with the business ideas that they create and develop (A. Ghalmi, personal communication, March 2, 2022). These competitions typically result in a mentorship of the top project by MCISE and its affiliates.

The Tanara program leaders have also partnered with other institutions such as BiC and Project SOAR to reach diverse audiences. Through their partnership with Project SOAR, they worked with teenage girls in marginalized Moroccan communities and taught self-empowerment and self-advocacy. Through their partnership with BiC, MCISE empowered a student to create comic books about various subjects they had learned in school, to deliver the content in a more digestible way for his peers. BiC printed and distributed around 2000 copies, and MCISE hopes to be able to implement those comics into the regular Moroccan education system (M. Ben Hajji, personal communication, February 10, 2022).

With a successful impact in high schools in the local Moroccan region, the Tanara program is now looking to scale up its impact, both in terms of its target audience and geographically. The inception of MCISE came from a desire to create impactful educational opportunities for the youth population in Morocco, and while MCISE has had an undeniable impact on the region thus far, they are looking to broaden its reach to extend the same opportunities to those outside of the Rabat region, as well as expanding the age range of their

students to include first-year college students. This goal, to scale up the Tanara program to first-year college students across the MENA region, is the focus of this research paper.

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Chapter 3: Methods

The goal of this project is to provide the Moroccan Center for Innovation and Social Entrepreneurship (MCISE) with a comprehensive analysis of potential partners and growth strategies to expand the Tanara Youth Program. Currently, the Tanara Youth Program acts as an auxiliary educational program that enables MCISE to partner with secondary schools within Morocco to provide hands-on, educational sessions and activities to increase interest and promote resources for young adults to enter the world of social entrepreneurship. Utilizing the information presented in the background chapter to create this analysis for presentation to MCISE and the director of the Tanara Youth Program, our project group had four main objectives to assess the scalability of the Tanara Youth Program, outlined below:

1. Map the organizational structure of the Tanara Youth Program.
2. Create a SWOT analysis to uncover growth opportunities for the Tanara Youth Program.
3. Assess different partnership possibilities for the Tanara Youth Program.
4. Develop a list of growth and partnership strategies for the Tanara Youth Program.

3.1 Objective 1: Map the organizational structure of the Tanara Youth Program.

To understand MCISE's capacity for growth and expansion, we began by understanding the organizational and operational structure of the Tanara program. We did this by having an informal interview with our sponsors and asking about the chain of command within MCISE, working from the President of MCISE down to the students that interact with Tanara. The interview consisted of one question: "Can you describe the hierarchy of the Tanara Youth Program, beginning from the President of MCISE to the employees of Tanara?" To understand the operational structure, we asked, "What steps does the Tanara Youth Program take to deliver their programs to high schools?". In the informal interviews, follow-up questions were often added to better aid the understanding of the structures.

3.2 Objective 2: Create a SWOT Analysis to uncover growth opportunities for the Tanara Youth Program.

Once we understood the organizational structure of the staff and volunteers of the Tanara Youth Program, we wanted to understand the perceived growth potential by staff and volunteers within the Tanara Youth Program. Through surveys and interviews, information was gathered from employees, directors, students, and alumni of the Tanara program to perform a Strengths, Weaknesses, Opportunities, and Threats (SWOT) model analysis of the growth opportunities in the Tanara program.

To complete our second objective, we used two data collection methods:

1. Interviewing the directors and leaders of the Tanara Youth Program.
2. Sending out surveys to relevant stakeholders in the Tanara Youth Program.

These data collection methods allowed us to perform a SWOT analysis of the Tanara program.

3.2.1 Interview Leadership

Our first data collection method was interviewing the directors and leaders of the Tanara Youth Program. We interviewed them about their perceived strengths and weaknesses of the Tanara Youth Program, their aspirations for the program, the accessibility of the program, and their partnership processes with local NGOs and high schools. Their answers gave us an initial perspective for our SWOT analysis. Questions for our sponsors can be found in Appendix B. Questions for the Managing Director and Operations Director of MCISE can be found in Appendix J, and questions for the MCISE President can be found in Appendix M.

3.2.2 Survey Stakeholders

Our second method was surveying others who are also involved in the Tanara program in MCISE. This method allowed us to get a 360° perspective on the program. All survey questions can be found in Appendix B and C. Questions were similar for all four groups of people

surveyed: they focused on strengths, areas of improvement, favorite parts of the programs, and how COVID-19 has impacted the Tanara program.

We first surveyed the NGO partners that the Tanara Youth Program utilizes to foster their partnerships with high schools. The intent was to learn about how MCISE and the Tanara program forge their partnerships and relationships, and how we could utilize these existing connections to help MCISE create partnerships with college programs. The questions asked were a way for our team to develop our SWOT analysis and gauge how MCISE and the Tanara Youth Program created their partnerships so we could apply those same methods to potential collegiate partners. Questions can be found in Appendix C.

The next group we surveyed were high school students in the Tanara Youth Program to learn about their experiences with the program. We asked what their favorite parts of the program were, what they had learned from Tanara and how it has changed what they want to study in the future, and what they believe could be improved. This data is also intended to help create the SWOT analysis of the Tanara Youth Program. Questions can be found in Appendix C.

The third group we surveyed was the Tanara educators. The questions asked were identical to the questions we asked our sponsors, and can be found in Appendix B. We wanted to learn about their perceived strengths and weaknesses of the program, and their experience with student engagement and feedback. This set of surveys gave us another perspective for our SWOT analysis.

Finally, we sent out surveys to alumni of the Tanara program. We wanted to learn how they learned and used the Tanara program, how their experience influenced their education and career paths, and how they wanted to see Tanara improve as well. This data only improved our SWOT analysis and helped us understand the real-life effect of the Tanara program. Questions can be found in Appendix C.

To analyze our surveys and interviews, we utilized response coding. This allowed us to understand what topics tend to be on the forefront of interviewees' minds about the topic, as well as allowing us to compare the importance of topics from subject to subject. We separated the

answers we received into the broader SWOT categories (strengths, weaknesses, opportunities, and threats). We utilized our observations to build on the SWOT analysis that we created through our surveys and interviews.

3.3 Objective 3: Assess different partnership possibilities for the Tanara program.

The third objective of this project is to explore and assess the potential partnerships that MCISE can pursue to expand its current programs. Through our first and second objectives, our team gained an understanding of where MCISE has the potential to grow and strengthen the Tanara program. To assess partnership possibilities for the Tanara program, we used two data collection methods:

1. Conduct a “literature review” of the collegiate programs in the Moroccan and MENA region.
2. Engage with the collegiate programs to explore partnership interests.

3.3.1 Literature Review of Relevant Collegiate Programs

For our first method, online research was conducted to learn about prospective colleges and universities in the Morocco and MENA region. Through the online research, the team identified how these partnerships may bolster MCISE’s program and how universities may benefit from MCISE’s program. Specific parameters considered were location, student demographic, technology, available programs of study, and how closely the university’s values align with Tanara’s missions and goals. This data was recorded in a table format, as seen in Appendix D.

Location: Is this university located in a rural or urban area? Does the university have the infrastructure to support the Tanara program, or would it be difficult to organize a large number of students in one place? What physical amenities exist at the university to support the Tanara program? Is the location viable for the Tanara program to conduct follow-ups with? We want to

ensure that the Tanara program can create a long-standing relationship with a university, rather than just conducting one program because the university is too far away.

Student Demographics: Is the university catering mainly to middle and upper-class students? Is the university heavily male-dominated? What are the typical majors/programs of study students pursue? Do students have the time to participate in the Tanara program? We want to ensure that the Tanara program can cater to a wide target audience within this age range. MCISE is a firm believer that their education should be available to anyone, regardless of background and identity, and the college partnerships should reflect that belief if possible.

Technology: Does the university support its students with technology? Can the students access technology such as computers and videoconferencing? The Tanara program has been virtual and hybrid, due to COVID-19, and if a university is particularly far from headquarters in Rabat, it may make sense to implement virtual programs for those students, so it is necessary to evaluate if this is a viable option.

Available Programs of Study: What programs of study does the university offer? Do these programs allow students to explore extracurriculars, such as the Tanara program? How can the Tanara program bolster these programs of study? We understand that different students may or may not be more drawn to the Tanara program. However, social entrepreneurship is beneficial in all fields of study, so we want to ensure that the actual curriculum can allow time for the Tanara program.

Value Alignment: Does the university already support social entrepreneurship education or entrepreneurship education in general? Does the university know what social entrepreneurship is? Could they be open to the Tanara program, and have they done anything similar in the past? Does the university have a presence of Enactus Morocco? The presence of Enactus Morocco could hint at the fact that the university welcomes social entrepreneurship and is looking to educate its students on the topic. This criterion has two sides to it. The universities that do understand and want social entrepreneurship education should be recommended to Tanara because those partnerships could be easier to form and easier to sustain. However, the Tanara program will be much more effective in universities that may not necessarily understand the

value or need of social entrepreneurship education; MCISE will be able to implement a mindset change. These criteria did not particularly exclude or include any universities, but they did give more background on partnerships and inform us and MCISE as to how much effort and persuasion will have to be put in to form sustainable relationships.

3.3.2 Surveying Universities for Partnership Interest

After gathering a list of potential partnerships, we contacted each of the universities listed in Appendix N to learn if they would be interested in learning about MCISE's goals and ultimately partnering with their Tanara program. We sent out interest emails and then scheduled interviews with those that responded and showed interest. These emails were supplemented with interviews of contacts provided to the team by Professor El Hamzaoui. The interest email can be found in Appendix G. These interviews served to inform the team of the process of partnering with a university. Interview questions for universities can be found in Appendix E.

3.4 Objective 4: Develop a list of growth and partnership strategies for the Tanara program.

The final objective of this project, and the team's deliverable for our time in Morocco, is the analysis and recommendations for growth and partnership for the Tanara Youth Program. The team analyzed and condensed the data from our interviews and SWOT analysis, as well as qualitative observations from our interactions with MCISE, the Tanara program, and the Moroccan education system to create recommendations for internal strengthening of the Tanara Youth Program and external recommendations for partnerships with colleges and universities in Morocco and the MENA region.

Chapter 4: Results

Through our interviews and research, our team acquired data for all our objectives listed in Chapter 3. This included the organizational structure of the Tanara Youth Program, data to utilize for our SWOT analysis of the program, and the list of partnership recommendations. All data is detailed and discussed in the following sections.

4.1 Objective 1: Organizational Structure of the Tanara Youth Program

Through our informal interview with Mouslim Ben Hajji (Project Coordinator), our team created a graphic of the organizational chart that can be seen in Figure 5.

