YOUTH SPEAK ◆ MOROCCO TOOLKIT

حقيبة أدوات "صوت الشباب"

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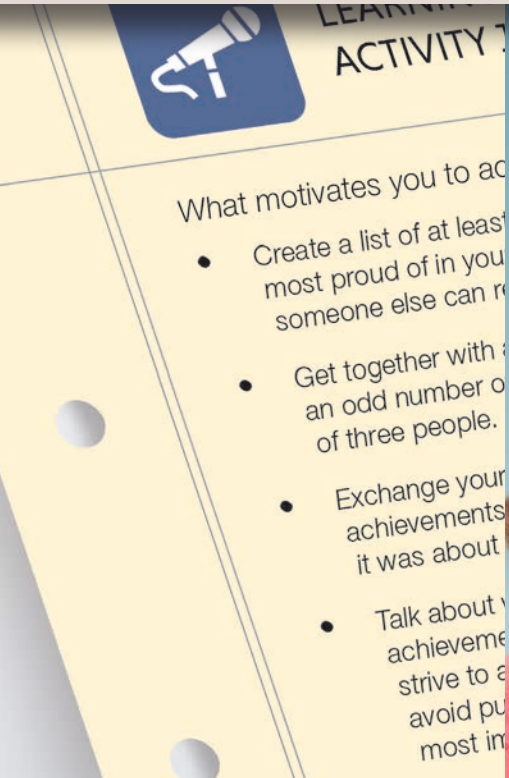

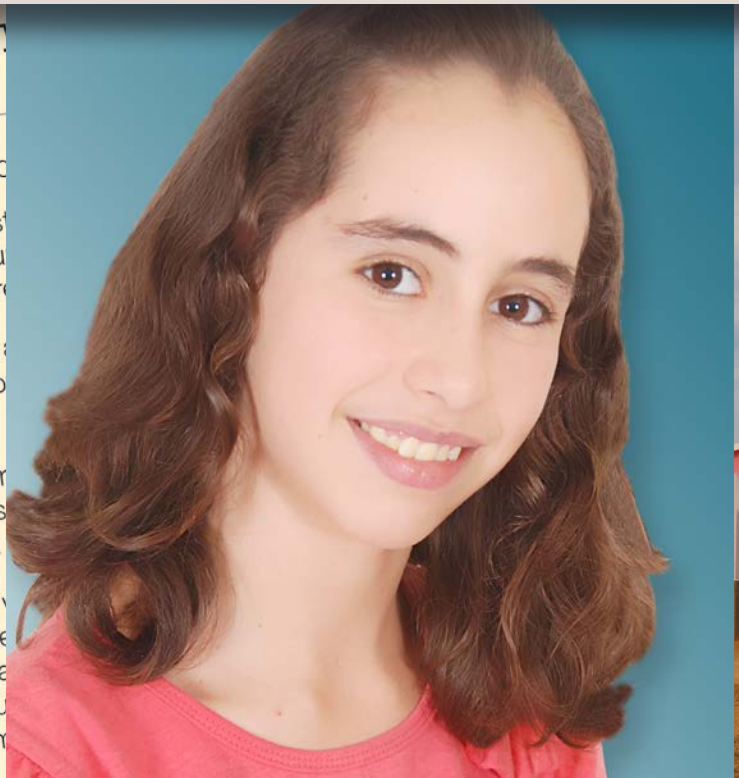

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Youth Speak—Morocco Toolkit

By:
Eric Rusten & El Mostafa ECHCHOTBI
Creative Associates International, 2014

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This report was produced for the United States Agency for International Development and the Moroccan Ministry of National Education under contract no. EDH-I-00-05-00029-00, Task Order: EDH-I-09-05-00029. It was prepared by Creative Associates International, inc. The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development (USAID), the United States Government, the Moroccan Ministry of National Education or the Government of Morocco.

YOUTH SPEAK PROMOTES GIRLS' VOICES

~ by Maggie Farrand

Souad was a star student at her school in Jdour, a rural commune in Morocco's Youssoufia province, 185 miles south of Rabat. She loved studying and was excited to go to school. But she lived far from school and was regularly without reliable transportation. Many mornings, she would hitchhike. Worrying about her safety, her parents pressured her to drop out.

"I did not want to," she said. "I like studying and was eager to continue."

At times when she was kept home, she would send notes to the school pleading for help. Her teachers would occasionally respond by picking her up in the morning, and driving her home in the evening. But teachers weren't always available, and pressure from her parents continued. Before long, she became yet another middle school dropout.

For young girls in Morocco like Souad, dropping out of school is not uncommon. From 300,000 to 400,000 children discontinue their studies each year, more than half of whom are young girls. They cite a lack of safety and money, being discouraged by teachers and early marriage as reasons for leaving school.

That's why in a recent youth-led research initiative that investigated the problem of middle school dropout, girls were given the opportunity to tell their stories.

Called Youth Speak, it selected middle school students who are personally affected by the dropout problem to lead and conduct research with their peers and other stakeholders—a completely different approach to the adult-driven investigations.

Souad Achehabou
Jdour, Youssoufia

In alignment with the Moroccan government's efforts to reduce dropout rates, the first Youth Speak activity was part of USAID's Improving Training for Quality Advancement in National Education project.

Youth Speak focused on six communities that are the hardest hit by the scourge of dropout. Souad's community of Jdour was one of those selected, and she became a youth researcher. Along with other investigators (nearly half were girls), Souad and her fellow researchers interviewed more than 700 in-school and out-of-school youth and community members in the six geographic areas.

Souad and the other researchers developed a survey, organized focus groups and conducted in-depth interviews.

Female participants were asked questions specifically related to girls in school and girls who had dropped out, such as early marriage, safety walking to and from school, family support and harassment. Results show the girls' unhappiness with road safety and threats of sexual harassment; how their responsibilities around the house limit the time they have for their studies; and the pressure they face to drop out that their brothers or male classmates do not face.

Souad experienced those too: unsafe roads on her walk to school, and lack of support from her brother.

"My brother [said] that school was not necessary for girls and that good girls don't travel so far away from home," she said.

Of all the out-of-school girls surveyed, 80 percent expressed an interest in returning to school.

The youth worked with coaches, the Ministry of Education and Creative Associates staff to present actions that schools, communities, families and the government could take to keep youth in school and transition them to work. Their findings were presented to local and national audiences.

The youth researchers provided recommendations like offering extracurricular activities, raising awareness at school of the consequences of not completing an education and encouraging more parental involvement in school activities.

Youth Speak validated students' perspectives and made it possible for young girls to take a leading role in addressing the school dropout problem. In short, Youth Speak is research activity carried out by youth, with youth and for youth.

The program saw impressive results among the team members: Within two months, every out-of-school youth researcher involved in Youth Speak had either returned to middle school or another formal education program—including Souad.

Now she has her parents' support as she continues her education. She credits Youth Speak for saving her education, her future, and her life.

FOREWORD

~ by Director
Directorate for Non-Formal Education
Ministry of National Education

It was during the first workshop in Rabat when I realized that Youth Speak – Morocco was different from other initiatives working to reduce school dropouts. I had never seen middle school students accomplish such difficult tasks so quickly. As they gained new skills needed to implement Youth Speak they demonstrated a level of self-confidence and a passion for learning that was remarkable to watch. Then, as they started carrying out their research into the causes for school dropouts, I discovered that our students could do so much more than I and my fellow educators had ever expected of them. As I watched them mobilize their peers, teachers and parents in their communities to improve conditions so that fewer students would drop out, I understood that young Moroccans were an untapped asset for positive change. While I was excited about the potential of Youth Speak to help prevent dropouts, I was not sure if it would be possible to successfully expand Youth Speak to other schools in Morocco.

Through discussions with my team at the Directorate for Non-Formal Education (DNFE), with Ms. Grace Lang and Ms. Mariam Britel-Swift at USAID/Morocco, with Dr. Christina N'Tchougan-Sonou, Chief of Party at ITQANE, and with Mrs. Najat Sarhani, Mr. El Mostafa Echchotbi and Dr. Eric Rusten, the idea for this Toolkit emerged. Through an intensely collaborative effort, between all these people especially the leaders of "Youth Speak" Mrs. Najat Sarhani, Mr. Echchotbi and Dr. Rusten the structure and function of the Toolkit emerged. As the authors developed the Toolkit's units and organized workshops with our educators, I came to believe that it would be possible to expand Youth Speak, first to at least 62 middle schools across Morocco and, if successful, to many more.

When the first draft of the Toolkit was ready, the DNFE team organized an ambitious usability test with the staff and students at an urban, peri-urban and rural school in the *Rabat-Salé-Zemmour-Zaer* Region. After a 3-day workshop, the teams of Youth Leaders and Coaches from these schools carried out an intense series of activities over 5 weeks to test different parts of the Toolkit by carrying out core Youth Speak activities. The lessons from this test were distilled and incorporated into a revised version of the Toolkit. Feedback on the Toolkit's text from the Youth Leaders, Coaches, and the DNFE team made further improvements. One critical change was creating the Toolkit's Quick Start Guide, which will enable staff across Morocco's education system, school directors, teachers, students and other stakeholders to quickly understand the importance of Youth Speak and what everyone's responsibilities are for achieving success.

I am now confident that the combination of the skills and knowledge of the DNFE team, the experiences gained by the nine schools that have carried out Youth Speak and the Youth Speak Toolkit will enable us to expand Youth Speak to many schools across Morocco and prevent students from dropping out of middle school. I am grateful for the hard work of the many people who made this Toolkit possible, and I believe that this will contribute greatly to improving education for all Moroccans.

ACKNOWLEDGEMENTS

The development of the **Youth Speak—Morocco Toolkit** was made possible through the combined efforts and support of many people. When Youth Speak – Morocco started showing positive results in the six schools where it was first implemented, staff at the Directorate for Non-Formal Education (DNFE), the U.S. Agency for International Development (USAID) in Morocco and Creative Associates started discussing how we could enable the Ministry for National Education (MNE) to expand Youth Speak to schools across Morocco. The idea for this Toolkit emerged from these discussions.

The Director of the DNFE, Mr. Hssein Oujour, and his team strongly supported the idea for the Toolkit, which they said would help different parts of the MNE and schools across Morocco successfully implement Youth Speak. To support the Ministry's interest in expanding Youth Speak, Ms. Grace Lang, Director of Youth and Human Development, and Ms. Mariam Britel-Swift, Education Specialist, of USAID/ Morocco, asked Creative Associates, which was implementing USAID's *Improving Training for Quality Advancement in National Education* (ITQANE) project, to implement a collaborative effort to develop the Youth Speak—Morocco Toolkit.

In addition to authorizing funding for the Toolkit, we want to thank Ms. Lang and Ms. Britel-Swift for their technical advice, creative problem solving and for being champions of Youth Speak. Special thanks to Ms. Lang who was the inspiration behind Youth Speak and made its implementation possible. The process of developing the Toolkit was integrated into a larger initiative at the DNFE to strengthen the capacity of their staff so that they could lead the expansion of Youth Speak to at least two schools in every province in Morocco. This process contributed to the design and development of the Toolkit. Consequently, it is important to acknowledge the vision, leadership and support of Mr. Hssein Oujour, the Director of the Directorate of Non-Formal Education. It is equally important to thank Mr. Oujour's team, especially Mr. El Hassane Mahfoudi, Team Leader for the Anti-Dropout Unit, Mrs. Fatima Ifrani of the Anti-Dropout Unit and Ms. Latifa Ramdani, Co-Facilitator for the Toolkit's usability study. Many other regional and provincial Ministry officials fully embraced this effort to develop the Toolkit and to test it with staff and students at three schools in the *Rabat-Salé-Zemmour-Zaer* Region.

To ensure that the Toolkit would be useful, the DNFE team, with support from ITQANE, organized a usability test. The Directors, staff and students listed in the table below agreed to participate in this test. Professionals from the DNFE, the Rabat Regional Academy and the Delegations where the three schools are located and other regional and provincial Ministry officials, contributed their time, technical skills and commitment to education to make the usability test a success. Their effort and suggestions for improving the Toolkit were invaluable and we are grateful for their help and dedication.

The demands of developing the Youth Speak—Morocco Toolkit and the many aspects of this process from the workshops, to the usability test, the translation to Arabic, and the design, production and printing of the Toolkit were intense and challenging. Fortunately, the team at the ITQANE project, especially Dr. Christina N'Tchougan-Sonou, Chief of Party, Dr. Ezzaki Abdelkader, Deputy Chief of Party, Mr. Said Cherrhaoui, Administrative Director, Mrs. Ratiba Bougrine, Financial Director, and Mrs. Malika Maftah, Office Manager, and others executed each step in this activity with excellence. While their efforts were not always visible, the rest of the team always knew that it was the support from the ITQANE team that made their achievements possible. As a member of the Youth Speak family, we want to express our gratitude to the entire ITQANE team.

We also want to thank the the ministry officials, Youth Leaders, Coaches, School Directors, staff

members, students and community members at the six schools where Youth Speak was first carried out during the 2012-2013 academic year in the four regions of Meknes Tafilalt, Fez-Boulemane, Doukkala-Abda, Tangiers/Tetouan, Abou Bakr Assidiq Middle School, Errachidia Bir Tam Tam Middle School, Sefrou, Yacoub Mansour Middle School, Youssoufia, Youssef Ibn Tachine Middle School, Chefchaouen, Ahmed Rachdi Middle School, Tetouan, and Al Farabi Middle School, Tangiers. Their hard work, dedication and creativity created a solid foundation on which the development of the Toolkit became possible. Ms. Najat Sarhani, one of the two National Coordinators for the first Youth Speak experience, deserves special recognition for her contributions to Youth Speak and her continued support to the authors as they developed the Toolkit. At the very start of our effort to develop the Toolkit, Najat generously contributed to our early thinking about the structure of this resource. We want to thank Najat for her valuable input. Najat also co-facilitated the first planning workshop to prepare for the Toolkit, and she reviewed portions of an early draft. These contributions helped to improve the Youth Speak Toolkit.

We also want to thank colleagues at Creative Associates for their help, including Ms. Karen Tietjen, Practice Area Director, for sharing her knowledge about dropout prevention around the world, Ms. Sylvia Ellison, ITQANE's Project Director, and Ms. Roseline Tekeu, ITQANE's backstop for their continuous support. We also want to thank Mr. Bruce Jewett of Double-0 Marketing for his creativity and hard work in designing and producing the Toolkit. We also want to thank the team at AEF Com and Ms. Amal El Founti for translating the English version to Arabic and the team at *Imprimerie Lawne* for transforming the Toolkit's design into the Arabic version. Finally, we want to thank many others who we could not mention here because of space limitations for all their help in developing the Toolkit. Our spirits have been enriched by the privilege of sharing this experience with all of you.

Eric Rusten & El Mostafa Echchotbi
July 2014

Heads of service, delegations of the Ministry of Education	
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Dr. Eric Rusten has over 40 years of experience designing, implementing, managing and evaluating a broad mix of projects and programs in over 25 countries. As a Senior Associate with Creative Associates International, Dr. Rusten focuses on developing and implementing innovative approaches to youth development and employability programs and providing design and technical assistance to deliver quality education in challenging environments. Through his career he also develops innovative pre-service and school-based teacher professional development programs and integrates ICTs to accelerate and improve teaching and learning. Dr. Rusten's recent work includes conceiving, architecting and co-implementing Youth Speak – Morocco, the foundation of this Toolkit. Earlier he managed an employer-driven workforce and employment program in Afghanistan; designed and directed a five-year national primary education reform program in Macedonia; designed and directed an employability program for older orphans and vulnerable youth in Mozambique; designed and co-managed an economic empowerment program for young women in Brazil; and enabled schools in Southern Sumatra to establish self-sustaining computer facilities. With the Ford Foundation in Kenya, he managed a grants program to mitigate rural poverty. He also started and ran a computer consulting company and was a Peace Corps Volunteer in Kenya. Dr. Rusten earned his Ph.D. from Michigan State University, his M.Sc. from Washington University and his B.Sc. in Education from Eastern Michigan University.

Mr. El Mostafa ECHCHOTBI has over 35 years of experience as a learning facilitator for adults and young people. He specialized in supervising and coaching teachers to help them improve student learning for Morocco's Ministry of National Education and for the Ministry of Education in Oman. Mr. ECHCHOTBI also led efforts at the Ministry of Education in Morocco to design effective teacher training programs and to carry out studies on education and youth. Most recently, Mr. ECHCHOTBI was a member of the three-person team that designed and implemented the first Youth Speak – Morocco experience. He and one other member of the team were completely responsible for managing field activities with the teams of young people and coaches in six communities across Morocco. As a Youth Speak National Coordinator, he helped design and conduct the Youth Speak workshops, local and national public events. In addition to his role as an author of the Toolkit, Mr. ECHCHOTBI managed the Toolkit's usability test with teams from the Ministry of National Education and the three schools where the Toolkit was tested. Mr. ECHCHOTBI is currently preparing for his Doctorate at the University Hassan II in Casablanca.

ACRONYMS & ABBREVIATIONS

AREF	Regional Academy of Education and Training
CBO	Community Based Organization
DNFE	Directorate of Non-Formal Education
DPP	Dropout Prevention Plan
DPU	Dropout Prevention Unit (*Cellules de Veille*)
DVD	A type of compact disc (CD) able to store large amounts of data
FAQ	Frequently Asked Questions
FGD	Focus Group Discussion
IDI	In-Depth Interview
ITQANE	Improving Training for Quality Advancement in National Education
JC	Junior Coach
JYL	Junior Youth Leader
MoE	Ministry of Education
NGO	Non-Governmental Organization
NIHD	National Initiative for Human Development
PRC	Proposal Review Committee
PTA	Parent Teacher Association
QSG	Quick Start Guide
SC	Senior Coach
SDI	School Dropout Investigation
SYL	Senior Youth Leader
USAID	United States Agency for International Development
USB drive	A small devise to store digital data so that it can be used with computers
YSC	Youth Speak Club
YST	Youth Speak Team

7 STEPS FOR SUCCESS
THE ROAD STARTS HERE

1. CREATE YOUR YOUTH SPEAK TEAM
2. RECRUIT YOUTH LEADERS & COACHES
3. YOUTH LEADERS' & COACHES' WORKSHOP
4. CARRY OUT SCHOOL DROPOUT INVESTIGATION
5. PRESENT INVESTIGATION RESULTS TO THE COMMUNITY
6. PREPARE & IMPLEMENT DROPOUT PREVENTION PLAN
7. MONITOR & SUSTAIN YOUR YOUTH SPEAK PROGRAM

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The Youth Speak—Morocco Toolkit is dedicated
to the young people of Morocco.

Quick Start Guide

THE PURPOSE OF THE QUICK START GUIDE (QSG) IS TO ENABLE PEOPLE WHO ARE INTERESTED IN REDUCING SCHOOL DROPOUTS TO GAIN AN overview of Youth Speak, a national program of the Ministry of National Education (MNE). This overview will help you make better use of the Youth Speak Toolkit, which includes detailed information on how to implement Youth Speak in middle schools across Morocco. The QSG also gives users an idea of the schedule of the main Youth Speak activities that will take place over a school year. Youth Speak is organized into seven essential steps. The Toolkit, however, is divided into nine Units. The first two units are introductory and Step 1 of Youth Speak starts with Unit 3.

WHAT IS THE QUICK START GUIDE?

- The QSG explains why we should be concerned about the school dropout crisis and be interested in the Youth Speak approach to help address this problem.
- The QSG provides people who are interested in implementing Youth Speak with an overview of the Ministry's Youth Speak – Morocco program and the functions of the Youth Speak Toolkit.
- The QSG also provides an overview of the roles and responsibilities of people at different levels of Morocco's education system, from the Ministry's Directorate for Non-Formal Education to schools.
- The QSG will help you understand some of the foundational principles that are essential to implementing Youth Speak at different levels of Morocco's education system.
- The QSG will also provide you with an idea of the different activities and tasks that national, regional and local teams will need to carry out to implement Youth Speak during a school year.
- Finally, the QSG will help you successfully plan and implement Youth Speak.

WILL THE QUICK START GUIDE ENABLE PEOPLE TO IMPLEMENT YOUTH SPEAK WITHOUT THE TOOLKIT?

NO! The Guide does NOT replace the Toolkit. The Guide ***complements*** the Toolkit. The Guide should be ***used with the Toolkit***. While the Guide summarizes why Youth Speak is important, presents some essential Youth Speak principles and provides an overview of what people will need to do to implement Youth Speak, and when during the school year to implement different tasks, it ***DOES NOT*** tell you ***HOW*** to successfully carry out the different activities. Information on ***HOW*** you can carry out Youth Speak activities is presented in the Toolkit.

WHY SHOULD WE BE INTERESTED IN IMPLEMENTING YOUTH SPEAK?

Youth Speak—Morocco is one way to enable young people, with the support of many stakeholders in schools, homes, communities and the nation, to catalyze positive changes to prevent school dropouts.

More than 360,000 students in Morocco drop out of school each year. This crisis of students dropping out of school, especially from middle school, has caused the Government of Morocco and others to seek ways to significantly reduce the number of students who drop out. Youth Speak is a Ministry of Education initiative that enables young people to play a leadership role in preventing students from dropping out. This Ministry program is based on an initial Youth Speak activity that demonstrated that when students and dropouts play leadership roles in addressing this problem, many people in the school and community can be mobilized to take action to reduce dropouts. Youth Speak has the potential to significantly reduce the number of students who drop out of schools and increase the number of dropouts who return to school or start other educational programs.

WHAT IS YOUTH SPEAK—MOROCCO?

Youth Speak—Morocco is an initiative of the Ministry of Education that enables middle school students and young people who have dropped out of middle school to lead efforts to reduce the number of students who drop out of school. Youth Speak enables young people to gain skills, attitudes and behaviors so that they can plan and lead local efforts to prevent students from dropping out of school. A central feature of Youth Speak is having Youth Leaders, guided by coaches, to plan and carry out investigations into the underlying factors that cause students to drop out of school. It also enables young people to share their perspectives on how to reduce dropouts and make it easier for youth to re-enroll. The Youth Leaders also investigate practical actions that local people in schools and communities can implement to prevent dropouts. They coordinate and lead local efforts to use the results from their investigations to develop and implement Dropout Prevention Plans. Finally, Youth Leaders monitor their progress and create strategies to sustain Youth Speak in their schools and communities year after year.

In short, Youth Speak—Morocco is an initiative that is ***done by youth, with youth, and for youth***.

WHAT ARE SOME IMPORTANT YOUTH SPEAK PRINCIPLES?

Some of the most important Youth Speak principles include:

- ***Young people must be at the center*** of all Youth Speak activities. Adults should respect and trust young people and provide them with support, guidance and authentic care. This principle is based on research that shows that all people, especially young people, are strongly motivated to address complex and difficult challenges when they are empowered to work autonomously, master skills and contribute to efforts that make a positive difference in the lives of people. More information about the power of *autonomy, mastery* and *purpose* is available in Unit 2 in the Toolkit.
- Engaging young people in processes of ***active inquiry and discovery***. Rather than having adults tell young people "facts" or instructing them in what to do, Youth Speak focuses on enabling young people to ask questions that they strive to answer. This principle is illustrated through the use of questions throughout the Toolkit and in the investigation into factors that contribute to students dropping out of school discussed in Unit 6.

- ***Ensuring that everyone has an equal opportunity*** to lead activities, share ideas and perspectives, carry out activities, speak publicly, ask questions, strengthen their capacity, be respected, make decisions and have fun. Youth Speak succeeds, in part, because of the diversity of those involved, especially students, out of school youth, young women, students who are at risk of dropping out and disabled young people.
- ***"Tell me and I forget, teach me and I may remember, involve me and I learn."*** In Youth Speak, learning is managed and directed by the learners and facilitated by Coaches and other adults who adhere to Youth Speak principles. This approach is aligned with other principles as Youth Leaders are empowered to pose questions, challenge assumptions and actively engage in problem solving, gathering data, creating information and eventually developing new knowledge.

Other important Youth Speak principles are presented in Unit 2 of the Toolkit. The Toolkit authors strongly recommend that Youth Speak Teams study these principles and work hard to turn them into new habits and practices.

WHAT ARE THE RESPONSIBILITIES OF DIFFERENT STAKEHOLDERS IN THE EDUCATION SYSTEM FOR IMPLEMENTING YOUTH SPEAK–MOROCCO?

Other stakeholders include parents, teachers, school directors, businesses, and different levels of the education system including the Ministry for National Education, Regional Academies of Education and Delegations.

National Level – Directorate for Non-Formal Education: The primary agency in the Ministry of Education responsible for implementing Youth Speak – Morocco is the Directorate for Non-Formal Education (DNFE). Staff at the DNFE will be primarily responsible for the following activities:

- Coordinating the overall effort to expand Youth Speak to schools in all Delegations of Morocco;
- Providing guidance to staff at the Academies and Delegations about what Youth Speak is, its objectives and goals and why Youth Speak is a national priority;
- In collaboration with the Academies, preparing a national action plan, including a calendar for reporting on Youth Speak progress that includes roles and responsibilities for the DNFE, Academies, Delegations and middle schools;
- Recommending to all stakeholders that they work in a way to guarantee the freedom to the Youth Speak Teams at middle schools to carry out their activities without any restrictions or interference;
- Providing workshops for staff at the Academies and the Delegations so that they can gain the skills needed to implement Youth Speak and to carry out the Youth Leaders' Workshops;
- Distributing copies of the Youth Speak Toolkit to the Academies for distribution to Delegations and schools;
- Ensuring that information, knowledge and innovations generated by Youth Speak teams is shared with other participating schools through Delegations and Academies;
- Consolidating data, information and knowledge generated by the Youth Speak investigations and Dropout Prevention Plans (DPP) to inform the Ministry about possible enhancements in policy;
- Encouraging teams at Academies, Delegations and schools to actively implement Youth Speak in the best possible way; and

- Helping Academies and Delegations solve problems that may arise during the expansion of Youth Speak.

In addition to the above, the DNFE will, where possible, establish contracts with local NGOs to support schools implementing Youth Speak by funding Coaches and supporting the Youth Leaders Workshops.

Regional Level - Regional Academy of Education and Training (RAETs/AREFs): The Regional Academies will coordinate Youth Speak activities in each region to increase awareness about Youth Speak and promote efforts to reduce school dropouts. The following outlines some responsibilities of Regional Academies for expanding Youth Speak across Morocco:

- In collaboration with the DNFE and Delegations (see below), identify and select middle schools to participate in Youth Speak;
- Organize Regional Youth Speak teams to work with the DNFE's Youth Speak team and Youth Speak teams at the Delegations and middle schools;
- In collaboration with the Delegations, prepare a regional action plan that aligns with the National Action Plan, for Youth Speak activities that will be carried out in the region by the AREF, the Delegations and middle schools;
- Provide logistical and financial support to Delegations and middle schools that are implementing Youth Speak;
- With support from the DNFE, organize and convene Youth Leaders Workshops (Units 4, 5, and 6) to prepare Youth Leaders and Coaches from Youth Speak schools in the region;
- Monitor and consolidate information generated from Youth Speak activities being carried out by middle schools in the region;
- Share information and innovations among the schools implementing Youth Speak activities; and
- Prepare a Youth Speak Regional report for the General Secretary at the Ministry of National Education.

Provincial Level – Delegations: Staff at the Delegations will work with School Directors at middle schools selected to participate in Youth Speak to organize, monitor and sustain annual Youth Speak activities. The following outlines the Delegations' primary responsibilities for Youth Speak:

- In collaboration with middle schools, prepare provincial action plans that will align with Regional action plans that will be carried out by Delegation and middle school staff;
- Organize Delegation-level Youth Speak teams;
- Meet with school directors to introduce Youth Speak and discuss the goals and objectives of this national program and explain how Youth Speak will be carried out;
- Assist in the formation of Youth Speak Teams at selected middle schools;
- Provide logistical and financial support to the middle schools involved in Youth Speak;
- Assist in organizing the Youth Leaders' Workshops for middle schools in their location;
- Monitor, support and report on the Youth Speak activities being carried out by middle schools that are part of the Delegation; and
- Prepare Delegation-level reports about Youth Speak activities and submit to their Regional Academies.

Local Level - Middle Schools and Communities: As mentioned earlier, staff and students at middle schools and parents and other members of the schools' communities ***are the most important actors*** in Youth Speak. As a result, middle schools and communities have most of the responsibilities for implementing Youth Speak and ensuring success. Many of these responsibilities are presented in the model Youth Speak workplan in this Guide are described in detail in the Youth Speak Toolkit. The following outlines some of the more important responsibilities of the School Director, Youth Leaders, Coaches and other people in middle schools and communities.

- School Directors at selected middle schools are the main points of contact for officials at the Delegations, the Regional Academies and the DNFE and are therefore primarily responsible for starting Youth Speak activities at their schools. They are also primarily responsible for monitoring Youth Speak activities that occur in their schools and making sure that activities are carried out on schedule. The success of Youth Speak is greatly dependent on the effective leadership of School Directors. However, School Directors are **NOT** primarily responsible for implementing Youth Speak activities; this is the responsibility of Youth Leaders and Coaches.
- The School Director, with support from Delegation officials, identifies and recruits stakeholder representatives to be members of the school's Youth Speak Team (YST).
- The school's YST organizes the first Youth Speak meeting to announce that the school was selected to implement Youth Speak.
- The School Director receives copies of the Youth Speak Toolkit and manages the use of this resource and ensures that the YST uses the Toolkit.
- School Directors also:
  - Coordinate efforts to identify and recruit Coaches (this may involve working with local NGOs) and to identify and recruit Youth Leaders;
  - Coordinate efforts to enable the Coaches and Youth Leaders to travel to and attend the Youth Speak Youth Leaders' Workshop;
  - Monitor the implementation of Youth Speak activities and ensure that Youth Leaders lead Youth Speak activities and that staff at the school support Youth Leaders and Coaches in implementing Youth Speak;
  - Ensure that students who are Youth Leaders and who participate in Youth Speak are treated flexibly by teachers and not punished for their participation;
  - Coordinate a productive relationship between the school's Dropout Prevention Unit (DPU) and the YST;
  - Coordinate the YST to develop, revise and use the Youth Speak workplan (see model workplan below) so that activities are carried out without difficulties or delays;
  - Coordinate and support a campaign in the school and community to raise awareness about dropouts and mobilize staff, students, members of the DPU, parents and other stakeholders to actively participate in Youth Speak;
  - Ensure that the YST applies the Youth Speak principles;
  - Are the main champions for Youth Speak so that teachers, students, members of the DPU, parents, young people in the community and other stakeholders know that Youth Speak is a national and local priority;
  - Organize meetings with and coordinate Youth Speak activities with local authorities to ensure that Youth Speak activities are carried out without difficulties and involve members of the community;

- Coordinate the YST to prepare periodic Youth Speak reports for the Delegations, Regional Academies and the DNFE;
- Assist the YST, Youth Leaders and Coaches in solving problems that emerge during the school year;
- Coordinate efforts to organize local public events to share information about Youth Speak activities and results with members of the community; and
- Assist the YST, Youth Leaders and Coaches to establish a Youth Speak Club, and plan and carry out local fundraising activities.

WHAT ARE THE MAIN ACTIVITIES AND TASKS THAT WILL BE CARRIED OUT TO SUCCESSFULLY IMPLEMENT YOUTH SPEAK?

Tables A 1 through A 8 in this Quick Start Guide illustrate the seven steps to implementing Youth Speak. Each of these steps is discussed in detail in the units of the Toolkit. Each of these steps is also presented in the Youth Speak Workplan shown in Table A 9 found at the end of the Guide. The model Workplan presents a summary of the main activities and tasks that are part of each of these seven steps. This Guide and the Workplan do not, however, provide information on how these activities and tasks should be carried out. To learn how to carry out these tasks, you will need to use the Toolkit.

Some of the key activities and tasks presented in the model workplan are summarized below. The suggested dates for each activity will likely be different for each school. However, it is important that schools complete their investigations, prepare their Dropout Prevention Plans and start working to implement these plans by January. This will give schools the best chance to start to see changes in the number of students who drop out and those seeking to re-enroll at the end of the school year.

Parts of the model Workplan are presented separately below. Only the most important tasks in each section are discussed.

Youth Speak Preparations by the DNFE, AREF, Delegations & School Directors

Many of the tasks listed in Table A 1 below have been discussed above. However, a few of the tasks that the DNEF, AREFs and the Delegations are responsible for deserve additional clarification.

- Good preparation and planning is essential for success. The Youth Speak team at the DNFE will have overall responsibility for expanding Youth Speak in all regions of Morocco. The DNFE team will help the AREFs establish Regional Youth Speak Teams and build their capacity to work with teams at Delegations and middle school directors to start, implement and coordinate local Youth Speak activities.
- The DNFE and the AREFs will collaborate to organize and convene the Coaches' Orientation and the Youth Leaders' Workshops that will enable these teams to gain the skills needed to implement Youth Speak activities at their schools. Details on how to carry out this workshop are provided in Unit 4, 5, 6 and 7.
- Units 8 and 9 also include learning activities that can be used during these workshops to prepare the teams of Coaches and Youth Leaders. A minimum of 3 days is required for this workshop, but better results can be achieved with 4 to 5 days.
- The AREFs and their Delegations, with support from the DNFE, will need to identify and select middle schools to participate in Youth Speak. To do this, these teams will use the school selection criteria provide by the DNFE. One of the most important factors for selecting schools is the capacity of School Directors to lead their local Youth Speak activities. The schools that

achieved the best results during the first experiences with implementing Youth Speak had School Directors that actively empowered and supported the Youth Leaders, Coaches and other stakeholders to implement program activities. Schools that achieved little had Directors who either tried to control all activities or who neglected them. The AREFs and Delegations should carefully evaluate the capacity of the School Directors before selecting schools to participate in Youth Speak.

- The DNFE team will need to focus its efforts to ensure that AREF and Delegation teams understand and practice the Youth Speak principles. This will require that the DNFE organize a workshop with staff at the AREFs and teams from their Delegations to introduce Youth Speak, explain its goals and objectives, review the model Youth Speak Workplan and develop AREF plans to ensure that Youth Speak Activities will be carried out efficiently so that Dropout Prevention Plans (Unit 7) will be complete by the end of January.