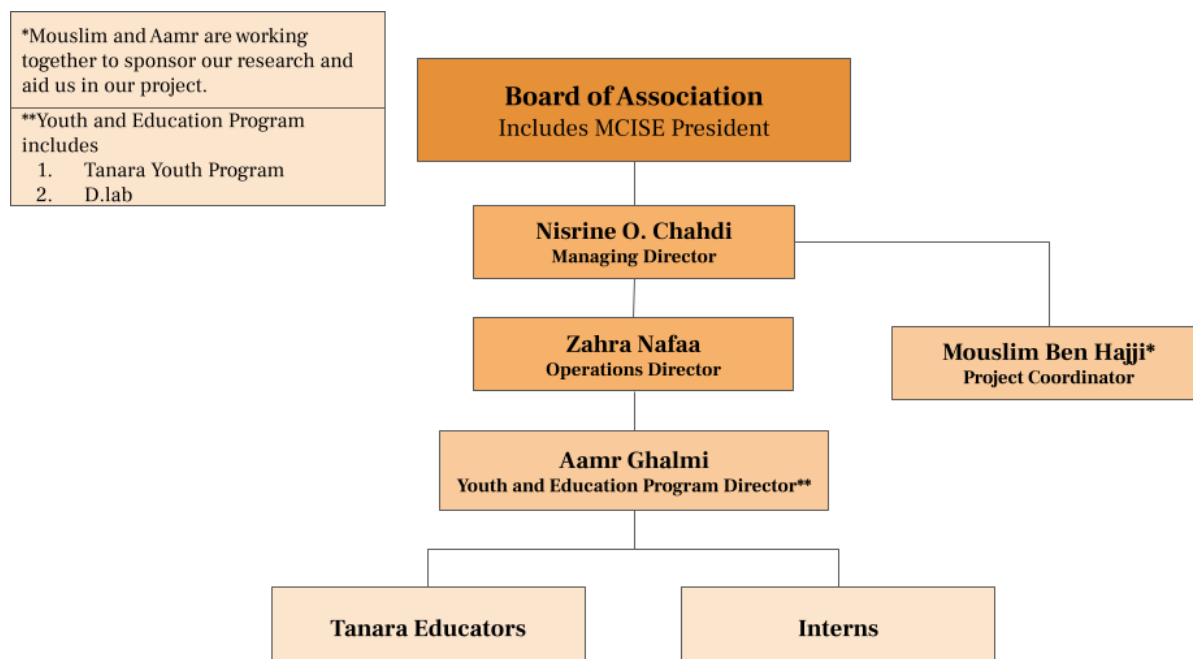


Figure 5. Organizational structure of the Tanara youth Program

Overlooking the entirety of MCISE is the Board of Association, which includes the President of MCISE. Under this Board sits a Managing Director, who oversees the various programs that

MCISE offers. Under this Managing Director sits the Operations Director. Aamr Ghalmi, the current Director of the Youth and Education Programs, sits under this Operations Director. The Youth and Education Program umbrella contains the D.Lab program and the Tanara Youth Program. Under Aamr sit all Tanara educators, who report back to him. Currently, Aamr also has three interns. The interns aid in the organizational and logistical aspects of the Tanara Youth Program, such as coordinating program locations, organizing educators, and assisting partners (like our IQP team). The number of educators and interns is always in flux because they are volunteer-based. This leaves Aamr as the only full-time employee in the Tanara Youth Program.

Through our informal interviews with Mouslim and Aamr, we also were able to understand how the Tanara Youth Program connects with high schools to deliver their programs, which can be seen in Figure 6 below.

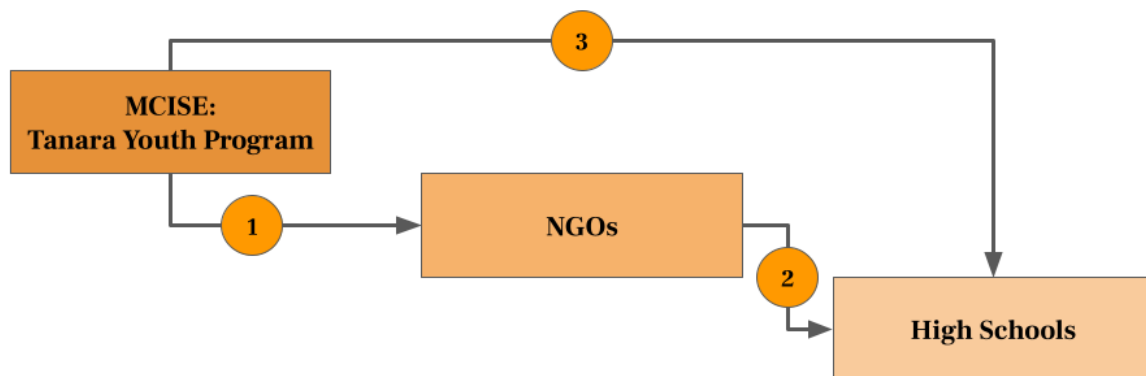


Figure 6. Operational Structure of the Tanara Youth Program

As seen above, the first step is that the Tanara Youth Program partners with local NGOs in various regions throughout Morocco. In the second step, these NGOs then help forge the partnerships between the program and local high schools. Through our interview with Aamr, which can be found in Appendix H, we learned that there are typically two coordinators from MCISE per NGO: Aamr and one of his interns. In the third and last step, the Tanara Youth Program delivers its program at the local high school.

Through our formal interviews, we learned that the NGOs act as a middleman for the Tanara Youth Program because pre-Covid, the Tanara Youth Program was visiting more than 100 high schools all over the country, and they were not able to follow up with every high school they attended. The program relied heavily on their partner NGOs to conduct these follow-up sessions to ensure that students were receiving continuous SEE, rather than just one weekend of it. The NGOs are a crucial middle step for the Tanara Youth Program.

Aamr is the lead and main contact between local NGO partners and MCISE as well as the various high school partners and MCISE. He is also present at in-person Tanara sessions with high schools and NGOs that require MCISE's supervision and spends roughly three months before the start of each program preparing for these sessions. Through our informal interviews with our sponsors, we learned that Aamr's time is stretched quite thin, especially when handling both the Tanara Youth Program and D.lab. Even with the help of three interns, Aamr is often traveling and working non-stop to ensure that students are learning about SEE and can become leaders and change-makers. The Tanara Youth Program is a team of passionate individuals who want to see change. However, it is a small team, which negatively affects the efficacy of the Tanara Youth Program.

4.2 Objective 2: SWOT Analysis of the Tanara Youth Program

Through our research, we concluded that below are the major strengths, weaknesses, opportunities, and threats to the Tanara Youth Program regarding its success in its educational programming. Surveys were provided to various stakeholders as well, as described in Chapter 3.2.2. Unfortunately, due to unforeseen circumstances, they were not distributed in a manner that allowed for adequate data collection. Thus, the team turned to interviews to supplement our knowledge of the Tanara Youth Program. The coded formal interviews with our two sponsors can also be found in Appendices H and I. The coded interviews with the Managing Director, Operations Director, and the President can be found in Appendices K, L, and S, respectively. The team was also given access to an Impact Measurement report conducted by UPenn in 2015. The report was studied and included in the SWOT analysis. All key factors listed below were pulled from the coded interviews and reports. In the tables below, findings and key factors highlighted

in blue were found in the UPenn 2015 report. Refer to Appendix P for the findings found in the UPenn 2015 report.

Table 1: Strengths

| Strength | Key Factors |
|---|--|
| Unique education causes a shift in the mindset of Moroccan youth regarding their career paths | <ul style="list-style-type: none"> - Different curriculum than what is offered by Moroccan public education - Centered on hands-on learning - Student engagement with experts and alumni in the field <ul style="list-style-type: none"> - Proof of success with Tanara's aid - The curriculum is focused on human connections - Different curriculum topics based on region to accommodate for previous experience and knowledge <ul style="list-style-type: none"> - Focus their resources on underprivileged communities - Students use Tanara as the opportunity to kick-start the ideas they already have <ul style="list-style-type: none"> - Momentum from program to incubation of product |
| Alumni engagement | <ul style="list-style-type: none"> - Positive feedback from alumni <ul style="list-style-type: none"> - Life skills are gained - Alumni come back and teach Tanara programs <ul style="list-style-type: none"> - The teachers are volunteering for this, so they are particularly passionate about the mindset change and mission - People come back with projects or to teach |
| Operations | <ul style="list-style-type: none"> - Prepare for sessions three months prior - User guides for NGOs, teachers, students - Have action plans in place for cities/towns that may be further away/more remote than bigger cities - NGOs that are reliable and have worked with Tanara for a while are trusted to run sessions on their own without any supervision from MCISE or Aamr |
| Parent Perspective | <ul style="list-style-type: none"> - Children have started thinking for themselves in terms of their future (not just a job, but future as a whole) - more independence when thinking of the future, rather than relying on parents for input - See TYP as a shift from traditional Moroccan education that is solely based on exams and test scores - an emphasis on extracurricular activities - Parents see the value of Tanara (for the most part) and want to see their children gain more from it, rather than just one weekend or one competition |

Table 2: Weaknesses

| Weakness | Key Factors |
|---|--|
| NGOs are faulty as middlemen and frequently cause MCISE to take on extra work | <ul style="list-style-type: none"> - The process is riddled with miscommunication and unresponsiveness - On the other hand, sometimes the NGO takes over the program and MCISE loses visibility of what is being taught which is also not good - NGOs do not always understand Tanara's mission either - Many local NGOs do not have the resources to operate consistently |
| Inconsistent curriculum | <ul style="list-style-type: none"> - Tanara teachers teach differently, which can make it hard to come up with one teaching structure - There is no way to monitor how teachers are teaching |
| Operations | <ul style="list-style-type: none"> - Aamr is the point person for all logistics - The focus on less-privileged communities does make logistical planning harder - not a weakness per se but does make the other weaknesses worse |
| Online accessibility | <ul style="list-style-type: none"> - Internet access across Morocco is inconsistent - Being in-person is a key component of the sessions - The connection between educators and students is what makes the program so impactful |
| Funding scarcity | <ul style="list-style-type: none"> - Without funding, they cannot do anything |

Table 3: Opportunities

| Opportunity | Key Factors |
|---|--|
| Accreditation by the Education Ministry | <ul style="list-style-type: none"> - Using data from impact measurement reports to get the program - Potential integration into the public school curriculum |
| Expansion of Tanara past the high school programs | <ul style="list-style-type: none"> - Tanara clubs in high schools - Going global with the program - Partnering with NGOs such as <ul style="list-style-type: none"> - UNICEF - Qatar Foundation - Enactus - Needs to be a continuation of the program extended beyond the competition - integration into the curriculum |
| Increasing accessibility | <ul style="list-style-type: none"> - Recording sessions for accessibility sake |
| Increasing funding | <ul style="list-style-type: none"> - Continue to source more funding opportunities - Utilize personal connections and networks - Rely on President's networks |

Table 4: Threats

| Threat | Key Factors |
|--|---|
| Level of engagement from NGOs | <ul style="list-style-type: none"> - Fear of NGOs dropping out from the program, which negatively affects the chances of a successful coordination and execution of the program |
| Not having accreditation from Education Ministry | <ul style="list-style-type: none"> - Difficult to get access to high schools to partner with - Want to be added to the public school curriculum |
| Operations | <ul style="list-style-type: none"> - Relying solely on Aamr makes logistics difficult and tiring - Potential increased employee burnout and turnover |
| Process of finding funding sources in Morocco | <ul style="list-style-type: none"> - Business ventures are heavily based on personal relationships which is not a stable or reliable source of funding - The donor pool is limited by social circles and personal connections - Not feasible to monetize the Tanara Youth Program <ul style="list-style-type: none"> - The goal of Tanara is to ensure that it is accessible to underprivileged communities in Morocco - Monetizing the program would directly compromise this initiative |
| Commitment and recruitment of educators | <ul style="list-style-type: none"> - “In addition, a JCI mentor highlighted during our interview that the majority of mentors was not aware of the time commitment expectations of [Tamkeen Initiative], and thus quit or were not fully committed to his/her student teams.” |

The tables above detail the strengths, weaknesses, opportunities, and threats that the team gathered through their research and interviews. This SWOT analysis provided the team with a clearer understanding of the operations and logistics of the Tanara Youth Program. This analysis also continued to inform the team on types of colleges and universities to research for successful partnerships based on the opportunities for growth revealed in our research.

4.3 Objective 3: Analysis of Prospective Collegiate Partners

Our partnership research began in Morocco, where we found lists of public and private universities that exist in the area. We then chose some of the most popular and closest schools to MCISE and began researching each one. This list, seen in Appendix D, details factors such as location, cost of attendance, programs of study, and educational values, among other items. Upon

discussing the project with our sponsors further, we decided that it would also be beneficial to look into colleges in the MENA region, rather than finding colleges solely in Morocco. The expanded list of colleges from the MENA region can be found in Appendix N.

4.3.1 “Literature Review” of Prospective Collegiate Partners

Our literature review searched for several key factors about the colleges, listed in Chapter 3.3.1. The information for these criteria was obtained from our review of the colleges’ individual websites. However, several university websites did not provide all of the information that we were looking for. Therefore, we reached out to our sponsors and project center directors and asked them for additional contacts for the universities we were the most interested in.

4.3.2 Reaching Out to Prospective Collegiate Partners

As a result of our literature review, we ascertained the capabilities and values of these schools and confirmed that they would be welcoming and an appropriate landscape for the Tanara Youth Program. We found that each of the schools met all the criteria that we determined to be necessary for a school to effectively partner with Tanara. After confirming the criteria, the team sent an email (as seen in Appendix G) to each university that garnered interest regarding the presence of MCISE and the Tanara Youth Program at their school. We also gained contacts from UIR, Mohammed V, and Mohammed VI through personal contact with Prof. El Hamzaoui, who provided us with emails and phone numbers of professors at these universities. We were able to hold one in-person interview and contacted two of the professors through email. Although we only got data from the in-person interview, the team was able to gain an understanding of a university’s thought process and criteria for partnering with an NGO, which helped to shape our recommendations for the development of a structure for pursuing partnerships with colleges and universities. The coded data from the in-person interviews can be found in Appendices Q and R.

Chapter 5: Recommendations and Conclusion

This chapter details our recommendations for the growth and general success of the Tanara Youth Program and MCISE as a whole. Chapter 5 includes internal and external growth strategies for the Tanara Youth Program and MCISE, as well as partnership recommendations and highlighted recommendations from previous impact reports conducted on the Tanara Youth Program.

5.1 Discussion

One adaptation the team made throughout the duration of our project was adjusting to Moroccan culture. As American students, we were used to an “individualistic” culture, where work and deadlines took priority over all else. Entering Morocco, however, our team quickly learned that timeliness and responsiveness operated much differently than what we were used to. Additionally, our team was present in Morocco during Ramadan, which is the holiest month in Islam. This shifted work schedules as well. We had to be more patient in collecting data and gathering materials, such as both Impact Reports, from our sponsors and had to shift our project timeline quite a bit. We entered a culture of “collectivism”, which prioritized personal relationships and community, which meant our data collection often relied on our sponsors’ and project directors’ connections, specifically when emailing university contacts to garner partner interest.

When we were able to get interviews, the team had to identify which themes were valid concerns that we could address during our time in Morocco. A common theme throughout each interview the team conducted was the variability of funding and the limitations that come from the uncertainty of budgeting. This continued throughout the results of other objectives. Our team recognizes that a major barrier to hiring another employee, as suggested below in 5.2.2, is funding. Both the Managing Director and Operations Director of MCISE noted that expanding their employee base is a reasonable and current growth objective of the organization if funding is available. Although these concerns are addressed in our recommendation chapter, the team was

unable to adequately respond to these concerns due to our limited knowledge of the financial structure of TYP and time constraints within the eight weeks we were on-site.

Furthermore, it was suggested to us that Tanara needs a “pitch packet” or physical impact report that compiles the previous impact reports that have been done, as well as regularly updated data, to prove their impact to universities. Tanara has to emphasize a “return on investment”, and have the data and statistics to show that their education will help a student create and sustain a business. This includes concrete statistics about alumni incubation rates, as well as an outline of the adapted college Tanara curriculum. This pitch to universities needs to highlight more than just MCISE’s mission of changing young people’s mindsets about their future- it needs to have a monetizable end product that highlights the practical applications of the Tanara Youth Program that will make students more employable. The team noted this in our final presentation and final report but were unable to synthesize this packet for Tanara as we did not have access to all of the information to create an impactful product.

5.2 Growth Strategy Recommendations

The following sections will outline growth strategies relative to the operations, relationships, and educational expansion of MCISE and the Tanara Youth Program. Each of the following subsections focus on a specific recommendation, that is specified in the subsection heading. Our team would also like to recognize that many of the strategies listed below rely on MCISE acquiring the appropriate funding. However, we still believe the strategies listed below to be worthwhile endeavors for MCISE to pursue if they want to expand the Tanara Youth Program to a larger audience.

5.2.1 Continue to increase and diversify funding sources

A solution that we propose is that MCISE looks to diversify its sources of funding. Current sources of funding and budget should be analyzed to understand how MCISE operates and could better expand its sources. Alternate sources such as the President’s networks or the US Embassy should be explored to understand if any would be viable funding options for the program. It would also be beneficial for the Tanara Youth Program to learn from other NGOs to

understand how various organizations fund themselves, and by using personal networks, MCISE could begin to increase and diversify their sources of funding.

5.2.2 Divide directorial responsibilities

As seen from Figure 5 in Chapter 4.1, the Youth and Education Program Director's (YEPD) responsibilities are widespread over the Tanara Youth Program and D.lab. The YEPD takes the lead in the logistical, curricular, and operational planning and execution of the Tanara Youth Program sessions, and is constantly traveling around Morocco, to ensure that the sessions are being implemented correctly. We recommend that another Director is hired, at the same organizational level as the YEPD. Without another director, our team believes that expansion of the Tanara Youth Program will be impossible. One person will not be able to take on the additional responsibility of implementing the Tanara Youth Program in colleges on top of their existing responsibilities. Our team believes that the responsibilities (current and new) of the YEPD could be divided in multiple ways between the two directors:

1. One director is solely in charge of the Tanara Youth Program while another director is solely in charge of D.lab.
2. Both directors work for both the Tanara Youth Program and D.lab, but one director is solely in charge of logistics and operations (Director of Logistics and Operations) while one is in charge of curriculum and outreach (Director of Curriculum and Outreach). How responsibilities are divided is arbitrary and can be decided by MCISE, but one person must not be solely in charge of every part of both programs.
3. One director is in charge of the Tanara Youth Program for high schools, while the other director is in charge of the Tanara Youth Program for universities. Both directors play an equal role in D.lab.

5.2.3 Create standardized training for partner NGOs

Another way to rapidly aid the Youth and Education Program Director's extra responsibilities would be to minimize the NGOs' lack of engagement and high drop-out rate. We encourage Tanara to follow the UPenn Report's recommendation of creating standardized

training for their NGOs, as this will help solve the issue of MCISE losing visibility on what exactly the NGOs are teaching students. In addition to this, our team recommends creating contracts between Tanara and the local NGO, as a written agreement to specify the respective responsibilities and expectations of themselves, concerning the high schools and the program overall.

5.2.4 Process of expansion into local universities

A major opportunity for the Tanara Youth Program that was highlighted throughout our interviews was the growth and curricular expansion of Tanara. One of our interviewees highlighted Tanara's potential impact on collegiate students, emphasizing the independence of the students and their freedom to choose their career paths as an opportunity for Tanara to have an impact on this demographic.

While Tanara has the potential to influence the careers of college students, Tanara has to first establish itself on a university campus. Our interviewee emphasized the fact that interactions between Tanara and colleges would be much more formal than Tanara's coordination efforts with high schools. Our interviewee highlighted several aspects of the process that Tanara would need to strengthen and adapt in to have a successful pitch to college administrators, which are outlined below.

5.2.5 Establish a relationship with ACISE and TCISE

Towards the end of our time in Morocco, our sponsor notified us of the existence and relationships between MCISE and their Tunisian and Algerian counterparts. Although each of these Centers for Innovation and Social Entrepreneurship (CISEs) exists as a separate entity, our team believes it would be beneficial for these organizations to create a board with representatives from each CISE to meet bi-annually or as they see fit to connect about programs and the potential for collaboration and expansion across the MENA region. The creation of such an entity could prove beneficial to all parties because it would allow each CISE to develop their programs across the MENA region, as well as give access to potential partners and funding sources across the globe. Our team was provided contact information for the other CISEs, which appear in Appendix O.

5.2.6 Effectively implement and track progress on recommendations from Impact Measurement Reports

Along with the UPenn 2015 Impact Measurement report, the team was given access to an Impact Measurement Report conducted by Stanford University in 2018. Both reports included various recommendations for the Tanara Youth Program, from both an expansion and sustainability viewpoint. Both reports are cited in the References Chapter, which can be found after this chapter. Our team found that many of these recommendations were quite similar to those we had found through our research, alluding to the fact that the Tanara Youth Program may not have been implementing these recommendations. It is our team's strong suggestion that the Tanara Youth Program continues to factor these recommendations into their growth strategies and creates a system to track their progress and conduct check-ins on their expansion goals. Every leader we interviewed had many aspirations for the Tanara Youth Program, but without an effective progress tracking procedure, expansion will be difficult and inefficient, thus compromising both human resources and funding due to an unclear path forward.