Table A 1

Activities and Tasks	Who is Responsible?
Youth Speak Preparations by DNFE, AREF, Delegations & School Directors	
DNFE meets with AREFs to introduce Youth Speak and explain its goals, objectives, and to present the plan to expand Youth Speak and distribute copies of the Toolkit.	DNFE & AREF staff
AREFs develop their plans to expand youth speak. They meet with Delegations to introduce Youth Speak and to explain the Program's goals and objectives. They present their plans for expanding Youth Speak, selecting schools and to distribute copies of the Toolkit.	AREF & Delegation staff
Delegations develop their plans to identify and select schools for Youth Speak and meet with Directors from selected schools to introduce Youth Speak and to explain its goals, objectives and to distribute copies of the Toolkits.	Delegation staff & School Directors
DNFE & AREF send official notification about being selected to participate in Youth Speak to Delegations & School Directors.	DNFE & AREA staff
DNFE sends copies of the Toolkit to Delegations to distribute to the schools in their area.	DNFE & Delegation staff
DNFE organizes workshops for AREF and Delegation staffs to enable them to carry out Youth Speak.	DNFE, AREF & Delegations
Delegation staff meet with School Directors, teachers and people from the DPUs to explain Youth Speak principles and steps.	Delegations, School Directors & DPU members
DNFE sends letter to School Directors explaining that no one will be punished if the School Dropout Investigation uncovers information that reflects badly on the school.	DNFE staff, School Directors
Delegation staff meet with School Directors and the Youth Speak Teams at each school to review progress & help address any issues.	Delegation staff & YSTs

STEP 1 - Creating a Youth Speak Team at Each Middle School (Units 2 and 3):

Table A 2

STEP 1: Creating Your Youth Speak Team (YST) - See Units 2 and 3	
School Directors, with support from Delegation, identify and recruit adults from key stakeholder groups to form a YST.	School Director w/ Delegation/ NGO
The YST holds its first meeting to review the Toolkit, schedule key activities, start recruiting Coaches and Youth Leaders.	School Director, YST
The YST convenes school meeting to present Youth Speak to students and teachers and to start effort to recruit Coaches and Youth Leaders.	School Director, YST, NGO

- In establishing the school's Youth Speak Team, School Directors should strive to identify and recruit representatives from key stakeholders (Unit 2) who are committed to reducing school dropouts and who have the time to participate.
- Another key to successfully implementing Youth Speak is to actively involve all teachers and students in Youth Speak. A critical first step is organizing meetings at the school so that everyone gains a clear understanding about the goals and objectives of Youth Speak and has opportunities to ask questions.

STEP 2 - Recruiting Coaches and Youth Leaders (Unit 3):

Table A 3

STEP 2: Recruiting Coaches and Youth Leaders - Unit 3	
The YST recruits Coaches.	School Director, YST, NGO
The YST and Coaches recruit Youth Leaders.	YST, Coaches
The YST, with Coaches and Youth Leaders, meets to establish policies, roles and responsibilities, review the Toolkit and prepare for the Youth Leaders' Workshop.	YST, Coaches, Youth Leaders
The School Director and YST announce the Youth Leaders and Coaches to the School and Community.	School Director & YST

- Coaches and Youth Leaders will be responsible for implementing most Youth Speak activities at middle schools and coordinating the work of other stakeholders to achieve success. Therefore, it is critical that School Directors and members of the Youth Speak Team use the criteria presented in the Toolkit to identify and recruit the best possible Coaches and Youth Leaders.

STEP 3 – Conduct the Youth Leaders' and Coaches' Workshops (Units 3, 4, 5 and 6):

Table A 4

STEP 3: Youth Leaders' & Coaches' Workshops (YLW) - UNITs 3, 4, 5, and 6	
DNFE & AREF staff plan and organize the Coaches' Orientation & the Youth Leaders' Workshop.	DNFE & AREF
DNFE & AREF send invitations to Delegations, School Directors, Coaches and Youth Leaders to participate in the Youth Leaders' Workshop.	DNFE & AREF
DNFE and AREF staff conduct the Coaches' Orientation the day before Youth Leaders' workshop (1 day).	DNFE & AREF
DNFE & AREF staff conduct Youth Leaders' Workshop with Coaches & Youth Leaders (3 to 4 days).	DNFE & AREF
Youth Leaders and Coaches conduct 1-day workshop with the YST to share what was learned at the Youth Leaders Workshop.	Youth Leaders & Coaches

- The AREFs are responsible for using the Toolkit to plan, schedule, organize and conduct the Coaches' and Youth Leaders' workshops. These workshops will need to be held in convenient locations to keep logistical costs low and to enable them to last 3 to 5 days. When inviting Coaches and Youth Leaders to attend, the DNFE and AREFs should emphasize the importance of having an equal number of girls and boys participate.
- It is essential that the Youth Speak Coaches participate in an orientation session a day before the Youth Leaders join the workshop. The Coaches' sessions will enable the adults recruited for this role to gain a solid understanding of what their roles and responsibilities will be before they start working with Youth Leaders. A Powerpoint presentation and Facilitators' notes to guide this discussion are in the General Resources folder on the DVD/USB drive.
- A minimum of 3 days is required for the Youth Leaders and Coaches to gain the skills they need to implement Youth Speak. The Toolkit and workshop PowerPoint will help the DNFE and AREF teams carry out these workshops. A Powerpoint presentation and Facilitators' notes to guide this workshop are in the General Resources folder on the DVD/USB drive.
- The teams of Coaches and Youth Leaders should be encouraged to hold 1-day workshops after they return to their schools to share what they learned at the Youth Leaders' Workshop with the rest of the YST and members of the Youth Speak Club (see below). This workshop will enable the Youth Leaders and Coaches to reinforce their new skills and understanding about Youth Speak.

STEP 4 – Conduct the School Dropout Investigation (Unit 6):

- One of the most important activities that Youth Leaders and Coaches will need to carry out is to plan, organize and conduct the School Dropout Investigation (SDI). What the Youth Speak Teams learn from the SDI will be the foundation for improving conditions in the school and community to significantly reduce the number of students who drop out and increase the number of out-of-school youth who re-enroll in school.
- It is critical that the SDIs involve a broad selection stakeholders organized to gather information on the perspectives on the school dropout issue from different groups in the school and

community. Important groups include teachers, students, youth who dropped out, parents, and representatives from civil society, businesses and the local government. It is also critical that an equal number of females and males participate.

- After the SDI is complete, the Youth Leaders and Coaches must carefully analyze the data to create new information, knowledge and understanding about the school dropout situation in their school. Based on this new knowledge and understanding, the Youth Leaders and Coaches, with support from the School Director, will need to prepare an SDI report, which will be sent to the Delegation, AREFs and DNFE, and a presentation that will be used to share SDI results with stakeholders at a public event.

Table A 5

STEP 4: Carry Out School Dropout Investigation (SDI) - Unit 6	
Youth Leaders, Coaches and YST revise SDI plans and schedule all activities.	Youth Leaders, Coaches & YST
Youth Leaders, Coaches and YST organize a public event to announce the SDI, present their SDI plans and answer questions.	Youth Leaders, Coaches & YST
Youth Leaders and Coaches select participants for Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs).	Youth Leaders, Coaches & YST
Youth Leaders and Coaches conduct the SDI and collect data.	Youth Leaders, Coaches & YST
Youth Leaders and Coaches conduct analysis of SDI results.	Youth Leaders, Coaches & YST
Youth Leaders prepare presentation & report of SDI results.	Youth Leaders, Coaches & YST

STEP 5 – Present Results from the SDI to the School and Community (Unit 7):

Table A 6

STEP 5: Present Investigation Results to School & Community - Unit 7	
Youth Leaders, Coaches and YST plan public event to present SDI results and start planning the dropout prevention plan (DPP).	Youth Leaders, Coaches & YST
Youth Leaders, Coaches and the YST announce and advertise the public event, and invite key stakeholders to the event.	Youth Leaders, Coaches & YST
Youth Leaders, Coaches and the YST conduct the public event to present SDI results and start planning the DPP.	Youth Leaders, Coaches & YST
Youth Leaders, Coaches and YST finalize the SDI report and submit to the Delegation, AREF and DNFE.	Youth Leaders, Coaches & YST

- The public event where SDI results are presented to stakeholders from the school and community is the first step to developing and then implementing the school's Dropout Prevention Plan. This public event is a critical moment for your Youth Speak activity. The sharing of results from the investigation provides the YST with an opportunity to motivate stakeholders to start thinking about what all members of the school and community can do to reduce school dropouts and increase re-enrollment.

- The best possible public events are those where Youth Leaders lead all aspects of the event. The Youth Leaders, with guidance from the Coaches, should use the Youth Speak principles when planning and conducting the public event. Ensuring that stakeholders actively participate in the event and have opportunities to ask questions and discuss what was learned is key to success.

STEP 6 – Prepare and Implement Dropout Prevention Plan (Unit 7):

Table A 7

STEP 6: Prepare & Implement Dropout Prevention Plan (DPP) - Unit 7	
Youth Leaders, Coaches and the YST establish criteria for selecting 2-3 actions to prevent dropouts that will be implemented.	Youth Leaders, Coaches & YST
Youth Leaders, Coaches and the YST organize meetings with representatives from key stakeholders to select dropout prevention actions.	Youth Leaders, Coaches & YST
Youth Leaders, Coaches and the YST finalize the DPP and schedule activities and assign responsibilities with stakeholders and Youth Speak Club members to implement the plan.	Youth Leaders, Coaches & YST
Youth Leaders, Coaches, YST and stakeholders announce the DPP actions.	Youth Leaders, Coaches & YST
Youth Leaders, Coaches, YST, Club members and stakeholders implement the DPP actions.	School / Community

- Preparing the Dropout Prevention Plan (DPP) starts during the public event to share the SDI results. The Youth Leaders and Coaches should organize stakeholders into teams to start talking about and proposing practical activities that members of the community can carry out to prevent students from dropping out and to encourage out-of-school youth to return to school or other formal education programs.
- The YST will use the results from the public event to develop criteria to select 2 to 3 of the best proposed activities to implement. They then will develop plans to implement these activities and organize meetings with stakeholders to present their proposals and plans.
- Together with stakeholders, the YST will finalize and start implementing their DPP. As selected activities are completed, the YST can identify new activities to implement starting in January.

STEP 7 – Monitor and Sustain Youth Speak Activities (Unit 9):

- Soon after the Youth Leaders and Coaches return from the Youth Leaders' Workshop, the YST needs to plan and implement activities to monitor their progress to achieve Youth Speak's goals and to ensure that Youth Speak continues year after year.
- To ensure success, the YST must develop and conduct a plan to monitor their progress. This will require determining the current level of school dropouts so that the YST will be able to determine if their DPP is making a difference. In addition, the team will need to use their implementation plans to track and monitor progress toward completing Youth Speak activities.
- In addition to ensuring that your Youth Speak initiative is making progress, your monitoring activities will also enable your team to identify achievements that can become parts of periodic reports to your community and to the Delegation, the AREF and the DNFE. Some achievements can also be developed into success stories that the YST can use to promote their work and motivate members of the community to help achieve success.

- To support your Youth Speak activities and ensure that Youth Speak is sustained year after year, the YST should consider establishing a Youth Speak Club using information in Unit 9 of the Toolkit.

Table A 8

STEP 7: Monitor & Sustain Your Youth Speak Program - Units 8 and 9	
Youth Leaders, Coaches and the YST plan to establish a Youth Speak Club.	Youth Leaders, Coaches & YST
Youth Leaders and Coaches establish a Youth Speak Club, develop a constitution, recruit and prepare members and create Club plan.	Youth Leaders, Coaches & YST
Youth Leaders and Coaches organize and conduct a Youth Leaders' workshop for Club members to prepare them to implement the plan.	Youth Leaders & Coaches
Youth Speak Club members identify and schedule activities that they will implement during the school year.	Youth Leaders, Club members
Youth Speak Club members identify fundraising activities they will carry out.	Youth Leaders, Club members
Youth Speak Club members visit primary schools to make presentations about Youth Speak and the school dropout issue.	Youth Leaders, Club members
Youth Speak Club members carry out fundraising activities.	Youth Speak Club members
Youth Leaders and Club members recruit new Club members to implement Youth Speak activities in the coming year.	Senior Youth Leaders
The School Director, NGO Staff, Delegation and Youth Leaders identify and recruit new Youth Speak Coaches if needed.	YST, Delegation
Senior Youth Leaders and Senior Coaches organize and conduct a Youth Leaders' Workshop for new Youth Leaders and Coaches.	Senior Youth Leaders, Senior Coaches
Youth Leaders, Coaches, Club members and the YST develop or refine their Monitoring Plan for their Youth Speak program.	Youth Leaders, Coaches & YST
Youth Leaders and Coaches establish School Dropout Baseline Data.	Youth Leaders, Coaches & YST
Youth Leaders and Coaches identify topics for success stories and prepare and distribute success stories.	Youth Leaders, Coaches & YST
Youth Leaders and Coaches carry out ongoing monitoring activities.	Youth Leaders, Coaches & YST
Youth Leaders and Coaches prepare and submit monitoring reports to stakeholders, the Delegation, AREF and DNFE.	Youth Leaders, Coaches & YST

Table A 9: Preparations & Step 1

Activities and Tasks	Who is Responsible?	Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				March				April				May				Status ✓
		Month 1				Month 2				Month 3				Month 4				Month 5				Month 6				Month 7				Month 8				Month 9				
		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26	W27	W28	W29	W30	W31	W32	W33	W34	W35	W36	
Youth Speak Preparations by DNFE, AREF, Delegations & School Directors																																				
DNFE meets with AREFs to introduce "Youth Speak" and explain its goals, objectives, and to present the plan to expand Youth Speak and distribute copies of the Toolkit	DNFE & AREF staff																																			
AREFs develop their plans to expand youth speak. They meet with Delegations to introduce "Youth Speak" and to explain the Program's goals and objectives. They present their plans for expanding Youth Speak, selecting schools and to distribute copies of the Toolkit.	AREF & Delegation staff																																			
Delegations develop their plans to identify and select schools for Youth Speak and meets with Directors from selected schools to introduce Youth Speak and to explain its goals, objectives and to distribute copies of the Toolkits.	Delegation staff & School Directors																																			
DNFE & AREF send official notification about being selected to participate in Youth Speak to Delegations & School Directors.	DNFE & AREA staff																																			
DNFE sends copies of the Toolkit to Delegations to distribute to the schools in their area.	DNFE & Delegation staff																																			
DNFE organizes workshops for AREF and Delegation staffs to enable them to carry out Youth Speak.	DNFE, AREF & Delegations																																			
Delegation staff meet with School Directors, teachers and people from the DPUs to explain Youth Speak principles and steps.	Delegations, School Directors & DPU members																																			
AREF staff, Delegations & School Directors identify dates for the Youth Leaders' Workshops in different locations.	AREF staff																																			
Delegation staff meet with School Directors and the Youth Speak Teams at each school to review progress & help	Delegation staff & YSTs																																			
STEP 1: Creating Your Youth Speak Team (YST) - See Units 2 and 3																																				
School Directors, with support from Delegation, identify and recruit adults from key stakeholder groups to form a YST.	School Director w/ Delegation/ NGO																																			
The YST holds its first meeting to review the Toolkit, schedule key activities, start recruiting Coaches and Youth Leaders.	School Director, YST																																			
The YST convenes school meeting to present Youth Speak to students and teachers and to start effort to recruit Coaches and Youth Leaders.	School Director, YST, NGO																																			

Table A 9: Steps 2 - 4

Activities and Tasks	Who is Responsible?	Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				March				April				May				Status ✓
		Month 1				Month 2				Month 3				Month 4				Month 5				Month 6				Month 7				Month 8				Month 9				
		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26	W27	W28	W29	W30	W31	W32	W33	W34	W35	W36	
STEP 2: Recruiting Coaches and Youth Leaders - Unit 3																																					
The YST recruits Coaches.	School Director, YST, NGO																																				
The YST and Coaches recruit Youth Leaders.	YST, Coaches																																				
The YST, with Coaches and Youth Leaders, meets to establish policies, roles and responsibilities, review the Toolkit and prepare for the Youth Leaders' Workshop.	YST, Coaches, Youth Leaders																																				
The School Director and YST announce the Youth Leaders and Coaches to the School and Community.	School Director & YST																																				
STEP 3: Youth Leaders' & Coaches' Workshops (YLW) - Units 3, 4, 5, and 6																																					
DNFE & AREF staff plan and organize the Coaches' Orientation & the Youth Leaders' Workshop.	DNFE & AREF																																				
DNFE & AREF send invitations to Delegations, School Directors, Coaches and Youth Leaders to participate in the Youth Leaders' Workshop.	DNFE & AREF																																				
DNFE and AREF staff conduct the Coaches' Orientation the day before Youth Leaders' workshop (1 day).	DNFE & AREF																																				
DNFE & AREF staff conduct Youth Leaders' Workshop with Coaches & Youth Leaders (3 to 4 days).	DNFE & AREF																																				
Youth Leaders and Coaches conduct 1-day workshop with the YST to share what was learned at the Youth Leaders Workshop.	Youth Leaders & Coaches																																				
STEP 4: Carry out School Dropout Investigation (SDI) - Unit 6																																					
Youth Leaders, Coaches and YST revise SDI plans and schedule all activities.	Youth Leaders, Coaches & YST																																				
Youth Leaders, Coaches and YST organize a public event to announce the SDI, present their SDI plans and answer questions.	Youth Leaders, Coaches & YST																																				
Youth Leaders and Coaches select participants for Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs).	Youth Leaders, Coaches & YST																																				

Table A 9: Steps 4 - 6

Activities and Tasks	Who is Responsible?	Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				March				April				May				Status ✓
		Month 1				Month 2				Month 3				Month 4				Month 5				Month 6				Month 7				Month 8				Month 9				
		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26	W27	W28	W29	W30	W31	W32	W33	W34	W35	W36	
STEP 4: Carry out School Dropout Investigation (SDI) - Unit 6 (continued)																																				
Youth Leaders and Coaches conduct the SDI and collect data.	Youth Leaders, Coaches & YST																																			
Youth Leaders and Coaches conduct analysis of SDI results.	Youth Leaders, Coaches & YST																																			
Youth Leaders prepare presentation & report of SDI results.	Youth Leaders, Coaches & YST																																			
STEP 5: Present Investigation Results to School & Community - Unit 7																																				
Youth Leaders, Coaches and YST plan public event to present SDI results and start planning the dropout prevention plan (DPP).	Youth Leaders, Coaches & YST																																			
Youth Leaders, Coaches and the YST announce and advertise the public event, and invite key stakeholders to the event.	Youth Leaders, Coaches & YST																																			
Youth Leaders, Coaches and the YST conduct the public event to present SDI results and start planning the DPP.	Youth Leaders, Coaches & YST																																			
Youth Leaders, Coaches and YST finalize the SDI report and submit to the Delegation, AREF and DNFE.	Youth Leaders, Coaches & YST																																			
STEP 6: Prepare & Implement Dropout Prevention Plan (DPP) - Unit 7																																				
Youth Leaders, Coaches and the YST establish criteria for selecting 2-3 actions to prevent dropouts that will be implemented.	Youth Leaders, Coaches & YST																																			
Youth Leaders, Coaches and the YST organize meetings with representatives from key stakeholders to select dropout prevention actions.	Youth Leaders, Coaches & YST																																			
Youth Leaders, Coaches and the YST finalize the DPP and schedule activities and assign responsibilities with stakeholders and Youth Speak Club members to implement the plan.	Youth Leaders, Coaches & YST																																			
Youth Leaders, Coaches, YST and stakeholders announce the DPP actions.	Youth Leaders, Coaches & YST																																			
Youth Leaders, Coaches, YST, Club members and stakeholders implement the DPP actions.	School / Community																																			

Table A 9: Step 7

Activities and Tasks	Who is Responsible?	Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				March				April				May				Status ✓
		Month 1				Month 2				Month 3				Month 4				Month 5				Month 6				Month 7				Month 8				Month 9				
		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26	W27	W28	W29	W30	W31	W32	W33	W34	W35	W36	
STEP 7: Monitor & Sustain Your Youth Speak Program - Units 8 and 9																																				
Youth Leaders, Coaches and the YST plan to establish a Youth Speak Club.	Youth Leaders, Coaches & YST									■																												
Youth Leaders and Coaches establish a Youth Speak Club, develop a constitution, recruit and prepare members and create Club plan.	Youth Leaders, Coaches & YST									■	■																											
Youth Leaders and Coaches organize and conduct a Youth Leaders' workshop for Club members to prepare them to implement the plan.	Youth Leaders & Coaches											■	■																									
Youth Speak Club members identify and schedule activities that they will implement during the school year.	Youth Leaders, Club members												■	■	■																							
Youth Speak Club members identify fund raising activities they will carry out.	Youth Leaders, Club members												■	■	■																							
Youth Speak Club members visit primary schools to make presentations about Youth Speak and the school dropout issue.	Youth Leaders, Club members															■					■				■				■								
Youth Speak Club members carry out Fund Raising Activities.	Youth Speak Club members														■					■				■													
Youth Leaders and Club members recruit new Club members to implement Youth Speak activities in the coming year.	Senior Youth Leaders																															■	■					
The School Director, NGO Staff, Delegation and Youth Leaders identify and recruit new Youth Speak Coaches if needed.	YST, Delegation																															■	■					
Senior Youth Leaders and Senior Coaches organize and conduct a Youth Leaders' Workshop for new Youth Leaders and Coaches.	Senior Youth Leaders, Senior Coaches																															■	■					
Youth Leaders, Coaches, Club members and the YST develop or refine their Monitoring Plan for their Youth Speak program.	Youth Leaders, Coaches & YST									■	■																											
Youth Leaders and Coaches establish School Dropout Baseline Data.	Youth Leaders, Coaches & YST										■	■																											
Youth Leaders and Coaches identify topics for Success Stories and prepare and distribute Success Stories.	Youth Leaders, Coaches & YST									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■			
Youth Leaders and Coaches carry out on-going monitoring activities.	Youth Leaders, Coaches & YST												■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■				
Youth Leaders and Coaches prepare and submit monitoring reports to stakeholders, the Delegation, AREF and DNFE.	Youth Leaders, Coaches & YST															■					■				■				■			■			■		

1

Unit 1:

Introduction, Background & Overview

WHAT IS "YOUTH SPEAK" AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 1

"Education is the most powerful weapon which you can use to change the world." — Nelson Mandela

1

STEP 1. Why should we be concerned about school dropouts?

A: Background information on the problem of school dropouts in Morocco

2

STEP 2. How did Youth Speak start?

A: What is Youth Speak? * Learning Activity 1.1

B. Why is Youth Speak important?
* Learning Activity 1.2

MORE THAN 400,000 STUDENTS IN MOROCCO DROP OUT EACH YEAR. THIS CRISIS OF STUDENTS DROPPING OUT OF SCHOOL, ESPECIALLY FROM middle school, has caused the Government of Morocco and others to seek ways to significantly reduce the number of students who drop out. Youth Speak is an initiative that enables young people to play a role in preventing dropouts. Experience from the first Youth Speak experience shows that when students and dropouts play leadership roles in addressing this problem many people in the school and community can be mobilized to take action to reduce dropouts.

STEP 1: WHY SHOULD WE BE CONCERNED ABOUT SCHOOL DROPOUTS?

The large number of students who drop out of school before graduating is a worldwide problem that limits future opportunities for young people, undermines national economic growth and weakens civic participation. In Morocco, 300,000 to 400,000 children and youth drop out of school yearly. According to the Moroccan Ministry of Education (MoE), the dropout rate for middle school youth (grades 7-9) in 2010 reached 10.8 percent. In other words, during the 2009-2010 academic year, nearly 11 students out of every 100 dropped out during their middle school years (all grades combined), which means that they left formal education before completing the cycle of basic education that is recommended by *Education for All*[1] and compulsory under law in Morocco.

According to UNICEF, "less than 55 out of 100 [Moroccan] students enrolled in first grade reached the last year of middle school [9th grade]"[2] in 2010. A World Bank report states that "95 percent of unemployed youth [in Morocco] have less than a tertiary [no more than secondary] education and 80 percent have less than a secondary education. Among young people who are employed, about nine in ten are involved in informal sector jobs." This same report notes that in "2009-2010, close to 90 percent of young women and about 40 percent of young men who were not in school were either unemployed or out of the labor force, suggesting that progress in educational attainment has not translated into effective transitions to the labor market."[3]

The Government of Morocco, under the leadership of King Mohammed VI, is promoting educational reforms and a variety of social and economic programs to help families send and keep their children in school. These include support for transport to and from schools in remote areas, professional development of teachers, free tutoring classes for at-risk students, non-formal education courses for school dropouts, and programs to reintegrate dropouts into schools. The Ministry's Directorate of Non-Formal Education (DNFE) also initiated a program in 2009 to encourage middle schools to establish *Cellules de Veille*[4] or Dropout Prevention Units (DPUs) to identify students who are at risk of dropping out and take steps to prevent this from happening. It appears that these initiatives may be helping to lower dropout rates in some middle schools. In 2006-2007 the official rate was 13.4 percent and this fell to 10.8 percent in 2009-2010. While these efforts are yielding encouraging results, much more needs to be done to enable all youth to successfully complete school and transition to the world of work.

STEP 2: HOW DID YOUTH SPEAK START?

While the Moroccan government, donors, and others in Morocco are working to address this persistent problem, Moroccan youth are rarely consulted about the reasons they drop out of school or asked to offer ideas about how to keep students from dropping out. Adults tend to believe that they know why students drop out of school. Also, when youth are asked, often through surveys, about why they drop out, the process is controlled by adults and it consequently limits the perspectives of youth. Youth Speak is designed to address this gap by enabling young people who are personally affected by the dropout problem to lead and carry out an investigation of the local dropout situation, with their peers and other stakeholders, to ensure that youth perspectives are collected and clearly presented. In short, Youth Speak is an activity ***carried out by youth, with youth, and for youth***.

YOUTH SPEAK "VOICES":

"Youth Speak is a project for youth, with youth and by youth. Its goal is to discover the main factors for students to drop out of middle school. It addresses this problem from a youth perspective. The goal is for youth to do all the work, not adults. In the past, adults did most of this research. There was not communication between the students and the people who were responsible for the research."

Youssra Bailoul, Youth Leader & Student, Tetouan, Morocco

To contribute to the Government's efforts to reduce dropouts, USAID, through its *Improving Training for Quality Advancement in National Education* (ITQANE) project, implemented the initial Youth Speak activity in partnership with the Department of Non-Formal Education (DNFE). This initial Youth Speak activity was a youth-led research and awareness-raising initiative that trained and enabled middle school students and middle school dropouts to conduct rigorous research with other middle school students, dropouts and members of local communities on factors that contribute to young people dropping out of school and actions that could be taken to keep students in school and enable dropouts to return to school or other formal education opportunities.

The initial Youth Speak activity had three main goals:

- First, to improve our understanding of: (a) factors that contribute to youth dropping out of school; (b) actions that schools, communities, families and the government can take to reduce dropout rates; and (c) challenges youth face in transitioning from school to work.
- Second, to test if youth-led research on the possible causes and solutions for school dropouts can effectively raise awareness in schools and communities about this critical issue.
- Third, to learn if youth carrying out an assessment of the three questions listed below can raise broader public awareness of these issues and mobilize stakeholders to work together to reduce the number of youth dropouts.

The research was carried out in the following six Middle school catchment areas with high dropout rates (see map below): Errachidia, Sefrou, Youssoufia, Chefchaouen, Tetouan and Tangiers. In each of these locations, a four-person research team was created comprised of two youth in middle school who were at risk of dropping out and two youth who had dropped out of middle school two to three years earlier. Working together, these teams refined the research design, developed research

instruments, collected data, carried out the data analysis and interpretation, prepared local research reports and presented results in their local communities and at a national conference.

Each team was supported by an adult Coach recruited from the local community. All teams were also guided by two national Youth Speak coordinators with support from senior DNFE staff. The overall process was guided by an international youth development specialist.

The first Youth Speak activity resulted in a variety of outcomes and changes. The project enabled a team of young people and Coaches from the six communities to gain new skills, abilities and knowledge. It had the immediate result of encouraging all of the Youth Researchers who had dropped out of school to either return to middle school or a vocational training program. It created opportunities for parents to voice their ideas and concerns about the school dropout problem. Each team produced an in-depth report about the factors in their communities that contribute to youth dropping out of school and proposed actions that could help reduce the number of youth who drop out of school. It mobilized the engagement of people from the school and community to see how they could work together to reduce school dropout and enable youth who had already dropped out to return to school or other educational and training programs.

A. What is Youth Speak?

In December 2013, staff from the DNFE, Youth Speak Coaches, Youth Researchers and representatives of civil society organizations met to explore the basic principles of Youth Speak and consider the prospect of developing this Toolkit. Out of this meeting, the team defined Youth Speak – Morocco as follows:

Youth Speak— Morocco is a participatory process, led and owned by young people, to:

- *assess the factors in specific schools and communities that contribute to youth dropping out of school;*
- *raise awareness among youth and adults about the problem of middle school youth dropping out of school; and*
- *mobilize young people in and out of school and adults to take action to significantly reduce the number of middle school students who drop out of school.*

As you and others in your school and community use this Toolkit to implement Youth Speak, your work will improve on this definition and you will create one that matches what your school and community accomplishes. Later in the Toolkit, you and your Youth Speak Team (see Unit 3) will repeat the activity to define Youth Speak for your situation. Over the course of your activity, you will be asked to revisit your definition to revise it.

LEARNING ACTIVITY 1.1:
View and Discuss the Youth Speak Video

The DVD and USB drive attached to the back of the Toolkit include a 15 minute video that documents aspects of the first Youth Speak activity. Before reading further, it would be good to take a moment to watch this video. We encourage you to invite some colleagues and students to watch with you so that you can discuss what you see. You can use the questions below to stimulate a discussion about the video.

*When you have this discussion, we encourage you to ask everyone to think carefully about the questions and then write down their thoughts before they share their responses with the group. This Youth Speak method is called, "**Think, write and then share.**" Later, you will learn more about this method and why it is so important. We encourage you to share the video discussion questions with everyone before you watch the video. There is a copy of these questions in the Annex on the DVD/USB drive so that you can edit the questions and add others if you want before printing and distributing them.*

Suggested Discussion Questions:

1) *Is there a part of the video that you will want to tell a friend or family member about? If yes, what part would you like to share?*
2) *In what ways were youth the main actors in Youth Speak?*
3) *What roles did adults primarily play?*
4) *Was it important to involve parents in Youth Speak?*
5) *What methods did the Youth Researchers use to learn about the school dropout issue in their school and community?*
6) *What characteristics of Youth Speak do you feel were important to enabling it to succeed?*
7) *How would you define Youth Speak? Based on the video, please write down a brief definition of Youth Speak. Discuss everyone's definition and then develop a definition from the group. Later, you will compare your group's definition of Youth Speak with one that a team of Youth Speak facilitators came up with in December 2013.*

Participants in this activity should change, add or delete any of these questions to encourage an active discussion.

You will want to repeat this activity during the first meeting of the Youth Speak Team (see Unit 3).

LEARNING ACTIVITY 1.2:
Compare Your Group's Definition

*Each person should read the previous definition and compare and contrast it to the one you and your group created based on the video. Before sharing your observations, please write them down (**Think, Write and then Share!**). When everyone is ready, ask people to share their perspectives on how the two definitions are similar and different.*

Do you want to adjust your group's definition?

B. Why is Youth Speak Important?

When students drop out of school it has a negative impact on the lives of these young people, their families, their communities and all of Morocco. It is therefore essential that we do what we can to significantly reduce the number of students who drop out and make it possible for many who drop out to either return to school or join other education programs. As shown in Table 1 below, there is no single reason why students drop out of school. Also, these results show that each young person who was involved in the research explained that multiple factors combined to cause them to drop out of school. The interplay between these factors also influences young people in different ways. In short, the school dropout problem is highly complex and unique for each person.

The top four reasons for dropping out of school identified by dropouts who were part of the first Youth Speak experience were: (1) not being promoted to the next grade level; (2) doing poorly academically or failing exams; (3) needing to help their families with chores; and (4) being discouraged by teachers. It is important to note that poverty or not having enough money, a common reason cited by adults, is not one of these top four reasons. These results suggest that no single factor causes students to drop out. Each young person is influenced by a unique combination of multiple factors that work together to cause them to dropout. Because the dropout rate for females in Morocco is slightly higher than that of males, the study examined perceptions of female participants. Out-of-school girls felt less safe traveling to and from school, and being in school, than female students. Some female participants talked about the lack of safety when walking along roads and others noted that the area immediately surrounding the school was the most insecure due to sexual harassment by men. Female participants also talked about how their responsibilities to help around the house and care for siblings limited the time they had at home for their studies.

Table 1 below lists the most important factors (from the first Youth Speak activity) contributing to students dropping out of school, ranked by the factor that was most commonly mentioned by research participants to the least commonly mentioned factor.

One consequence of the inherent complexity of the school dropout problem is that no one approach or solution is sufficient to address this problem. Therefore, adding Youth Speak to other initiatives being implemented by the MoE, other government programs, schools and civil society organizations can increase opportunities to keep students in school. Another consequence of this complexity is the critical need to make sure that students and dropouts who are directly and personally impacted by this

problem actively participate in any solution. Youth Speak addresses this essential need. Experience from the first Youth Speak activity shows that when students and dropouts play leadership roles in addressing this problem many people in the school and community can be mobilized to take action to reduce dropouts.[5]

Table 1

MOST COMMONLY STATED FACTORS FOR DROPPING OUT

1.	Distance from home to school and a lack of transport for students.
2.	Academic failure, repeating grades, poor performance on tests.
3.	Poverty, lack of money to pay for things for school, transport and for the family.
4.	Lack of amenities at school including a library, scholarships, lunches, extracurricular activities, etc.
5.	Lack of security in and around the school, unsafe roads, and violence at the school.
6.	The Dropout Prevention Unit ineffective and inactive.
7.	Harassment of students by teachers and administrators, and teachers who do not support student learning.
8.	Poor relationships between students and parents.
9.	Lack of communication by the school to the parents about their children's' performance.

ENDNOTES

[1] http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/

[2] UNICEF, "Morocco Country Study", March 2012, page 39. (Translated from the original French.)

[3] World Bank, "Morocco – Promoting Youth Opportunities and Participation," May 2012, page ix.

[4] The *Cellules de Veille* are units established in schools by the Ministry of Education, starting in 2009, to identify students who are at risk of dropping out and to intervene to keep them in school. These units, comprised of teachers and members of the community, are also expected to raise the awareness of students and families about the consequences of dropping out of school. The Toolkit uses the term "dropout prevention unit" or DPU in place of French term *Cellules de Veille*.

[5] At the time the Toolkit was written, no data was collected on possible changes in dropouts in the six schools that participated in the first Youth Speak activity. Therefore, we do not know if Youth Speak reduced school dropouts. However, based on observations in these schools and communities of the high level of community mobilization, it appears that fewer students will drop out from these schools.

2

Unit 2:

Getting Started

HOW TO GET STARTED AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 2

"The secret to getting ahead is getting started. The secret to getting started is breaking your complex, overwhelming tasks into small, manageable tasks, and then starting on the first one." — Mark Twain

1

STEP 1. What is the purpose of the Toolkit?

A: Learning about the different goals and objectives of your Toolkit. * Learning Activity 2.1

2

STEP 2. Who should use this Toolkit?

A: Learning to use your Toolkit. * Learning Activity 2.2

3

STEP 3. Who are your Youth Speak stakeholders?

* Learning Activity 2.3

4

STEP 4. What are Youth Speak's essential principles?

A: How can we motivate people to participate in Youth Speak? * Learning Activity 2.4

B: How can we catalyze and sustain intrinsic motivation?

C: What other principles are important to Youth Speak?