5.3 University Partnership Recommendations

The following three university recommendations are our top partnership recommendations for the Tanara Youth Program. The recommendations are in order of priority, and this order is explained in each recommendation. A list of remaining universities can be found in Appendix N. We believe that all universities in this list are viable partners for the Tanara Youth Program, including those in the greater MENA region. However, based on our findings, as seen in Chapter 4, and the strategies presented above in Chapter 6.1, our team strongly recommends that the Tanara Youth Program centers its expansion in Morocco first. The Tanara Youth Program has already established itself throughout Morocco and has a firm understanding of the educational landscape as well as a large network spanning the entire country. Therefore, it is most logical for the program to experiment with a new audience and modified program in Morocco, rather than expanding into new countries where MCISE is not established at all.

Table 5: Primary Recommendation

| Université Mohammed VI Polytechnique | |
|--|--|
| Contact | contact@um6p.ma maroua.ameziane@gmail.com abdelmonim.amachraa@ocpfoundation.org |
| Website | https://www.um6p.ma/ |
| Location | Locations in Rabat, Marrakech, Casablanca, Benguerir, El Jadida, Laayoune |
| Cost | 55000-85000 MAD/year |
| Presence of Enactus | No, but their website highlights the presence of entrepreneurship at the university. |
| Technology Available | The school hosts a computer science program, so it can be inferred that they have adequate technology to support Tanara. |
| Student Demographic | The school has over 2,100 students, and 70 of them are international. |
| Programs of Study | Science & Technology Cluster; Humanities, Economics & Social Sciences Cluster; Business & Management Cluster; Medical and Paramedical Cluster |
| Presence of Social Entrepreneurship Education | The university has at least five programs centered around entrepreneurship, with one of them focused solely on entrepreneurship education. |
| Values/Mission Statement in Relation to the TYP: | Has a strong focus on entrepreneurship, specifically on the technology and biology routes. |

Mohammed VI appears at the top of this list because of its compatibility with each aspect of the Tanara Youth Program. Through our research, the team highlighted the presence of social entrepreneurial initiatives across the campus, including the U-Founders incubation program. U-Founders is one of five major initiatives from the university to provide future business owners with the environment necessary to grow and learn how to create and run a successful business.

Table 6: Secondary Recommendation

| Université Mohammed V de Rabat | |
|--|---|
| Contact | Zineb Rhajbal, Professor of Marketing +212 610-201601 |
| Website | http://www.um5.ac.ma/um5/ |
| Location | Rabat |
| Cost | About 10,000 MAD/year |
| Presence of Enactus | No, but the school works with several other European programs, so it is not unlikely to happen. |
| Technology Available | The school hosts computer science and engineering programs, so it can be inferred that they have adequate technology to support Tanara. |
| Student Demographic | Approximately 88,000 students registered at the university |
| Programs of Study | Science and Technology, Engineering Sciences, Life and Health Sciences, Legal, Economic and Management Sciences, Human and Social Sciences and Life Sciences |
| Presence of Social Entrepreneurship Education | Their University Center for Entrepreneurship supports students in business creation, including networking and introduction to experts in the field. Their National Status of Student Entrepreneur Initiative gives students access to a variety of resources to aid in business creation as well as classes oriented towards business development. |
| Values/Mission Statement in Relation to the TYP: | <p>The university has "Innovation and Valorization" as its 3rd mission, and they set up the City of Innovation to spearhead this effort, a program to help incubate startups and small businesses, and connect everyone involved in the process. Link: http://www.um5.ac.ma/um5/cite-de-linnovation-de-rabat</p> <p>They also offer collaboration with outside companies that can offer training to students: http://www.um5.ac.ma/um5/type-de-collaboration</p> |

While Mohammed V does not have the same level of social entrepreneurial education present on its campus, they do have initiatives set in place with a large student body that MCISE could feasibly expand and adapt the Tanara Youth Program to mimic the club structure of Enactus, which is a similar entrepreneurial club that permeates many colleges campuses.

Mohammed V also works with European-based organizations that are similar in goal to both Enactus and the Tanara Youth Program.

Table 7: Tertiary Recommendation

| Université Internationale de Rabat | |
|--|---|
| Contact | contact@uir.ac.ma |
| Website | https://www.uir.ac.ma/ |
| Location | Rabat |
| Cost | 67,00-115,000 MAD/year |
| Presence of Enactus | Yes, Enactus UIR https://www.uir.ac.ma/fr/page/bde-et-clubs |
| Technology Available | The school hosts computer science and engineering programs, so it can be inferred that they have adequate technology to support Tanara. |
| Student Demographic | Between 2,000 and 3,000 students |
| Programs of Study | Management, Law & Political and Social Sciences, Engineering and Architecture, Health Sciences, Doctoral Studies, Executive Education, Business School |
| Presence of Social Entrepreneurship Education | UIR has many clubs that are centered around entrepreneurship and social entrepreneurship including the Archi Club, AIESEC UIR, UIR Power, Rotaract UIR, Home For Solidarity, Enactus UIR, and more. |
| Values/Mission Statement in Relation to the TYP: | UIR has many clubs that encourage social activity and entrepreneurship, the school offers executive education, and a value of the school is innovation. |

UIR is a university that is based in MCISE's backyard, which makes the accessibility of the campus to the program that much greater. UIR already has an Enactus club present on their campus, which may cause competition with the Tanara Youth Program, but there is the potential for collaboration between these two organizations to show Tanara how to be successful on collegiate campuses.

It is recommended that the program begins with contacting the universities above, as Tanara will be able to access the greatest number of students. Additionally, the universities listed above have begun making strides to introduce their students to an “entrepreneurship-is-for-everyone” mindset, meaning that the Tanara Youth Program can continue to build on this exposure, and modify its curriculum to better support students who may already be thinking about business creation, rather than just introducing a new concept to them. With these universities, the Tanara Youth Program has a chance to take its education and incubation a step further, and then implement its new program on a global scale.

5.4 Conclusion

With our recommended actions, MCISE’s Tanara program can help make social entrepreneurship become a more relevant topic taught at all levels of education, and be integrated into the standard current curriculum. Its impact and importance can become widely known, and many youths in the MENA region will be equipped with the skills and tools necessary to create their jobs, determine new career paths, and be an advocate for themselves and future students. As a long-term effect of this knowledge, social entrepreneurship can aid in solving the impending labor and unemployment crisis that Morocco and the MENA region are facing, and will open the doors for further solutions for other social justice issues present in the area. Social entrepreneurship can combat seemingly unsolvable problems with innovative solutions that transform society.

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Appendices

Appendix A: Sponsor Description

Project Sponsor: Moroccan Center for Innovation and Social Entrepreneurship (MCISE)
Primary Contact: Mouslim Ben Hajji, Project Coordinator
m.benhajji@mcise.org

Sponsor Description

Founded in 2012 by a group of people enthusiastic about social change in Morocco, the Moroccan Center for Innovation and Social Entrepreneurship (MCISE) is a nonprofit organization dedicated to finding entrepreneurial and innovative solutions to social challenges in Morocco. MCISE's mission is to 1) incubate social impact programs and entrepreneurs in Morocco and the Middle East and North Africa (MENA) region; 2) strengthen the entrepreneurial community by creating synergies, holding summits and providing counselling for nascent entrepreneurs; and 3) develop entrepreneurial ecosystems and mindsets. MCISE's training programs have benefited associations, cooperatives, municipalities, elected officials, incubators, private and public companies in more than 20 countries and affected more than 10,000 people.

The Education and Capacity Building component cross-cuts all MCISE programs and, along with sensitization and advocacy, is key in the success of its missions. The organization focuses on developing and/or consolidating the skills necessary to make the concept of social innovation more accessible and more autonomous. With this in mind, in 2019, MCISE created a Youth and Education Program to focus on Moroccan youth and the country's education system. Its activities included:

- Tanara (formerly Tamkeen Initiative), a program aimed at transforming Moroccan high schools into hubs of social innovation. Operating in around 30 cities and mobilizing around 20 associations, this program currently has more than 1,400 students, teachers and members of administrations; and
- Master Classes, a series of training and capacity building modules for individuals who are engaged in social entrepreneurship with a view to developing high impact projects. These trainings are based on Design Thinking, Social Entrepreneurship, Business Modeling, Impact Analysis, Project Conceptualization and Initiation, and Social Innovation.

Appendix B: Questions for Tanara Youth Program Educators and Leaders

Note: These questions were utilized as interview and survey questions. Questions were translated into French and Arabic by our sponsor for the Tanara Youth Program Educators survey.

We are a group of students from Worcester Polytechnic Institute in Worcester, Massachusetts in the United States of America. We are working with the Moroccan Center for Innovation and Social Entrepreneurship to assess partnership opportunities for their Tanara Youth Program. Currently, we are conducting an interview of leaders and students of the Tanara program to identify the strengths and weaknesses of the 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 other identifying information will appear on the questionnaires or in any of the project reports or publications. If interested, a copy of our results can be provided through an internet link at the conclusion of the study.

1. What are the strengths of the Tanara program?
 - a. Outreach
 - b. Engagement
 - c. Effectiveness
 - d. Implementation
 - e. Operations
2. What are the weaknesses of the Tanara program?
3. How do you think Tanara can grow and make up for those weaknesses?
4. How has COVID-19 affected the delivery and reach of Tanara?

- a. Are there deficits in the hybrid/online delivery of the program? If yes, what are they?
- 5. How do you think students receive your programs? What feedback have you gotten that we might not see in interviews with the students?
 - a. What success stories are you particularly proud of?
- 6. Are there any steps you have taken to make Tanara more accessible?
 - a. If they were successful, what about the process made the objectives attainable?
 - b. If the endeavors were not successful, why do you think they failed? Were there lessons learned from the process that would be helpful for us to know as we prepare our analysis?
- 7. Why did you choose to partner with the high schools you chose to partner with?
 - a. What specifically enticed you about those high schools?
 - b. What gap were you filling at that high school?
 - c. What was the process of partnering with that high school? How did you reach out, create a relationship, and build your program?

Appendix C: Survey Questions

Note: Survey questions were translated into French and Arabic by our sponsor.

We are a group of students from Worcester Polytechnic Institute in Worcester, Massachusetts in the United States of America. We are working with the Moroccan Center for Innovation and Social Entrepreneurship to assess partnership opportunities for their Tanara Youth Program. Currently, we are conducting an interview of leaders and students of the Tanara program to identify the strengths and weaknesses of the 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 other identifying information will appear on the

questionnaires or in any of the project reports or publications. If interested, a copy of our results can be provided through an internet link at the conclusion of the study.

Students

1. What has the Tanara program taught you?
 - a. What were your highs and lows of the program?
 - b. Biggest lessons learned?
 - c. Favorite parts of the session?
 - d. What new skills did you learn, if any?
 - e. What do you think were some strengths of the program?
 - f. What do you wish they taught you more about?
 - g. Are there any ways in which they can improve the structure of the program?
2. How has the Tanara program changed what you might want to do in your future?
3. What was your favorite part about the Tanara program? And why?
4. Do you think that Tanara education was still as effective when it was delivered in a hybrid/online format compared to when it was in person? (may not be applicable to all the students)
5. Do you think the Tanara education would still be relevant when you're in college?
 - a. Would you voluntarily choose to participate in this program/Was the Tanara program optional for you?
 - i. If yes or no, why? What factors inform your answer?
6. How did you hear about MCISE? Was it solely through this program, or did you know about it before?

- a. Did you look more into MCISE after going through the program?

NGO partners

1. How did you hear about MCISE and the Tanara program?
 - a. Did they approach you or did you approach them?
 - b. What was the process of partnering with the Tanara program, and setting up a day for them to come teach your students?
2. Why did you partner with them?
 - a. Would you partner with them again?
 - i. Why or why not?
3. What purpose was MCISE and the Tanara program fulfilling by coming to your school?
 - a. Was there a desire for social entrepreneurship education at your school?
4. Have you noticed the impact of their education on your students?
 - a. What does that impact look like?
5. What difficulties have you encountered working with the Tanara program?
 - a. Logistical or otherwise
6. What feedback did you receive from your students about the Tanara program?

Alumni

1. Do you think the Tanara program prepared you for your future/business/college education?
 - a. If there were gaps in the program, what could they have focused more on?
 - b. What were you taught when you went through the program?

2. Where have you used the lessons MCISE/Tanara has taught you in your life?
3. What advice would you give to current students in the Tanara program?
 - a. Opportunities that MCISE has that aren't as well advertised/known that you want students to know about
4. How did you hear about MCISE/the Tanara program?
 - a. How much have you kept up with the program since "graduating" from it?
5. What college did you attend (if you attended college)?
 - a. Would they welcome the Tanara program?

Appendix D: Criteria to research universities/colleges

| University Name | |
|--|--|
| Contact | |
| Website | |
| Location | |
| Cost | |
| Presence of Enactus | |
| Technology Available | |
| Student Demographic | |
| Programs of Study | |
| Presence of Social Entrepreneurship Education | |
| Values/Mission Statement in Relation to the TYP: | |

Appendix E: Interview Questions for universities/colleges

We are a group of students from Worcester Polytechnic Institute in Worcester, Massachusetts in the United States of America. We are working with the Moroccan Center for Innovation and Social Entrepreneurship to assess partnership opportunities for their Tanara Youth Program. Currently, we are conducting interviews with colleges and universities throughout the Middle Eastern and North African (MENA) region to determine interest in a partnership with the Tanara Youth 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 personal names or other identifying information will appear on the questionnaires or in any of the project reports or publications. Only the name of the college/university will appear in our publication. If interested, a copy of our results can be provided through an internet link at the conclusion of the study.

1. What does social entrepreneurship mean to your university?
 - a. Do you offer social entrepreneurship education? If yes, what does the curriculum look like?
 - b. Do you think your students want and would benefit from social entrepreneurship education? Would they be interested in the Tanara program?
 - c. Do you want to implement social entrepreneurship education? Is it feasible for your university to partner with an organization that promotes social entrepreneurship (in terms of funding, human resources for coordination and running of programs, etc.)
2. Do you typically interact or work with NGOs?
 - a. What procedures do you have in place, if any, to create and foster these relationships?
3. Would you be open to creating a partnership with Tanara? (This is not a binding agreement, just our team understanding potential interest from universities we're talking to)

- a. What would you like to see from them? What gap would you want them to fill in your program?

Appendix F: IRB Approval

WORCESTER POLYTECHNIC INSTITUTE

100 INSTITUTE ROAD, WORCESTER MA 01609 USA

Institutional Review Board

FWA #00030698 - HHS #00007374

Notification of IRB Approval

Date : 06-Mar-2022

PI: Karen Oates K

Protocol Number: IRB-22-0523

Protocol Title: MCISE Tanara Program Expansion

Approved Study Personnel: Davis, John-Michael~Soni, Khushi~Mills, Jacob~Shea, Mary Catherine~Oates, Karen K~Stafford, Kenneth A~

Start Date:

Expiration Date:

Review Type:

Review Method: Expedited Review

Risk Level:

Sponsor*:

The WPI Institutional Review Board (IRB) approves the above-referenced research activity, having conducted a review according to the Code of Federal Regulations (45 CFR 46).

This approval is valid through unless terminated sooner (in writing) by yourself or the WPI IRB. Research activities involving human subjects may not continue past the expiration date listed above, unless you have applied for and received a renewal from this IRB.

We remind you to only use the stamped, approved consent form, and to give a copy of the signed consent form to each of your subjects. You are also required to store the signed consent forms in a secure location and retain them for a period of at least three years following the conclusion of your study. You are encouraged to use the InfoEd system for the storage of your consent forms.

Amendments or changes to the research must be submitted to the WPI IRB for review and approval before such changes are put into practice.

Investigators must immediately report to the IRB any adverse events or unanticipated problems involving risk to human participants.

Please contact the IRB at irb@wpi.edu if you have any questions.

*if blank, the IRB has not reviewed any funding proposal for this protocol

Appendix G: E-mail to Colleges

Note: This email was translated into French by our sponsor before being emailed out to universities.

Greetings!

Our names are Khushi Soni, Jacob Mills, and Mary Catherine Shea, and we are a team of students from Worcester Polytechnic Institute in Worcester, Massachusetts, United States of America. We are currently in Morocco working with the Moroccan Center for Innovation and Social Entrepreneurship (MCISE) to expand their Tanara Youth Program.

The Tanara Youth Program was created to educate young people in Morocco about the opportunities present through social entrepreneurship education. Educators with MCISE typically run educational programs in conjunction with high schools and universities to introduce students to the concept of entrepreneurship. These programs take many forms, but most frequently are delivered through hands-on, in person weekend events at the schools. Due to COVID-19, however, MCISE has also adapted the Tanara Youth Program to be accessible through virtual platforms.

Our team is reaching out to gauge your interest in learning more about a potential partnership between _____ and MCISE, in the hopes of expanding the access the young people of Morocco have to impactful social entrepreneurship education.

If you would be interested in learning more about what the Tanara Youth Program has to offer to your university, feel free to respond to this email and the team will be in contact with more information.

Thank you in advance for your consideration!

Respectfully,

Khushi Soni, Jacob Mills, Mary Catherine Shea

WPI MCISE Expansion IQP Team

Appendix H: Interview with Aamr Ghalmi Transcript

Interview Time: 12:00pm - 1:00pm

Date: 3/30/2022

Present: Aamr Ghalmi, Mary Catherine Shea, Khushi Soni, Jacob Mills

| Main Themes | Key Factors | Quotes from Interview |
|--|--|--|
| Tanara is successful because it provides a unique educational experience outside of the traditional career paths | <ul style="list-style-type: none">- Influence from alumni of the program- Positive feedback from students | <ul style="list-style-type: none">- “Students are trying to learn as much as they can. It is something new and different from what they are typically learning at school, which makes the program engaging and exciting.”- “They are working with their hands and using 100% innovation.”- “We bring experts in as well, and teach them the sustainability of entrepreneurship. Students really engage well with the contact with the experts because it is proof of success.” |

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| Using NGOs as intermediates is often inefficient and does not provide Tanara with the most effective partners | <ul style="list-style-type: none"> - Time insensitivity - Issues in communication - Pulling interest from potential programming | <ul style="list-style-type: none"> - “This year, we will finish with the year, work with a good number of NGOs - 15-20 NGOs typically, but this year (2022) it is looking to be 47” - “There are things that can make NGOs less interested and dropout of the program” - “Having NGOs as the intermediate is not always the best. The NGOs typically have some hand in the program and because they take the lead on the program sometimes, MCISE loses visibility to some parts of the program. I would rather MCISE make contact with high schools themselves” - “NGO connections are shakier because of COVID, because they do not have the same technological resources to operate remotely. Online solutions are not effective long-term solutions because they are not accessible to everyone.” |
| Efficacy of programs and impact on alumni | <ul style="list-style-type: none"> - Successful introduction to social entrepreneurship - Shift in mindset - Strengthening of | <ul style="list-style-type: none"> - “The main goal of the program is not to create social enterprises. It is to change mindsets and |

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| | interpersonal skills | <p>to open different paths for the kids. So success is measured in changing mindsets which can't really be measured. The results are not only about diplomas at graduation, but what opportunities lie after.”</p> <ul style="list-style-type: none"> - “Most of the evaluations are very positive. We had an alumni bootcamp back in November to see where they are right now. Alumni gave very good feedback that Tanara helped them in their professional and personal life. They reported that they became more mature and have skills that they didn't know about (agility, better communication, emotional intelligence, how to give a presentation). We are giving them life skills.” |
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Appendix I: Interview with Mouslim Ben Hajji Transcript

Interview Time: 2:00pm - 3:00pm

Date: 3/30/2022

Present: Mouslim Ben Hajji, Mary Catherine Shea, Khushi Soni, Jacob Mills

| Main Themes | Key Factors | Quotes from Interview |
|---|--|--|
| Uniqueness of Tanara makes it impactful and memorable, leading to significant shifts in | <ul style="list-style-type: none"> - Hands-on activities vs. lecture-style classes - Exposure to a different | <ul style="list-style-type: none"> - “Tanara’s biggest strength is that it’s unique- nothing like |

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| the career mindset of students. | career path | <p>Tanara is offered anywhere else in Morocco”</p> <ul style="list-style-type: none"> - “Tanara is very different from other course deliveries within the school system- Tanara is fun, hands on, and conceptual rather than lecture style so it doesn’t feel like labor” - “MCISE is really focused on human connections and human interactions; creating a “vibe” for students” - “The most important outcome is the fact that people come back with projects, or come back to teach” - “Even if the teachings didn’t result in social enterprise or change in career, still results in mindset change and engagement with social activism- that is the end goal of the Tanara program: a change in mindset over a change in career or creation of projects” |
| Engagement of educators is high but can introduce inconsistencies in the way information is delivered. | <ul style="list-style-type: none"> - Involvement of educators - Centralizing an educational plan - Holding educators accountable for delivering the information in a similar fashion | <ul style="list-style-type: none"> - “High school teachers can be overwhelmed with amount of work, and can’t always provide the same level of enthusiasm; people who deliver Tanara sessions are more motivated, more enthusiastic because it’s |

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| | | <p>more than a job, they volunteer because they like it, they haven't been doing it for as long so it's not boring"</p> <ul style="list-style-type: none"> - "I think having sessions recorded to make sure that people are doing a good job is an interesting thought" - "I'm not sure if there is specific curriculum that Tanara educators have to follow" - "We let educators transmit knowledge however they're comfortable, but it would be helpful to have more structure and more content that would be good to share" - "We don't want to only rely on one person for teaching- it can be confusing jumping from one teacher to another" |
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Appendix J: Interview Questions for Managing and Operations Directors of MCISE

We are a group of students from Worcester Polytechnic Institute in Worcester, Massachusetts in the United States of America. We are working with the Moroccan Center for Innovation and Social Entrepreneurship to assess partnership opportunities for their Tanara Youth Program. Currently, we are conducting an interview of leaders of the Tanara program to identify the strengths and weaknesses of the 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 other identifying information will appear on the questionnaires or in

any of the project reports or publications. If interested, a copy of our results can be provided through an internet link at the conclusion of the study.