WHEN STUDENTS DROP OUT OF SCHOOL WE ALL SUFFER. STUDENTS LOSE OPPORTUNITIES THAT FOLLOW FROM AN EDUCATION. Families have fewer opportunities to prosper when their daughters' and sons' futures shrink. Communities are diminished when their citizens have fewer options to contribute to the greater good. Nations are weakened by a loss of potential and the world suffers as the light of our future is dimmed. Youth Speak-Morocco is one way to enable young people, with the support of many stakeholders in schools, homes, communities and the nation, to catalyze positive changes to prevent school dropouts. The Youth Speak Toolkit is designed to make this possible by helping the Ministry of Education expand Youth Speak across Morocco. A solid focus on a set of core Youth Speak principles, which are presented in this Unit, ensures that Moroccan young people will be empowered to transform themselves, their schools and their communities to prevent students from dropping out.

STEP 1: WHAT IS THE PURPOSE OF THE TOOLKIT?

The Youth Speak Toolkit has multiple objectives as described below.

To Be a Practical Guide: The Youth Speak Toolkit is a practical guide to enable people in schools and communities across Morocco to implement Youth Speak activities and reduce the number of students who drop out of school before graduating. As a practical guide, the Youth Speak Toolkit is NOT a cookbook. It will NOT list each step that you must follow to "bake a cake." It does suggest different activities and ways to accomplish tasks. These are authentic suggestions, they are not requirements. It is expected that you and your Youth Speak team will modify and improve these suggested activities to reflect local realities. However, please keep in mind that all suggested activities and guidelines for implementing Youth Speak are based on lessons from the first Youth Speak activity and experiences working with youth in Morocco and elsewhere.

As part of preparing the Toolkit, staff from the Directorate for Non-Formal Education (DNFE) and teams from three schools in Rabat, Sale and Tamara helped test different parts of the Toolkit. They participated in workshops to learn how to carry out Youth Speak. The DNFE team also organized a three-day workshop to prepare the Coaches and Youth Leaders from the three schools to carry out Youth Speak in their schools. The school teams then implemented key elements of Youth Speak over five weeks using the Toolkit. This rapid activity helped improve the Toolkit so that it would be more useful for staff, students and parents at schools and communities across Morocco.

Bringing about the changes needed to significantly reduce dropouts is much more complex and difficult than baking a cake. However, the different approaches and tools that make up the Toolkit can enable you and others to succeed in reducing school dropouts.

YOUTH SPEAK "VOICES":
The Transformation Power of Youth Leadership

"I've been facilitating learning by young people throughout my career. While I have used several approaches to involve learners in the process of learning, I never delegated all my pedagogic authority to my students. Occasionally, I tried to do this, but I had the habit of returning to my safe and secure role as a conventional teacher. However, there were times when I asked young people to work together without my direction. At these times, they always innovated and created unexpected and excellent results. Unfortunately, because of my traditional compulsions, it was not possible for me to allow this to happen all the time.

As a national coordinator of Youth Speak, I had the opportunity to work for and with a group of 24 young girls and boys and 6 coaches in an environment of freedom. The only conditions for our work were the Youth Speak principles and methods, including keeping youth at the center of all our work, to authentically care about them and to trust in their capacities to do things well and to innovate. We also called ourselves learning facilitators rather than teachers and elevated our expectations beyond what we believed they could achieve. We also used questions rather than statements and gave them time to 'think, write, and then share.'

During my work with Youth Speak we continually applied these and other Youth Speak principles. Over time I saw young people quickly gain new skills and develop a strong sense of confidence in their abilities. All of the young boys and girls who were involved changed totally; from timid, fearful children, incapable of saying a word without hiding their faces, to enthusiastic, dynamic young people with the courage and the will to succeed and be responsible for their lives.

At the national Youth Speak event in Fes, where they presented their results, I saw Youssef, Othmane, Sabrine, Youssra, Abdelhak and the other presenters, one after the other, talking with a microphone in their hands to a large auditorium of VIPs and other adults with courage and eloquence. Through this and other experiences, I have come to realize that Youth Speak needs to be a part of every Moroccan student's education."

Mr. El Mostafa Echchotbi, Youth Speak Coordinator

To Ensure Youth Leadership: One of the main goals of the Toolkit is to enable young people, those who are in and out of school, to gain and use leadership skills. These skills will enable them to lead local Youth Speak activities and take ownership of their Youth Speak program. The Toolkit also includes activities and approaches that will guide adults from the Ministry of Education, schools and communities through processes of change to enable them to share decision making with youth about the different Youth Speak activities. The Toolkit will also help adults learn to listen to the perspectives and ideas of young people.

To Help Select and Prepare Youth Leaders and Coaches: The Toolkit will also help schools and the Youth Speak Teams (YSTs)[6] recruit and select young people and adults to become Youth Leaders and Coaches, respectively. It will also help schools and YSTs prepare these Youth Leaders and Coaches to implement the Youth Speak activities. A team from the MoE will coordinate efforts with schools to organize workshops for Coaches and Youth Leaders so that these volunteers can gain the skills needed to investigate the local dropout situations and to prepare Dropout Prevention Plans.

To Help Build a Collaborative Team: The Youth Speak Toolkit provides an integrated set of tools and resources that can enable staff from the Ministry of Education, school directors, teachers, students,

members of the DPU, parents, youth who have already dropped out of school, staff from civil society organizations and other members of the community to establish a collaborative YST. The Toolkit will also help these teams work with other stakeholders to address the complex problem of school dropouts in your school and community.

To Help Youth Gain Investigation Skills: The Toolkit can also enable youth who are in and out of school, teachers, School Directors, Coaches and others who will be involved in your Youth Speak activity to gain and enhance the skills needed to effectively explore, investigate and understand the dropout situation in your school and community. Coaches have a very important and special role to play in Youth Speak. Coaches, as in sports, are people who help a team play a game successfully. Coaches do not, however, play the game. They advise the players, help devise strategy, guide learning and capacity strengthening activities, celebrate success, and listen to players' concerns. In Youth Speak, Coaches are people from the community who support young people to effectively lead Youth Speak activities. More information about Coaches is in Unit 3.

To Help Mobilize School and Community Stakeholders: The Toolkit will help YSTs identify the different stakeholders that you will want to involve in your Youth Speak activities. It also includes approaches and tools to help you and your YST mobilize school and community stakeholders to assess and learn about the school dropout problem and to take action to keep students in schools and enable dropouts to return to school.

To Help Create and Implement a Practical Dropout Prevention Plan: The Toolkit includes tools to enable your YST to identify local solutions to reduce school dropouts and to develop practical plans to implement these solutions. There are also tools to help you and your YST to identify local resources needed to implement your plan and to raise money locally to complement resources from local and national government agencies to carry out and sustain your dropout prevention program.

ACTIVITY 2.1:
Discovering Your Toolkit

Take a few moments to skim through all the sections of your Toolkit to review how it is organized and what units are included. To make this review easier, each unit starts with a chart that shows the main parts of the unit and how they are organized. Also, the quick start guide at the very beginning of the Toolkit provides an overview of the Toolkit so that you can understand how the Toolkit is organized and quickly find the parts that you want to use. Also, familiarize yourself with the documents in the Annex on the DVD/USB drive. If you have a computer that can accept a DVD or the USB drive, remove either of these from the envelope attached to the back cover and insert it into your computer. Spend some time familiarizing yourself with the contents of the DVD/USB drive. Open folders and documents that interest you to see what is available for you to use.

Once your YST is established, you will want to have them repeat this activity so that everyone is familiar with the different parts of the Toolkit.

To Help Create a Plan to Monitor, Evaluate and Report Progress: The Toolkit includes tools and ideas to enable the YST to monitor and track progress toward achieving the goals you set and to evaluate your achievements. These tools will also help you report your progress to stakeholders, other schools and communities implementing Youth Speak and staff at the district and national offices of the Ministry of Education.

STEP 2: WHO SHOULD USE THIS TOOLKIT?

Far too many students across Morocco drop out of schools before graduating. The problem is especially severe at the end of primary school and during middle school. The Government of Morocco has undertaken several initiatives to help address this problem and as a result the rate of school dropouts appears to have fallen slightly. However, much more work is needed to reduce the dropout rate even further.

Everyone who wants to keep students in school and make it possible for out-of-school youth to return to school should use the Youth Speak Toolkit. This Toolkit is designed to enable people in government agencies, at schools and in communities across Morocco to carry out activities that should help them prevent students from dropping out of their schools and create opportunities for school dropouts to return to school or other education programs.

Preventing dropouts is not just the responsibility of Ministry of Education officials, school directors or teachers. Educators alone are not able to accomplish this goal. Keeping all students in school through high school requires that everyone involved in the lives and education of young people work together. Young people are also important actors to involve in efforts in schools and communities to keep students in school. Consequently, young people are the most important people to use this Toolkit to plan, lead and participate in all Youth Speak activities.

IT TAKES A VILLAGE!

An African proverb explains that "it takes a village to raise a child." People involved In Youth Speak learned that it also takes a "village" or community to prevent dropouts.

"Before Youth Speak, students in my school, including me, never thought that it was our concern if someone dropped out. Through Youth Speak these perspectives changed. As a Youth Leader I realized that I had an important role to play in my school and community. As news about Youth Speak spread, other students would come and ask me and my fellow Youth Leaders to talk to students who were thinking about dropping out or who had already dropped out and were wondering how to return to school. Parents would also come to ask for our help to help them keep their sons and daughters in school. Teachers and members of the DPU would also consult with me and other Youth Leaders about how to keep students from leaving school.

Now, with Youth Speak, there is a new dynamic in my school and community. We all realize that we need take action to prevent dropouts."

Youssef Bidar
Youssoufia, Morocco

Adults are needed to support the work of students and young people who are not in school to use the Toolkit and implement Youth Speak. Adults from the following groups have specific roles and responsibilities in using the Toolkit: local MoE officials, school directors and teachers, members of the DPU, parents, representatives from the local governments, staff from local NGOs/CBOs, leaders from local private companies and general citizens from the community.

A. Learning to Use Your Toolkit

The Toolkit is organized into units and sections that start with questions that you and your collaborators will answer as you work your way through the Toolkit. Many of the Toolkit's units include

suggested Learning Activities that you and your collaborators can carry out together. There are also a variety of templates, which are designed to enable you to easily carry out different Youth Speak activities. Digital versions of these templates and activity guides, along with copies of all Toolkit content and resources, are provided on the DVD and USB drive at the end of the Toolkit. You can customize these digital versions of the templates and activity guides for use in your school and community. To facilitate the use of these templates and activity guides, some of these templates have been completed by a hypothetical Moroccan school to demonstrate how they can be used. You can use these sample forms to guide your efforts to use the templates.

The Toolkit is designed to meet two needs. The first is to enable School Directors and YSTs to implement Youth Speak at their schools. The second is to help the Ministry of Education plan and carry out the Youth Leaders Workshop. This workshop will enable Youth Leaders and Coaches to gain and practice the skills they need to implement Youth Speak at their schools. The Learning Activities that are part of the different Units are presented as if they are being used at this workshop. Since this workshop will only last three to five days, the Ministry will not be able to carry out all workshop activities. They will therefore need to carefully select which Learning Activities they will use. After the Workshop, YSTs can repeat these Learning Activities to reinforce the new skills and knowledge and carry out other Learning Activities for the first time to gain new essential skills.

Through this process of inquiry, learning and creative participation, you and the members of the YST will adapt and customize the Toolkit and create a version that will meet the specific needs of your school and community.

ACTIVITY 2.2:
Backing Up Your Toolkit's DVD/USB Drive

In the back of the Toolkit you will find a DVD and USB drive that contains all of the Toolkit's content, copies of all the templates and activity sheets and several videos from the first Youth Speak activity in Morocco. If you have a computer, please copy all the contents from the DVD or USD drive to your computer. You many also want to ask members of your YST who have computers to copy the DVD or USD drive contents to their computers. This will assure that if the Toolkit is lost, you will be able to print replacements. It will also assure that if either the DVD or USB drive is lost, you will have digital copies that can be used to print parts of the Toolkit as needed. The Toolkit on the DVD and USB drive is in color and in black and white to make it easier for you to print.

You can use the Toolkit's units in any order you want. However, you will get the best results by starting with Unit 1 and moving through the remaining units in the order they are presented. Along with advice for answering each unit's questions, some units include examples of how a school might use the information generated by going through the Toolkit's activities to create and implement a school ***Dropout Prevention Plan (DPP)***.

Many of the units include suggested ***Learning Activities*** and ***Hints for Success***. These activities are designed to help you and your team to successfully implement your Youth Speak program. As you complete these activities and worksheets and start developing your DPP you should keep all of your

team's work in a binder for folder to make it easier to manage your Youth Speak program. The Toolkit should be made available to everyone in your school and community to review and use.

As you move from unit to unit, you may need to go back and revise earlier parts as you collect new information, make new decisions and develop your plan. As with all plans, your DPP will need to be updated over time as it is implemented and the dropout situation in your school and community improves. The final unit advises you on how to monitor and update your plan over time. Each school's experience with using the Toolkit will be different. The results you achieve from using this Toolkit will depend on the time and effort that you and your team invest in developing and implementing your plan and the nature of the challenges with reducing dropouts that your school and community face.

The Toolkit's Quick Start Guide introduces a draft Youth Speak workplan (see figure 2A below) that lists the main activities and tasks for each of the seven Youth Speak steps and estimates the time during the school year when these different activities and tasks may take place. A digital version of the draft workplan is available on the DVD/USB drive that you can modify and use. The digital version of the draft workplan includes a column that the YSTs can use to indicate when activities and tasks have been completed and a place to write notes. The illustration of this draft plan in Figure 2 A does not show the entire plan. After editing this draft plan to meet your situation, you may want to print copies for all members of the YST so that everyone on the team can help complete activities and tasks in a timely way.

Figure 2 A

YOUTH SPEAK - MOROCCO QUICK START GUIDE

Activities and Tasks	Who is Responsible?	Sept.				Oct.				Nov.			
		Month 1				Month 2				Month 3			
		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Youth Speak Preparations by DNFE, AREF, Delegations & School Directors													
DNFE meets with AREFs to introduce Youth Speak and explain its goals, objectives, and to present the plan to expand Youth Speak and distribute copies of the Toolkit.	DNFE & AREF staff												
AREFs develop their plans to expand Youth Speak. They meet with Delegations to introduce Youth Speak and to explain the Program's goals and objectives. They present their plans for expanding Youth Speak, selecting schools and to distribute copies of the Toolkit.	AREF & Delegation staff												
Delegations develop their plans to identify and select schools for Youth Speak and meet with Directors from selected schools to introduce Youth Speak and to explain its goals, objectives and to distribute copies of the Toolkit.	Delegation staff & School Directors												
DNFE & AREF send office notification about being selected to participate in Youth Speak to Delegations & School Directors.	DNFE & AREA staff												
DNFE sends copies of the Toolkit to Delegations to distribute to the schools in their area	DNFE & Delegation staff												

STEP 3: WHO ARE YOUR YOUTH SPEAK STAKEHOLDERS?

ACTIVITY 2.3:
Identifying Your Youth Speak Stakeholders

Before you read more, please take a few minutes to answer the question:
Who are your Youth Speak stakeholders?

If you are reviewing the Toolkit with others, please ask everyone to answer this question WITHOUT any discussion. Each person should write their answers on paper before sharing their ideas. After listing a stakeholder, explain what makes this group a stakeholder in Youth Speak.

After everyone has written their answers, ask each person to present their answers to the rest of the group. One member of the group should write down a summary of each person's contributions on a large sheet of paper so that the group will have a comprehensive list of stakeholders. The facilitator should use a checkmark when a stakeholder is mentioned more than once.

After the discussion about stakeholders is complete, continue reading this unit and compare what is included in the Toolkit to what your group has listed as Youth Speak stakeholders. It is likely that there will be some differences and similarities between your list and the information below. When you identify differences, please discuss them.

HINT: You will want to repeat this exercise with everyone who will be part of your Youth Speak team.

All citizens of Morocco are Youth Speak stakeholders. All households and communities will grow stronger as fewer youth drop out of school. As more young people complete school with quality education, all employers will have more capable people to hire and the economy will grow. In this way, everyone in Morocco is a stakeholder in the success of Youth Speak activities.

Strong Ropes Pull Heavy Loads: The more strands there are in a rope, and the better they are twisted together, the stronger the rope will be. In this way, the more stakeholders who are involved in your Youth Speak activity and the better they collaborate and coordinate their efforts, the more successful your program will be. Your middle school will be the focal point for all your Youth Speak activities. You and other people in your school and the members of your community are your program's stakeholders. Each of these stakeholders, as described below, has important and specific roles to play.

Young Men and Women: Since young women and men have the most to gain when they successfully complete their education, and the most to lose from dropping out, young people in your school and community are the most important stakeholders in your Youth Speak program. For this and other reasons, young people, students and those who have already dropped out or have graduated, are Youth Speak's most important stakeholders. Consequently, young people must have authentic and significant leadership roles in planning, implementing and monitoring your Youth Speak activity. From

the very start, young people must have genuine decision making responsibilities, lead activities and own the results of their effort.

Local Ministry of Education Officials and School Directors: While youth are the most important stakeholders, they need help from adults to carry out Youth Speak. Local Ministry officials and school directors have the responsibility for starting Youth Speak in middle schools and the communities that surround them. These local officials are the principle point of contact for national Ministry of Education officials. Ministry of Education staff in Rabat, in collaboration with staff from the Regional Acadamies and Delegations, will identify schools that will be invited to participate in Youth Speak. They will help the directors of these schools start their Youth Speak programs and organize workshops to prepare the directors, youth leaders, coaches and other staff from the school to implement their Youth Speak program. The school directors will also receive copies of the Toolkit to help guide their efforts in carrying out Youth Speak. The Quick Start Guide includes a discussion of other responsibilities of these different agencies.

The School's Dropout Prevention Unit: While most middle schools in Morocco have DPUs, not all DPUs are equally active or well known by students, parents and youth who have dropped out. Regardless of how active or effective your school's DPU is, the members of the DPU are important Youth Speak stakeholders. The members of the DPU will need to work with Youth Leaders as the young people plan and implement Youth Speak activities. To be successful, members of the DPU should not take control of Youth Speak. The DPU is an important partner in Youth Speak, but they are only one of many partners and stakeholders.

Teachers and Other School Staff: Teachers know their students better than anyone else in school. They know how well they are doing academically and they often know if their students are having difficulties at home or with peers. Other than students, teachers are in the best position to know if a student is at risk of dropping out of school. Along with students, teachers are also critical to preventing students from dropping out and encouraging students to seek help so that they do not drop out. However, because of their relationship with students, teachers can also have a negative influence on students. For example, the first Youth Speak activity learned that being discouraged by teachers was one of the top four factors influencing students to drop out. Also, the Youth Leaders in one of the schools that helped test the Toolkit learned that the most important factor in their school contributing to students dropping out was violence in the school. This included violence by teachers against students and, to a lesser extent, violence among students. Since teachers can play such a powerful negative and positive role in students' lives, they are essential stakeholders in the use of this Toolkit, carrying out Youth Speak and creating a better environment to keep students in school.

Mothers, Fathers and Other Relatives: Mothers, fathers and other members of families can help prevent students from dropping out, encourage young people to return to school, or force children to drop out of school. Parents, siblings, aunts, uncles and grandparents influence what young people do, how they feel about school and life, their self-confidence and their perception of the future. Parents, other family members and the needs of the household can also determine if students reach school on-time, attend regularly and have time in the evening to do their homework. Parents and other family members can also influence students' academic performance and their behavior in school. For all of these reasons, parents and other family members are critical Youth Speak stakeholders.

Municipal Government and Other Local Ministry Officials: Local government officials and representatives of other ministries are critical Youth Speak stakeholders. These officials are important to enabling young people, school staff and parents to: a) identify local factors contributing to the school dropout problem; b) implement actions to keep students in school; and c) enable dropouts to return to school. Many factors that contribute to students dropping out of school are related to schools and household. Others, however, will be linked to the community around the school, local infrastructure and social programs that these government officials are responsible for. Therefore, these officials and the programs they manage will be important to enabling others to implement actions to improve the situation in communities for young people that may help reduce dropouts. Government officials are also gatekeepers to funds and other government resources that can enable positive action or impede action. Government officials also help people understand policies and rules that can contribute to reducing school dropouts. These officials will also be important to improving situations in the community to keep students in school and help dropouts who cannot return to middle school get involved in other educational programs.

Representatives from Civil Society Organizations and Private Companies: These community leaders are important Youth Speak stakeholders. Not all causes of school dropouts or solutions to keeping young people in school are only based in the situation in schools or households. The broader environment around homes and schools also contributes to young people dropping out and therefore leaders from local non-governmental organizations and private companies have important roles to play in enabling more young people to stay in school. These leaders also have access to resources that can complement what schools, local governments and families can contribute to reducing dropouts. Also, because these leaders may be more distant from the problem, they may be able to suggest non-traditional solutions that youth, parents, teachers and education officials may not see as possible.

All of these stakeholders will benefit when fewer students drop out of school and when more dropouts either return to school or join other education or training programs. They may not immediately recognize how their situation will improve and they may believe that they cannot do anything to help reduce school dropouts. However, your Youth Speak activity will be more effective and successful when representatives from each of these stakeholder groups are part of your school's program.

STEP 4: WHAT ARE YOUTH SPEAK'S ESSENTIAL PRINCIPLES?

Youth Speak is founded on a set of interconnected principles that are grounded in education and human behavior theory. Many of these principles will likely be familiar to you and your colleagues and some may already be practiced by teachers and others. Youth Speak integrates all of these principles and it is important that all of them are included in the different aspects of your activity. These principles are discussed throughout the Toolkit because they are so important to any successful Youth Speak activity.

A. How Can We Motivate People to Participate in Youth Speak?

A fundamental feature of Youth Speak is creating an environment where many different young people and adults work together to achieve a common goal. Everyone involved in Youth Speak are volunteers. Many adults who will participate in Youth Speak will be employed and earn a salary but they will not be paid extra for their contributions to Youth Speak. The young people, both students and those who have dropped out of school, will earn no money to participate. Parents, many of whom may be unemployed or poor farmers, will also be volunteers.

LEARNING ACTIVITY 2.4:
What Motivates You To Achieve?

Each member of your Youth Speak Team should think about achievements in their lives that they are proud of. These do not need to BIG achievements, they can be simple, every day achievements. For example, you may be proud of graduating from middle school, helping your parents harvest this year's crops and helping students in your class learn fractions. Adults may also be proud of being a good father or mother. Students may be proud of passing a recent exam.

Now do the following:

- *Write a list of at least ten (10) achievements that you are most proud of in your life. Please write this list so that someone else can read it.*
- *Next, each member of the team should get with another member of the team. If there are an odd number of people on the team, create one group of three people.*
- *The people in the small groups should exchange their lists and interview each other about the achievements they are most proud of to understand what it was about the achievement that made them so proud.*
- *During the interview, each person should talk about what motivated them to pursue their achievement. The interviewer may ask: Were you paid to strive to achieve what you are proud of? Did you do it to avoid punishment? The interviewers should note down the most important reasons that motivate them.*
- *When the interviews are done, each person should quickly share their list of major motivators as the facilitator writes these on a poster. The facilitator should put a check mark next to items when they are mentioned more than once.*
- *When the list is complete, ask participants if they see any characteristics about what motivated people to pursue their achievements.*
- *Finally, ask them if these motivations were externally or internally driven. Make a note next to each motivation to indicate if it came from within the person or was from outside.*

The features of Youth Speak described above may lead you and your colleagues to ask, ***"Why will people participate in Youth Speak if they won't be paid? Why will they volunteer and work hard?"***

The simple answer is, ***"They will be motivated to make a positive difference in their school and community."***

This type of motivation comes from within a person. it is an intrinsic motivation, and it is driven by the power of our internal reward system. People are intrinsically motivated when they are engaged in activities that make them feel good, that they find personally satisfying, that are fun, and that

enable them to be creative. They will engage in the activities for their own sake, rather than to receive an external reward or to avoid external punishment. Intrinsic motivation is the opposite of extrinsic motivation, which involves doing things to gain an external reward or to avoid some form of punishment. Research shows that after basic needs are satisfied, intrinsic rewards will lead to much greater performance than extrinsic rewards. This is especially true for activities that demand high level thinking, problem solving and creativity. An example of this kind of activity is working to prevent school dropouts.

B: How Can We Catalyze and Sustain Intrinsic Motivation?

People will likely choose to join the YST, become Youth Leaders and Coaches because they are intrinsically motivated. Getting people to feel intrinsically motivated to join Youth Speak is the easy part. Keeping them intrinsically motivated after a few weeks and months is not so easy. However, the following three core principles for catalyzing and sustaining intrinsic motivation can help keep people actively involved in Youth Speak.

These three principles are:

1. Autonomy[7] – All people, especially young people, are driven to control their lives, to exercise authentic choices and self-direction, and to function autonomously. From the moment we are born we are driven to become autonomous people. We are driven to walk a few months after we are born because we want to be able to move around without depending on someone else. Throughout our lives this strong force continues to motivate us. Being sent to prison is considered a severe punishment because it prevents people from functioning autonomously.

2. Mastery – All people want to get better at what they do, they want to achieve and be challenged by high expectations, and they want opportunities to master tasks, methods and the work that they are responsible for. When a child first starts walking she will not walk well. However, she will not quit, she will keep practicing and when she stops falling she will be happy and pleased with herself. Then when she can run without falling she will be even happier. For some, the desire to run faster and farther than others drives them to become athletes. They keep trying because they are driven to master their sport. They like to improve how they do thing and when they succeed they feel good inside. They may also enjoy the congratulations from others, but the extrinsic rewards are not as important as the intrinsic rewards that come from within.

3. Purpose – All people want to matter and be part of efforts that contribute to some greater objective. They want to be part of causes larger than themselves and be involved in things that have important purposes. People enjoy either playing on a team or being a fan of a team because they like to be part of an effort that is greater than themselves. Purpose is also a driver for being patriotic. Most people will not fight in a war because they are being paid. A much more powerful motivation is needed to cause them to put themselves in situations that may result in their death. Being part of a larger purpose than self, such as fighting for national independence, is caused by the desire to live with purpose.

Youth Speak actively integrates the three forces of ***autonomy, mastery and purpose*** to catalyze and sustain intrinsic motivation. While these three forces are strong and the foundation for intrinsic motivation, two other conditions are essential parts of Youth Speak.

First, when these three principles are applied within an environment of ***authentic, consistent and persistent CARE*** by all youth and adults for each other, everyone, especially young people, will:

- learn quickly;

- collaborate effectively;
- persist in achieving excellence;
- create innovative solutions to problems;
- follow-through on their responsibilities;
- produce quality results;
- be proud of their work; and
- have fun.

From the first moment young people join Youth Speak they must to be treated with ***authentic, consistent and persistent care and respect***. This will likely be different from how adults, especially teachers and school officials, usually treat young people. Changing how adults treat young people will likely not be easy. However, changing negative attitudes is critical to the success of Youth Speak. It is critically important that all adult members of the YST and the Coaches work to create and cultivate ***a culture of mutual respect and care*** in all Youth Speak activities. Through this process, adult members of the YST, Youth Leaders, and Coaches will eventually create a feeling of being part of your Youth Speak family.

Second, in addition to a culture of care, it is important to ***create a culture of questioning, inquiry and discovery***. All learning starts with questions. Asking questions to discover the many factors that contribute to students dropping out of school and asking questions about what actions could be taken to prevent students from dropping out is central to Youth Speak. A question is a powerful motivator. We are driven to solve problems and answer questions. Questioning is also central to human achievement. As with treating young people with authentic care and respect, cultivating a culture of questioning may be difficult for some adults, especially teachers and school officials. To help you and your team learn to use questions rather than statements, most of the section headings in the Toolkit are questions.

YOUTH TRANSFORMATION

Within two months after the start of Youth Speak, all of the out-of school Youth Researchers returned to school or joined another education program. All Youth Researchers also reported that they are now respected by their teachers, peers and parents. They state that they feel very proud to be Youth Researchers and are seen as leaders in their schools and communities. Many have said that their performance in school has also improved. One young woman said, "Before Youth Speak I was a very disruptive and angry person. Now, after being part of Youth Speak I am calm and happy, and I have not had one incident of violence." All youth report that they are more optimistic about their futures and have better relations with their parents.

C: What Other Principles are Important to Youth Speak?

The following is a list of other important Youth Speak principles. The five core Youth Speak principles discussed above and the following ones will be mentioned again in other parts of the Toolkit.

- **Set High Expectations:** It is common for adults to expect that young people are less capable than they really are. When we expect people to achieve less, it is likely that they will achieve less. Scientific experiments in education show that one of the most important factors contributing to students' performance is what teachers believe students are capable of. When teachers believe that the students are capable of exceptional work, students generally perform at high levels. When teaches believe that the students will do poorly, then they generally do. Therefore, in planning and carrying out Youth Speak it is essential that the facilitators, Coaches and others sincerely believe that young people can complete activities with excellence. The Coaches and

other adults mush set high expectations and work with the young people to enable them to exceed them.

- **Equal Opportunities for All:** All young people should have equal opportunities to participate in Youth Speak. One essential aspect of equity is for young women and young men to have equal opportunities to be part of Youth Speak. Young women and young men must also have equal opportunities to lead activities, make decisions, take responsibilities and make presentations. Another critical aspect of equity for Youth Speak-Morocco is between students and young people who have dropped out. Among students, it is critical to make sure that both young people who have a stable situation and those who are at-risk of dropping out have equal opportunities to share their perspectives. Young people who have dropped out, must also have equal opportunities to be youth leaders and participate in the investigation. Young people who have dropped out of school, are in the best situation to know what caused them to drop out. All types if stakeholders must have equal opportunities to participate in the different methods used in the investigation. When effectively applied, this principle of equity results in a diverse array of perspectives and benefits from a variety of capabilities that different participants bring to the program.

- **Young People at the Center:** As stated earlier, young people should be at the center of all activities. During meetings and other activities, for example, young people should be physically at the center. They should be given the responsibility to organize and lead meetings. During discussions, young people should speak the most. If some adults tend to dominate discussions, other adults should speak with them to explain that the Youth Leaders should talk the most during discussions. Young people should lead group activities, even when Coaches are involved, and make presentations. Young people should have authentic opportunities to make decisions about how activities are planned, organized and implemented. Before any decisions about Youth Speak are made, young people should be authentically consulted. If the Youth Leaders' decision is different from the adults' decision, adults should either give more advice or go along with the decision by Youth Leaders. The only exception to this rule is when the adults know that the young people or others will be harmed if the group follows the Youth Leaders' decisions.

- **Ask Questions:** Facilitators, Coaches, Youth Leaders and others involved in Youth Speak should try to introduce all ideas during meetings and other activities using questions rather than statements. Questions invite discussion and inquiry and for many questions there are many possible answers. Statements close off discussion. Good questions stimulate curiosity and encourage discovery. Asking questions cultivates a culture of inquiry and exploration that will be important to carrying out Youth Speak. Asking questions also creates opportunities to look at problems in new ways and thus avoid the tyranny of conventional wisdom and old assumptions. Asking questions makes it possible for different perspectives, especially the perspectives of young people, to be heard and considered. Asking questions is also a key part of democratic action.

- **The Medium Is the Message:** How activities are carried out can be a stronger message than the content that is presented. There are many ways to use the medium to convey a message, including: a) the style of language that facilitators, Coaches and other participants use; b) the physical arrangement of rooms and where young people sit; c) the way people are encouraged

to participate, asking questions rather than making statements; d) being respectful of everyone's opinion; e) encouraging people to have fun; and f) ensuring that young people have authentic opportunities to lead. Each of these ***ways*** of conveying messages is critical to the success of Youth Speak. When these are combined, the message is even stronger. There is a tendency to focus too strongly on the content of a workshop, meeting or activity and neglect using methods that reinforce the content and convey equally important messages. For example, would young people believe our goal to enable authentic youth leadership if adults talked the most, dictated what young people did, took charge of all activities, and sat in front of the room or at the center table? The ***message*** that these actions would convey is that adults are the most important actors who must take ownership of the activity. Even if the content of the workshop explained the need for authentic youth leadership, the young people would not believe these words given the message conveyed by the ***medium*** or the actions of the workshop. In short, ***actions speak louder than words!***

- **"Keep Your Eyes On the Prize":** It is likely that one result of an authentic investigation is that it will uncover data and information that some people may be embarrassed by or which may conflict with conventional perspectives. This may result in people looking to blame others for the issues that are uncovered. Seeking to blame people is a distraction and will not contribute to improving the situation in schools or communities to prevent dropouts. It is critical to ***Keep Your Eyes On the Prize*** of a better future and not be distracted by small issues along the way. For example, in one community, the investigation showed that the dominant factor, according to young people, contributing to students dropping out of school was violence in the school. This included violence among students and by teachers against students. When some teachers and local officials learned about these results they tried to cover-up these results and to prevent them from being made public. They were concerned that officials and members of the community would blame them for these problems. This concern became the focus of everyone's attention and their "eyes" lost sight of the prize of preventing school dropouts. One way to ensure that people keep their eyes on the ***prize*** is for Ministry officials to publicly explain that there will be no repercussions for the information that the investigation uncovers. The Ministry should clearly explain in writing and through conversations with stakeholders that the Government is only interested in fixing the problem of school dropouts, not in blaming people for contributing to the problem. It is also essential that all stakeholders, especially teachers and local officials, be actively engaged in learning about Youth Speak and in participating in the investigation.

- **Think, Write and Then Share:** Not all young people and adults who participate in Youth Speak will be used to speaking in public, asking questions or leading activities. Youth Speak's ***Think, Write and Then Share*** method can make it easier for young people and others to talk in public and ask good questions. After young people and others are asked a question that they need to respond to, they should be told to first think about the question and how they might answer it. Then they should take the time to write down their answer. When everyone is finished writing they should read their written answers to the rest of the group. This approach is successful for several reasons. Reading a written response will prevent people from changing their responses based on what someone else said. After participants have struggled to think and write, it is likely that the responses will be better than if they just started talking without much thought and no writing. Finally, it is much easier to read what is written than to speak without notes. This will make it easier for those who are shy to share their ideas.

- **The Plan Is Nothing, Planning Is Everything:** During Youth Speak the YST, Youth Leaders and Coaches will develop a variety of plans for different activities. Planning is an attempt to predict the future. Unfortunately, people are not very good at predicting the future with much accuracy. Consequently, all plans must be revised and updated as new information becomes available, our knowledge of the situation improves and we get closer to implementing planned activities. As a result, no plan is perfect and every plan must be changed to remain valid. In short, the process of ***planning*** is much more important that the actual ***plan***. It is important that the YST, Youth Leaders and the Coaches understand this principle and recognize that the plans they crate are only a starting point.

- **"Tell me and I forget, teach me and I may remember, involve me and I will learn":** This ancient saying about education holds true for all Youth Speak activities. To ensure that participants learn during Youth Speak, it is essential that they are continuously and actively involved in the different activities. Just listening to someone talk or watching someone present something is NOT active involvement and does not led to learning that is retained. People involved in activities need to pose questions and challenges and create tasks and activities that will actively involve participants in solving problems, reviewing and evaluating written material, and creating new content.

ENDNOTES

[6] Each school and community that implements Youth Speak assembles a group of adults representing different stakeholders to lead their Youth Speak activity. After Youth Leaders and Coaches are recruited, they become members of the YST.