1. How long have you been with MCISE?
 - a. What has your experience been with the Tanara Youth Program?
2. Where do you believe Tanara specifically succeeds? What does Tanara do that no one else in Morocco does?
3. What strengths do you see in Tanara?
 - a. Vision
 - b. Logistics
4. What issues do you see within Tanara?
 - a. Operations vs. curriculum?
 - b. Any other issues?
5. What other programs does MCISE run? What is the most impactful program from your perspective, and why?
6. How have you seen the Tanara program grow from its foundation to where it is now?
7. Where do you believe Tanara specifically succeeds? What does Tanara do that no one else in Morocco does?
8. Where do you see the Tanara Program going in the next 5 years? What are your goals for the Program in the next 5 years?
9. How does recruiting directors work? Do you know how Aamr and Mouslim came on?
 - a. Would it be feasible to recruit someone to share the workload with the director of the Tanara and D.lab?
10. What is the motivation for expanding Tanara into collegiate programs, especially when the program is doing so well in high schools?

Appendix K: Interview with MCISE Managing Director, Nisrine Ouazzani Chahdi, Transcript

Interview Time: 1:00pm - 2:00pm

Date: 4/14/2022

Present: Nisrine Ouazzani Chahdi, Mary Catherine Shea, Khushi Soni, Jacob Mills

| Main Themes | Key Factors | Quotes from Interview |
|--|---|--|
| <p>Main room for growth for Tanara and MCISE is increased funding from donors.</p> | <ul style="list-style-type: none"> - Sources of funding come from different sectors but are inconsistent from year to year - Have the methodology to be successful, but can't expand if they don't have the means | <ul style="list-style-type: none"> - "Because funding is not steady or constant, which makes them obliged to always be strapped for funding and not being able to expand" - "We want to hire someone else [to support Aamr] if budget allows" - "We need more funding so we can expand more, outside of Morocco" - "Quite complex to do fundraising in Morocco... there are public partners that are known for funding specific actions" - "There are personal networks of those at the head of nonprofits and the culture tends to rely on personal networks rather than institutional networks to get funding and support... You have to build a long-term relationship before you can ask for funding or help" - "In order for a non-profit to be independent, you have to have a mix of incomes" - "We're being paid by partners to deliver business developments for growing nonprofits" - "When we're fundraising for a program, we're raising funds for staff programs" |

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| | | as well... We get money to run programs as well as being able to finance new salaries... It would be feasible for us to bring in more support staff if we had the funding for it” |
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Appendix L: Interview with MCISE Operations Director, Zahra Nafaa, Transcript

Interview Time: 1:00pm - 2:00pm

Date: 4/14/2022

Present: Zahra Nafaa, Mary Catherine Shea, Khushi Soni, Jacob Mills

| Main Themes | Key Factors | Quotes from Interview |
|---|--|---|
| Tanara’s impact shows through physical and cultural shifts. | <ul style="list-style-type: none"> - Success of Tanara is measured by the intangible impact on the students they interact with, as well as the alumni that return with incubated projects | <ul style="list-style-type: none"> - “I’m amazed by students that have amazing ideas that are waiting for programs like tanara to give them the ability to develop these concepts. That is one of the major impacts of Tanara- the mindset change. ... We talk about products in terms of both physical products and mindset change.” - “Tanara is successful because of the methodology, how we work with the students, we’ve developed a couple methodologies for different kinds of students. ... We understand our students and share success stories before asking them to develop their own |

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| | | project ideas... again, mindset over products” |
| Tanara could be independent from NGOs but doesn’t have the human resources to expand into every region. | <ul style="list-style-type: none"> - Tanara works with and trains NGOs who can then be approved to run Tanara without an MCISE employee present - Training requires a relationship between NGO and Tanara | <ul style="list-style-type: none"> - “We work with the association and make sure that the program is successful, and the associations should understand the goal of the program. ... If only one of the associations understands [Tanara’s] goal, then they can help what MCISE wants to do” |

Appendix M: Interview Questions for MCISE President

We are a group of students from Worcester Polytechnic Institute in Worcester, Massachusetts in the United States of America. We are working with the Moroccan Center for Innovation and Social Entrepreneurship to assess partnership opportunities for their Tanara Youth Program. Currently, we are conducting an interview of leaders of the Tanara program to identify the strengths and weaknesses of the 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 other identifying information will appear on the questionnaires or in any of the project reports or publications. If interested, a copy of our results can be provided through an internet link at the conclusion of the study.

1. Why did you found MCISE, and more specifically, how did you develop the Tanara Program? Why did you think Tanara was necessary in Morocco?
 - a. Can you tell us about the founding of MCISE? Where did you get funding and support? What was the timeline of the creation of different programs?
2. How was the Tanara program founded?
 - a. Who wrote the curriculum?
 - b. How did you find initial educators?

- c. Where did you get your original funding from?
- 3. How do you fund MCISE programs in general? What does the funding process look like?
- 4. What other programs does MCISE run? What is the most impactful program from your perspective, and why?
- 5. What strengths do you see in Tanara?
 - a. Vision
 - b. Logistics
- 6. How have you seen the Tanara program grow from its foundation to where it is now?
 - a. Why did the name change from Tamkeen to Tanara?
 - b. Has the way in which Tanara has operated ever changed?
- 7. Where do you believe Tanara specifically succeeds? What does Tanara do that no one else in Morocco does?
- 8. Where do you see the Tanara Program going in the next 5 years? What are your goals for the Program in the next 5 years?
- 9. What would you change about the Tanara Youth Program?
- 10. What is the process of getting the Tanara Youth Program accredited by the Education Ministry?
 - a. Where are you currently in that process?
- 11. Contacts for any universities in Morocco/MENA region?

Appendix N: University Research

Note: This list includes universities and colleges in and outside of Morocco.

| University Name | Contact Information | Location | Technology | Cost of School | Student Demographics | Programs of study | Presence of Social Entrepreneurship Education | Values/Mission Statement in relation to Tanara | Presence of Enactus | Additional Info |
|--|--|---|--|---|--|---|--|---|--|---|
| Mohammed V University | presidence@um5.ac.ma immova@um5.ac.ma entrepreneurship@um5.ac.ma karima.ghazouani@um5.ac.ma Student Life Office: https://www.facebook.com/vie-etu-dante-um5/ https://www.linkedin.com/company/centre-d-entrepreneuriat-mohammed-v-rabat/ https://www.um5.ac.ma/um5/forma-tion-distance | Rabat | Access to online/virtual learning should not be a difficulty Online learning: http://www.um5.ac.ma/um5/forma-tion-distance | ~1000 USD a year | Registered students: 88000 Public university - students from a variety of backgrounds Clubs span a large variety of interest as well, so there are a lot of different people on campus | Science and Technology, Engineering Sciences, Life and Health Sciences, Legal, Economic and Management Sciences, Human and Social Sciences and Life Sciences | University Center for Entrepreneurship: Supports students in business creation, including networking and introduction to experts in the field National Status of Student Entrepreneur Initiative: Gives students access to a variety of resources to aid in business creation as well as classes oriented towards business development | Link: http://www.um5.ac.ma/um5/cite-de-innovation-de-rabat Collaboration with outside companies that can offer training to students: http://www.um5.ac.ma/um5/type-de-collaboration | Yes, 3 clubs in three different establishments of the school (ENSET, FSIES-Side, FSR) http://www.um5.ac.ma/um5/association-clubs | |
| International University at Rabat (UIR) | contact@uir.ac.ma | Rabat | engineering and technological university, tech should be abundant | ~70,000 dhs/year | 2,000-2,999 Students | Management, Law & Sciences, Engineering and Architecture, Health Sciences, Doctoral Studies, Executive Education, Business School | https://www.uir.ac.ma/fr/page/ideet-clubs Arch Club, AFSEC UIR, UIR Power, Retract UIR, Home For Solidarity, Enactus UIR, and more | Has many clubs that encourage social activity and entrepreneurship. School offers executive education, and a value of the school is innovation | Yes, Enactus UIR https://www.uir.ac.ma/fr/page/ideet-clubs | |
| Université Mohammed VI Polytechnique | contact@um6p.ma | Locations in Rabat, Marrakech, Casablanca, Benguerir, El Jadida, Laayoune | Technological university so access to tech needs/ internet seems feasible | 55000-85000dhs/year depending on program of study | -2182 students -70 exchange students | Science & Tech cluster: School of Industrial Management; Institute of Science, Technology, & Innovation Humanities/Liberal Arts: faculty of governance, econ, soc, sci Bus& management: business school | U-founders: innovation lab PCuriosity Lab: innovation lab, focuses on biology Explorer: early stage venture capital firm UM6P Ventures: early stage venture capital firm Entrepreneur Academy: entrepreneurship education and training program | encourages problem solving and entrepreneurial pursuits; focuses primarily on the technological side of entrepreneurship wants to provide students with ability to successfully run businesses- everything from designing webpages to analyzing business documents | no Enactus, but an entire section on Entrepreneurs hip --> entrepreneurship.um6p.ma | |
| International Institution for Higher Education | info@iiben.ac.ma | Rabat | Major university, access to technology should not be an issue | ~25000 dhriams per semester for Bachelors | International Programs available Number of students not on website | ability to focus in management science, which includes finance, marketing and MIS management, and MIS | management science emphasizes entrepreneurial skills and provides students with general business skills, but nothing concrete on website Don't have anything particularly related to SE or SEE, but they have other centers and "majors" that would definitely be relevant -CDC - Green Smart Campus Project: an example of SEE - basically the campus has put in quite a few initiatives to make their campus more green to combat climate change They've won awards related to SE 1st Prize in the competition for the best student entrepreneur in Morocco (CMEE) - Casa - 2015 2nd Prize of the national competition for social entrepreneurship - Casablanca - 2014 2nd Prize of the EMI Entrepreneurial Challenge - Rabat and SEE is all about potentially more, but definitely enough that this school knows what SE and SEE is all about There is an incubator for students who create small businesses in the university "Incubator and Entrepreneurship" | Partnerships typically revolve around these objectives: Promoting cooperation in scientific research; Cooperation in the area of continuing or specialized training; The exchange of teachers, researchers and technical and administrative staff; The organization of scientific and technical events of common interest | Unknown | https://vse.iiben.ac.ma/de-participation-du-club-enactus-universite-iiben-tout-au-regionale |
| Ibn Tofail University | cv@ut.ac.ma - student life center cdc@ut.ac.ma - career development center support@ut.ac.ma - supporting center info@ut.ac.ma - Information and Management | Kemira | Access to technology should not be an issue | Cost not available on website | 85691 students Seems to be a huge emphasis on science and science related projects and research | Humanities and Social Sciences, Sciences, Econ-Management, Legal and Pol Sci, Commerce, Technology, school of Chemistry, Higher School of Education and Training, Sports Professions | | | | |

| | | | | | | | | | | | |
|-----------------------|--|--|---|--|-------------------------------|--|--|--|--|---|--|
| IMBT | | info@imbt.ma | Rabat | Seems to be a major school, technology should not be an issue | 20k-30k (in dirhams) | All business majors - social entrepreneurship could be an interesting spin Have 1 year, 2 year programs for graduate students as well | MBA, Masters Programs; Bachelors Programs include Finance, HR, Marketing, IT Bachelor, Masters, and MBA are European degrees Also do night classes online classes for current working students (employees who want another degree) - not just catering to a typical college student demographic | Have a student life that plans various events including workshops, forums, outside company visits, etc - nothing specifically related to entrepreneurship however - Tanara would be something new here | Business school, so already there is an interest in entrepreneurship - no trace of SE on their website, so this would be something new for them | not that I can see | |
| | SIST - Superior Institutions of Science and Technology in Rabat | Can connect on social media (Facebook, LinkedIn, Instagram) if email doesn't work out Admissions Office - SIST Rabat 11 Avenue Allal Ben Abdellah, Rabat 11 (212)-5377-05122 rabadmissions@sist.ac.ma Student Union: su.casablanca@sist.ac.ma | Rabat There are campuses in Casablanca and Tangier as well, Casa seems to be the main campus | Seems to be a huge school, technology should not be an issue | Around 59k dirhams | Students can speak Arabic, French, and English fluently I cannot find numbers? | Business: Finance, Marketing, International Trade, HR Software Engineering Computer Science, Tourism Management, Interior Architecture Also has Foundation Years where students can learn enough English to attend this university and Masters/MBA programs Provides an internship during 2nd year of Bachelor Program | Jeunes Leaders Marocains - a non-profit that seems similar to MCISE (entrepreneurship+social actions) -- there should be student interest in MCISE, but this need might already be filled by this club and Enactus In general, most of their clubs seem to revolve around the values of MCISE and the Tanara Youth Program | There is a high emphasis on being able to get a job and get employed (similar to how WPI stresses high employment after graduation) and gaining those skills to get employed (the interpersonal/soft skills such as leadership, communication, teamwork that Tanara emphasizes as well) Emphasis on innovation skills as well | A partnership with the Cardiff University in England - British and Moroccan degree and have the option to go to England to complete their studies at any time. Studies are conducted in English | |
| IMPT | Monocan Private Institute for Vocational and Technical Education | Can connect on Instagram (their last post was recent, so it seems as if they are active) impt-rabat@menara.ma | Rabat | Their Internet Access page is "under construction" | Cost not available on website | Have a section for foreign students Can't find numbers Professors: Made up of eminent teachers from the major engineering schools and universities (State Doctors, State Engineers, Senior Company Executives, professionals in the trades relating to the training sector, etc.), This school is a private professional training establishment | Professional License, Specialized Technical Diploma, Technician Diploma, Professional Qualification Diploma Masters in Econ 1 - 2 year programs (if I am assuming correctly, this isn't a "typical college") Vocational Training accredited by Morocco | Don't see anything - a good gap for Tanara to fill The "4 poles" of student life do not include entrepreneurship | Skills at the level of a profession promote the integration of trainees into the workplace, through internships within partner establishments, placing the trainee at the center of their teaching concerned with the skills that the trainees must acquire than with the knowledge to be passed on to them. - president of the university | Yes, there is a club | |
| Université Cadi Ayyad | | uca.com@uca.ma https://www.uca.ma/fr/institutions - teach different things FSJES - Faculty of Legal, Economic, and Social Sciences; contact fsjes@uca.ac.ma ENCG - Commerce and Managements: eng@uca.ma Incubator Program: incubator@uca.ma | Marrakech | Technology should not be an issue, the school prides itself on its online learning accessibility | Cost not available on website | 95k students spread throughout various campuses, 9 of which are in Marrakech - different campuses are different "majors" | 20% Trainings Sciences, Commerce, Econ, Medicine, Technology, Arabic, and a lot more | City of Innovation - more for scientific research than SE endeavors University Incubator - for business ideas but still more sciency | 230+ Partners | No Enactus on their website | |

| University Name | Contact Information | Location | Technology | Cost of School | Student Demographics | Programs of study | Presence of Social Entrepreneurship Education | Values/Mission Statement in relation to Tanara | Presence of Enactus | Additional Info |
|--|---|----------------------|--|----------------|---|--|--|--|---------------------|-----------------|
| United Arab Emirates University | servicesdesk@uaeu.ac.ae | Al Ain, UAE | One of the top schools in the nation-technology shouldn't be an issue | Could not find | Widely attended by international students | College of Business-Department of Innovation, Technology, Entrepreneurship -Bachelor of BA and minor in entrepreneurship Department of Innovation in Government and Society -Major in Economics | Not much about social entrepreneurship, but definitely a focus on innovation and research | Research is focused on innovation and sustainability, but more focused on science areas 23 Patents awarded in 2019 Many different research centers Follow the Sustainable Developmental Goals set forth by the UN | | |
| Université Frères Mentouri de Constantine 1 https://www.univ-constantine.dz/index.php/fr/fr/ | No contact info info@qu.edu.qa | Constantine, Algeria | Entire section of website is dedicated to Online/Distant Learning | Could not find | Could not find | Natural and Life Studies, Science of Technology, Earth Science, Letters and Languages, Exact Sciences, Nutrition and Agriculture, Veterinary Services, Law, Applied Science and Technologies | House of Entrepreneurship: https://www.univ-constantine.dz/index.php/fr/2013-01-23-15-55-15/entrepreneurial | - | Could not find | - |
| Qatar University | General: n.talib@qu.edu.qa Training: eptami@qu.edu.qa Business Incubation: juha.peralampi@qu.edu.qa Research: m.abdelatif@qu.edu.qa OR asafiri@qu.edu.qa | Doha, Qatar | Major university, access to technology shouldn't be an issue | Could not find | Could not find | College of Business and Economics | Center of Entrepreneurship | - | Could not find | - |
| Université Mohamed Boudiaf de M'sila | Social Media information available on website | M'Sila, Algeria | One of the top schools in the nation-technology shouldn't be an issue, also has technology as a field of study | Could not find | Could not find | Mathematics and Computer Science, Technology, Sciences, Economics and Management, Literature and Languages, Human Sciences and Social Sciences, and Law and Political Sciences | None to be found | Emphasis on research, but not on entrepreneurship specifically | Could not find | - |

Appendix O: ACISE and TCISE Contact Information

| Organization | Contact Information |
|---------------|---|
| Algerian CISE | contact@acsedz.com |
| Tunisian CISE | Asma Mansour asma.mansour@tcse.network |

Appendix P: University of Pennsylvania 2015 Impact Measurement Report - General Recommendations

Note: The citation of the full report can be found in the References Chapter. The following section is only a snippet of the full report.

General Recommendations

Students

After participating in TI for nine months, many of the students had constructive feedback about the program. We used the feedback to produce the following recommendations. First, the students requested that TI present all of the competition information at the start of the program. Several students were frustrated that the competition criteria were based not only on the processes and business plans, but also on the implementation of the projects. Many students did not feel supported and wished they had known that their teachers and administrators would not be resources during the program, even complicating their efforts. A second criticism was related to the limit of students selected. Students who participated asked for support and trainings for their classmates who were not selected, or even school wide competitions. Increasing the number of students who participate in TI would enhance the appeal and legitimacy of the program. Additionally, the entire TI ecosystem would benefit from an effort to present the impact of students' projects to the entire community since it would garner increased support for TI in general (especially with teachers and school administrators.) Finally, students need opportunities to volunteer for or be involved with Moroccan social enterprises after TI ends to continue their passion for and exploration of social entrepreneurship. Students want increased support and opportunity: better communication with MCISE, a larger community of students, teachers, and administrators who support their endeavors, and the chance to pursue social entrepreneurship after TI is over.

Parents, Teachers and School Administrators

While the vast majority of the parents we interviewed were supportive of TI because it produced positive changes in their children's skills and personality, very few of them were familiar with the basic principles of TI's mission. This is a problem of awareness and can be addressed with an orientation before the initiative begins or the development and distribution of an educational brochure.

The parent orientation can take place in the early stages of the initiative and include the expectations of the program and an overview of the concept of social entrepreneurship. For the first part of the orientation, parents should learn how this experience is beneficial for their children in all aspects of life. This can be an overview of the mission and include statistics from past impact assessments. The second part can be an adapted version of the social entrepreneurship trainings provided to the students. It is important that parents know the concept of using business to solve societal problems so that they can support their children in this field throughout and after the initiative. In the short term, parents should be encouraged to attend the trainings by for example requiring mandatory attendance at one of the student trainings in order for the students to participate in TI. In the future, the orientation can also include testimonials from parents who have had children finish TI.

Similarly, the educational brochure could be distributed to the students to give to their parents or directly to the parents at the parent orientation. In the brochure, there can be an overview of what the students will be doing for the next nine months and information for parents to learn more or reach out with concerns or questions. The addition of a parent orientation and educational brochure can increase the satisfaction of parents in this process and promote social entrepreneurship among the older generation of Morocco's population.

Ultimately, JCI CasaImpact representatives mentioned that teachers and student administrators may not be supportive because of the lack of trust of outside groups. If MCISE had an agreement with local educational authorities, the TI program will gain more weight and legitimacy, thus increasing support from teachers and administrators.