[7] The use of the first three principles, Autonym, Mastery and Purpose, are informed by the book Drive: The Surprising Truth About What Motivates Us, by Daniel Pink (2011).

3

Unit 3:

Establishing & Managing Your Team

HOW TO ESTABLISH AND MANAGE YOUR YOUTH SPEAK TEAM, AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 3

"Teamwork is the secret that makes common people achieve uncommon results." — Ifeanyi Enoch Onuoha

1

STEP 1. Who should be the members of the YST?

A: What are the roles and responsibilities of YST members?

2

STEP 2. How can we recruit excellent members for the YST?

A: How can we recruit students & out-of-school youth?

B. How can we recruit coaches?

3

STEP 3. How should we organize our first YST meeting?

A: What should be included in our meeting agenda?
* Learning Activity 3.1

B: Who should lead our YST? * Learning Activity 3.1

ALL COMPLEX AND CHALLENGING INITIATIVES HAVE ONE THING IN COMMON—THERE ARE NO GUARANTEES THAT THEY WILL SUCCEED.

Given the risk that any activity may fail, it is critical that we take steps from the very start to increase our chances for success. For Youth Speak – Morocco, as with all complex and challenging ventures, an essential first step is to establish a team made up of women, men, girls and boys who bring different perspectives, skills, networks and abilities. The strength of your Youth Speak team comes from the diversity of its members and their commitment and passion to prevent students from dropping out and enabling those who have dropped out to continue with their education. This Unit will guide your efforts to establish a strong, diverse team that will include young people and adults from all parts of your community so that people feel that they have a say in how Youth Speak is implemented. The Unit will also help you plan and organize a highly successful first event and future meetings. A good start cannot guarantee success, but a bad start will likely guarantee failure.

Selecting the right mix of people with the experience, interest and time to be members of your Youth Speak Team (YST) is essential to the success of your Youth Speak program. This part of the Toolkit will help you identify, select, organize and inspire a well-balanced team at your school and community to implement your Youth Speak program and to create and carry out your Dropout Prevention Plan (DPP).

Successful Youth Speak activities and the best DPPs are created and implemented by a team made up of young people and adults, with equal participation by females, who are representative of your school and the surrounding community. While it is possible to develop your YST from an existing team that is already working successfully to improve some aspects of your school, it is recommended that you DO NOT use the DPU to create your YST. One or two representatives of the DPU can be part of the YST, but the roles and responsibilities of the DPU and the YST are different. Also, it is likely that the investigation of the dropout situation at your school may identify challenges linked to the DPU and the members of this Unit may not appreciate what the investigation might uncover. It is also likely that the final report from your Youth Speak activity and your school's DPP will include suggestions for changing the structure and function of the DPU to improve its performance. Therefore, it will be easier to carry out an accurate investigation and prepare an effective DPP if a new team is created to implement Youth Speak at your school.

What are the main goals of the YST?

Before selecting people to become active members of the YST, you should provide candidates to the team and the larger school community with a written summary about Youth Speak and the

purpose, roles and responsibilities of the YST. In addition to this general explanation about Youth Speak and the YST, you should provide people being asked to be members of the YST with an explanation of team members' responsibilities. A sample draft statement of purpose about Youth Speak is provided on the DVD/USB drive that you can edit to meet your specific situation. It is important to distribute this statement of purpose to teachers, students, parents, local representatives of different government ministries and members of civil society organizations and the business community. You may also want to post this on the school's notice board. This will help raise awareness about your school's efforts to keep students from dropping out and to encourage those who have dropped out to return to school or to attend another educational program. This will also raise the profile of the YST so that people with the necessary skills and commitment will want to participate.

Distributing your statement of purpose will also demonstrate your school's commitment to transparent communication and inclusive engagement with the larger school community to reduce school dropouts. This will also help members of the community to understand that the successful implementation of Youth Speak will depend on the participation of all stakeholders, not just the school director, teachers and students. Over the course of the school year, the YST will need to ask members of the larger school community to contribute time and possibly money to the school's efforts to create the school's Dropout Prevention Plan and, more importantly, to implement DPP strategies and activities. Starting a broad-based communication effort with this statement of purpose and continuing with periodic updates and success stories (Unit 8) will make it easier for the YST to secure active support from the larger school community.

RECOMMENDATION

Good teachers are busy professionals. They have to prepare lessons, teach their classes, participate in different school activities, tutor their students and review students' homework. To be effective, the teachers who are also Youth Speak Coaches will need to spend additional time working with and guiding the Youth Speak youth. To ensure that the Coaches have enough time for all of this important work, it is strongly recommended that School Directors, with support from the Ministry of Education, modify their teachers' work schedules to give them at least one teaching hour a day to spend on Youth Speak activities.

If this is not possible, it is recommended that schools collaborate with local NGOs to recruit Coaches from outside the school. This approach may be supported by the Ministry via contracts with NGOs to support Youth Speak activities.

STEP 1: WHO SHOULD BE THE MEMBERS OF THE YST?

Based on experience from the six schools that pioneered the development of Youth Speak in Morocco, and the three schools in the Rabat area that helped test the Toolkit, a successful YST should be broadly representative and include the following members:

- **Young Men and Women:** The majority of YST members should be young women and men. Half of these young people should be students in the ***eighth grade*** who are recognized by their peers and teachers as being good students and dependable. The other half of these young people should be youth who dropped out of middle school one to two years earlier or students who are at risk of dropping out.

  Eighth grade students should be selected so that when they transition to the ninth grade they will be able to prepare a new set of eighth graders to continue the school's Youth Speak activity. Ninth graders will need to focus on preparing for their exams and therefore they will not have much time to spend on Youth Speak. It is not fair to ask ninth graders to choose between implementing Youth Speak and preparing to pass their exams. Using eighth graders will enable

your school to create a self-sustaining Youth Speak program (see Unit 8).

You will also need to recruit out-of-school youth to become Youth Leaders. These out-of-school youth should have dropped out of middle school a year or two earlier. Some of the schools that participated in the earlier Youth Speak activities had difficulties identifying out of school youth to participate in their Youth Speak program. Suggestions for addressing this problem are provided later in this unit.

It is strongly recommended that half of all Youth Leaders selected to implement your Youth Speak program be young women. The number of young people needed for the YST will depend on the size of your school. It is recommended that 4 to 12 young people be recruited to become Youth Leaders. The Criteria for selecting young people for the YST is provided later in this Unit.

Unit 8 includes information on establishing a Youth Speak Club in your school to enable more students and out-of-school youth to actively participate in Youth Speak. Helping your Youth Leaders establish a Youth Speak Club will help you sustain Youth Speak from year to year and increase the impact of efforts to prevent dropouts and encourage young people who have dropped out to return to school.

- **Youth Speak Coaches:** One of the most important features of Youth Speak is that young people are at the center of all activities. Even though young people are more capable than most adults believe, youth want and need guidance from caring adults. This guidance will help them to learn how to lead, plan, manage, solve problems, think critically, work in teams, speak in public, brainstorm, test ideas, resolve conflicts, research and prepare reports. Experience shows that conventional teaching approaches are not effective in enabling young people to rapidly gain these skills. To address this need, Youth Speak uses adult Coaches to help the Youth Leaders quickly learn new skills and implement Youth Speak.

  Youth Speak Coaches, as with coaches in sports, do not "play the game." They stand on the side lines offering advice and support to the players (young people) on how to improve the way they play the game. Coaches in sports and Youth Speak also have the role of inspiring the players to try their best, especially when success seems a distant dream. Coaches also help the team plan, practice their skills, explore how to "play" better, and have fun. ***The Coaches for Youth Speak can be recruited from the school's teachers, from the local community or from local NGOs.*** A minimum of two Coaches should be recruited. This will lessen the amount of time that any one Coach will need to spend on the school's Youth Speak activity. For example, it may be useful to recruit one teacher to be a Coach and one person from a local NGO. If two coaches are recruited, one of them should be female. These Coaches will participate in a Youth Leaders' workshop (see Unit 4) to learn how to be effective coaches.

- **The School Director and Finance Officer:** The School Director is a key member of the YST. The Director's responsibilities include: a) coordinating the selection of people to be part of the YST; b) convening meetings; c) promoting Youth Speak in the school and community; d) ensuring that others in the school cooperate with the YST; e) inspiring the YST to achieve its objectives; and f) facilitating access by the YST to decision makers at the local offices of the Ministry of Education and municipal government. The School Director may also need to be an arbitrator when members of the YST disagree about how activities should be implemented and who should be responsible for them. Due to other duties, the School Director should NOT be the overall manager or director of the YST. However, the Director can be responsible for maintaining the calendar of activities and the milestones check list to help the YST carry out activities in a timely manner.

Experience from the first Youth Speak activities shows how important the School Director is to successfully carry out Youth Speak. The most successful School Directors from the earlier experiences shared the following characteristics:

- They were the most important champions of their Youth Speak program. They actively participated, but did not direct, different Youth Speak activities and demonstrated that they sincerely cared about the Youth Leaders and their efforts to prevent school dropouts.
- They did not dominate or direct activities. Instead, they let Youth Leaders and Coaches implement Youth Speak without interference.
- They followed through on their promises and commitments to support Youth Speak and protect the team from interference from within and outside of the school.
- They provided as much funding support as possible to carry out activities and helped the YST seek funding from other organizations.
- They provided access to school rooms during the school day, in the evening, on weekends and during holidays to enable the Youth Leaders to carry out their investigation.
- They played a leadership role in helping to organize public Youth Speak events to make sure that local government and ministry officials participated.
- They convened meetings when needed to enable the Youth Leaders and Coaches to carry out key Youth Speak activities.
- They approved requests quickly and provided written authorization to carry out Youth Speak to help the Youth Leaders and Coaches avoid difficulties.
- They worked with teachers to make sure that the students who were Youth Leaders would not be punished by teachers for participating in Youth Speak.

In addition to the School Director, the school's Finance Officer could also be useful to the YST as a resource to help the YST in dealing with planning financial needs for Youth Speak and estimating the costs of actions that may be proposed to reduce dropouts.

- **Local Representatives of the Ministry of Education:** Youth Speak is an initiative of the Ministry of Education and it is therefore critical that one or two staff from the local office of the Ministry be advisors to the YST. These Ministry staff should NOT be in charge of the YST since their job responsibilities may prevent them from participating on a regular basis. These members will be the direct link between the YST and the Ministry of Education. They can also link the YST to their counterparts in other ministry offices in the district such as the Ministry of Youth and Sports, the Ministry of Health, the Ministry of Labor, the Ministry of Employment and Vocational Training, and the Ministry of Solidarity, Women, Family and Social Development. The Ministry of Education representatives may also help clarify policies and assist the YST in securing needed permissions for different activities.

- **DPU Representative:** At least one active member of the school's DPU may be recruited to be part of the YST. This person should have a very positive attitude about involving young people in efforts to reduce the number of students who drop out. This person will ensure that the DPU and Youth Speak teams collaborate and share information. This person will also ensure that the work of the teams reinforces rather than duplicates effort. The DPU representative's work on the YST will become especially important when the YST and the school develop and implement the school's Dropout Prevention Plans (DPP). The DPP will need the complete support of the DPU to succeed.

- **Representatives of the Parent Teacher Association (PTA):** If the school has an active PTA, up to two members of the PTA, one a woman, should be members of the YST. These PTA representatives would provide a direct link to the parents of the students in the school. If the school does not have an active PTA, it would be important for the School Director to identify one or two parents, one being a woman, who would be able to be active members of the YST.

- **Representatives from a Local Civil Society Organization and a Business:** Representatives from these two important parts of the local community will be essential to enabling the YST to involve local organizations and companies in their efforts to reduce dropouts. Civil society organizations, especially those involved in education improvement and social development, could be valuable sources of expertise and knowledge. Links to these organizations may enable the YST to ask staff from these organizations to volunteer to help with different activities. Similarly, links to the business community may be instrumental in implementing different activities to improve the environment in and around the school for students and out-of-school youth.

The table below summaries the recommended composition of the YST and estimates the number of people from each group.

Table 3 A

Type of YST Member	Number
Young Men and Women	4 - 8
Youth Speak Coaches / Teachers	2 - 4
The School Director and Finance Officer	2
Local Representatives of the Ministry of Education	1
DPU Representatives	1 - 2
Representatives of the Parent-Teacher Association (PTA)	1 - 2
Representatives from a Local Civil Society Organization and a Business	2
Total	**13 - 21**

A. What are the roles and responsibilities of the YST members?

The members of the YST will play many important roles together and individually, including:

a) being an active participant in the YST;
b) representing the interests, concerns, and needs of his or her constituents;
c) communicating the work being done by the YST to his or her constituents;
d) mobilizing his or her constituents to participant in the School Dropout Investigation (SDI);
e) participating in interpreting the data gathered from the SDI and preparing a report;
f) organizing and convening a community event to present the results of the SDI;
g) organizing and participating in school and community discussions about practical actions that

members of the school and community will implement to reduce dropouts;

h) helping to prepare the school's DPP;
i) coordinating and leading efforts to implement school's DPP;
j) monitoring progress made in carrying out Youth Speak; and,
k) communicating the progress of the YST to the Ministry of Education and the larger community.

It is important to select team members who can carry out these responsibilities and remain active members of the team for a full school year. The amount of time required by YST members depends on the size of your school, the complexity of your school's dropout situation, and the willingness of people in your school and community to participate in your Youth Speak activity. Experience from the first six schools that participated in the first Youth Speak activity in Morocco suggests that members of the YST, except for the Coaches, may need to spend four to eight hours a month participating in meetings during the school year. Some members, especially the Coaches and Youth Leaders, will need to spend more time, especially during the SDI and in leading some of the actions to reduce dropouts.

In is important to remember that you and your YST are in charge of your Youth Speak activity. Together you can make decisions about the size of the team, how often the team meets, the rules governing the function and behavior of the team members and the scope of activities that the team will plan and implement. It is essential that the Youth Leaders on your YST have authentic responsibilities in helping to make these decisions.

STEP 2: HOW CAN WE RECRUIT EXCELLENT MEMBERS FOR THE YST?

There are a variety of ways to recruit excellent people to volunteer to fill each of the suggested positions on your YST. The suggested approach for identifying and recruiting the young people to be Youth Leaders and the teachers to be Coaches for the YST is discussed below. To identify and recruit the other team members you should start with people you already know who fit the descriptions mentioned above and who might be interested in volunteering for the YST. To help you evaluate these possible candidates, you may want to use the candidate evaluation template shown below (a copy is on the DVD/USB drive). This template asks you to carefully assess the person's capabilities, networks, experiences, and interests in working with youth. This will then enable you to compare the people on your list and pick the top two to three for the next step in the process.

Before you move to the next step, you will want to contact the local office of the Ministry of Education to arrange a meeting with the Ministry staff person who has been selected to work with your school and community to implement your Youth Speak activity. When you meet with this person, share your YST candidate evaluation form and review each candidate with the Ministry person. The Ministry person may also add other candidates to this list. If you have difficulty identifying candidates for the different positions, contact colleagues and friends to see if they can suggest possible candidates.

After you have identified the top two or three people for each position, arrange to visit them so that you can introduce Youth Speak to them. If possible, it would be good if the person from the local Ministry of Education office could participate in these meetings. Together, both of you will be able to explain what your school and the Ministry of Education are seeking to achieve through this local Youth Speak activity. Meeting candidates for the YST with someone from the Ministry will also demonstrate that the federal government is serious about Youth Speak and reducing student dropouts. You should bring the Youth Speak Toolkit with you for the meeting so that you can show the person how the activity will be guided. If possible, you may also want to show the person the Youth Speak video on the Toolkit's DVD/USB drive.

It is recommended that you choose to visit with people who you feel will be the most likely to accept the challenge and join the team. Then, ask this new member of the YST to join you and the person from the Ministry to meet with the other candidates. The new member of the YST will likely be in a good position to explain why he or she decided to join the YST and help market the opportunity to other candidates.

A. How can we identify and recruit young people to be Youth Leaders?

One way to start the process of identifying and recruiting students and teachers to join the YST is to schedule a school-wide event to introduce Youth Speak to all students and teachers. For this event, ask students to invite youth they know who have dropped out of school. In addition, you may want to invite a representative from the local office of the MOE, the Mayor, members of the DPU, PTA leaders, other VIPs and people who have already joined the YST. The following are some ideas for this event to help launch your Youth Speak activity.

- After welcoming everyone to the event and thanking them for coming, ask the participants a few questions:
  - "How many of you know someone who has dropped out of school? Please raise your hands."
  - "How many of you have ever thought about dropping out or have dropped out of school before? Please raise your hands."
  - "How many of you think that the issue of school dropouts is a serious problem at our school and across Morocco? Please raise your hands."
  - "How many of you would like the people in our school and community to improve things so that fewer students drop out of school? Please raise your hands."
  - "How many of you would like to make it possible for those who have dropped out to return to school? Please raise your hands."
- After they answer the last question, which will likely result in many students and teachers raising their hands, you can smile and tell them that you are pleased to report that their school is one of only a few middle schools in Morocco that was selected by the Ministry of Education to participate in ***Youth Speak - Morocco***. Explain that Youth Speak is a new national program by the Ministry of Education to enable young people, with support from adults, to carry out activities to prevent students from dropping out of school and to enable those who have dropped out to get a second chance for education. Emphasize that ***Youth Speak is a program by youth, with youth and for youth!*** It is likely that the students and the teachers will applaud this opportunity.
- If possible, it would be good to show the Youth Speak video that is on the Toolkit's DVD/USB drive to the students and teachers so that they can learn about the first Youth Speak activity with six schools.

HINT FOR SUCCESS

BORROWING A PROJECTOR AND SCREEN

If your school doesn't have a projector to show the Youth Speak video, try to borrow one. You might check with the local Ministry of Education office or contact the Mayor's office to see if they can loan this equipment. You may also want to invite the Mayor to the event at your school to introduce Youth Speak. Alternatively, you may reach out to the members of the YST for suggestions on where to borrow the equipment.

- After the video, you may want to ask the students and teachers if they have any immediate questions. After answering a few questions, let the students and teachers know that many of their questions will be answered as the event proceeds.
- You should now explain that one of the first steps to implementing Youth Speak is to establish the YST to guide and implement this yearlong effort. At this point you should ask those members of the YST who are at the event to introduce themselves. Next, explain that while these people are important to the success of the YST, the most important members still need to be recruited. After a pause, ask the students if they know who the most important members of this team might be. After someone mentions that students or young people are the most important members, you can stop accepting guesses and thank the person for the correct answer.

  "YES! Students and young people who have already dropped out of school are the most important members of the YST. And now we need to recruit them."
- Next you can explain that there is another important member of the YST that must also be recruited. These are teachers and/or other adults who will be Youth Speak Coaches. You can then explain that the Youth Speak Coaches are like coaches in sports, they help the players, in this case young people, succeed.
- After mentioning the two types of YST members that need to be recruited, you can then tell them that today you are launching the effort to recruit the students from the 8th grade class, and out-of-school youth to be Youth Leaders, and the adults to be Coaches. You can then summarize the main criteria for YST Youth Leaders and the selection process (a sample criteria and process is provided below).

HINT FOR SUCCESS

To encourage all youth to think about applying to become a member of the YST, it is recommended that you emphasize that ***academic performance is NOT the most important factor that will be considered*** *in selecting young people to be members of the YST.*

- Tell the 8th graders that they should review the selection criteria and process that will be posted in classrooms and on the announcement board. You should also explain why only 8th graders can become Youth Leaders. Explain that the teachers will ask each class to select one or two boys and one or two girls to complete to become Youth Leaders. The teachers will review the criteria for Youth Leaders to help the students select the best students to become Youth Leaders. The students who are selected will need to take a short exam to identify the candidates who have the strongest math and Arabic language skills. Math skills are assessed since math will be needed to analyze the results of the investigation. Arabic skills are important since Youth Leaders will have to write reports and speak at public events. After the exams, the candidates will participate in an interview with a panel of teachers to assess their ability to respond to questions and talk with confidence. The scores earned by each candidate will then be ranked and the School Director will select the top performers to become the school's Youth Leaders. During this process, the candidates should also get permission from their parents to participate in Youth Speak.

  Out-of-school youth who are identified to be Youth Leaders will participate in a similar assessment of their math and Arabic language skills. They will also be interviewed to evaluate

their communication skills. Strategies for identifying out-of-school youth are discussed below.

- Next, you can explain the process that will be used to identify and recruit the Coaches. Explain that at least half of the Coaches will be women. Interested teachers can apply to be a Coach and other teachers can also recommend a peer to be a Coach. You can explain that you will also ask students to recommend teachers to be Coaches. When students suggest teachers to be Coaches, the students will need to explain why they think the teacher they are recommending would be a good Youth Speak Coach. You should also explain that the school will also collaborate with a local NGO to identify people from the community to be Coaches. If there is no local NGO, you can still explain that you will recruit one or two from the community to be Coaches.
- After answering questions and thanking people for coming, the event can be closed.

IMPORTANT REMINDER

All activities, sample lists, forms and templates in the Toolkit are just suggestions. They are not requirements. It is expected that school directors, Ministry staff and members of the YST will modify, improve and localize all suggested processe, forms and templates to meet local realities. However, please keep in mind that the suggestions in the Toolkit for carrying out Youth Speak activities are based on lessons from the first Youth Speak activity in Morocco and other experiences from working with young people, schools and communities in Morocco and around the world to help bring about positive change.

The following process, criteria and forms are provided to help you select students to be members of the YST. These are only suggestions that can be localized and improved. Please carefully consider any changes you think you should make and discuss your ideas with others before making your improvements.

To follow-up on the Youth Speak launch event, teachers should be provided with copies of the Youth Speak statement and the criteria for Youth Leaders and Coaches. Sample criteria are shown below and are included on the DVD/USB drive.

You should also distribute the recommendation forms to all the teachers so that they can submit their recommendations for out-of-school youth to be selected to be Youth Leaders. A sample recommendation form is shown below and is available on the DVD/USB drive.

Figure 3 B

IMPORTANT CHARACTERISTICS OF YOUTH LEADERS

(A copy of this list is in the Annex on the DVD/USB drive)

- ***Enthusiastic*** *– The YST needs young people who are really excited about being part of the Youth Speak Team. These young people also need to be able to clearly explain in writing and speaking why they want to be a member of the YST.*
- ***Effective literacy skills*** *– Candidates should have good reading, speaking, writing, and listening skills. These qualities will need to be assessed by the people recruiting the Youth Leaders. The out-of school youth may not have literacy skills as good as the students so the selection team will need to be flexible.*
- ***Reflective and thoughtful*** *– Asking candidates questions will enable the selection team to identify young people who are thoughtful and reflective about the issues facing young people in their school and community and about the dropout problem.*
- ***Curious and open to new ideas*** *– You want youth who are curious about the world around them. One way to learn if someone is curious is to ask them to list as many questions they can about an issue in one minute. For example, you could give them a selection of 3 provocative topics about youth and Morocco and ask them to pick one of these and then come up with as many questions as they can in one minute. (Ask the youth to write down their questions so that they can read them back to you.)*
- ***Team player*** *– You need young people who are collaborative in nature and who are good team players. One way to assess this is to put youth into a small group of 5-8 other candidates and give them a task to complete together. Observe how each person behaves with respect to the others.*
- ***Comfortable in front of others*** *– You need young people who are not too shy. They need to be comfortable in front of others.*
- ***Responsible*** *– You need young people who can take responsibility and fulfill their responsibilities in a timely way.*
- ***Have the time to participate*** *– You need young people who have the time to participate and who can respond flexibly as schedules change.*
- ***Articulate communicators*** *– You need young people who are good communicators with peers and adults. As members of the YST, they will have to explain Youth Speak to others, answer questions and ask community members to assist them in implementing Youth Speak.*
- ***Neutral with good listening skills*** *– You need young people who will be able to listen to interviewees with an open mind and be faithful in relaying their opinions. Some people tend to quickly write down what they think someone says based on their experiences and beliefs instead of what the person being interviewed actually says.*
- ***Non-judgmental*** *– Some young people, when interviewing others, might rush to conclusions that are not accurate. Youth investigators need to provide unbiased and faithful information from their interviewees.*
- ***Gender Sensitive*** *– Half of the young people on the team should be young women. As with all members of the YST, you need young people who are not biased against one gender or the other.*

Figure 3 C

Sample Criteria for:

THE STUDENTS AND OUT-OF-SCHOOL YOUTH TO BE YOUTH LEADERS ON THE YST

(A copy of this list is in the Annex on the DVD/USB drive)

The young people selected to be Youth Leaders and members of the YST should have most of the important characteristics listed above and meet the following criteria:

Student Criteria:

- *Students should be in the 8th grade. This will enable them to help prepare next year's students to join Youth Speak when they transition to the 9th grade.*
- *Students DO NOT need to be top performing students. Academic performance is not part of the evaluation process. However, students who are recognized by their peers and teachers as being at risk of dropping out of school will have a better chance of being selected for the YST than those who are not at risk.*

Out-of-School Youth Criteria:

- *Out-of-school youth should have dropped out of the middle school in the last one to two years.*

Criteria for Both Students and Out-of-School Youth:

- *They must be concerned about the problem of school dropouts in the school.*
- *They must have personal knowledge about the school dropout problem either by having dropped out of school, having a sibling, other relative or friend who has dropped out, or they have considered dropping out.*
- *They should have the courage to speak their minds with youth and adults.*
- *They should be prepared to gain and practice leadership skills.*
- *They must be willing and able to work with the YST after school and on weekends.*
- *If under 18, they must be able to get their parent's permission to be a member of this team (the school director will provide a letter describing Youth Speak and the duties of youth members for parents to sign).*
- *They should be willing to commit to being a member of the YST for the school year.*
- *They should be prepared to help train next year's group of young people to be Youth Leaders.*

Figure 3 D

SAMPLE STUDENT YST APPLICATION PROCESS

(A copy of these instructions are in the Annex on the DVD/USB drive)

Welcome to the YST application process! We encourage any eighth grader who is passionate about preventing school dropouts to apply to become a Youth Leader and member of the Youth Speak Team (YST). As a member of the YST you will play a leadership role in helping your school and community reduce the number of students who drop out from school and increase opportunities for those who have dropped out to return to school or another education/training opportunity.

Youth Speak is a youth led and youth implemented activity. Adults are involved to help and support the efforts of young people to learn and to mobilize their peers and others to bring about positive change in your school and community. If you are selected, you and the other young people who are selected to be Youth Leaders and YST members will participate in exciting learning workshops to gain the skills and knowledge needed to become a Youth Leader, and to plan and implement your school's Youth Speak program.

Half of the young people selected to be Youth Leaders will be young women.

Even if you are not selected as a member of the YST, there will be other opportunities for you and other young people to play important roles in Youth Speak. If you apply, but are not selected, you will be given the first choice of participating in different Youth Speak activities.

Students who want to apply have two weeks from (insert DATE) to complete the form, get two people to prepare recommendation letters and submit the application to the School Director. The Application Review Committee will complete their review of all applications in one to two weeks depending on the number of applications that are received. After the review each finalist will participate in a test to evaluate their math and Arabic language skills and be interviewed by at least two teachers or members of the YST. Based on these assessments and interviews, the team will decide who will be selected to become Youth Leaders and members of the YST.

The Youth Speak statement of purpose that summaries the goals and objectives of this program is attached to the application form. This may help you complete your application. You will also want to share this statement of purpose with the people you ask to write your recommendation letters.

Figure 3 D

ATTANAWIYA AL IIDADIA ATTAJRIBIA MIDDLE SCHOOL
MADINATE SIDI AREF, MOROCCO

(A copy of this SAMPLE application form is in the Annex on the DVD/USB drive.)

Student YST Application Form

Please print clearly in pencil so that others can read.

Full Name: _____ Age: ____ Male ___ / Female ___

(Family Name), (Given Name)

Please answer each question.

1. *Have you ever dropped out of school? Yes ___ / No____*
2. *Have you ever seriously considered dropping out of school? Yes___ / No ___*
3. *Why are you concerned about the problem of school dropouts?*

_____

_____

_____

_____

4. *Please provide one or two examples of your leadership experience.*

_____

_____

_____

_____

5. *What do you like best about being in school?*

_____

_____

6. *What do you like least about being in school?*

_____

_____

Continued

Figure 3 D - Continued

7. *What three things would you like to change about your school to make it less likely that students would drop out?*

   a) _____

   b) _____

   c) _____

Recommendation Letters:

In addition to completing this form, you will need to ask two people, a peer who is not a relative and an adult who is not a relative, to write a brief letter recommending you to become a Youth Leader and a member of the YST. These recommendation letters should answer the following:

a) *Generally, why do you feel this applicant would make a good Youth Leader and member of the YST to help lead efforts to plan and implement Youth Speak in your school and community?*

b) *Please describe one or two examples of how the applicant has demonstrated leadership.*

c) *Please describe one or two examples of how the applicant has shared his or her opinions about a controversial issue with other youth and adults.*

d) *Please describe up to 3 of the applicant's best characteristics and qualities.*

e) *Please describe at least one characteristic that the applicant should work on to improve.*

The recommendation letter should be put in a sealed envelope with the applicant's name written clearly on the front and attached to the application.

YST Application Review Process

Under the guidance of the School Director, all applications will be reviewed by the current members of the YST comprised of the following people:

Mr. Yahya doulkitab, School Director	Mr. Ali Habibi, Ministry of Education
Ms. Amina Chamli, NGO Representative	Mr. Othmane Wafi, Business person
Mr. Mostafa Naji, Parent	Ms. Latifa Bidaoui, Parent

Depending on the number applications that are submitted, the review committee will try and complete the process within two weeks. From all submitted applications, the Committee will select about twice as many applicants as there are positions on the YST. These finalists will then be interviewed by at least two YST members and then the Youth Leaders will be selected. All applicants will be informed about being accepted or not. Then, the names of the students selected to become Youth Leaders and members of the YST will be announced publicly.

Good luck to all applicants.

Yahya Doulkitab

Director

B. How can we identify and select school dropouts to be Youth Leaders?

Identifying and selecting youth for the YST who have already dropped out of middle schools can be challenging. Based on the experience with the first Youth Speak activities, it is recommended that you consider the following approaches to identify and select these Youth Leaders and members of your YST. You should also ask your colleagues, students and other YST members for ideas on how to identify and recruit out-of-school young people to become Youth Leaders.

- Ask teaches and members of the DPU for the names of young people who have dropped out of school in the last two years who they feel would be interested in participating in Youth Speak. Use school records to locate where these young people lived before dropping out and try and contact them at home. You can ask another member of the YST to visit these candidates since it might be difficult for one person to visit every young person who is suggested.
- Talk with the local *Imam* to see if he can suggest the names of young people who have dropped out of middle school in the last two years. Explain what you are looking for so that he will suggest good candidates. Also ask the *Imam* how you can contact the young people he recommends.

HINT FOR SUCCESS

SUCCESSFUL INTERVIEWING

When asking youth questions and interviewing them, it is very good to slowly count to 10 in your mind before saying anything or restating the questions. This will give the young person the time to think about the question, formulate an answer and get the courage to respond. This technique also works well with adults.

- Talk with the leadership of your school's PTA to learn if they can recommend young women and men who have dropped out of school in the last two years. If they know of good candidates ask for their help in connecting you and/or other members of the YST with these young people.
- Talk with the leaders of local social development NGOs, other civil society organizations or youth associations to see if they can recommend any recent dropouts for you and the YST to interview.
- Visit the local *Dar Shabab* to talk with the manager to ask him to suggest young women and men who may have dropped out of middle school in the last two years that you could talk with about joining the YST.
- Ask students in your school if they have friends and/or siblings who have dropped out of middle school in the past two years. Provide them with the following Youth Leader's criteria and if they think that they young people they know would make good candidates ask them how you can contact these young people.

C. How can we identify and select teachers and/or other adults to be Youth Speak Coaches?

Coaches are critically important to the success of Youth Speak. Coaches work closely with the Youth Leaders who will lead and implement Youth Speak activities. Coaches also make sure that these young people have authentic leadership roles and responsibilities. Coaches are the champions for the young people involved in Youth Speak. Coaches are important links between young people, their parents, teachers and other adults in the school and community. In their role as links, Coaches often

have to convince parents how important it is to allow their child to be part of Youth Speak.

Since Youth Speak activities will last an entire school year, the volunteer teachers and/or other adults who will be Coaches should be prepared to take on this responsibility for the whole school year. Because teachers have busy schedules, at least one of the Coaches will be from a local NGO or other local civil society organization. At the time the Toolkit was being prepared, the Ministry of Education was exploring the possibility of issuing contracts to local NGOs to support schools' Youth Speak efforts which might include funds to hire Coaches.

Since Youth Speak seeks to provide equal opportunities for young women and young men, it is essential that at least one of the Coaches is a woman. The female Coach will be an important role model for the young women who participate. If it is not possible to find a man to also be a Coach, it is okay to have two women as Coaches since there are many role models for young men in Morocco.

Figure 3 E presents some important characteristics of being a successful and effective Coach.

Figure 3 E

IMPORTANT CHARACTERISTICS AND ROLES OF YOUTH SPEAK COACHES

(A copy of this list is included in the Annex on the DVD/USB drive)

- ***Facilitators**: Coaches will be facilitators helping young people to implement Youth Speak activities. Coaches should not implement, they should coach and guide young people to implement. During your project, Coaches should ask themselves: "Who is doing the doing?" The answer should always be: "Young people are doing the doing!"*
- ***Champions of Young People**: Coaches are active champions of young people. Coaches ensure that young people play authentic leadership roles in all Youth Speak activities. As part of this, Coaches will help the Youth Leaders strengthen their skills, knowledge and behaviors to enable them to take on and execute leadership roles and perform with excellence. As champions for young people, Coaches will help other adults understand and behave in ways that will enable young people to be effective Youth Leaders.*
- ***Devil's Advocates**: Coaches will help young people think through challenges or decisions by asking them questions. They will help the Youth Leaders come up with a mix solutions and to carefully consider different options and come to good decisions. Coaches should NOT simply give answers or solve problems for youth; they help young people work through the problem and develop their solutions.*
- ***Primary Point of Contact**: The Coaches are a primary contact for activities that involve young people. Coaches are expected to keep others informed about the progress of activities being carried out by Youth Leaders. Coaches are also expected to communicate with Coaches in other schools participating in Youth Speak to share challenges and successful approaches.*
- ***Learning Facilitators**: The Coaches are learning facilitators and will help the Youth Leaders learn what skills they need to carry out the activity. As learning facilitators, the Coaches will use methods that might be different from what they use in their classrooms. Youth Speak does not occur in classrooms, so Coaches should NOT use the same approach they use in their classrooms. Coaches will participate in an orientation session and a learning workshop with the Youth Leaders to prepare them to be Coaches and to help the Youth Leaders carry out Youth Speak. During the orientation and workshop the Coaches will learn facilitation skills.*

Continued

Figure 3 E - Continued

IMPORTANT CHARACTERISTICS AND ROLES OF YOUTH SPEAK COACHES

(A copy of this list is included in the Annex on the DVD/USB drive)

- ***Motivators and Advocates**: The Coaches will motivate the Youth Leaders, especially when the work becomes difficult or when they feel that it is not going well. They will also advocate for young people with other adults and institutions so that the Youth Leaders are given authentic opportunities to develop and improve their leadership skills. As advocates for young people, Coaches will help create environments where young people will be listened to and where their rights and roles as Youth Leaders are respected.*
- ***Community Liaison**: Coaches will help young people involved in Youth Speak link with adults in their school and community. The Coaches will also be a source of information for community members and keep the youth informed about important happenings in the school and community that may impact the work of Youth Speak.*
- ***Collaborators**: Coaches need to be readily available and responsive to the Youth Leaders. They need to respond to their questions, requests for help and advice.*
- ***Attentive to Youth Perspectives**: Coaches need to be attentive to and respectful of the perspectives of young people. This is especially important when the youth's perspectives are different from those of the Coaches. They need to be patient and friendly and allow the young people to learn and have fun. They need to recognize that young people see the world differently than adults and that this different view is as valid as the views of adults. Coaches need to listen without being critical. If the Coaches disagree with the young people about something, they should pose questions to understand why young people have different perspectives rather then tell the young people that they are wrong.*
- ***Ensure Equal Opportunities for Young Women**: Coaches need to be sensitive to gender perspectives and seek ways to ensure that young women in Youth Speak have the same opportunities for leadership and participation as the young men.*

Different approaches that may help you identify and recruit good teachers and/or other adults to be excellent Youth Speak Coaches are listed below. There may be a tendency for the School Director to simply identify a teacher and then to ask this person to be a Coach. The Toolkit authors strongly recommend that the School Director go through a more inclusive process where all teachers have the chance to be selected as a Coach. An inclusive process will ensure equity and provide an opportunity for all teachers to learn about Youth Speak. This is critically important since some teachers may not like the idea of Youth Leaders investigating the causes for school dropouts.

- Organize a meeting with all the teachers in the school to share information about the first Youth Speak activity and discuss the needs of your Youth Speak activity. At this time, you may also want to show them the Youth Speak video.
- Print and share the list of characteristics of being a good Coach with teachers and students. Then ask them for recommendations of teachers and other adults in the community who they think have these characteristics. Then, the School Director can meet with teachers and/or other adults who were recommended to see if they want to become Coaches. Being recommended

by both peers and students would likely make the teacher feel good about agreeing to be a Coach.

- If you are not getting sufficient interest from the middle school teachers, visit local primary schools to see if there might be teachers from these schools who would be interested in being a Coach.
- If you are not able to locate any working teachers who want to be Coaches, consider contacting retired teachers to see if they would like to take on this responsibility. In other activities, retired teachers have proven to be excellent candidates to work with young people.
- Where possible, you should avoid simply assigning one or more teachers to become Coaches. A person who has no choice in being a Coach will likely not be very enthusiastic about being a Coach and therefore not do a very good job.

RECOMMENDATION

To encourage teachers to be Coaches and to reward teachers for taking on this additional responsibility, the Ministry may want to create a special certificate for teachers who successfully complete the responsibilities of being a Coach.

STEP 3: HOW SHOULD WE ORGANIZE OUR FIRST YST MEETING?

After all members of your YST have been selected, the School Director and a representative from the local Ministry of Education office should organize the inaugural meeting of the YST. There are many things that will need to be accomplished during this first meeting and it is recommended that it be scheduled for ***no less than four hours***. If possible, a day-long meeting would be best.

The School Director should talk with different members of the YST to see if any of them could host this first meeting at their offices. The school may also be a good place for this first meeting. If possible, it would be good to rotate YST meetings at the offices of other members. This approach builds a stronger sense of ownership by the YST members for their Youth Speak program. The School Director should also explore with the members if they would like to organize a coffee/tea break during the meeting. If they want a coffee/tea break, then the members of the team will have to figure out how to provide for the food and drink for the break.

HINT FOR SUCCESS

Some groups in Morocco ask some of their members to share the responsibility of bringing snacks for their meetings. This responsibility rotates among the group's members. Other groups ask members who are able to contribute a small sum of money so that the leaders of the group can organize a simple coffee break during long meetings.

At your first meeting you and the other members of the YST will need to achieve several important objectives. You may want to use the Toolkit's meeting agenda template found on the DVD/USD drive. The agenda for the first YST meeting at a hypothetical Moroccan school is provided in Figure 3 F. Many of the suggested agenda items are described in greater detail below. Copies of all the suggested activities for this first meeting are also available as individual documents in the Toolkit's Annex and in the Activity Folder on the DVD/USB drive. The agenda and the initial ***Youth Speak Statement of Purpose*** should be distributed to the members of the YST a few days before the meeting so that they have time to study this document. Also, team members, including Youth Leaders,

Figure 3 F

Sample agenda for the first meeting of the YST for a hypothetical Moroccan school

YST MEETING AGENDA FOR [INSERT NAME OF SCHOOL] MIDDLE SCHOOL

Date: _____ Time: _____

Meeting Called By: [insert name], School Director and [insert name], MOE

Location: Conference room at the [insert name] company offices

Meeting Participants:

Time	Facilitator	Topic
9:00 - 9:15	Ms. [insert name], MOE	***Why are we here?*** Welcome members to the first YST meeting and review the agenda. Make adjustments as needed. (Asking members to suggest changes in the agenda starts getting people familiar with modifying plans to meet real needs.]
9:15 - 10:00	Ms. [insert name], SD	***Who are we?*** Getting to know each other by interviewing and introducing each other. (see Learning Activity 3.2)
10:00 - 10:45	Ms. [insert name], Youth Leader SD	***What is Youth Speak?*** Watch the Youth Speak video. Define and describe Youth Speak based on the video. Think, write and then share. (see Learning Activity 1.1)
Break		Coffee/Tea & Refreshments
11:00 - 11:30	Ms. [insert name], Teacher	***What will we do?*** Define the objectives of the YST. Define the roles and Responsibilities of the YST. Also, distribute and review the Toolkit Quick Start Guide. (see Learning Activity 3.1)
11:30 - 12:00	Ms. [insert name], Business Leader	***How will we manage our team?*** Define important qualities of leadership. Enable young people to assume leadership roles. Create guiding principles for working together. (see Learning Activity 3.4)
12:00 - 1:00	Ms. [insert name], Youth Leader	***How will we share information with students, teachers, parents, out-of-school youth, representatives of civil society and others in our community?*** Develop a communication strategy for your Youth Speak initiative. Review and revise your Youth Speak statement of purpose.
1:00 - 2:00		Box lunches provided by the [insert name] company
2:00 - 2:30	Ms. [insert name], NGO Rep	***How often will we meet?*** Create a meeting schedule with locations and hosts.
2:30 - 3:30	Ms. [insert name], Coach	***Who will organize the next meeting?*** Distribute a list of all YST members and their contact information and preferable means of communication. ***What is in our Youth Speak Toolkit?*** Explore the contents of the Youth Speak Toolkit.
3:30 - 4:00	Ms. [insert name], Youth Leader	***Who are the Youth Speak stakeholders?*** Identify and describe different stakeholders.
4:00 - 5:00	Ms. [insert name], SD	***How do we organize our first Youth Speak public event?*** Learn about our Youth Leaders' workshop.
5:00 - 5:15	Ms. [insert name], MOE	***What are some next steps?***

should be selected to facilitate some of the activities. The activity sheets for the activities that individual members will be facilitating should be sent to the facilitators so that they can become familiar with the activity before the meeting. For the meeting, it would be good to have copies of the activity sheets for each member of the YST.

Some of the suggested learning activities for your first YST meeting are outlined below. Outlines for other learning activities for this meeting are found elsewhere in the Toolkit.

LEARNING ACTIVITY 3.1:
What Will We Do?

This activity will enable the YST to explore their group and individual roles and responsibilities with respect to guiding the implementation of your school and community Youth Speak program.

1. *Organize the members into two to three teams depending on the number of people at the meeting. Each team should have 4-6 members and each team should have at least one young person and an equal number of males and females.*
2. *Ask YST members to re-read the Youth Speak Statement of Purpose that was sent to them with the agenda. Also provide them with copies of the handout on Youth Speak Principles found on the DVD/USB drive.*
3. *Ask the members to also review what they wrote for the activity, "What is Youth Speak?" (Give the members 5-10 minutes to read and reflect on these two items.)*
4. *Now ask the members of each group to answer the following questions:*
   a. *What do you think will be the 5 main roles and responsibility for the YST (not for any specific individuals)?*
   b. *What categories of people are members of the YST? (You can think in terms of their gender, age, affiliation/profession, etc.)*
   c. *What do you think your specific roles and responsibilities should be as a member of the YST? (list 3-5 roles) Think, write and then share!*
5. *Ask the members of each team to combine their individual response into one list of roles and responsibilities.*
6. *Ask one of the Youth Leaders in each team to present their results.*
7. *From the 2-3 presentations, the facilitator of this activity should create a master list of roles and responsibilities based on what each team presents.*
8. *Based on this master list, indicate which type of member, adults or young people, should be the main people carrying out these different roles and responsibilities.*
9. *The School Director should have someone type up this list of responsibilities so that copies can be given to all participants and added to your school's Toolkit folder.*

A. Getting to know each other

Some members of the YST may be familiar to other members but all members will likely not know each other well. Just knowing someone's face or name is not the same as really knowing who they are or being friends and colleagues. It is critically important that the members of the YST quickly learn about each other, get comfortable working together and become an effective collaborative team and create a Youth Speak family. The following suggested activity can help achieve these goals and get the team started on their work to implement Youth Speak.

LEARNING ACTIVITY 3.2:
Getting To Know Each Other

Interviewing each other is an enjoyable way for members to get to know each other. The following steps will help the School Director or another member facilitate this activity:

1. *Organize the team members, including the facilitator, into pairs, making sure to link each member with someone outside of his or her peer group. For example, a teacher might be linked with a parent, a businessperson with a student, and a student with an administrator, etc.*
2. *Next, explain to each pair that they will interview each other as if he or she is a reporter for a local newspaper or radio station. The "reporters" will then write a story about the person they interviewed using the answers to the interview questions. They will then present their "interview stories" to the group.*
3. *Before starting the interviews, have the whole group brainstorm about the questions that should be asked during the interview. This will ensure that each team member will share similar information about each person with the group. Below are some sample questions for the interview activity that you and the team members may want to include. The team members should also suggest other questions.*
4. *After the team has decided on their interview questions, ask each pair to interview each other. The interviews should take about 10 minutes each.*
5. *Next, each member should take 5-10 minutes to write their interview story, which they will share with the rest of the group.*
6. *Once the members have completed their interview stories, ask each member to introduce the person they interviewed to the rest of the group.*
7. *Finally, when all the interviews are complete ask the member how they feel about the activity they just completed. The members may also want to ask each other questions about the stories they just heard.*

Continued

LEARNING ACTIVITY 3.2:
Getting To Know Each Other

Continued

Possible Interview Questions:

- *What is one thing that the other members of this team may not know about you?*
- *Why did you want to be part of the YST?*
- *Which of your skills, experiences, and knowledge do you think will be especially important to enable the YST to achieve its objectives?*
- *What do you expect to learn as a member of the YST?*
- *What is one of your best and worst memories from your time as a student in middle school? Why?*
- *What person (living or not) would you like to have lunch with? Why?*

B. Who should lead your YST?

As explained earlier, one of the principles of Youth Speak is enabling young people to lead Youth Speak activities and ultimately own the Youth Speak results. Therefore, it is important that the young people who are members of the YST are given the opportunity to learn the skills needed to effectively lead the YST. It is recommended that the leadership of the YST shift from the adult members to the Youth Leaders after the Youth Leaders return to school after their Youth Leaders' Workshop that the MoE will convene (see Unit 4). Initially, the School Director and representatives from the local Ministry of Education office may lead the YST for the first meetings since they will be responsible for recruiting the members of the YST. Gradually, the School Director should give other members of the team and the Youth Leaders a chance to chair parts of the YST meetings, and take ownership of managing team activities, such as taking notes and preparing the agenda for each meeting.

One of the first major activities of the YST is to help the Ministry of Education staff plan and implement the first Youth Speak workshop to prepare the young people and adults to become Youth Leaders and Coaches, respectively. Unit 4 will guide the YST through the process of preparing for and implementing this Youth Leaders' workshop. One of the goals of this workshop is to enable the young people to gain leadership skills so that they will be able to lead the YST meetings and the different Youth Speak activities.

LEARNING ACTIVITY 3.3:
What Are the Qualities and Characteristics of Good Leaders and Good Leadership?

During the first meeting of the YST organize the team into 3 to 4 groups making sure that each group has one or more young people and an equal number of women and men.

Ask each group to answer the question: "What are the qualities and characteristics of a good leaders and good leadership?"

Each group should start by having a discussion about leadership for about 10 minutes. On a sheet of paper they should write down terms and phrases that describe important qualities and characteristics of good leaders and good leadership. This should take another 10 minutes.

Next, each group should have a Youth Leader on their team present the results of their discussion. During this large discussion, the facilitator (the School Director) should write down the terms and phrases that each team mentions. When a team mentions a similar characteristic that another team already mentioned, the facilitator should put a check mark next to the repeated item each time it is mentioned. This will enable the team to see which terms are most common among all groups.

After all teams have presented their lists, the facilitator should ask the team members to carefully review the list to see if any important quality or characteristic is missing. The facilitator should then add these missing items to the master list.

Next, ask each group to decide which characteristics or qualities are the most important. To make this task easier, tell them that they only need to identify the top 10 qualities or characteristics of good leadership. Each group should be given about 5 minutes to rank the items in the list.

*One member from each group should then put numbers, 1 through 10, by the items in the list to indicate their **top 10 qualities of good leadership**.*

After each group has written numbers next to the items on the list, the facilitator should lead a discussion about the results. It is likely that some items will be ranked the same or about the same by two or more of the groups. It is also likely that some items will be ranked by only one group. The facilitator should ask groups to explain their reasons for their top 3 qualities. Groups should also explain any items that were ranked by only one of the groups.

*The facilitators should then guide the whole group through the process of creating a master list of the **top 10 qualities of good leadership**. One of the members of the team should write down this list so that it can be typed and eventually printed as a handout for each member of the team and added to your Toolkit's folder.*

*This list of the **top 10 qualities of good leadership** should be used as criteria to enable everyone on the YST to improve their leadership skills and to enable members to evaluate the leadership of their colleagues. This list will be especially important to enable Youth Leaders to develop their leadership skills.*

C. How can we help our young people learn to lead the YST?

Another principle of Youth Speak is that all young people should be treated equally and be given equal opportunities to learn and assume leadership roles. Therefore, the leadership of the YST meetings should be rotated among the young people on the team. The Coaches and others adults on the team should help the young people on the team learn and practice their leadership skills. The only way that anyone learns to lead is to practice leadership. When most adults are in activities that involve young people, they have a tendency to take charge, give orders, do the activities and talk more than the young people. It is very difficult for adults to give up control of situations and activities and to share leadership with young people. Learning to let young people lead will take time. One way to accelerate this change in adult behavior is for each adult, especially the Coaches, to remind the other adults to let the Youth Leaders be the main actors in Youth Speak. Over time, as all adults work toward this goal, it will become automatic to enable Youth Leadership.

D. How should we manage our meetings and work together to improve results?

Another task that the YST will need to complete during their first meeting is to decide on a set of simple policies and guiding principles for working together and running your YST meetings. The general principles and policies that your YST develops should reflect the principles for Youth Speak discussed earlier. The following activity will help the members of the YST prepare a set of guiding principles and policies to improve the performance of the team.

LEARNING ACTIVITY 3.4: What Policies and Guiding Principles Will We Use for the Work of Our Team?

The facilitator should introduce this question and ask the members of the YST to get into their small groups and to work together to come up with a few guiding principles for:

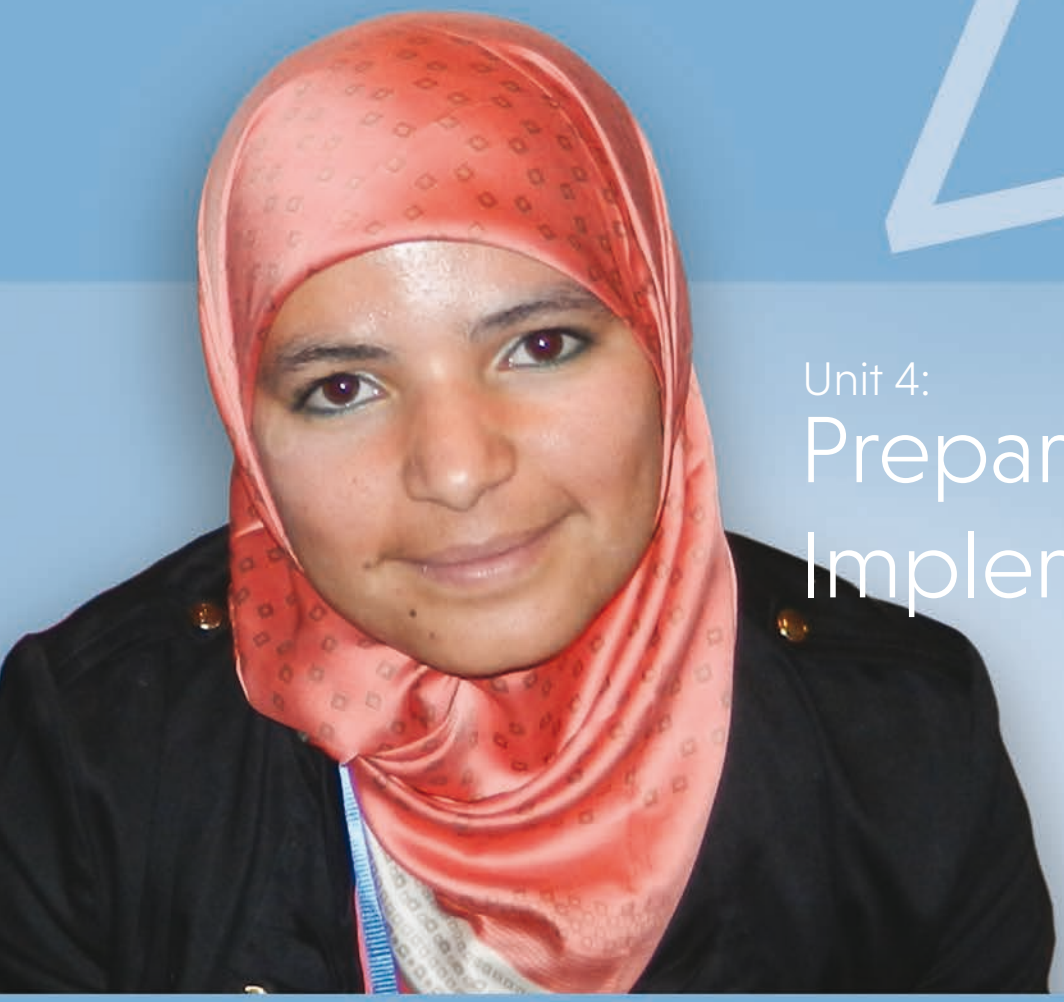
- *managing the structure and function of the YST;*
- *increasing the efficiency of team meetings and other team activities;*
- *helping the young people on the team gain important skills; and,*
- *ensuring that Youth Leaders play leadership roles in team activities and are at the center of all activities.*

When the team's small groups complete their list of policies and guiding principles, a young person from each group should present the results of their discussions to the whole team. The facilitator should work with the members of the team to consolidate the contributions from each group to create one set of policies and guiding principles that everyone can agree to. This final list should be type and printed so that each member of the team receives a copy. A copy should also be added to your Toolkit folder.

The School Director should share this list of policies with the Ministry's Youth Speak team in Rabat so that every school involved in Youth Speak can benefit from the efforts of the other Youth Speak teams around Morocco.

E. How often should our Youth Speak Team meet during the school year?

There is no rule about how often your YST should meet. This is a question that the team will need to answer. At the start of your Youth Speak activities it will likely be important to meet more often than you will need to meet after several months. To help you and your team answer this question, it might be useful to start meeting once a week. If this becomes too difficult or not necessary, the team can create a new schedule for its meetings. The important thing is to hold your meetings on the dates and times that you select. If members are not able to attend a meeting, they should inform other members.



4

Unit 4:

Preparation & Implementation

STEPS TO PREPARE AND IMPLEMENT YOUR YOUTH SPEAK PROGRAM, AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 4

"There is no shortcut to achievement. Life requires thorough preparation." — George Washington Carver

1

STEP 1. Who will prepare our Youth Leaders & Coaches?

A: How should we prepare our Coaches?

B: How should we prepare our Youth Leaders?

C: How can we enable young people to transform themselves and become Youth Leaders?

YOUR SUCCESS WITH YOUTH SPEAK WILL DEPEND ON THE SKILLS, ATTITUDES AND ABILITIES OF THE YOUTH LEADERS AND COACHES TO IMPLEMENT multiple tasks and activities that are part of Youth Speak. The process of preparing your Youth Leaders and Coaches starts with Unit 4 and continues through subsequent units. Through this intense process of preparation, your Youth Leaders and Coaches will gain a solid understanding of the core principles of Youth Speak. They will also start a process of transformation and change as they gain confidence in their abilities and learn new ways to collaborate and lead people in their school and community to prevent school dropouts. What the Youth Leaders and Coaches learn in Unit 4 will lay a critical foundation for gaining and practicing new skills and abilities presented in subsequent units.

HOW SHOULD WE PREPARE YOUTH LEADERS, COACHES AND THE YST TO IMPLEMENT YOUTH SPEAK?

The young people and adults who will lead and implement your Youth Speak activity will need to gain a variety of new skills, develop new attitudes and learn new ways of behaving. Generally, when adults and young people work together, the adults are in control, they do most of the talking, they are in charge of making the decisions and they manage activities and control the use of resources. For Youth Speak to succeed, it is essential that these relationships between young people and adults change. Young people should exercise authentic leadership and control, with guidance from adults, over planning and implementing Youth Speak activities. Also, young people should do most of the talking, they should make many of the decisions, they should solve problems that will emerge and they should help direct the use of resources. Experience from the first Youth Speak activities shows that creating and sustaining these shifts in relationships and behavior between young people and adults, while not easy, are possible and essential.

YOUTH SPEAK "VOICES":

"After the Youth Speak training in Rabat I developed a strong personality. Before I had bad feelings about school. Now, I have good feelings, and I think about school a lot. Before I did not care about many subjects. Now, I love school and I take care of my education and the best thing for me is to finish my education."

Sabrine Koumir, Youth Leader & Student, Sefrou, Morocco

STEP 1: WHO WILL HELP PREPARE OUR YOUTH LEADERS AND COACHES TO IMPLEMENT YOUTH SPEAK?

A team from the Ministry of Education in Rabat, in collaboration with Regional Academies and Delegations, will work with your YST to organize and carry out a workshop for your Youth Leaders and Coaches. Youth Speak teams from 6 to 10 schools will participate in the intense ***Coaches' Orientation*** and a ***Youth Leaders' Workshop***. The workshop will be held at a convenient location to make it as easy as possible for the Youth Leaders and Coaches from all the schools that are relatively close to each other to participate, learn together, gain new skills and create their Youth Speak implementation plans.

A. How should we prepare coaches?

Being a Coach in a youth development program will likely be new to everyone involved. The transition from being a teacher to being a Coach will be especially difficult. Teachers are in charge of their classrooms. Teachers generally dictate what their students do. They do not share decision making responsibilities with young people. Teachers do most of the talking as students listen and write down what the teacher says. In contrast, Coaches need to foster youth leadership and listen to what young people say. They need to enable young people to talk, solve problems, plan, implement, evaluate results and report on achievements and difficulties. Even when a Coach disagrees with what Youth Leaders decide, the Coach needs to let the young people proceed with their decisions. The Hint to the right can help Coaches play a productive role in helping the Youth Leaders learn to consider the consequences of their decisions. In short, Coaches need to enable young people to take control of all aspects of Youth Speak.

HINT FOR SUCCESS

When a Coach believes that decisions taken by Youth Leaders will lead to harm or serious problems, the Coach will need to help the young people evaluate their decisions. In this situation, rather than just take control and dictate a decision, the Coach should use a series of questions to enable the Youth Leaders to consider the consequences of their decisions. Having to answer a series of questions will enable the young people to rethink their decisions and possibly change how they want to proceed. This approach strengthens leadership skills and the relationship between Coaches and young people.

To enable teachers and other adults to change how they work with young people and to become effective Coaches, the Ministry team will convene a Coaches' Orientation session a day before the Youth Leaders' Workshop. It is essential that all Youth Speak Coaches participate in this one to two-day orientation session. It is also important that the Youth Leaders' Workshop immediately follows the Coaches' Orientation Session. This will enable the Coaches to start practicing what they learn at their orientation session and continue learning to become effective Coaches as they work with their Youth Leaders.

The participatory Coaches' Orientation session will use methods to reinforce the new skills, attitudes and behaviors that Coaches will learn. The workshop will also enable the Coaches to:

- Explore why the Ministry of Education is carrying out Youth Speak;
- Define what a Coach is with respect to Youth Speak;
- List the differences between being a Coach and a teacher, or another professional;
- Identify the different roles and responsibilities of being an effective Coach;

- Ask questions about Youth Speak and what they will need to do as Coaches;
- Explore different aspects of learning and how to use questions to stimulate effective learning;
- Use different videos and testimonials to identify the different roles and responsibilities of Youth Leaders;
- Explore in detail the key principles of Youth Speak (see Unit 2);
- Role-play exercises to learn more about being Coaches;
- Explore their understanding about the factors that contribute to students dropping out of school;
- Explore how the Youth Leaders and Coaches might be able to learn what different people in their school and community think about the school dropout problem, causes and possible solutions; and
- Learn some useful techniques that they can use to be effective Coaches.

The Toolkit's DVD/USB drive includes a sample PowerPoint presentation that the Ministry's team may use for the ***Coaches' Orientation***. The Coaches can also use this sample presentation to review information about being effective Coaches.

This PowerPoint presentation includes the following list of a Coach's important roles and responsibilities:

- Motivate Youth Leaders and other people in the school and community to participate in Youth Speak;
- Be curious about what is causing students to drop out and what could be done to reduce dropouts;
- Ensure the equitable participation by all Youth Leaders, young men and women, students and young people who have dropped out, in all Youth Speak activities;
- Facilitate activities, but DO NOT "play the game";
- Cultivate a culture of curiosity by asking questions rather than making statements;
- Enable experimentation to test ideas and explore questions;
- Help manage the clock and calendar to enable the Youth Leaders to complete work according to their Youth Speak workplan;
- Enable young people to become effective questioners;
- Actively communicate with the Youth Leaders, members of the YST and coaches in other schools to share lessons, ask questions and become a more effective Coaches;
- Enable youth to learn to reflect about what they are doing and to look beyond what is obvious;
- Enable Youth Leaders to achieve excellence in all that they do;
- Help Youth Leaders deal well with difficulties and conflicts;
- Assist the Youth Leaders to work through difficulties and solve problems;
- Assist youth to improve their written communication and to speak in public.

The DVD/USB drive includes a copy of the important roles and responsibilities of Coaches. It is recommended that each Coach keep a copy of this list handy and put it on a wall during meetings.

The Annex on the DVD/USB drive also includes a "Tip Sheet" summarizing some techniques that Coaches can use to reinforce Youth Speak principles and improve their work with young people. Some of the Tips and Techniques for working with young people are also explained in the PowerPoint presentation for the ***Coaches' Orientation*** session as part of the ***Youth Leaders' Workshop***.

One or two workshops are not enough to enable anyone to become an outstanding Coach. After the Coaches return to their respective schools, it is important to have each Coach and the Youth Leaders give a presentation to the full YST summarizing what they learned at the Orientation and Youth Leaders' Workshops. If your school establishes a Youth Speak Club (see Unit 8), the Youth Leaders

and Coaches will also want to replicate this workshop with the members of the Club. Periodically, Coaches should also ask the Youth Leaders to evaluate their performance as Coaches and suggest ways for them to improve their performances. The Youth Leaders should also ask their Coaches to evaluate their performance as Youth Leaders.

B. How should we prepare Youth Leaders?

Adults in Morocco do not generally consult with young people about their perspectives on issues that are important to them. Adults also commonly feel that young people are not able to make decisions that affect their lives. Additionally, young people in Morocco struggle to communicate with their parents about problems they face and what they want for their future. These and other difficulties between adults and young people help create a stressful environment in schools, communities and households. This situation also inhibits effective and significant action to reduce school dropouts.

Youth Speak seeks to change this situation. It works to enable young people and adults to create a collaborative environment where young people are actively consulted and listened to by adults and share in making decisions to reduce school dropouts. Creating this collaborative environment is not easy. It demands that young people gain and practice new skills, attitudes and behaviors. Young people must also acquire new knowledge and understanding about themselves, their schools, communities and households. Additionally, they must develop confidence to succeed at something new and challenging. In short, Youth Leaders must transform themselves and help adults change their perspectives about young people.

C. How should we enable young people to transform themselves and become Youth Leaders?

As mentioned elsewhere, young people are the most important actors in Youth Speak and the Youth Leaders are the primary agents to create positive change. Therefore, the Ministry of Education, schools and communities must invest in building and strengthening the capacity of the Youth Leaders so that they will be able to lead efforts to implement Youth Speak. To help achieve this, the Ministry's Youth Speak team in Rabat will coordinate efforts with Regional Academies, Delegaions and YSTs to schedule and convene a 3 to 5 day ***Youth Leaders' Workshop***. It is best to convene the Youth Leaders' Workshop immediately after the ***Coaches' Orientation*** session. This will make logistics easier and less costly for everyone involved. It will also enable the Coaches and the Youth Leaders to learn new skills together and co-develop their draft Youth Speak Workplans.

If it is not possible to convene a separate one-day ***Coaches Orientation*** session before the ***Youth Leaders' Workshop***, the Ministry should provide an opportunity to meet with the Coaches without Youth Leaders during the ***Youths Leaders' Workshop***. At this separate meeting, facilitators should review the characteristics of being a good Coach, talk about the ***Tips for Being a Successful Coach*** (available in the Unit 4 folder on the DVD/USB drive), and discuss a Coach's responsibilities. This session should also include a discussion about how the Coaches at the same school can share responsibilities. Finally, this will be an important time to answer Coaches' questions about Youth Speak. This separate session for Coaches will also enable Coaches from the different schools to get to know each other. The Ministry should have the Coaches exchange phone numbers and email addresses, and talk about the importance of having Coaches share information among themselves to solve problems and exchange approaches that create positive results. The Ministry should coordinate this collaboration among Coaches by creating an eMail list and taking the lead to share news about Youth Speak with the coaches at all Youth Speak schools.

The participatory ***Youth Leaders' Workshop*** will use methods to reinforce the new skills, attitudes and behaviors that Youth Leaders will learn. The workshop will enable Youth Leaders and their

Coaches to:

- Get to know each other and become an effective team;
- Start the process of taking ownership of Youth Speak;
- Explore why the Ministry of Education is carrying out Youth Speak;
- Gain and practice essential skills and develop new perspectives and behaviors;
- Create new identities as Youth Leaders and Coaches respectively;
- Explore the key principles of Youth Speak (see Unit 2);
- Engage in role-play exercises to learn more about being Coaches and Youth Leaders;
- Define what Youth Leaders are with respect to Youth Speak, schools and communities;
- Identify and list the main roles and responsibilities of Youth Leaders;
- Reshape the basic design of Youth Speak to meets the needs of their schools and communities;
- Explore the factors that contribute to students dropping out of school;
- Plan for their ***School Dropout Investigation (SDI)*** (see Unit 5);
- Develop a first draft of their ***Youth Speak Activity plans***; and
- Learn together and have fun.

The Toolkit's DVD/USB drive includes a sample PowerPoint presentation that the Ministry's team may adapt and use for the Youth Leaders' Workshops. The Youth Leaders and Coaches can also use this sample presentation to review information about being effective Youth Leaders and Coaches as they implement their Youth Speak program. They can also use this presentation to help them carry out workshops with youth who are members of their Youth Speak Clubs (see Unit 8). Finally, this presentation will be helpful as they implement their School Dropout Investigation (SDI).

The following is a list of important principles for the Youth Leaders' Workshop. Many of these principles are the same Youth Speak principles presented in Unit 2. Because they are so important to the success of Youth Speak they are being repeated. Others have the same titles as those introduced earlier but have been modified for the Workshop. Also included are a few workshop specific principles.

- **Set High Expectations:** It is common for adults to expect that young people are less capable than they really are. When we expect people to achieve less, it is likely that they will achieve less. Scientific experiments in education show that one of the most important factors contributing to students' performance is what teachers believe students are capable of. When teachers believe that the students are capable of exceptional work, students generally perform at high levels. When teachers believe that the students will do poorly, then they generally do. Therefore, in planning and carrying out the Youth Leaders' Workshop it is essential that the facilitators and the Coaches sincerely believe that young people can complete activities with excellence. The facilitators must set high expectations and work with the learners to enable them to exceed them.

- **Young People at the Center:** The physical arrangement of the room where the workshop is held should ensure that young people are physically at the center and that adults who are present are outside of this central circle. During discussions, young people should be the ones who speak the most. If some adults tend to dominate the discussion, the workshop facilitators should speak with them to explain that the workshop is for Youth Leaders, not adults. Young people should be required to lead small group activities, even when Coaches are involved, and make presentations. Young people should have authentic opportunities to make decisions about how the workshop is physically organized and the structure of the workshop's program.

RAPID TRANSFORMATION

Feedback from Youth Leaders about their participation in Youth Speak shows how important Youth Speak's principles are.

"When I first arrived from my home to the workshop I was nervous. My peers and I really didn't know what would be expected of us. When we came into the room the first time we were asked to sit at the center table and the adults sat behind us. At first I thought that this was odd. Everything we did at the workshop was different from how our classrooms and schools were managed. We were all timid at the beginning, but the facilitators and our Coaches encouraged us to speak up, make decisions, lead activities and present our results. By lunch we all realized that this program was really serious about Youth Leadership. They demonstrated their belief in our ability to succeed in all that they did. Then, by the end of the first day, we were starting to change. It was really amazing. By the end of the workshop we were different young people from who we were at the start. When I returned home, my teachers, parents and friends also saw that I was different from before. Some parents asked me how their sons and daughters could become like me."

Moroccan Youth Leader

- **Ask Questions:** Introduce all ideas and activities during the workshop using questions rather than statements. Questions invite discussion and inquiry. Statements close off discussions. Good questions stimulate curiosity and encourage discovery. Asking questions cultivates a culture of inquiry and exploration that will be important to carrying out Youth Speak. The sample PowerPoint presentation on the DVD/USB drive uses questions in this way. Using questions to start and manage all activities will also help the Youth Leaders and Coaches develop a new habit of using questions and gain skills in developing good questions.

- **The Medium Is the Message:** How the workshop is carried out can be a stronger message for the participants than the content that is presented. The language that facilitators and participants use, the physical arrangement of the room, the way people are encouraged to participate, asking questions rather than making statements, being respectful of everyone's opinion, encouraging people to have fun, and ensuring that young people have authentic opportunities to lead are all part of the "medium" of the workshop. This "medium" reinforces a message that the Ministry team believes in Youth Speak's principles. There is a tendency to focus too strongly on the content of a workshop and neglect using methods that reinforce the content and convey equally important messages. For example, would the Youth Leaders believe our stated goal of enabling authentic youth leadership if adults talked the most, dictated what young people did, took charge of all activities, and sat in front of the room or at the center table? The "message" that these actions would convey is that adults are the most important actors who must take ownership of the activity. Even if the content of the workshop explained the need for authentic youth leadership, the young people would not believe this given the message conveyed by the "medium" or the actions of the workshop.