NGOs

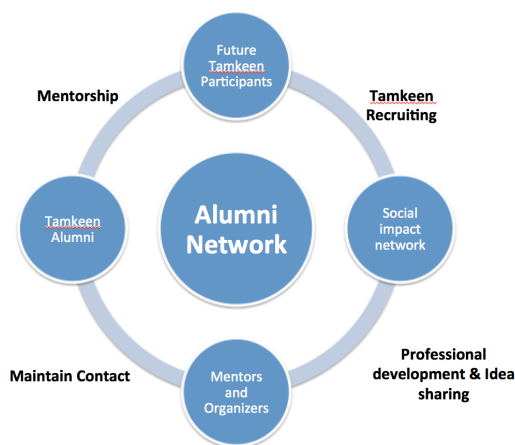
After speaking with the different stakeholders, we realized the need for modifications to the structure of TI. Many issues seem to branch off of the supervision of the NGOs, as most of the organizations do not have sufficient resources to operate consistently. Both NGOs voiced their concerns about not having equally effective trainings across cities. Given this information, we believe that MCISE should provide standardized trainings to NGOs before the start of each competition. At these trainings, MCISE can provide the NGOs with fundamental, structured information that can be easily passed on to students, teachers, and parents. MCISE can also provide brochures and information packets to the NGOs that can be handed out to schools and homes to spread awareness about social entrepreneurship and TI. By providing as much information and structure as possible, NGOs, and therefore trainers, will be more encouraged to host high quality and consistent trainings. MCISE can also provide some support to NGOs to find motivated young adults who can volunteer for the organization to help plan and/or host trainings. In this way, the NGOs can have access to MCISE's network of professionals in various fields, while MCISE can better ensure the quality of trainings in every city. By passing down more structured trainings from MCISE NGO Trainers teachers, parents, students, MCISE will have more control while NGOs will have more support.

In addition, a JCI mentor highlighted during our interview that the majority of mentors was not aware of the time commitment expectations of TI, and thus quit or was not fully committed to his/her student teams. Consequently, we recommend that MCISE clarify NGO commitment through an explicit agreement in order to assure the alignment of missions and avoid running into commitment problems in the middle of the school year.

Many students and parents expressed interest in ways to continue TI past the official 9 months. A low maintenance way to do this would be to create a mentorship program consisting of past TI participants. Through this program, older students can mentor younger groups and can even serve as trainers during and after college. MCISE can also use this program to feed its incubator program with more volunteers. A program such as this one would be incredibly beneficial for every stakeholder, including MCISE, by giving students a place to further explore social entrepreneurship for the rest of their lives, while providing MCISE with the most passionate and well-qualified people in Morocco.

Sustainability

After speaking with many of the students and parents, we discovered that TI suffers from a lack of structured opportunity for continued collaboration between students and their coaches. With the start of summer coinciding with the end of the initiative, many students in our sample are upset with the abrupt end of communication with each other as well as with the coaches, trainers, and NGO personnel. Parents expressed a similar concern about the lack of mentoring beyond the end of the competition, especially in the crucial years following TI when students must decide their career paths.



Currently, there is not a sustainable way for TI participants and coaches to keep in contact after the initiative ends. To address this issue, we recommend that a platform be created to keep participants and coaches connected beyond the end of the competition. In the immediate future, an existing social network, Facebook, would be the best medium for keeping students in touch with their coaches and each other. To eliminate geographical restrictions, a Facebook group can be created for all TI participants in a given year from all cities. Within this larger group, individual city-specific groups can be created to promote conversation. Through this network, TI will take on another form of impact as it

continues to enforce the importance of social responsibility in the participants' everyday lives. It would create an exclusive forum for students to share innovative ideas and to continue collaboration on solving social issues. Idea sharing from all parts of Morocco will become a reality.

Despite the increased sense of civil responsibility developed through TI, in the years following the initiative, students still primarily focus on studying for exams. This online community will thus serve as an outlet for their passions and social interests at a time when schools focus more on traditional academic pursuits. Students will also be able to voice personal concerns and questions about their futures. While most students currently rely on their parents for advice when deciding their career orientations, the coaches who have worked with them for nine months are familiar with their strengths and weaknesses. Therefore, this network will lead to better professional networking and career orientation.

As students choose their individual fields of study and have less time to contribute to these forums, there can be city-specific meetups a few times throughout the year. These meetings will

not take away from students' studies and will also continue the spirit of TI. Initially, these city meet-ups can be organized by MCISE and can potentially include speakers from different fields of social entrepreneurship. MCISE can use their incubator program, for example, to choose speakers from up and coming Moroccan start-ups to inspire the TI graduates to follow their passions or to even get involved with existing organizations. Later on, these city meet-ups can be transformed into larger nationwide meet-ups, involving TI participants across many years.

Last but not least, this alumni network will also benefit future TI participants and contribute to its long-term sustainability. The network will make it easier for TI alumni to come back and give back to the program by mentoring future TI participants. This will thus create a cycle of giving back.

As these students grow older, they will continue to spread the spirit of social responsibility and innovation in their respective communities while continuing to keep in contact. Friendships can flourish into business relationships, as students graduate from the education system and enter the professional world. This network will create a pool of highly qualified individuals that will give back to younger generations and keep the essence of social entrepreneurship alive.

Appendix Q: Transcript with Zineb Rahjbal, Professor of Marketing at Mohammed V University

Interview Time: 8:45pm - 10:00pm

Date: 4/19/2022

Present: Zineb Rahjbal, Mary Catherine Shea, Khushi Soni, Jacob Mills

| Main Themes | Key Factors | Quotes from Interview |
|---|---|---|
| Tanara needs a strong "pitch" to prove their value to universities. | <ul style="list-style-type: none"> - "Pitch packet" full of impact data - University relationships will be much more businesslike | <ul style="list-style-type: none"> - "They need to present concrete numbers as well as success stories, and highlight the fact that they work with underprivileged communities and have had such success." - Question for us to think about: "What would make you donate and what wouldn't?" - "The benefit of Tanara needs to be nailed down" - "They need to present a cost analysis and breakdown" <ul style="list-style-type: none"> - "People who donate want to know where their dollars are going and to what" |

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| | | <p>they're actually funding"</p> <p>-</p> |
| <p>The pitch of Tanara's relationship with a university should be</p> | | <ul style="list-style-type: none"> - "Each university has their own experts" - "If Tanara can come with new profiles to fill the gaps of the university, then they can partner together to provide the education - need to fill a new gap and complement the what the University is already doing" - "They can work with University on their syllabus and utilize those who are professors and outside experts at the same time" |

Appendix R: Transcript with Badre Eddine Chegri , Vice Dean of Faculty at Mohammed V University

Interview Time: 8:45pm - 10:00pm

Date: 4/19/2022

Present: Badre Eddine Chegri, Mary Catherine Shea, Khushi Soni, Jacob Mills

| Main Themes | Key Factors | Quotes from Interview |
|---|---|--|
| Transparency is necessary. | <ul style="list-style-type: none"> - Tanara needs to highlight return on investment, return on equity to get people interested | <ul style="list-style-type: none"> - "There needs to be an auditing and accountability process for their donors because there is a general trust issue in Morocco, especially around donations to big organizations" |
| Mohammed V offers social entrepreneurship education similarly to how other institutions offer it. | <ul style="list-style-type: none"> - Incubation programs as well as general skills courses - Majors don't focus on specific aspects of business | <ul style="list-style-type: none"> - "The University tried to make programs on how to create businesses and companies, but the problem is that the mission is education on how to finance, how to create, how to sustain a business." |

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| | | <ul style="list-style-type: none"> - “Some universities tried to create businesses without knowing how to do it- they need the mechanics and techniques to make universities concerned with issues that then facilitate youth to be interested” <ul style="list-style-type: none"> - “We want students to leave with a joint venture [with the university]” - “Mohammed V is teaching entrepreneurship in all levels of education (bachelors, masters, PhD) - incubator was created 5 years ago <ul style="list-style-type: none"> - Funded by university - OCP invests in this effort - we mention this in our paper - Have both the investors and try and pair them with students that have the ideas - Entire department at Mo5 dedicated to that” - “Our incubator would definitely benefit from outside sources. There are 15 professors have been trained on “how to train” for entrepreneurship.” - “Students need investment, not just education - Tanara would simply be filling the education gap” |
| The Moroccan higher education system doesn't allow for as much choice or mobility in career path as the American system does. | <ul style="list-style-type: none"> - Majors don't focus on specific aspects of business - Students don't have flexibility to be able to choose what they want to do <ul style="list-style-type: none"> - Makes | <ul style="list-style-type: none"> - “Majors aren't enough, students don't choose their bachelors- they can choose their masters but have 5 or 6 paths to pursue” - “Students won't create/ aren't interested/ don't |

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| | <p>developing an idea in college difficult</p> | <p>have funds to create their own businesses”</p> <ul style="list-style-type: none"> - “They need assistance after creation- sustainability of their businesses, rather than just the idea generation” |
| <p>Main concern with partnership is funding- who pays who, how much- all of those logistics will be a hurdle.</p> | <ul style="list-style-type: none"> - Funding is a general concern for everyone - Should a university, especially a public one, pay for a service such as Tanara? Baher says no - Tanara has to show impact and build rapport and relationship with host campus before asking for compensation | <ul style="list-style-type: none"> - “Issue is getting funding. There is not enough investing, attraction of funds to guide other funds to create and maintain businesses” - “Youth have the ideas, but they do not have the funds” - “Problem is not incubating the project, the problem is getting the investment” - “There is no sustainable guidance to teach the students and guide the students with their business ideas” - “There is not always available funding from the university side. The institution needs to know advantage that students will have before committing themselves” |
| <p>General financial health in Morocco is declining.</p> | <ul style="list-style-type: none"> - Many people and businesses are failing because of high taxes coupled with high unemployment and low education rates | <ul style="list-style-type: none"> - “Geographic taxes aren’t the same in each city” - “Need to create a business that benefits off of taxes” - “Regional economies are not the same either, so business creation means different things in different areas. Different cities prioritize different job sectors as well” - There are major disparities between regions... Tangier is supporting small businesses; not the same sector/ businesses |

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| | | environment in Rabat, which hosts much more of the procurement and administrative sector” |
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Appendix S: Transcript with MCISE President

Interview Time: 3:00pm - 4:00pm

Date: 4/20/2022

Present: Adnane Addiou, Mary Catherine Shea, Khushi Soni, Jacob Mills

| Main Themes | Key Factors | Quotes from Interview |
|--|---|---|
| Tanara is difficult to monetize because the point of the program is to educate underserved communities. | <ul style="list-style-type: none"> - Tanara stems from lack of education in Moroccan public school systems - Not about increasing budget for MCISE or Tanara, about changing the mindsets and resources available to students | <ul style="list-style-type: none"> - “Tanara is not just for high school students - it is meant to create a shift in the educational system as a whole- teaching high school students is a means to an end” - “Tanara works on the educational ecosystem- every aspect has an influence on the students. We use Tanara to improve learning outcomes. |
| Tanara works to educate parents, teachers, and students, creating the ecosystem for successful social enterprises. | <ul style="list-style-type: none"> - Creates education for all aspects of social entrepreneurial ecosystem - Creating a culture of support and mentorship for future students to benefit from | <ul style="list-style-type: none"> - “Tanara works with each aspect of the education system: students, teachers by influencing curriculum, and parents by teaching them how to support their students” - “Public education here is very centralized, no outside sources (PTA, school board) really have an influence” - “We work for a mindset change in the parents as well. Parents trust their kids to make choices for themselves, especially in terms of their career - students choose their major at age 14, so by empowering the students to make that choice on |

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| | | their own, we make that effort worthwhile” |
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