- **"Keep Your Eyes On the Prize":** The sequence of activities in the workshop should not be random. Each activity builds on previous ones and toward future activities. The whole workshop

should build toward the ***Prize*** of Youth Leadership. There must be logical cause and effect links between the activities. Participants should also have opportunities to influence and change the plan for the workshop as it progresses. The workshop is not for the facilitators. The Youth Leaders and Coaches are the clients and the facilitators should respond to their needs. If it becomes clear that the plan is not meeting the needs of the clients then it must be changed during the process. It is not useful to keep to the plan if it is not helping everyone reach the ***Prize***. One way to ensure that you are keeping your eyes on the ***Prize*** is to do a rapid assessment of what is being learned and compare this to the workshop's goal at the end of each day. If you are not making good progress toward the ***Prize***, the facilitators should meet at the end of the day and make corrections. As part of this rapid assessment, it is critical to seek feedback from your clients. Then, at the start of the next day you can explain the adjustments you are making to the program and your reasons for these changes. Your clients should participate in deciding the scope and sequence of workshop activities so that they will be able to get to their ***Prize***.

- **Dynamic Teaming:** There will be a variety of participants in the Youth Leadership workshop. There will be Coaches from each school, teams of Youth Leaders from each school, young women, young men, students and youth who have dropped out of school. It is important to organize these different participants creatively and not just organize activities according to teams based on their schools. For example, some activities might benefit from organizing teams comprised of all women and all men regardless of where they are from. Other teams might be made up of just students and out-of-school young people. The way that teams are assembled should support the objectives of the different activities. It is also important to mix people from different schools together so that they start leaning from each other and developing a feeling that they all belong to one Youth Speak family.

- **Think, Write and Then Share:** Not all young people who participate in the Youth Leadership Workshop will be used to speaking in public, asking questions or leading activities. Youth Speak's ***Think, Write and Then Share*** method can make it easier for young people to learn to talk in public and ask good questions. After young people and others are asked a question that they must respond to, they should be told to first think about the question and how they might answer it. Then they should take the time to write down their response. When everyone is finished writing, ask them to read their written responses to the rest of the group. This approach is successful for several reasons. Reading a written response will prevent people from changing their responses based on what someone else says. After participants have struggled to think and write, it is likely that their responses will be better than if they would have just started talking without much thought and no writing. Reading from a written statement is easier than speaking without any aids and this should help young people who are shy to speak publicly.

METHOD IN OUR MADNESS!

"At first, I thought that the 'Think, write and then share' method was not very important. However, as I started to see the young people perform so well and actively, I started to change my mind. I had never seen young people provide such thoughtful responses to questions. I was also used to all young people saying the same thing, but now their responses were very different from each other. Even the shyest young person would speak up. As this method became a habit, the quality of participation was really exceptional. I now feel that the 'Think, write and then share' method should be used in all classrooms in Morocco."

Ms. Najat Sarhani
Youth Speak Coordinator

It is essential that the facilitators insist on this practice from the start and for every activity and task. Eventually, this will become a habit which will improve learning.

- **The Plan Is Nothing, Planning Is Every Thing:** During the workshop, Youth Leaders and Coaches will develop initial plans for their School Dropout Investigation (Unit 5). They will also develop an initial overall plan for their Youth Speak program. Planning is an attempt to predict the future. Unfortunately, people are not very good at predicting the future with much accuracy. Consequently, all plans must be revised and updated as new information becomes available, our knowledge of the situation improves and we get closer to implementing planned activities. As a result, no plan is perfect and every plan must be changed to remain valid. In short, the process of PLANNING is much more important that the physical PLAN. It is important that the Youth Leaders and the Coaches understand this principle and recognize that the plans they create during the workshop are only a starting point.

- **"Tell me and I forget, teach me and I may remember, involve me and I will learn":** This ancient saying about education holds true for workshops. To ensure that workshop participants learn what is presented it is essential that they are continuously and actively involved in the different sessions. Just listening to someone talk or watching someone present something is NOT active involvement. The facilitators need to pose questions and challenges and create tasks and activities that will actively involve participants in solving problems, reviewing and evaluating written material, and creating new content.

Units 5, 6 and 7 cover topics and include Learning Activities that will be part of the Youth Leaders' Workshop. The content in these units is presented as if it is being used by the workshop facilitators to enable Youth Leaders and Coaches to gain new knowledge and skills needed to complete key Youth Speak activities when they return to their schools. The Youth Leaders and Coaches can also use these units to refresh their memories after returning home and to organize workshops with youth who are part of their Youth Speak Clubs.

5

Unit 5:

Planning Youth Speak Activities

HOW TO PLAN YOUTH SPEAK PROGRAMS AND ASSOCIATED LEARNING ACTIVITIES FOUND IN UNIT 5

"If you want a new tomorrow, then make new choices today." — Tim Fargo

1

STEP 1. What is planning?

* Learning Activity 5.1

2

STEP 2. How can we create a plan for our Youth Speak activities?

A: How can we use the Planning Framework?
* Learning Activity 5.2

B. How do we keep the Framework balanced?
* Learning Activity 5.2

3

STEP 3. How can we use our plans after they are created?

A: Do we have to revise our plans after we create them?

B: Should we only use the Planning Framework for large activities?

PLANNING IS A UNIQUELY HUMAN CHARACTERISTIC THAT SEEKS TO BOTH PREDICT AND DETERMINE THE FUTURE. IT IS BASED ON the belief that if we carefully organize how we use ideas, knowledge, people and resources we can successfully achieve our goals. The more complex and challenging an initiative is, the more important good planning is. Therefore, creating and continuously improving your plans for implementing Youth Speak in your school and community is essential. The following unit will help you and your YST improve your planning skills so that plans you create and revise can enable you to achieve your goals, significantly reducing the number of students who drop out of school. The better your planning efforts are, the more effective all aspects of Youth Speak will be. Consequently, this Unit is an essential part of successfully implementing Youth Speak.

HOW SHOULD WE PLAN OUR YOUTH SPEAK ACTIVITIES?

As mentioned in Unit 4, the Youth Leaders and Coaches will develop an initial plan for their school's Youth Speak activity during the Youth Leaders' Workshop. They will also develop a plan for their ***School Dropout Investigation (SDI)*** at the workshop. This unit will help you, the Youth Leaders and Coaches learn to use a planning and decision making tool to develop effective plans. The content and Learning Activities in Units 5, 6 and 7 will be part of the Youth Leaders' Workshop.

STEP 1: WHAT IS PLANNING?

LEARNING ACTIVITY 5.1:
What is Planning?

- *The facilitators should ask the group if they think that they all have a common understanding about what planning is. Ask for a show of hands.*
- *The facilitators should now ask all the participants to write down their responses to the following questions (these are in the Youth Leaders' Workshop PowerPoint presentation available on the DVD/USB drive):*
  - *Why do people plan?*
  - *What is the function of all plans?*
  - *Do all people make plans?*

Continued

LEARNING ACTIVITY 5.1:
What is Planning?

Continued

- *What are some important elements of all plans?*
- *Are all plans accurate?*
- *Do plans ever change?*
- *Is planning important? Why?*

- *The facilitators should give the participants about 5 minutes to complete their responses. Tell the participants to write very brief responses.*
- *The facilitators should then ask the participants to quickly tell the group their response to each of these questions. It is important to move quickly from one person to another. Do not let any one person answer all questions. The goal is to get all of the participants to provide quick and short responses.*
- *As the participants provide responses, one facilitator should write summaries of what was said. This should be single words or short phrases.*
- *After you have a good collection of responses, ask the group to get into their school teams.*
- *Then, ask each team to select a Youth Leader to coordinate the activity and one to present their results.*
- *Ask the teams to create a concise, one to three sentence definition for PLANNING. Remind the teams that they should try and include as many elements about planning that appear on the poster from the rapid brainstorming activity. Each team should write their complete definition on a poster so everyone can read it.*
- *The facilitators should give the teams 10 minutes to complete their definitions.*
- *After they are done, ask each team to tape their posters on the wall and to read their definition. DO NOT ALLOW any discussion at this time.*
- *After the teams have presented their definitions, ask them if all the definitions are the same.*
- *Have the teams quickly discuss the differences and similarities among the definitions from each team.*
- *Now, ask each school team to use the definitions from all the teams to create a final composite definition for the group. Give them about 3 to 5 minutes to complete this.*
- *Ask one team to read their composite definition as one facilitator writes it on a poster.*

Continued

LEARNING ACTIVITY 5.1:
What is Planning?

Continued

- *Then have the other teams, one after another, suggest changes to the first team's definition based on their composite definitions. This process should result in the production of a final group definition for PLANNING. The facilitators may need to ask questions about what is written to encourage critical thinking.*
- *Now, share the Toolkit's definition shown below with the group. This definition is on the Youth Leaders' Workshop PowerPoint presentation. One facilitator should read the Toolkit's definition out loud as the group reads it.*
- ***Planning, a uniquely human activity carried out by all people, it is a process of thinking about and organizing people, resources, knowledge and activities that will enable people to achieve a stated objective or goal in a specific amount of time. Planning often involves creating a written plan and then revising this plan as situations change and new knowledge, resources and people become available. Planning requires people to predict the future and is used to change the future.***
- *The facilitators should ask the group to compare and contrast their composite definitions with the Toolkit's definition and identify any differences.*
- *The facilitators should write down any differences that are mentioned.*
- *The facilitators should then ask the group if they would like to modify their definition for planning based on the Toolkit's definition. If they do, the facilitators should make the needed changes.*
- *The facilitators should have this final definition typed and printed so that each participant receives a copy for their record.*

STEP 2: HOW CAN WE CREATE A PLAN FOR OUR YOUTH SPEAK ACTIVITIES?

There are a variety of tools that can help people plan projects and activities. For Youth Speak, the teams will learn to use the ***Planning and Decision Making Framework*** (Figure 5A) to enable teams to develop their general Youth Speak plan and plans for different Youth Speak activities. A digital copy of this tool, which can be edited and revised to meet your needs, is included on the DVD/USB drive. The YSTs can also use a different tool if they want.

This activity should be part of the Youth Leaders' Workshop. Consequently, the following is presented for use during this workshop. After the Youth Leaders and Coaches return to their schools, they should carry out a similar activity with the entire YST so that the whole team contributes to creating the school's Youth Speak Plan. After the YST completes their plan, the Youth Leaders and Coaches can share the plan that they developed at the Workshop so that the YST can compare the two plans. From this process, the YST should create a plan that would include content from both

planning activities.

The Youth Leaders and Coaches will also prepare a plan for the SDI during the workshop (see Unit 6). As with the overall plan for their Youth Speak program, the Youth Leaders and Coaches should repeat the process of creating the plan for their SDI with the full YST as a way of refining and improving their plan for this essential activity.

A. How can we use the Planning Framework?

The five columns in the Framework include a series of questions that you and others on the YST will need to answer. In each column there are other more specific questions that will help you add content to each column and gradually develop your plan. The Toolkit's authors recommend that you complete the columns in order, 1 through 5. It is likely that as the columns in the Framework are completed you and others on the team will think of new items to add to columns that were worked on earlier. When this happens, please go back to the earlier columns and add your new ideas.

The following provides additional information about each of the five columns to assist you and your team in answering the questions and building your plans one step at a time. After this overview of the columns in the Framework, there will be a Learning Activity to enable the members of your Youth Speak Team to use the Framework.

YOUTH PERSPECTIVE

During a Youth Speak event one Youth Leader was asked a question about the difference between participating in Youth Speak and the usual situation at her school. "We have a proverb in Morocco that explains the power of Youth Speak. A great person is not someone who makes us feel weak. A great person is someone who makes us feel great and strong. The coaches at Youth Speak made us feel responsible for the project. They helped us become leaders. Before [Youth Speak], we were very far from the decision making process related to our education. Our role was to follow the rules of others. When we were asked to participate, it was not taken seriously. In Youth Speak we had to lead and take ownership."

Column 1: Why?

The content for this column focuses on describing the desired consequences and results of the initiative, project or activity you are planning for. For column 1, you will want to answer the following questions:

- What changes do you want to make happen as the project or activity is carried out?
- What do you want to be different?
- What do you want to achieve?
- What do you want to result from all the effort that you and others make and the time and money that you will spend during the activity or project?

In answering these questions, you will want to consider the following different timeframes:

- The ***immediate changes*** and result you expect to realize;
- The ***mid-term changes*** and results you expect will occur; and
- The ***longer-term changes*** and result you hope will occur.

You will also need to think about the kinds of changes that will be needed to ensure that your results will be sustained over time. Additionally, you should list the types of system level changes that you may want to achieve. For example, for the issue of preventing school dropouts, you will likely want to achieve some changes in the system of education that takes place at your school. You may also want to include changes that would be important to influence other levels in the education system. You also may want to consider changes in the cultural system that is present in your community.

Figure 5 A

YOUTH SPEAK – MOROCCO: DECISION MAKING & PLANNING FRAMEWORK

1. WHY? Desired Changes & Consequences; Immediate, Mid-Term & Long-Term result	2. CONTEXT? Situation, Challenges and Barriers to Overcome, Assets and Opportunities	3. BELIEFS & ASSUMPTIONS? Principles & Assumptions that Govern our Decisions &	4. WHO, WHAT, HOW & WHEN? Key Actors, Core Project Components & Critical Structural Elements; Timeline	5. ARE WE THERE YET? Indicators & Measures of Success; Data Collection & Assessment Methods
What *changes* do we want to happen during the project and when it is over?	What are the *characteristics of the situation* in which you will work?	What *principles and beliefs* do you use to guide your work and to help you make decisions about what you do?	*Who* will be responsible? What team members and stakeholders will be involved?	How will you *measure* your progress?
What *immediate* changes and results will occur?	What *challenges* will you have to deal with?	What *assumptions* have you made about the situation and what will you do that will influence your choices and decisions?	*What* essential programmatic actions will occur?	What *parts of your work* will you measure to know if you are making progress or having difficulties?
What *mid-term* changes and results will occur?	What *barriers* do you need to overcome?		*How* will activities be carried out? What approaches, methods and procedures will you use?	What direct and indirect *indicators* can you use to measure your progress and achievements?
What *long-term* changes and results will occur?	What are the *strengths and weaknesses* of key actors, stakeholders and organizations that you will engage with?		What essential *structural elements* will you need?	How *often* will you measure and monitor your progress?
What do we want to change to ensure the *sustainability* of our results?	What *assets* are present in the community and school that you can leverage?		What *timeline* and sequence of activities will be needed?	*Who* will be involved in monitoring and measuring your work?
What *systemic changes* do we want to achieve?	What *opportunities* exist or will exist that you can leverage?		What *resources* will you need?	What *methods* will you use to collect data?
				How will you *analyze* the data you collect?

Column 2: Context?

The content for this column focuses on describing ***the local situation*** where your activity will take place and that you believe will affect your activity. This would include the ***physical, social, economic, cultural and political situation***. You will also want to include a description of the ***challenges*** you believe you and your team will face in carrying out the activity or project. This would also include any ***barriers to change*** that you feel you will need to overcome, neutralize or avoid. You will also want to include a description of ***assets and resources*** that exist in your situation that you will be able to use in carrying out your program or activity. Finally, you will want to consider any ***opportunities*** that you suspect will occur that you will be able to take advantage of as you implement your activity. It is important to remember that your context includes a mix of challenges, barriers, assets and opportunities. It never only includes negative aspects of the situation.

Answering the following questions can help you come up with information for Column 2:

- What are the general and specific characteristics of the situation in which the activity will take place? (These would include physical, social, economic, cultural and political characteristics.) In addition to describing very specific aspects of your situation that are most important, such as the school, you should also describe the larger and more general situation such as the larger community where the school exists.
- What challenges and barriers may exist that you will need to either overcome, neutralize or avoid?
- What are the strengths of key stakeholders that you can take advantage of in carrying out your activity and overcoming challenges?
- What are some weaknesses of key stakeholders that may need strengthening to enable you to carry out your activity?
- What assets and resources exist where the activity will be implemented that you can use to help you implement the activity?
- What opportunities already exist and will likely emerge that you can take advantage of in carrying out the activity?

Column 3: Beliefs and Assumptions?

The information you will add to this column should focus on your beliefs about what you are trying to achieve and that will guide your decision making. People using this framework often find this column the most difficult to add information to. Review Youth Speak's principles to get some ideas about beliefs that you may want to include here. For example, one belief that everyone in Youth Speak should have is the belief that young people should be at the center of all activities. Young people should lead activities and make decisions. Another belief that you may want to add is that young women and young men should have equal opportunities to participate. When the Toolkit authors use this framework, they include a belief in the importance of transparency and honesty. They also include a strong belief in the power of collaborative learning to bring about positive change. Many, if not all, of the beliefs that you include in this column will likely be **non-negotiable**. In other words, they are so important that you cannot give them up or change them.

In addition to beliefs, you will want to consider any assumption you may have made about carrying out your activity that will likely influence your decisions making. For example, it is likely that for the school dropout issue you and your team members have all assumed that your efforts will be able to reduce the number of young people who drop out of school. You may also assume that the majority of people in the school and community will want to contribute to efforts that will help reduce the number of students who drop out.

Answering the following questions may help you develop information for Column 3:

- What principles and beliefs will you use to guide your work and help you make difficult decisions about what to do in carrying out your activity?
- What assumptions have you made about your situation and what you want to achieve that will influence the choices and decisions you make?

Column 4: Who, What, How and When?

This column focuses on addressing the following questions about the activity or project you want to implement. It is really important that you DO NOT start on this column until you have entered information in the first three columns. Many planning activities and tools start with answering these questions. This is a common mistake since you may decide to do something without having good reasons. The choices you make about: "Who will do things," "What will be done," "How they will be done," and "When they will be done," need to be made based on what you are seeking to achieve, the context in which you will operate and the beliefs that guide your decisions.

- ***What*** *essential tasks and activities will you need to implement to achieve the desired results?*

  You should be as specific as possible in listing tasks and activities. You should be able to describe a clear cause and effect link between what activities you want to carry out and the results you are seeking to achieve. In other words, there must be a link between what you put in Column 4 and what you have already included in Column 1. If there is no link, then you either have to change the content in Column 1 or eliminate the task or activity from Column 4. Everything in Column 4 must contribute in some specific way to what you wrote in Column 1.

- ***How*** *will you carry out these different activities and what approaches will you use to carry out your activities?*

  You should describe in detail the way you will implement your tasks and activities. You should also discuss the important approaches you will use and the methods that will be important to include. The approaches and methods that you will use should enable you to overcome challenges and barriers and take advantage of resources and assets. There should also be a link between your beliefs and the approaches and methods you will use.

- ***Who*** *among your team and stakeholders will need to participate in these activities?*

  It is important that you identify specific people and/or stakeholders who will be directly involved in carrying out the different tasks and activities listed in this column. In identifying people to do different things, you will want to consider your beliefs and the strengths and weaknesses of the people you will choose. Since one of the central principles of Youth Speak is that young people should be at the center of all activities, it is essential that the Youth Leaders and other young people are central to every task and activity.

- ***What*** *physical or structural things will you rely on in carrying out your activity?*

  All activities usually have to have a place where they are carried out. For example you will need a convenient place where many people can meet for the public event to present the results of your SDI. You will also need places where the different

methods for the SDI to take place. You may also need some money for different activities. To answer this question, you should carefully consider what will be needed for you to complete each of the activities you have listed.

- ***When** will the different activities take place to enable you to achieve your desired results?*
  Your Youth Speak activity will take place over one school year. Therefore, you will have a specific time that Youth Speak will start and when it will end. You will also know when there are important holidays where activity will be suspended. Using the start date and the end date you will be able to decide when different tasks and activities will occur. This information should be used to develop a calendar of activities for the school year so that activities and tasks can be completed on time. The Quick Start Guide has a proposed workplan and calendar that may help you complete this part of the Framwork.

- *What is the **sequence** of tasks and activities that you will carry out?*
  Not all the activities can take place at the same time. Some activities will need to occur before others. For example, before you can convene your public event to share the results of your SDI, you will need to have completed the analysis of the results from your investigation. It is therefore critical to map out the sequence of activities so that the results of one activity are available for the next one.

Column 5: Are we there yet?

There is a saying that is important to completing this column: "***You can't manage what you don't measure.***" In other words, if you do not measure something you cannot know if it is getting better or worse. For Youth Speak this is critical. If we do not measure what we are doing then we will not accurately know if we are achieving our goals or know how much progress we are making. Unit 9 includes more information on monitoring and measuring your progress. Answering the following questions will help you develop content for Column 5:

- *What indicators will you use to know that the desired changes listed in Column 1 are occurring?*
  An indicator is a quantitative or qualitative term, factor or variable that provides a simple and reliable means of measuring achievement. An indicator also enables you to evaluate the results or performance of an activity. For example, an indicator for the success of Youth Speak would be the reduction in the number of students who drop out of school and an increase in the number of dropouts who return to school. These are quantitative indicators since you can count items. Another indicator for Youth speak might be changes in perceptions about the school environment from negative to positive. This is a qualitative indicator because it would use descriptive terms rather than numbers. Each major desired change listed in Column 1 should have at least one indicator that would be measured. One way to develop indicators is to ask the team how they would know if the desired changes they listed in Column #1 occur. Some or all the answers to this question could likely be indicators.

- *What approaches will you use to track and measure your indicators and the changes you expect to occur?*

One common approach that you can use to track and measure your activities, your indicators and the changes you expect to occur is to record your observations about the stakeholders involved in Youth Speak on a regular basis as you implement your activities. Over time, you would expect to see changes in their participation, how they talk about Youth Speak and the dropout issue, the level of their involvement, the numbers who volunteer, etc. Another common approach is to periodically record the perceptions by key stakeholders about Youth Speak, youth leadership, school dropouts, and other factors that are important to your activity. Over time, you would look to see if these perceptions are changing. These changes would then help you understand if you are achieving your goals.

- *What methods will you use to collect data and measure change?*
  There are a variety of methods that can be used to collect qualitative and quantitative data so that you would be able to measure change. Unit 6 covers two methods that are especially important to Youth Speak. Unit 9 also talks about developing a baseline for the status of your school's dropout situation so that you can know if this status is improving or not.

- *Who will collect the data you need to collect and who will track and monitor activities?*
  As with Column 4, you will want to name the people on your YST who will be responsible for specific activities to track and measure your progress. Each approach and method needs to include one or more people who will be responsible for carrying out the approach or method.

- *When will you collect data and how often will you measure and monitor activities?*
  As with Column 4, you will need to define when during the school year specific measurements will occur and data will be collected. Similarly, you will also need to describe the sequence of the different tracking, measuring and data collection activities. You will also want to define how often these activities will occur. This information should be added to the calendar of activities you will carry out so that monitoring, tracking and measuring activities occur on time and are aligned with project activities and tasks.

B. How do we keep the Framework balanced?

As the columns are completed, you will likely notice that the links between some of the content in each of the columns is not in balance. For example, you may notice that there is a barrier in Column #2 that may prevent you from achieving one of your objectives in Column 1. Since the barrier is part of the context that will not just go away, you must address this imbalance by making changes elsewhere in your Framework. In this case there are two choices. First, you can remove the objective from Column 1 that the barrier will prevent. Second, if you cannot remove the objective, you will need to add activities, resources or people in Column 4 to overcome the barrier in Column 2 and achieve your objective in Column 1. This process of balancing different areas of the Framework is continuous. Keeping the content in the different columns in balance will also help you avoid frustration and difficulties as you implement your activities.

LEARNING ACTIVITY 5.2:
How can we use the Framework for our Youth Speak Plan?

- *Facilitators should ask the group to get into their school teams.*
- *Each team should select one Youth Leader to coordinate this activity and one to present their results.*
- *Before this activity, print out copies of the Framework's columns on individual pages. These pages of the Framework are included on the Toolkit's DVD/USB drive.*
- *The facilitators should distribute enough copies of the Framework's columns so that each member of the team has a full set of 5 pages and a copy of the complete Framework on one page.*
- *The facilitators should also distribute a copy of the Framework's explanation that was presented above. A copy of this is on the DVD/USB drive.*
- *The individual sheets for each column will give participants room to write responses to the questions. Provide more sheets as needed. If some participants have computers, they can use the digital version of the Framework pages to record their Team's responses. As with paper, they should first work with the single column templates to give them sufficient room to type their responses. While one member of the team is typing their responses into the digital version, other members of the team should be writing their responses on the poster paper for their presentation.*
- *The members in each team should start their work individually using the "Think, write and then share!" approach. This will ensure that everyone in the team has an opportunity to contribute. Each member of the team will have unique perspectives, especially with respect to the context in their school and communities. It is critical that these individual perspectives are included in the Framework.*
- *After each member of the team completes a column, all members share their responses to each question and the coordinator integrates responses to create an answer that each person agrees with. These answers should be written to a large poster paper so that others can read it.*
- *After all teams have completed a column, one member of each team should present their results to the group. This should result in the teams improving their responses. The teams should tape their posters on different parts of the room's walls so that over time they will create a large version of the whole framework showing the content of each column.*
- *After all teams have presented their work on one column, the teams should repeat the process with the next column until all 5 columns are complete and the full version of the Framework from each team is on the walls of the room. This will enable the teams to visualize their completed Framework as it is assembled. It will also enable sharing of the completed frameworks among the teams.*
- *Since each team comes from a different school and community with different contexts and a different dropout situation, it is expected that the completed frameworks for each team will be different.*

Continued

LEARNING ACTIVITY 5.2:
How can we use the Framework for our Youth Speak Plan?

- *After two or more columns are completed and taped on the wall, the participants should compare the content in the different columns to see that they "balance." If not, the teams will need to make changes in one or all of the columns to balance them. Continue this process until all columns are complete and the full framework is shown on the wall and is balanced. The facilitators should also ask the members of each team to examine their community-specific columns to see if their content also needs to be adjusted based on what other teams presented.*
- *The facilitators should ask the participants to gradually walk around the room to carefully study each team's plan. Remind the teams to try and identify aspects that are "out of balance." They should also look for responses to the questions that are incomplete or not clear.*
- *After the participants have studied each team's plan, the facilitators should lead a group discussion where participants can share their thoughts about the different plans. Each team should make adjustments in their plans in response to this feedback.*
- *At the end of this activity, one member of each team should be asked to type their content into a digital version of the Framework. This might be done in the evening. Each team should also take the poster versions of their framework back to their school so that they can share their plans with the rest of the YST.*
- *Copies of each team's typed Framework should be printed and provided to the other teams. This process of sharing results among the teams will start building a culture of collaboration and mutual support. The facilitators should build and strengthen this culture of collaboration among the teams throughout the workshop so that when the teams return home this culture of collaboration will continue.*

STEP 3: HOW CAN WE USE OUR PLANS AFTER THEY ARE CREATED?

You should use your plan to guide the implementation of your Youth Speak activity. Youth Speak involves many people and many activities and it should be completed within one school year. The first part of Youth Speak involves building and strengthening the capacity of Youth Leaders, Coaches and other members of the Youth Speak team. After this, the team needs to carry out the investigation of their dropout situation and then analyze and present the results to the school and community. After this, the team must guide the stakeholders through a process of identifying a few improvements in the school and community that they feel will help reduce dropouts. Once these actions are identified the team must then guide the process of implementing these changes.

If the first parts of this process are not completed quickly, within one or two months, the school and community may not have sufficient time to implement the changes they decide are the most important. More importantly, if these changes are started late in the school year, it is likely that the team and the

stakeholders will not start to see any improvement in the school dropout situation before school ends for the summer. If this happens, it will be difficult for the school to continue with Youth Speak in the coming year.

As you can see, it is essential that you use your plan to keep all activities happening quickly and progressively so that you and your stakeholders have time to start to see the fruits of all your labor. Unit 9 will provide you with guidance and tools to help you keep your plan on track.

A. Do we have to revise our plans after we create them?

As you will remember, one of the principles of Youth Speak states that: ***"The Plan is nothing; Planning is everything!"*** All plans are created based on what you know at the time they are created. However, situations change over time and events that you could not predict occur. Also, as you carry out your plan, you tend to influence the situation and create changes you could not anticipate. As a result, the plan you created gradually grows out of date. Consequently, it is essential that you continuously update and revise your plan based on improvements in your knowledge and understanding of context and relationships between actions and results. It is also common for new assets, resources and opportunities to emerge as you execute your plan. You therefore need to modify your plans to benefit from the new assets, use the new resources and take advantage of the new opportunities.

The plan you create at the start of Youth Speak will likely look very different from the final plan at the end of the school year. In this case, any one plan really was not very important. However, the continuous process of planning is critical to your success.

One easy way to create a dynamic version of your plan that you can quickly modify over time is to use five large poster sheets, one for each column of the Framework, and colored note paper, one color for each column that can be taped temporarily in the appropriate column (if possible use large "sticky notes" rather than tape to make it easier to remove notes and to move them around) with the information for your plan. The larger sheets of poster paper would be taped on the wall of the room where your Youth Speak team meets most often. As the need arises, new notes can be taped to a column and notes that are no longer valid can be removed. When some items have been completed, you can create a note with a different bright color to indicate that this activity or action was completed. Over time, as more and more of you plan is completed you will see more and more of those brightly colored notes appear. This should give you and your team a good feeling of accomplishment.

It is likely that the notes in column 3 will remain relatively unchanged since your beliefs, principles and assumptions will not change much. You may, however, add more beliefs as they become clear to you over time.

B: Should we only use the planning Framework for large activities?

NO! The planning Framework is designed to be used to plan large and small activities. For example, in the Toolkit the teams will create plans using the Framework for their overall Youth Speak activity and for their School Dropout Investigations. After returning to their schools, each team should also consider using the Framework to help plan the public events and the action plan to bring about change in their school and community to reduce dropouts. The Framework can help the YST develop high quality plans for almost any activity and this will help them achieve high quality results and prevent frustration and disappointment.

6

Unit 6:

Investigating the School's Dropout Situation

STEPS TO INVESTIGATE YOUR SCHOOL'S DROPOUT PROBLEM, AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 6

"In all affairs it's a healthy thing now and then to hang a question mark on the things you have long taken for granted." — Bertrand Russell

1

STEP 1. What questions will guide our investigation?

A: What are some qualities of good questions?
* Learning Activity 6.2

B: How can we develop guiding questions?
* Learning Activity 6.3

2

STEP 2. What methods should we use to collect data and information?

A: What are Focus Group Discussions (FGD)?
* Learning Activity 6.4

B: How many types of FGDs should we carry out?
* Learning Activity 6.5

C: How can we select people to participate in the FGDs?

D: What questions should we use in different FGDs?
* Learning Activity 6.6 & Learning Activity 6.7

E: What are in-depth interviews (IDIs)?
* Learning Activity 6.8

F: How can we select people to participate in the IDIs?

G: What questions should we use in different IDIs?
* Learning Activity 6.9

STEPS TO INVESTIGATE YOUR SCHOOL'S DROPOUT PROBLEM, AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 6 (*continued*)

"The important thing is to not stop questioning." — Albert Einstein

3

STEP 3. Should we develop and carry out a survey for our SDI?

4

STEP 1. How do we analyze and interpret the data from our FGDs and IDIs?

A: What are the objectives of analysis?

B: How do we carry out the analysis of the qualitative data from FGDs and IDIs?

C: How can we intepret the results of our analysis?
* Learning Activity 6.10

5

STEP 2. How can we share results of our investigation?

A: How should we prepare a quality written report?
* Learning Activity 6.11

B: How can we organize our public event to present our results? * Learning Activity 6.12

BEFORE YOUTH SPEAK, INVESTIGATIONS INTO REASONS STUDENTS DROP OUT OF SCHOOL AND POSSIBLE REMEDIES WERE CARRIED OUT BY ADULTS.

Youth Speak takes a different approach by enabling students and dropouts to gain the skills needed to design and carry out rigorous investigations to understand the school dropout issue. This Unit will enable young people to learn to create good questions and learn to use these in rigorous focus group discussions and in-depth interviews with their stakeholders. The Unit will also guide your teams through a process of analysis to transform the data you collect into knowledge and understanding. As a result, it becomes possible for young people to lead local citizens through a process of making decisions about how to help solve the dropout problems at their school.

Before you and your YST members can design and carry out effective efforts to reduce the number of students who drop out, it is essential that you, the YST and other stakeholders have a clear and accurate understanding of the current nature of your school's dropout problem. Additionally, since multiple factors contribute to students dropping out of school, it is critical that the YST seeks suggestions from all stakeholders (see Unit 2) about what actions could be taken locally to prevent students from dropping out. To meet both of these critical needs, the YST should design and carry out an investigation on your school's dropout problem and on possible actions that could be taken locally to prevent dropouts.

In addition to improving your understanding of the dropout situation in your school and community, the investigation will start to raise awareness about school dropouts and increase curiosity about what the investigators are learning. This will make it easier for your YST to engage stakeholders in the process of planning local actions to reduce dropouts and in implementing the plan to bring about changes that will make it possible for more students to remain in school and for many dropouts to return to school.

The rest of this Unit will guide you and your YST through a process of designing and carrying out your School's Dropout Investigation (SDI). As with developing your school's Youth Speak Plan, designing and planning for the SDI will be part of the Youth Leaders' Workshop. After this workshop, your Youth Leaders and Coaches will be able to repeat this activity with the rest of the YST so that the plan for your SDI will meet everyone's expectations.

The following activity to help the YST design and carry out your SDI is presented for use during the Youth Leaders' Workshop. When the Youth Leaders and Coaches repeat this activity with your YST, they should only need to make a few minor adjustments in these instructions and the PowerPoint presentation that was used to guide the Youth Leaders' Workshop.

LEARNING ACTIVITY 6.1:
What is an investigation?

- *The facilitators should organize the group into their school teams and ask each team to select one Youth Leader to coordinate this activity and one to present the group's results.*
- *The Facilitators should ask all of the participants if they think everyone at the workshop will have a common understanding of the term, **investigation**. Ask for a show of hands and write the number of people who feel that the participants have a common understanding of the meaning of this word and those who feel that participants have different understandings of this term.*
- *The Facilitators should ask each member of the team to define the term investigation in writing. The first step in this process would be to have each person work independently using the **"Think, Write and Then Share"** method. After each person has written their individual definition, the team members should share their definitions and create a composite definition for the team. Each definition should be **one sentence long**. Each team should write their single sentence definitions for investigation on a poster so that everyone will be able to read it.*
- *Then, one Youth Leader from each team should tape the poster on the wall and read the definition to the group. Members of the group should ask questions and seek clarification from the team presenting their definition. Any member of the team whose definition is being discussed can help answer questions.*
- *All definitions should be taped next to each other on the wall. The Facilitators should ask if each of these definitions are almost the same. Compare this answer to the response to the "vote" about the question asked at the start of this activity.*
- *Now, the whole group should work to create a single definition for investigation that includes elements from the definitions on the wall. After a discussion about this group definition for investigation, the facilitators should write a version of the composite definition that everyone will agree with. This should be written on a poster and taped to the wall.*
- *Now, show the following Toolkit definition for investigation and ask the group to compare this to the one they created. Ask them to note down specific differences and similarities. (This definition is included in the PowerPoint presentation). Also ask them if they want to adopt their group definition, the Toolkit's definition, or create one that includes elements of both. Whichever definition they choose will be the one that will guide their investigation of their school's dropout situation.*

  ***A definition for investigation:** An active and systematic process of focused inquiry to discover something, to collect information, to answer one or more questions, to learn the facts about an issue or situation and to create knowledge and understanding that can be used to make predications or draw conclusions.*

- *The facilitators should explain that the underlined words in the Toolkit's definition are there to highlight actions that investigators would need to do and results that they should expect.*

STEP 1: WHAT QUESTIONS WILL GUIDE OUR INVESTIGATION?

All investigations need to be guided by a few major questions. Therefore, before you can start your investigation, you must first develop a few, no more than three, major questions, that you want to answer by carrying out your investigation.

The questions that each team develops will be used to come up with a final set of questions that all YSTs will use to guide their SDIs.

Before working together to develop these questions, the facilitators should ask the whole group the following question:

What are some advantages to having each school in Morocco use the same questions to guide their investigation?

Encourage the Youth Leaders and Coaches to rapidly think of different advantages to having all Youth Speak Schools use the same questions to guide their investigations. Also, encourage them to use the *"Think, Write and Then Share!"* method for this activity. As participants suggest possible advantages the Facilitators should write these on a poster sheet. The Facilitators can ask clarifying questions if the answers do not respond well to the question. However, the Facilitators SHOULD NOT reject or judge anyone's suggested answer.

When the participants stop offering suggestions, the Facilitators should compare the participants' list to the following Toolkit list of suggested advantages (this list is included in the Youth Leaders' Workshop PowerPoint presentation):

Figure 6 A

Advantages of using the same set of questions to guide school dropout investigations at all Youth Speak schools:
The results from the investigations at different schools can be combined to give the schools and the Ministry a more accurate picture of the dropout situation in specific locations and across the country.
The results from different schools can be compared and contrasted between the different schools and types of locations such as schools in urban, rural and per-urban areas. This will help schools and the Ministry determine if the dropout situation in all types of locations is the same or influenced by the characteristics of specific locations.
The specific approaches used at each school to investigate their dropout situation can be shared among schools to improve results.
The results from investigations at different schools can help validate conclusions that each school develops to answer the guiding questions. This is a form of triangulation. If the results at each school are similar for the same questions, than we can conclude that the results are likely accurate. If the results from one school cannot be compared to those from other schools because the questions being asked were different, then we would have no way of knowing if the results are accurate or not.
If the factors contributing to students drooping out of school are similar across most Youth Speak schools, then the Ministry may be able to develop policies to address these underlying causes.

The Facilitators should then have the Youth Leaders and Coaches compare their list of advantages to the Toolkit's list above to see where the two are similar and different. Where they are different, the Facilitators should take the time to explore the differences with the teams. It is important that the Youth Leaders and Coaches understand the advantages listed above.

A. What are some important qualities of good questions for an investigation?

The Facilitators should ask the teams why they should develop one or more guiding questions for their investigations. As with the above, the Facilitators should encourage the participants to quickly suggest reasons for having guiding questions. The Facilitators should write these reasons on a

poster sheet as they are mentioned. The Facilitators can ask clarifying questions, but they should NOT JUDGE the suggestions being provided. After a few moments, the Facilitators should share the reasons for having guiding questions shown below that are part of the Youth Leaders' Workshop Power Point presentation.

Guiding questions for an investigation are fundamental to the process of the investigation. They focus the investigation, help identify methods, and guide all stages of inquiry, analysis, and reporting.

The facilitators should now have a brief discussion about the differences and similarities between the reasons for guiding questions provide by participants and the ones from the Toolkit.

LEARNING ACTIVITY 6.2: What Are Some Important Qualities and Characteristics of Guiding Questions?

- *The Facilitators will carry out this activity with the whole group.*
- *To help the group understand the question for this Learning Activity and the kinds of answers that they are seeking, the Facilitators should list one of the qualities provided in the table below. For example, the Facilitators may write:* ***"They should be clearly stated and easily understood."***
- *As with most Workshop activities, remind the Youth Leaders and Coaches to* ***"Think, Write and Then Share!"*** *As participants suggest answers, a Facilitator should write it on a poster sheet without judgment or critique. If needed, the Facilitators can seek clarification to make the contribution easier to understand.*
- *After five to ten answers have been provided and written on the poster, the Facilitators should ask the group to read and think about their answers and suggest any changes or additions.*
- *When this is complete, the Facilitators should distribute the Toolkit's list of* ***important qualities of good questions for investigations****. These qualities are available as a handout in the Unit 6 folder on the DVD/USB drive.*
- *The Facilitators should then ask the participants to compare and contrast their list of qualities and characteristics and the Toolkit's list. Specific attention should be given to items missing from either list that are part of the other list. Ask the Youth Leaders and Coaches to write down some important differences between the two lists. When this is done, open a discussion about the qualities of good questions for an investigation. After the discussion, each participant should be given a copy of the list so that they can use it in the next activity.*
- *The Facilitators should quickly read each of the items in the Toolkit's list and offer reasons why this quality or characteristic is important.*
- *Finally, the Facilitators should explain that the qualities for guiding questions can be used as criteria to create guiding questions and to evaluate the quality of questions that the teams develop. The Facilitators should also explain that these qualities for guiding questions can also be used to develop questions that would be used as part of any investigation or area of study.*

Continued

LEARNING ACTIVITY 6.2:
What Are Some Important Qualities and Characteristics of Guiding Questions?

Continued

Some Important Qualities of Questions for an Investigation

- ***They should be clearly stated and easily understood.*** *Simple direct questions that are as short as possible will be easier for people to understand and respond to than long, complex questions. Where possible, write questions before asking them so that you can read them. This will help make sure that the grammar and language is correct. Incorrect grammar can lead to confusion.*

- ***They should be as brief and concise as possible.*** *Each question should only ask a single question. Do not embed more than one question in the questions you ask. This will help make the questions as short as possible. Also, keep the language simple and easy to understand.*

- ***They cannot be answered with a simple yes or no statement.*** *Questions that can be answered with a Yes or a No do not give you much information. There is no discussion. The only time you want to ask a Yes or No question is to test an assumption and to lead into a more important question. For example, you might ask, "Did you drop out of school?" You might ask this to confirm a belief. Once the person responds, you will know if your second and more important question can be asked.*

- ***They should be verifiable by observation or experience rather than theory or pure logic.*** *You should focus on questions that enable the people being interviewed to respond based on what they have seen or experienced.*

- ***The evidence to answer the question should be available to you.*** *You should ask questions that will result in responses that you can follow up with by asking for more detailed information based on knowledge the person being interviewed will likely have.*

- ***They should be manageable given the time, skills and other resources that are available.*** *Do not ask questions that will take too long to answer. Also do not ask questions that will embarrass the person. Also, do not ask questions that would require specialized knowledge to understand the answer.*

- ***The assumptions that are embedded in the questions should be understood.*** *You should explore your questions before asking them to identify the underlying assumptions. Some of these underlying assumptions may need to be tested by asking preliminary questions. Once you know your underlying assumptions, you may need to revise your questions to make them more honest and authentic.*

- ***The values that are embedded in the questions should be understood.*** *Generally, questions should be value free. The questions should be free of judgments and beliefs, especially when asking about topics that are sensitive. Do not expose your beliefs in the questions you ask. You should try and remain neutral.*

Continued

LEARNING ACTIVITY 6.2:
What Are Some Important Qualities and Characteristics of Guiding Questions?

Continued

- ***The political implications of the questions should be understood.*** *The topic of school dropouts is linked to local and national politics. You should explore the implication of your questions before you ask them. Just because a question is political does not mean it should not be asked. It is important, however, that you are aware of the politics of the topic you are investigating and the questions you are asking.*

- ***They can be related to previous investigations.*** *If possible, you should take advantage of other investigations when developing your questions. This may involve borrowing questions that have been used, or asking new questions to test the conclusions that other investigations came up with.*

- ***They should be significant and deal with something important.*** *Do not ask trivial questions. This will waste the time of the person you are interviewing. Ask substantive questions that will result in a serious discussion.*

- ***They should take ethical issues into consideration and not lead to unethical behavior to answer the questions.*** *Examine your questions and identify ethical issues that are related to the questions. Your questions should not treat ethical issues lightly. As mentioned earlier, your ethical beliefs should not be present in your questions.*

- ***They should be practical and relevant to the people involved.*** *Do not ask questions that are not relevant to the person you are interviewing. This may lead the person to guess about the answer rather than respond with knowledge based on his or her personal experience. For example, if you are interviewing a young man, it may not be appropriate to ask him why young women drop out of school. If you are investigating the opinions that males have about females then your question would be appropriate. However, you should be clear about a question's relevance.*

- ***They should be interesting for the people carrying out the investigation.*** *An attempt should be made to ask questions that the people being interviewed would be interested in talking about. One way to evaluate if your questions are interesting is to test them with people who are similar to those you will be interviewing. Have them read the questions and ask them if they find them interesting. You can also ask them if they understand the questions. Based on their answers, you can make adjustments in how you are asking the questions.*

- ***They should lead to a definite conclusion.*** *An ambiguous question often leads to an ambiguous answer that will be difficult to understand and that will not help you draw conclusions. Ask questions that can be answered. One way to test your questions is to ask them to people similar to those you will be interviewing to see if they understand them and can provide answers that will be specific and include information that you can use to make conclusions.*

Continued

LEARNING ACTIVITY 6.2:
What Are Some Important Qualities and Characteristics of Guiding Questions?

Continued

- ***They should be authentic; be answered multiple ways.*** *Your questions should not be rhetorical. They should not lead a person to answer them in a specific way that you want. For example, the following question is not authentic: "Would having a school bus service to bring students to school help reduce school dropouts?" This is a leading question since it is "leading" the person to answer it in a specific way.*
- ***They should be phrased using respectful and specific language.*** *The manner and language you use to ask questions should be respectful. You should smile and speak in a friendly tone and show that you appreciate the time and effort the person is making to participate in your interview. The words you use should not be too informal or familiar.*
- ***They should not be biased by beliefs or personal motivation.*** *You should not ask questions that seek to prove your point of view or political interests. You should not ask questions to manipulate the person or people you are interviewing. You should not intimidate people to answer your questions in a specific way.*

B. How can we develop guiding questions?

Brainstorming is one approach to enable Youth Leaders and Coaches to develop possible guiding questions for the SDI. Before starting this activity, the Facilitators should review the following guidelines for effective brainstorming with the Youth Leaders and Coaches (these guidelines are in the Workshop's PowerPoint presentation).

Guidelines for Effective Brainstorming:

- Assign someone to facilitate the session and to write ideas on a poster for all to see – make sure that this person also has time to contribute ideas.
- There are no dumb ideas – do not censor yourselves, the only dumb ideas are the ones that are not mentioned.
- Do not criticize other people's ideas – do not roll your eyes or make noises when people are contributing ideas.
- Clarification, without criticism, may be requested – the person writing up the idea may need to do this to make sure that what is written is accurate.
- Do not discuss ideas while they are being generated – discussions will happen after the brainstorming session is complete.
- Build on other people's ideas—often an idea suggested by one person will trigger another idea by someone else.
- Remain focused on the topic.

- Allow for a specific amounts of time – 15 minutes, 30 minutes, or longer.
- Have fun and encourage creativity.
- Encourage participation from everyone on the team – If one or more members do not talk, the Facilitator should stop others from talking until the quiet members contribute.

LEARNING ACTIVITY 6.3:
Developing Guiding Questions for the School Dropout Investigation

- *The Facilitators should ask the group to organize themselves into the following three teams: a Student Team, an Out-of-School Youth Team; and a Coaches Team. The facilitators should ask each team to identify one member of the team to coordinate the activity and to write ideas generated by the members on a large poster for all to see.*
- *The Facilitators should give the teams 15 minutes to come up with ideas for 3 major questions that will guide their investigation on their school's and community's dropout problem and possible actions schools and communities can implement to keep students in schools. The Facilitators should read this requirement to the group.*
- *After each team has completed their questions, the Facilitators should remind them to compare their questions to the list of qualities for good guiding questions for an investigation. If needed, the teams should improve their questions so that they satisfy the criteria.*
- *Next, one member from each team should present their question to the whole group. Each poster with the 3 guiding questions should be taped to the wall next to the others. Other participants can ask clarifying questions.*
- *After all groups have presented their questions, the Facilitators should lead the group through a process to compare and contrast the questions. From the three sets of questions, the Facilitators should next work with the teams to create a final set of three guiding questions for their SDIs.*
- *The Facilitators should then guide the Youth Leaders and Coaches through a discussion comparing their 3 composite questions they developed with the proposed questions shown below. The group does not need to choose the exact same wording used in the proposed questions, but the final set of 3 questions that they will use to guide their SDIs should be similar to the proposed questions.*

Sample Guiding Questions for the Investigation

1. *What factors contribute to causing young people to drop out of middle school?*
2. *What actions could we implement in our school and local community to increase the number of young people who graduate successfully from middle school?*
3. *What challenges do young people face in transitioning from middle school to work and what could we do to make this transition more successful?*

The Ministry of Education will want to have schools use these or very similar questions for all future instances of Youth Speak. Again, schools can add other guiding questions to their SDI if they want. Over time, by using the same guiding questions for all SDIs, the Ministry will accumulate data that will help them gain a clearer understanding of the school dropout problem. If schools that continue with Youth Speak each year replicate the SDI, the Ministry will also collect data that may show changes in the status of school dropouts in schools that implement Youth Speak. This data will be most useful if the same guiding questions and data gathering methods are used each year by all schools.

STEP 2: WHAT METHODS SHOULD WE USE TO COLLECT DATA AND INFORMATION?

There are different ways to collect data to help answer your guiding questions for your SDI. The following criteria will help the teams select the data collection methods that would be most appropriate for SDIs. These criteria are included in the Youth Leaders' Workshop PowerPoint.

Criteria for selecting appropriate data collecting methods for the SDIs:

- The methods can be carried out by the Youth Leaders with support from the Coaches and other members of the YST.
- The methods can be completed in relatively short periods of time.
- The data collected by the methods can be analyzed by the Youth Leaders with support from the Coaches and other members of the YST.
- The methods will collect the types of data and information needed to answer the guiding questions.
- Each method collects data that will enable a minimal level of validation of data collected by other methods.
- The methods do not require special resources, materials or funding to be implemented.

Based on the above criteria and experience with the first Youth Speak activity, the Toolkit authors recommend that the YSTs ***use, at a minimum, two methods for their SDIs, Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs)***. Experience from the first Youth Speak activities shows that Youth Leaders can quickly learn how to use these two methods and how to organize their SDI to implement both with different members of the school and community. The previous Youth Speak activities demonstrated that both methods could be completed in three to five weeks. This experience also showed that the Youth Leaders and Coaches were able to analyze the data collected by these two methods to help answer the SDI's guiding questions.

A. What are Focus Group Discussions (FGDs)?

This method is used to collect qualitative data and information from specific groups of people who usually share a common set of characteristic such as students, dropouts or mothers of students. This group of people are asked for their perceptions, opinions, beliefs, and attitudes toward an issue, a problem, a product, a service, or an idea. Questions are asked in an interactive group setting where participants are encouraged to talk with each other. A facilitator leads the discussion by asking an initial set of pre-defined questions and then uses spontaneous follow-up questions based on responses from participants to encourage them to provide specific and detailed responses and information. The Facilitator also seeks to get the participants to respond to what others mention. The discussion is usually recorded by another person who is present in the room but who does not participate in the

discussion.

The following activity is a good way to enable the Youth Leaders to learn about and to quickly carryout FGDs.

LEARNING ACTIVITY 6.4:
Focus Group Discussion Role Play

One very effective way to enable the Youth Leaders to learn about and to carry out FGDs is to organize a sample FGD that the Youth Leaders will observe. The Youth Leaders will use the FGD Observation Checklist (available in the Unit 6 folder on the DVD/USB drive) to guide their observations of the FGD demonstration. The following outlines the steps that should be followed for this activity to be a success.

1. *Two of the Facilitators for the Youth Leaders Workshop will lead this FGD role play activity. In carrying out the different steps in this activity, the Facilitators are encouraged to exaggerate their behavior so that what they are doing is obvious to the Youth Leaders who will be observing the role play and taking notes using the observation check list.*

2. *The day before the role play activity, the Facilitators should review the FGD Protocol and Ground Rules document found on the Toolkit's DVD/USB drive. They should then decide which of the rules they will break during the role play to demonstrate poor practice. The rules that they decide to break should be obvious to the observers since they will not have the protocol before role play activity.*

3. *Also the day before the role play activity, the Facilitators should decide on the topic for the FGD role play. This topic should be one that the Coaches will find interesting and have opinions about but is not directly related to the school dropout issue. In the first Youth Speak activity, the Facilitators asked the participants to discuss the question, "Does the curriculum in middle school encourage students to be creative? If yes, how? If not, would it be important to enable more creativity in the curriculum?" Please use the guidelines for good questions to help you pick the topic question for your FGD role play.*

4. *The Facilitators should also identify five to ten good questions about the topic that they may use during the FGD. Again, they should use the guidelines for good questions to develop FGD questions. It is likely that only a few of these questions will be used, since most of the questions will be spontaneous questions to follow-up what participants say and to encourage others in the group to speak or comment and to seek more specific information, details and examples to illuminate what participants say.*

5. *The FGD Facilitators will organize 8 to 12 of the Coaches into the group who will participate in the FGD. If there are other Coaches at the Workshop, they can also observe the FGD and take notes just like the Youth Leaders.*

6. *One of the Facilitators will be the person asking questions, the other Facilitator will take notes.*

Continued

LEARNING ACTIVITY 6.4:
Focus Group Discussion Role Play

Continued

7. *The 8-12 Coaches should be organized in a semi-circle in front of the room and the Facilitator moderating the FGD should be in front of the coaches. The other Facilitator who will record what is said should be off to the side. The Youth Leaders and other observers should be behind the FGD participants so that they cannot be easily seen by the participants.*

8. *The Youth Leaders should be organized into their school teams to record their observations.*

9. *The Facilitators should ask the Coaches to wait outside the room while the room is being organized.*

10. *After the Youth leaders are seated, the Facilitator should explain that the observers should be absolutely quiet during the role play activity. He or she should also explain that the role play will start as soon as the FGD participants (Coaches) are called into the room. The observers should use their checklist to carefully observe EVERYTHING that happens during the role play. The Facilitators should explain that some things that will be done during the Role Play are designed to demonstrate good practices, some will be used to demonstrate poor practices. The observers should look for things that they feel are good practices for a FGD, what they feel was not done well, and what seems to be missing.*

11. *The Facilitators should then quickly review the FGD Observation Checklist with the observers.*

12. *When the room is quiet, one of the Facilitators should invite the FGD participants (Coaches) into the room. The Coaches should be told to ignore the observers and behave as if there are no observers in the room.*

13. *The Facilitators should introduce themselves to each of the participants and shake their hands. The Facilitators should also encourage the participants to introduce themselves to each other. For this role play, the participants should behave as if this will be the first time that the participants meet each other.*

14. *After a minute or so of socializing, the Facilitators should invite the participants to sit in the chairs that have been organized in front of the room.*

15. *If needed, the Facilitators may want to organize the participants so that women and men are mixed and do not sit in a male or female group.*

16. *Once the participants are seated, the Facilitators should read the "introduction section" of the FGD Protocol and Ground Rules (see Annex on the DVD/USB drive) to the participants and introduce the topic question to the group.*

17. *When everyone is settled, the lead Facilitators should proceed with asking questions and guiding the discussion using the information provided in the FGD Protocol and Ground Rules. The Facilitators should remember to break a few rules to demonstrate poor practice. However, they should follow most of the rules to demonstrate a high quality FGD.*

Continued

LEARNING ACTIVITY 6.4:
Focus Group Discussion Role Play

Continued

18. *After 15 minutes, the lead Facilitator should stop the role play activity and thank the Coaches for participating. The Coaches should turn their chairs around to face the observers. The Facilitators can give the teams about 5-10 minutes to discuss their individual observations and develop a single consolidated list of observations from each school team. This should be organized into three categories: good practice, poor practice and what was missing. One member of each team should then present their team's observations as one Facilitator writes these observations on three posters with the three titles: Good Practice, Poor Practice, and What's Missing.*

19. *As each team presents their list, the Facilitator should write down new items and put a check mark next to those that are repeated. If some coaches or others were observing, they can offer their observations at the end of this session.*

20. *After all the groups have presented their observations, the Facilitators should talk about the rules that they broke during the role play and highlight any that the observers missed. The Facilitators should then open up the session for a group discussion and invite the Coaches who were in the role play to talk about what they felt went well and what did not go well for them during the role play.*

21. *The Facilitators should then distribute a copy of the FGD Protocol and Ground Rules to all Coaches and Youth Leaders.*

22. *The Facilitators should also ask a team of two Youth Leaders to use someone's laptop to type up the content from the three posters containing good and poor practices and what was missing. This information should be printed and distributed to participants to be added to their Toolkits.*

B. How many types of Focus Group Discussions should YSTs Carry Out?

As presented in Unit 2, there are several groups of people who are stakeholders in Youth Speak and who are especially concerned about the school dropout issue. These include: a) students, especially those at risk of dropping out; b) young people who have already dropped out of school; c) mothers and fathers, especially those whose children are at risk of dropping out and those who have dropped out; d) school directors and teachers; e) members of the DPU; and f) representatives from local and national government and civil society organizations. People who belong to these groups will have perspectives, knowledge and attitudes about the school dropout issue that are similar and different from those of people from the other stakeholder groups. Consequently, it would be important to investigate what their views are and therefore the YSTs may want to organize different FGDs for these different groups.

Another reason for organizating different FGDs for different stakeholders is to ensure that people who it is important to hear from have opportunities to share their ideas. In the first Youth Speak activity, for example, the Youth Leaders organized one FGD for fathers and another one for mothers. They believed that if they had mixed fathers and mothers in the same group the mothers would have been

reluctant to speak freely and share their real opinions and ideas. Similarly, the Youth leaders in the first Youth Speak activity who had dropped out of school felt that it would be important to have one FGD just for youth who had already dropped out, either boys or girls. They felt that out-of-school youth would likely be embarrassed to speak about their experiences with dropping out in front of students.

After the FGD role play activity is finished, the workshop facilitators should take the Youth Leaders and Coaches through a process of identifying the different types of FGDs that they would like to organize. Each YST should organize the same types of FGD so that information collected from each type could be combined by the Ministry of Education with the information collected from each team's FGDs. The following process will enable the Youth Leaders to define the specific types of FGDs that they should organize to help answer their guiding questions.

LEARNING ACTIVITY 6.5:
Identifying the Different Types of FGDs

- *Facilitators should organize the participants into their school teams and ask them to identify one Youth Leader to coordinate this activity and one to present their results.*
- *Ask the Youth Leaders to identify the different types of stakeholder groups that exist in their schools and communities. Refer to Unit 2 for help with this activity. Write this list of stakeholders on a poster.*
- *After a good selection of stakeholder groups is identified that is similar to those listed earlier in the Toolkit, ask the Youth Leaders the main ways that members of these groups could be organized. The idea here is to get them to identify the following main variables or ways of categorizing the members: male, female, age (young person/adult), student or out-of school youth, official, school staff, or general citizen. Write the main ways to organize members on a poster.*
- *Facilitators should introduce the term "Variable" with respect to research. A variable is something that can be changed and which may influence the results of an investigation. Variables can also be measured. For any group of people one common variable is whether or not a person is male or female. In an investigation, it is possible to create a group that is comprised of all men, half men and women or all women. Under some conditions, the results from each of three groups will likely be different because of their composition.*
- *After they have the lists of stakeholders and ways to organize members of the different stakeholder groups, ask the youth leaders to use these two list to come up with different types of groups that would participate in FGDs.*
- *The Facilitators should write down the Youth Leaders' suggestions without judging them. After they have proposed a variety of groups, the Facilitators can guide the Youth Leaders through an analysis of the pluses and minuses for each type of group. The Facilitators should ask the Youth Leaders to make a judgment about which groups would be most helpful in enabling them to answer their three research questions. The goal is to eliminate groups that won't help the Youth Leaders answer the guiding questions. This process should also lead to a manageable number of groups.*

Continued

LEARNING ACTIVITY 6.5:
Identifying the Different Types of FGDs

Continued

- *The first Youth Speak activity organized the following 6 different groups for FGDs:*

Mixed youth group	*6 students and 6 Out-of-School youth, 50% female*
Female youth group	*6 students and 6 Out-of-School youth*
Male youth group	*6 students and 6 Out-of-School youth*
Fathers' group	*Fathers of 6 students and 6 Out-of-School youth*
Mothers' group	*Fathers of 6 students and 6 Out-of-School youth*
Community group	*1 person from the provincial delegation, the president of the parents association, 1 representative of local NGOs, 2 representatives from the community, and 5 representatives from the school, 50% female*

After the first activity was complete, some Youth Leaders felt that it would have been good to include a group comprised of local government officials.

1. *The Toolkit authors recommend that no more than 8 types of FGD groups should be organized.*
2. *Keep in mind that all YSTs MUST carry out the same types of FGDs so that the Ministry can combine the data from all the FGDs.*
3. *Teams can add one or more additional types of groups to the ones that all Teams use if they want. The data from this additional group would not be given to the Ministry and only be used by the local team to address an issue specific to their locality.*

FGD with Teachers: As part of creating the Toolkit, the authors worked with a team from the Ministry of Education to test the Toolkit with staff and students in three schools. During this test, we learned that it is essential for the Youth Speak Teams to carry out a FGD with the school's teachers. The authors therefore strongly recommend that the first FGD carried out by the Youth Leaders is with a group of 10 to 15 teachers. Involving the teachers in the very first FGD is important for several reasons:

- It demonstrates that Youth Speak respects the perspectives of teachers;
- It enables the Youth Leaders and Coaches to explain the purpose of Youth Speak to the teachers so that they will form positive views about Youth Speak;
- It enables the teachers to share their perspectives about the factors contributing to students dropping out of school and possible actions to reduce dropouts before other stakeholders share their ideas; and

- It will help the YST build a positive relationship with teachers from the very start of Youth Speak.

The following steps may help the YST, the Youth Leaders and the Coaches gain the trust of teachers and encourage them to willingly participate in the very first FGD.

1. Before introducing Youth Speak to the larger community and students, the School Director and the YST should organize a meeting with the teachers to provide them with information about the goals and objectives of Youth Speak. The School Director should provide the teachers with the Youth Speak Statement of Purpose (see DVD/USB drive) and answer their questions.
2. It is critical that the YST seeks the support of teachers and assures teachers that Youth Speak is not looking to blame anyone for the student dropout problem.
3. At this meeting, the School Director should introduce the Youth Speak Toolkit to the teachers and invite any interested teachers to read it.
4. At this meeting, the School Director should explain the steps in the process of implementing Youth Speak and the roles of Youth Leaders and Coaches.
5. The School Director should also explain how the investigation about school dropouts will be carried out.
6. The School Director should state that because teachers are so important to addressing this problem, the very first FGD will involve teachers.
7. After the Youth Leaders and Coaches return from the Youth Leaders' Workshop, the School Director should organize another meeting with teachers to explain how the FGD will be carried out. At this meeting, the Youth Leaders should ask teachers to volunteer to participate in the FGD. An effort should be made to involve an equal number of women and men teachers. If too many teachers volunteer for one FGD, the Youth Leaders should organize two or more FGDs so that all teachers who want to participate can do so.
8. The Youth Leaders should also ask the teachers who volunteer to participate in the FGD when and where they would like to hold the FGD.

If the teachers are treated with respect and the School Director, the Youth Leaders and the Coaches are transparent in providing information about Youth Speak, it is likely that teachers will participate and become allies of the school's Youth Speak activity. The School Director may want to ask a local representative of the Ministry of Education to participate in these meetings with the teachers. This may help the teachers understand that Youth Speak is a national program in which many schools across Morocco are participating.

C. How can the YSTs select people to participate in the different FGD?

Before identifying individuals to invite to participate in any of the FGDs, it is important to review the following characteristics to make sure that the candidates are suitable.

Qualities of Effective FGD Participants

- The capacity to speak in a group and to express their opinions and beliefs
- Polite and respectful of others
- Ability to clearly express themselves
- Ability to speak briefly and to quickly make their point
- Ability to stay on task and not change the topic
- Represent the diversity of the group
- Thoughtful and reflective

There are several steps to identifying people to participate in the different FGDs and then to select the actual participants.

1. Some of the members of the YST should work together to identify 18 to 36 candidates for each type of FGD based on people they know and by talking with others in the community. They should identify more people than will be needed since some people will likely not participate. Create a numbered list of the names of these people so that you will be able to use this list to select the actual participants.
2. If the focus group needs an equal number of males and females, then prepare a numbered list of 12-18 male candidates and a numbered list of 12-18 female candidates. The names of each candidate should be next to the numbers for the list as shown in the box to the right.
3. Once these lists of 18 to 36 candidates are prepared, you will want to randomly select the participants from these lists. You can do this one of two ways. First, if someone on the YST has access to the Internet with a computer and can read English, they can visit *http://www.randomizer.org/form.htm* and complete the form shown in the picture at the end of Unit 6. This will result in a list of randomly selected numbers that you can then use to select the people to be invited to participate in your FGD.
4. If no one has access to the Internet, you can use one of the sets of randomly selected numbers from either of the two tables presented at the end of this Unit to select your candidates. Do not use a set of numbers more than once. After you have used a set of numbers, please cross out the list so that it won't be used again. The table with the sets of 14 numbers out of 36 is for focus groups comprised of 12 people from a common category, i.e., all males or all females, all students or all out-of-school youth. The second table with 8 numbers out of 18 should be used to select the female or male members of a focus group or student members or out-of-school youth members. Additional lists of random numbers are provided in the DVD/USB drive. Using either of these lists will result in selecting two more participants than actually needed. Therefore, if one or two of the people you invited to the FGD do not come, you will still have enough people to hold the FGD. If everyone shows up, you can involve everyone in the FGD without a problem.

NUMBERED LIST OF FGD CANDIDATES

Boys	Girls
1. Mohammed	*1. Nadah*
2. Hamza	***2. Amina***
3. Sofian	*3. Lamyaa*
4. Mourad	***4. Soumaya***
5. Yassine	*5. Kamar*
6. Tanan	*6. Nasra*
7. Elias	***7. Khatija***
8. Ali	*8. Cherifa*
9. Abdullah	***9. Azhar***
10. Karim	*10. Nawar*
11. Bilal	***11. Amal***
12. Waliedine	*12. Laila*
13. Hicham	***13. Aicha***
14. Zitane	***14. Nejlae***
15. Hassan	*15. Smehen*
16. Jalal	***16. Hajar***
17. Jamaldine	*17. Sulayma*

The names that are shown in bold and italics were those selected to participate in the FGD using a random set of numbers provided by the randomizer.org web site. Eight names were selected from each list so that if one or two people decide not to participate you will still have 6 boys and 6 girls for this FGD.

Random numbers are used to select the participants from a pool of candidates so that the composition of the FGD will not be influenced by personal preferences. This will enable you to have greater confidence in the results from the discussion and your analysis. If the participants in your FGD were selected according to your personal preference, it is likely that the results would be biased and distorted. When your team presents your results from your FGD, you should describe how you selected participants. If you used random numbers to select your participants, you should explain that the participants were randomly selected from lists of candidates selected by members of the Youth Speak team according to people they either knew or were recommend by people that team members knew.

If it is not possible to select participants using the process described above, it is possible to simply pick people that meet the criteria (purposeful criterion sampling) for the focus group from people that the YST members know or that team members meet around the school or community. For example, one team from the first Youth Speak activity had difficulty identifying and selecting out-of-school youth to participate in their focus group discussion. The first time they tried, they identified 24 people, half males and half females, to participate. They used a random list of numbers to pick 6 males and 6 females for their group. Then, on the day that the focus group was scheduled, too few people showed up. They then identified a new set of 24 participants and repeated the process. Again, on the scheduled day only a few of the invited people showed up. Because time did not permit them to repeat the process, the Youth Leaders decided to walk to different parts of the town around the school to find out-of-school youth who met their criteria. They then asked the young people they found if they would to participate in a Focus Group Discussion at that time. After an hour or two they had assembled a group of out-of-school youth, half male and half female, who were prepared to participate in the FGD. The data from this FGD was used in the report. However, the report noted that the process that was used to select these participants was *purposeful sampling*.

How should we organize our FGDs? You will want to identify a convenient location to hold FGDs. Such a location should give the participants some level of privacy so that they feel free to talk and share their opinions and thoughts. It should also be comfortable for participants to sit and discuss. It should not be where there is a lot of noise so that they can easily hear each other and not be distracted. While students may find the school a good place to come for the FGD, out-of-school youth may not want to come to school. The local youth association or another neutral location may be a better place for them to come for the FGD. It is important to find a location that will make your participants feel comfortable, both physically and psychologically.

If possible, it is nice to offer the participants some simple refreshments such as tea, coffee or juice and some light snacks as a thank you for participating in the FGDs. The refreshments can be offered at the start or the end of the FGD.

It is also important to schedule the FGD to be most convenient for the participants. For example, a time after school might be convenient for students and out of school youth, but not for mothers.

How should we record the conversation at our FGD? It can be difficult to write down everything that people say during a FGD, especially when participants get excited about the topic. To solve this problem, YST members should try and locate some kind of electronic recording device. Many smart phones have the capacity to record audio using the built-in microphone or the microphone that is part of the headset. Alternatively, a laptop computer can be configured as an audio recorder by downloading and installing a free software application called Audacity. This free software comes in an Arabic language version. It works best if an external microphone is attached to the computer.

Even if you use an audio recording device to record the conversation, one of the two FGD Facilitators should still write down important statements made during the conversation. Then,

immediately after the FGD is finished and the participants have left, the Facilitators should meet together to discuss the FGD and write down important elements of the discussion before they forget much of what was said. If the conversation was recorded, the Facilitators can use the recording to transcribe specific quotes, which can be used in the report, and to verify their memories of the conversation.

D. What questions should we ask people participating in the different FGDs?

The core questions for each FGD should be based a common set of questions that are used in all FGDs so that the investigators can compare responses by the different groups to the same questions. The moderators will need to modify these questions so that they reference the group that is participating. For example, for the FGD with young women who have dropped out of school, the moderator should phrase the questions with respect to young women who have dropped out. For the FGD with fathers, the questions would be modified to refer to fathers.

By using a common set of core questions, the investigators will be able to learn if responses by students and out-of-school youth differ or not. The investigators will also be able to determine if responses from mothers are the same as those from fathers. If responses are not the same, then the investigators will be able to describe how they differ. Using a common set of questions for all

LEARNING ACTIVITY 6.6: Developing FGD Questions

The Facilitators can use a brainstorming activity with the same teams that were used in the activity to develop the 3 guiding questions for the SDI. In this activity, each team will need to develop core questions for each of the guiding questions that will be used with all of the groups, and some questions that will only be used with specific groups.

- *These core questions are designed to get discussions started.*
- *Each team should develop 5-10 core questions for each guiding question.*
- *The teams should indicate if a core question will only be used with one or two of the groups.*
- *The teams should select one Youth Leader to coordinate this activity and to write down the questions as they are developed.*
- *The coordinator should refer his or her team to the guidelines for good questions so that the teams' questions will be high quality.*
- *After each team has developed their core questions another Youth Leader on the team will present their results to the group. Their poster will be taped to the wall.*
- *After all teams have presented their proposed core questions, the Facilitators should take the group through an activity of selecting a final set of questions from the samples provided by each team.*
- *The final set of questions would be typed and distributed to the teams to be added to their Toolkit.*

participants will also allow the investigators to learn which perceptions are similar across all people in the community. In addition to a common set of questions, the investigators will also need to come up with questions that are targeted to the specific types of participants. For example, there will likely be specific questions for female students that you won't ask fathers or male students. Also, you will want to ask specific questions to out-of-school young women that would not make sense to ask young women who are still students.

How can the teams prepare for their FGDs? Like many things in life, one of the best ways to learn to do something is to do it. This is especially true for learning to carry out focus group discussions. The following activity will enable the school teams to prepare for carrying out focus group discussions when they return to their communities. The following Learning Activity is designed to be used during the Youth Leaders' Workshop. It can also be used after the teams return to their schools.

LEARNING ACTIVITY 6.7:
Practicing Focus Group Discussions

In this activity, each school team will practice a FGD with the Youth Leaders and Coaches from the other teams. The way that this exercise will be carried out will depend on the number of teams and participants who are at the Youth Leaders' Workshop. The goal is to enable some of the members from each school team to practice holding a FGD. If scheduling allows, the Facilitators should distribute the FGD Protocol (located on the DVD/USB drive) to the participants a day before this activity so that everyone will have a chance to study it before they have to carry out their practice FGDs. The Facilitators should schedule this practice session to start in the morning so that there will be enough time for each team to practice.

1. *The Facilitators should create different types of groups for each team's FGD. For example, one group could be comprised of all out-of-school females, another group could be comprised of all male students, and another group could be mixed parents (Coaches). Some of the types of groups may have to be repeated to enable each team to practice.*

2. *The Facilitators should then "assign" one of these types of groups to each team. They can either just assign them before the session or write the names of the groups on pieces of paper which are then placed in a container. A member from each team then picks one of the pieces of paper from the container to discover which group they have.*

3. *Each team will then have 10 – 15 minutes to prepare for the FGD. For this, they will have to identify one young person to be the moderator and another to be a note-taker. The other members of the team will observe. The teams will also have to create a "plan of action" for carrying out their FGD from the start to the end. This plan will include figuring out the order in which they will ask the core questions for the group type they will be meeting with. This will also involve a review of possible follow-up questions.*

Continued

LEARNING ACTIVITY 6.7:
Practicing Focus Group Discussions

Continued

4. *People not participating in the practice session should use the observation checklist that was used during the Role Play activity to observe the performance of each group and take notes on things that were done well, things that need to be improved and things that should be done in future FGDs.*

5. *The Facilitators should quickly review the FGD protocol with the teams emphasizing parts that they feel are especially important. Each team should proceed with their FGD as if it is a real discussion. They should follow the protocol. The group members should behave as if they are real participants.*

6. *The Facilitators should end each of the FGD practices after 10 to 15 min. These practice FGDs should not continue longer than 15 minutes.*

7. *The Facilitators should then ask the observers to present their observations. The Facilitators should record important observations on posters so that every team will have a set of "Tips for Success" that they can take home and use to improve their FGDs.*

8. *After the observers have made comments, the Facilitators should ask the two people running the FGD for their thoughts about how well it went, what they could do to improve and how they felt about managing their FGD. These reflections should be recorded on another poster.*

9. *Continue with each team till all have completed their practice session.*

10. *At this point, the Facilitators should ask the whole group to read and reflect on all the observations and then try and summarize the most important lessons from the practice session. These should be typed to create a "Tips for Success" sheet that would be distributed to all participants.*

E. What are In-Depth Interviews (IDIs)?

This is a method of collecting qualitative data and information where one person is interviewed by an investigator. The investigator uses a predefined set of questions to guide the interview and then follows-up answers with spontaneous questions to seek greater understanding and greater detail. The investigator records responses either on paper or using an audio recording device. The goal is to understand in detail one person's perspectives, attitudes, beliefs and knowledge about an issue or problem. Participants are selected because they represent a group of people who are important to understanding the issue under investigation. They are also selected because they are willing to talk openly about the issue and have personal experiences with the issue.

LEARNING ACTIVITY 6.8:
What is an In-Depth Interview (IDI)?

Everyone participating in the Youth Leaders' Workshop will have an understanding about what it means to be a school dropout. Everyone will also have made assumptions about what it is like to be a young person who has dropped out of school. Also, each of the young people who have dropped out will likely believe that their experience is similar to that of other dropouts. However, only those who have dropped out will truly know what it is like to be a dropout. Also, experience shows that while there are some common characteristics among all dropouts, each person who has dropped out of school has their own story.

This activity has two objectives. The first is to enable all of the participants to understand what an IDI is by observing one in action. The second objective is to help all of the participants understand what it means to be a dropout and to realize that each dropout has their unique story.

The Facilitators should talk individually with 3 to 5 of the Youth Leaders who have dropped out of middle school to see if they would agree to be interviewed by one of the Facilitators about their experience dropping out of school and what life after they dropped out was like. The Facilitator should explain the two objectives of this activity. It is important to have three to five young people agree to be interviewed and that there is a fairly even mix of young men and women in this group.

Each interview should not last longer than 12 - 15 minutes. The interviewer should have 5 to 7 core questions that may be asked. The IDI should follow the IDI Protocol that is on the DVD/USB drive. The Facilitator carrying out the IDI should plan on making a few mistakes. He/she should tell the young people being interviewed that this will happen so that they do not get upset. The observers will try and figure out when these mistakes happened and what the mistakes were..

The person conducting the interview of the out-of-school Youth Leaders may wish to use some of the following questions in the interviews.

Possible IDI Interview Questions for Out-of-School Youth Leaders. You do not need to ask all of these questions or only these questions. They are just suggestions.

- *Why did you stop going to school?*
- *How long ago did you drop out of school?*
- *What were some of the most important factors that contributed to you leaving school?*
- *How did you spend your time over the few months after dropping out?*
- *How did you feel after you dropped out? Do you feel this way now?*
- *Now that you have been out of school for a while, do you regret dropping out? Why?*
- *If you were able to return to school, would you? Why?*
- *After dropping out, did you find employment?*
- *If yes, was it easy to find this job?*

Continued

LEARNING ACTIVITY 6.8:
What is an In-Depth Interview (IDI)?

Continued

- *Was the job as good for you as you expected?*
- *If no, why have you not been able to find employment?*
- *Would it be easier to find a job if you had completed your schooling?*
- *If you return to school, do you think that you would be able to remain in school until completing your studies?*
- *What would need to change at school or in your life for you to return to school?*
- *What advice would you give students who may be thinking about dropping out of school?*

During the interviews, everyone else should use the observation checklist to guide their observation and reflection about these IDIs. After all the Interviews are complete, the facilitators should lead two discussions. The first discussion should focus on the qualities, problems and missing elements of the IDI. This will be managed in the same way that the reports of the observations of the FGD role play activities were handled. This discussion should result in a set of tips for a successful IDI. Participants should type these tips add them to their Toolkits.

The second discussion should focus on observers' perspectives about what they heard during the interviews. The Facilitators should consider asking participants the following questions to help participants talk about what they just heard from the Youth Leaders who were interviewed. At this time, the Facilitators should also ask the Youth Leaders who had been interviewed about how they felt during the interview and hearing the stories from other young people who had dropped out.

Possible questions about the IDIs with school dropouts.
Ask the observers:

- *How did listening to these personal stories make you feel?*
- *Did your understanding about the school dropout issue change in any way? If yes, how?*
- *What did you learn about the dropout issue from this experience?*
- *Were the stories from each young person the same? Explain.*
- *Did listening to the interviews change your perception of young people who drop out of school?*

Ask the young people who had been interviewed:

- *How did you feel during your interview?*
- *Have you shared your stories with others before this?*
- *How did you feel when you listened to the other interviews?*
- *What did you learn from this experience?*

F. How can we identify and select people for In-Depth Interviews (IDIs)?

One of the easiest ways to select participants for IDIs is to identify people who participated in the different FGDs who Youth Leaders feel would be both interested in participating in an in-depth interview and be able to talk in detail about the issues they will be interviewed about. The FGDs will let Youth Leaders know which of the participants are articulate and thoughtful about the questions and those who provided responses to questions that were informative and specific. It is important to select people who want to discuss this issue and who have things to say. It is also important that candidates for IDIs provide detailed responses and do not mind being asked probing questions about their responses.

Who should participate in the IDIs?

People selected to participate in the IDIs should be representatives of the different groups that participated in the FGDs. It is also important that an equal number of females participate. The table below presents possible categories of people to participate in your IDIs.

Possible Participants in Your IDIs

- One female teacher
- One male teacher
- One female student
- One female who dropped out of middle school
- One male student
- One male who dropped out of middle school
- One mother of a young person who dropped out school
- One father of a young person who dropped out of school
- Two adults who are involved in education (one female)
- One adult from the DPU
- One adult from a civil society organization
- One adult from local government

The Coaches and Youth Leaders do not need to follow the above suggestions. In collaboration with the Workshop Facilitators, the Youth leaders and Coaches from each team can create a list of possible participants that best reflects their schools and communities. However, each team should use the same categories of people for their IDIs. As with FGDs, this will enable the Ministry to combine information collected from the IDIs at all locations together and to compare perspectives across and within the different categories of participants. The categories of participants in the IDIs should be finalized during the Youth Leaders' Workshop so that each YST will interview the same types of representatives.

G. What questions should we ask the different people participating in the IDIs?

The core questions for each IDI should be based on a common set of questions that are used by YSTs. This will enable investigators to compare responses to the same question asked during the interviews. This will also make it possible for the Ministry to compare responses to the same IDI questions asked to the same type of person across all schools. The interviewers will need to modify the questions so that they reference the type of person that they are interviewing. For example, for an IDI with a young woman who had dropped out of school, the moderator should phrase the questions with respect to young women who have dropped out. For an IDI with fathers, the questions should be modified to refer to fathers.

By using a common set of core questions, the investigators will be able to learn if responses by students and out-of-school youth differ between the types of questions or not. Are responses from mothers the same as those from fathers? If not, how are they different? Using a common set of questions for all participants will also allow the investigators to learn which perceptions are similar across all people in the community and which are held most prominently by one or two types of stakeholders. In addition to a common set of questions, the investigators will also need to come up with questions that are targeted to the specific type of participant. For example, there will likely be specific questions for female students that you won't ask fathers or male students. Also, you will want to ask specific questions to out-of-school young women that would not make sense to ask young women who are still students.

LEARNING ACTIVITY 6.9:
Developing Core IDI Questions

The Facilitators can use a brainstorming activity with the same teams that were used in the activity to develop FGD questions. In this activity, each team will need to develop core questions for each of the guiding questions that will be used with all of the individuals and some questions that will only be used with specific individuals.

- *These core questions should be designed to get the person who is being interviewed talking.*
- *Each team should develop 5-10 core questions for each guiding question.*
- *The teams should select one Youth Leader to coordinate this activity and to write down the questions as they are developed.*
- *The coordinator should refer his or her team to the guidelines for good questions so that the team's questions will be high quality.*
- *Since some or all of the people participating in IDIs will have participated in FGDs, the questions may need to reference the FGDs and ask the person to go into greater detail.*
- *If the person being interviewed was not part of a FGD, the interviewer will need to modify the questions during the interview to suit the situation.*
- *After each team has developed their core questions another Youth Leader on the team will present their results to the group. Their poster will be taped to the wall.*
- *After all teams have presented their proposed core questions, the Facilitators should take the group through an activity of selecting a final set of questions from the samples provided by each team.*
- *The final set of questions should be typed and distributed to the teams to be added to their Toolkit.*
- *Every team should use the same set of core questions.* ***The Ministry should make sure that all future Youth Speak schools also use these questions so that results from the schools can be compared. This will also enable the Ministry to track responses over time to see if the situation in schools and communities changes.***

How can we organize our IDIs?

After YSTs have identified candidates for the IDIs, the Youth Leaders and Coaches should decide which Youth Leader will interview the different people that have been identified for this activity. The Youth Leaders should then contact the people selected to be interviewed to ask them if they would participate in the IDI, and if yes, where and when (date and time of day) they would like to be interviewed. The location could be the person's home, a café, the school, or other convenient locations. The place selected for the interview should be private so that the person being interviewed will be comfortable and not intimidated by outside observers. It should also be quiet so that there are no distractions.

The protocol for the IDIs is similar to that for FGDs. The big difference between a FGD and an IDI is that there are no other people around to respond to the interviewer's comments. The person doing the interview is therefore responsible for asking all follow-up questions and to inquire about what the person means by their responses. Follow-up questions should be used to provide greater detail and to ensure that the interviewer knows what the person really means. The interviewer needs to be very curious. The following is a list of common follow-up questions that can be used to get the person being interviewed to provide more detail.

A Selection of Possible Follow-up Questions/Comments

- Please give me an example to help me better understand what you mean.
- Please describe a situation where this happened to you.
- How many times did that happen?
- Is this situation the same for men as it is for women?
- How common do you think this is?
- Why do you think this happens/happened?
- Interesting. Please tell me more.
- Mmm. Why do you think that happened?
- How did that make you feel?
- Please describe other experiences you had that were similar to what you just told me.

How should we document our FGDs and IDIs?

In addition to recording what people say during the FGDs and IDIs by taking notes and possibly using an electronic recording device, it is also important to document the activities by taking photographs and describing the situation where the IDIs take place. However, before taking pictures, you should explain to the participants that these photos will be used to document the process of the investigation and be used in the final report and during public events to share results. The investigators should also seek written permission to take these pictures and to use them in the report and during the public events. A draft release form is available on the DVD/USB drive that can be edited and used to obtain written permission.

The investigators and the YST should also take photographs of their meetings, the Youth Leaders workshop, and public events that the YST organizes. These photos will be important for the report about the process and results from the investigation and to illustrate the public presentations used to share the results from Youth Speak with members of the school and community.

STEP 3: SHOULD THE YST DEVELOP AND CARRY OUT A SURVEY FOR THEIR SDI?

Focus group discussions and IDIs are very good methods to gather qualitative data and information about the dropout situation in you schools and communities. However, these methods are not very good at enabling investigators to collect quantitative data. Because of this, some YSTs may want to develop a survey questionnaire that they would then use with different groups of young people and others to gather quantitative data. However, the Toolkit's authors recommend that YSTs **DO NOT** use a survey as part of their SDI.

The first Youth Speak activity implemented a survey which provided interesting information about the nature of the school dropout situation in the six participating schools and communities. However, most of the work to develop effective survey questions and then analyze the survey data could not be done by the Youth Leaders, Coaches or others in the community because of a lack of specialized technical skill and experience. Developing a quality survey and analyzing the results had to be completed by outside experts. The Ministry's effort to expand Youth Speak to more schools and communities requires that all activities can be carried out with local skills and capacity. Therefore, the survey method was eliminated from the activity and is not included in the Toolkit.

If schools and communities really want to carry out a survey as part of their SDI, the Toolkit authors recommend that the YST partner with an outside organization or government agency that is seeking to gather survey data on school dropouts. The YST could offer to have the Youth Leaders and Coaches organize participants for a survey and to manage the survey process. The partner would be responsible for developing a quality survey and the completed survey forms would then be sent to the partner organization for analysis. In exchange for implementing the survey, the YST should ask for two things: 1) to include some questions on the survey specific to the needs of their investigation; and 2) to receive the results of the analysis of the data collected from the survey of people in their school and community.

Another option is to ask the Ministry of Education to prepare a survey questionnaire with input from the YSTs. The Teams would then implement the survey and provide completed questionnaires to the Ministry for analysis. In return, the Ministry would provide each YST with a report of the survey data collected from their school and community.

Unit 9, which discusses how the YST should monitor their Youth Speak activities, includes a section on establishing a baseline on the status of your school's dropout situation. This requires that the Youth

HINT FOR SUCCESS

PHOTOGRAPHING YOUR WORK

It is important to document your Youth Speak activity with photographs. Photos can be taken using a cell phone or a digital camera. The following are some tips on taking good photos to document Youth Speak activities.

- *Take pictures of your team in **action**, not just group pictures looking at the camera.*
- *Take pictures close to the people, not from far away.*
- *Hold the camera steady and with sunlight behind you.*
- *If you are inside a room, do not take pictures of people sitting or standing in front of a window.*
- *Take many pictures. You can delete those that are not good and only keep good ones. The more photos you take the greater the chance you will have good ones.*
- *Be sure to obtain a photo release form from each participant.*

Leaders and Coaches carry out a very limited survey on the number of students who have dropped out of school over the last few years. This simple survey would be done annually and enable the YST and the Ministry to determine if Youth Speak activities are having an impact on decreasing the number of students who drop out.

STEP 4: HOW DO WE ANALYZE AND INTERPRET THE DATA AND INFORMATION WE COLLECT FROM THE FGDs AND THE IDIs?

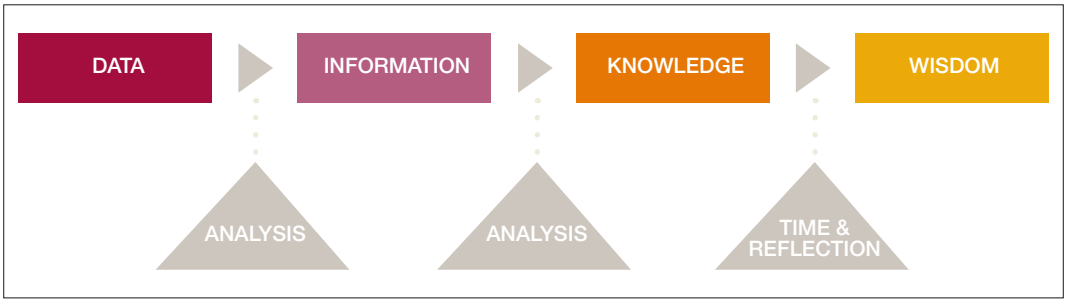
A. What are the goals and objectives of analysis?

The data from your FGDs and IDIs will be in the form of written narratives based on responses to the questions that were asked. In its raw form, while this narrative data may be interesting, it really is not very useful. To become useful, the data must first be analyzed and transformed so that it becomes ***information*** and then this information must be analyzed further and interpreted to be transformed into ***knowledge***. This process is shown in the diagram below. The resulting knowledge can be used by people to change and improve human systems. Because of this, the goal of your analysis is to transform your data to knowledge. ***Creating new knowledge*** from the data your Youth Leaders collect will enable you, the Youth Leaders and other stakeholders to bring about the changes in your school and community that will reduce the number of young people who drop out of school.

The last stage in this process requires a great deal of time and reflection to transform knowledge into wisdom. For your SDIs, you just need to ***transform data to knowledge***. The process of analyzing your FGD and IDI data will enable you to create the knowledge you need to guide the changes that the YST and other stakeholders need to make.

The scientific process that Youth Leaders will use to analyze the data and information to create knowledge will give stakeholders confidence in the results of your SDI and enable them to take ownership of this resulting knowledge, to draw conclusions and take action.

Figure 6 B



B. How can we carry out the analysis of the qualitative data from FGDs and IDIs?

Because the data from FGDs and IDIs is narrative, the process of analysis is the same for both types of data. There are a variety of methods that can be used to analyze narrative data. For your purposes, the following three complementary methods are recommended:

- Content Analysis within individual FGDs and IDIs;
- Comparison and Contrast of content among different types of FGDs and IDIs; and
- Comparison and Contrast between the content of the FGDs and IDIs.

Within and across all three of these methods of analysis, it will be important to also examine the data with respect to important variables, including the gender of the participants, the education status of

participants (student or dropout); and weather the participants are adults or young people.

The Ministry of Education may want to build on the analysis carried out by each YST by comparing and contrasting the results among school participating in Youth Speak. Therefore, it is important to ensure that the analysis done by all teams is the same.

One common and relatively easy way to analyze qualitative data that will come from your FGDs and IDIs is called ***content analysis***. Content analysis is a process of evaluating the content of responses to specific questions and their associated follow-up questions to discover any patterns in these responses. The content analysis process is similar for both FGDs and IDIs. The following steps outline the process for the analysis of a FGD. These steps can also be used to analyze IDIs. After these steps, there is a Learning Activity where participants in the Workshop will use these steps to analyze FGD data from the first Youth Speak experience.

1. Identify and summarize specific statements made by participants during a FGD (or an IDI) to each question and the follow-up questions. List these on a piece of paper.
2. Organize these responses into clusters based on their similarity with each other. Each response in a cluster may use different words but the meanings are the same.
3. Create a summary title for each cluster of responses to describe their topics.
4. Count the number of statements that are present for each cluster. This is equal to the number of people who made similar responses to the same question or follow-up question. It should also include the number of times that others in the group indicated that they agreed with a statement by either voicing their agreement or nodding their heads. During the process of recording the FGD, it is important to note when others agree with a statement made by someone in the group.
5. Arrange the clusters according to the number of similar responses in each cluster. For example, the clusters with the most responses would be at the top and the cluster with the fewest responses would be at the bottom. This will give you one indication of their relative importance.
6. Use the same set of statements developed for the first FGD for the content analysis of the second and subsequent FGDs. You will likely need to add new cluster titles as you analyze each type of FGD. Organize this information into a table similar to the one below, which shows the results from the analysis of FGD data collected from a mixed group of youth (i.e., male/female, students/out-of-school youth) by the 6 teams during the first Youth Speak activity. Your cluster titles may be similar or different from these. It is important to create your own. It is also important to keep the number of clusters as small as possible. As you can see, not all themes or clusters were mentioned in the FGDs at each site. This illustrates how diverse the reasons for dropping out are from place to place.
7. After you have created a table for one of the FGDs, go through the list of topic clusters as you reflect on the character of the FGD. Make check marks next to the titles that were talked about especially vigorously by participants. Also make a check mark next to topics that were discussed by participants in very strong emotional ways. The intensity of the way topics were mentioned and talked about is another indication of how important they are to the participants. Knowing this will also help you select themes to highlight in your report and during the public event. Identifying topics that meet these criteria will assist in your interpretation of the FGD and IDI data. It may be that a topic was only mentioned once, but the level of intensity was greater than any other topic. It is therefore important to talk about these qualitative characteristics in your analysis. In other words, the number of times a topic is mentioned is not the only indicator of its importance and the person conducting the interview should make notes about how much a topic is stressed and

how emotional the person became when the topic was discussed.

8. Now, combine the data from the different types of FGDs to create a single table listing all cluster titles and the number of responses for each type of FGD. Using Microsoft Excel to create these tables can make your process of analysis much easier. The school's finance officer or some member of the STY may have a computer with Excel and the skills to use this application. Having your data presented in Excel tables will also make it easier for you to share your results with the Ministry and other schools. It will also make it easier for you to include your tables in your written SDI report. An example of this type of table is shown in the table below that presents the cluster titles that were mentioned by all mixed youth FGDs in each of the six sites participating in the first Youth Speak activity. The numbers in the specific cells of the table shows the relative frequency of a specific title for each school.

9. After your full table showing all cluster topics and types of FGDs is complete, the team will need to interpret this information and describe what the table of data is telling you about how different groups of people feel about the dropout issue and actions that could be taken to address this problem. You will want to find themes that they agree with and those where they disagree. Which topics were only mentioned by one type of group? Which topics were mentioned by all groups? You will also want to examine your data using the main variables for your SDI, including:

   a. The gender of the participants;

   b. Being students or out-of-school youth;

   c. Being parents, mother or fathers;

   d. Being a teacher (male/female) or a school official; and

   e. Being another type of adult (government officer, NGO representative, etc.)

   Your analysis should focus on ***comparing and contrasting*** the data across the different groups and individuals that participated in your FGDs and IDIs and the key variables for the investigation. Most of the information and knowledge that will emerge from the analysis of your data will come from identifying information that is different between the groups and variables (contrast) and where it is the same among groups and variables (comparison).

10. Repeat this process of analysis and interpretation for your IDI data. After you have analyzed and interpreted your FGD data and IDI data you will want to compare the results of FGD data with the IDI data to see if there are similarities or differences. Try and explain these similarities and differences with and among common groups. For example, compare the FGD data from mothers with the IDI data from one of the mothers. Are there any differences? What could explain these differences?

    When there are similarities in the results from your FGDs and IDIs you can make stronger statements about your results. The consistency in results from the analysis of data collected by one method that is supported by data collected from a different method is an indication that the results may be valid.

Figure 6 C

FGD DATA FOR 6 SITES SORTED BY MOSTLY COMMONLY STATED REASONS FOR DROPPING OUT OF SCHOOL

Factors	Mixed Group of Youth						
	#1	#2	#3	#4	#5	#6	Total
Distance from school/transport	10	15	18	88	1	19	164
Lack of security to & from school/violence	0	23	23	75	0	0	121
Academic failure/repeating grade	20	18	0	0	21	24	83
Lack of amenities/library/scholarships	0	12	0	38	0	0	50
Lack of parental monitoring	0	20	20	0	0	0	40
Poverty	10	0	0	0	15	13	38
Teacher/Admin harassment - no support	0	0	0	0	11	19	30
Poor family relationships	10	17	0	0	0	0	27
Lack of awareness of dropout consequence	0	0	0	0	27	0	27
Teacher absenteeism	0	0	0	25	0	0	25
DPU ineffective	0	14	9	0	0	0	23
Bad company at school/bad behavior	0	0	18	0	0	0	18
Low level of parental education	0	0	0	0	0	18	18
Lack of communication parent & school	0	0	12	0	0	0	12
Difficult curricula	10	0	0	0	0	0	10
Being sent away from school	5	0	0	0	0	0	5

LEARNING ACTIVITY 6.10:
Analysis of FGD Data

Part 1

- *The Facilitators should distribute copies of the narrative data from different types of FGD that was collected by teams during the first Youth Speak activity. These FGD data sheets are located in the Toolkit's Annex on the DVD/USB drive.*
- *Each school team will select one Youth Leader to coordinate this activity and one to present results.*
- *Each team will work together using the process described above to analyze their narrative data and develop a list of cluster themes for the statements made during the FGD. A handout covering the steps listed above is available on the DVD/USB drive.*
- *Each school team will then create a table listing the cluster themes and the numbers of times someone mentioned them during the FGD.*
- *Each team should draw 2-5 conclusions based on the information resulting from their analysis.*
- *One of the Youth Leaders from each team will present their table of themes, the frequency that each theme was mentioned by a participant during the FGD and the conclusions they made from this information.*

Part 2

- *The Facilitators should distribute copies of the table above (which is available on the DVD/USB drive) showing some FGD Data from the 6 Sites that were part of the first Youth Speak activity. This data is sorted by the "Mostly Commonly Stated Reasons for Dropping Out of School."*
- *The Facilitators should ask the teams to compare their cluster titles with the ones in this table. The teams should identify similar and different cluster titles and explain why.*
- *The teams should also compare their table of data with this one and note and similarities and differences.*

C. How can we interpret the results of our analysis?

The table below shows the consolidated data from all types of FGDs and IDIs for all six locations for the first Youth Speak activity. The "factors" or cluster titles are ranked according to those that were mentioned most often to those mentioned least often. The FGD and IDI results were combined to show where there were similarities and differences between the results. Identifying these differences and similarities will help the YSTs interpret their SDI results and to draw conclusions.

Figure 6 D

FACTORS CONTRIBUTING TO STUDENTS DROPPING OUT

* From the site where Youth Speak was first implemented

Factors (ranked from the most commonly mentioned to the least)	**FGD Priority**	**IDI Priority**
Distance from home to school and a lack of transport	1	3
Academic failure, repeating grades, poor performance on tests	2	2
Poverty, lack of money to pay for things for school and for the family	3	1
Lack of amenities at school, library, scholarships, lunches, extracurricular activities, sports, etc.	4	6
Lack of security in and around school, unsafe roads, violence at school	5	8
The Dropout Prevention Unit ineffective and inactive	6	11
Harassment of students by teachers and administrators and teachers don't support student learning	7	5
Poor relationships between students and parents	8	12
Lack of communication by the school to the parents about their children's performance	9	4
Low level of parental education & a lack of awareness of the importance of education	10	0
Lack of awareness by students about the consequences of dropping out of school	11	8
Bad company at school, bad behavior by students, children learn bad habits at school	16	7
Youth desire financial independence and leave school to work	0	9
Teacher absenteeism	15	10
Middle school education not relevant for work	12	14
Curricula too expensive and difficult, too little time spent on each topic and no extra help given for learning	13	13
Overcrowded classrooms	14	17
Parents do not sufficiently monitor performance of their children at school	17	16
Teachers and administrators encourage students to drop out of school	18	0
Sexual harassment in and around schools	19	0
For cultural traditions, girls should not travel to school alone and do not need an education	20	15
Girls who get married early drop out of school	21	18
Youth have desire to drop out of school	0	19

LEARNING ACTIVITY 6.11:
Interpretation of FGD and IDI Information

Part 1

- *The Facilitators will distribute copies of the Table above showing the ranking, by most commonly mentioned, cluster topics from both the FGDs and IDIs from the first Youth Speak activity.*
- *Each team should select one Youth leader to coordinate this activity and one to present their results.*
- *The members of each team should study this Table independently and write down any conclusions or interpretations from this information that they feel is important. Each person will want to try and answer the following questions:*
  - *What does this information tell you about the school dropout situation in these six communities?*
  - *In what ways is the information for FGDs and IDIs similar? What does this tell you?*
  - *In what ways is it different? What does this tell you?*
  - *What other information would you need to be able to make more accurate and detailed interpretations?*
- *Each member of the team should then share his or her conclusions with the rest of the team. The Coordinator should write these on a poster paper so that others can read them.*
- *When different members agree, the Coordinator should use a checkmark.*
- *After all members of the team have contributed their observations, the whole team should create a consolidated interpretation of the information on a second poster paper.*
- *One Youth Leader will then present the team's interpretations to the whole group.*
- *The Facilitators should write down major interpretations from each team for all to see. The team's posters should be taped next to each other so that everyone can see where they are similar or different.*
- *The group should discuss these differences and similarities. Where there are important differences, the Facilitators should ask teams which presented different interpretations to explain these interpretations.*
- *The Facilitators should ask the teams to talk about what other data or information they would need to expand the detail and accuracy of their interpretations. For example, it would be important to compare the results from the individual types of FGDs and IDIs to this compiled table. Are there topics that have low ranking for FGDs but have a higher ranking for IDIs?*

STEP 5: HOW CAN WE SHARE THE RESULTS OF OUR SCHOOL DROPOUT INVESTIGATION WITH MEMBERS OF OUR SCHOOL AND COMMUNITY?

You will want to share your results in at least two ways. The first will be through a brief written report that will be sent to the Ministry of Education, other Youth Speak Schools, and local government officials, and provided to people in your community who wish to read it. In addition to your written report, your YST will want to share the results of your investigation through a public event where members of the YST, especially the Youth leaders, will present the main results of your investigation to key stakeholders. Both the written report and public event are important for three main reasons.

- First, both approaches will demonstrate to your school and community stakeholders that the YST used a rigorous process for the investigation. This will help your stakeholders have confidence in the data you collected and the results of your analysis.
- Second, both will help improve and expand the understanding by stakeholders about the many factors present in your school and community that are causing young people to drop out of school. This will also help mobilize these stakeholders to take action to reduce school dropouts.
- Third, both will prepare the YST and other stakeholders to create a detailed school and community dropout prevention plan (DPP) that will enable local people and organizations to change aspects of their school and community to prevent students from dropping out of school.

A. How should we prepare a quality written report?

The following outlines important elements of a good quality written report. As you develop your written report it is important to keep it brief. Long wordy reports will generally not be read.

- ***Cover*** — This should include a photograph and title, the names of the authors, funders, etc. (Be sure to have each person in the picture sign a release form to use their photos with or without their names. A sample release form is available on the DVD/USB Drive.)
- ***Authors*** — It is important to recognize the people who contributed to the report by listing their names as authors. Another way to do this is to include their pictures with brief biographies of the members of the YST who contributed to the report.
- ***Foreward*** — This part of a report is usually written by someone other than the authors. The person who writes the foreward is usually someone who is well known and respected in the community. This person will have read the report and be familiar with the Youth Speak program and the people who carried out the investigation. The purpose of the foreward is to encourage people to read the report and to let the readers know that it is a quality report.
- ***Acknowledgements*** — This section of the report enables the YST to thank everyone who supported your Youth Speak activity and helped in carrying out the SDI. Thank people in a concise, direct and simple manner. How much is written should be proportional to the amount of help that was provided, NOT how important the person, people or institutions are.
- ***Table of Contents*** — This should provide a list of the main sections and sub-sections of the report and their respective page numbers. Microsoft Word has the capability to automatically create a Table of Contents and update the page numbers as the report is written. The Toolkit authors recommend that you use this function of Microsoft Word to help prepare your report.

- ***List of Abbreviations*** — As you write your report you will introduce abbreviations, such as the Ministry of Education (MOE). As you use an abbreviation, you should add it to your list of abbreviations so that people can refer to this if they read an abbreviation and forget what it means.

- ***Executive Summary*** — This should be written after the main part of the report is written. An executive summary is a brief overview of a report, usually 2 to 3 pages long. It is designed to give your readers a preview of the report's contents. It should include the main points of the report, the main results from the investigation and the main recommendations. After reading the summary, your audience should understand the main points you are making, the evidence for those points and the main results. The executive summery should be understandable without having to read the whole report. The executive summary should not be longer than 3 pages.

- ***Background and Introduction*** — This section provides a brief overview of Youth Speak with specific information about your activity's goals and objectives, who was involved, and the process to recruit and prepare Youth Leaders and Coaches.

- ***Context*** — This part provides information on your school and community where your Youth Speak activity was carried out. The context you write should help people interpret your results and analysis. For example, it would be important to mention if your school is located in an urban, peri-urban or rural area. It would also be important to mention if there is a major industry or factory in your location. Describing the nature of the roads and access to public transport would also be important to mention. You may also want to mention if there is or is not a *Dar Shebab* in your community.

- ***Guiding Questions*** — The report should include a brief description of how the investigation was structured and carried out. It should also describe the guiding questions that the investigation worked to answer.

- ***Investigation Process and Methods*** — Describe the methods used to carry out the investigation. Describe the types of groups that were organized for the focus group discussions. Describe the different types of individuals that were involved in the in-depth-interviews. Describe how you identified and selected the people who participated in the investigation. Describe how the different FGDs and IDIs were carried out. Describe how the data was recorded. Describe who carried out the methods and collected the data. You should also mention any aspects of your process that may have influenced the results.

- ***Results*** — This part of your report should describe the results from the different FGDs and the IDIs and your analysis comparing data and information among the different FGDs and IDIs and between the FGDs and the IDIs.

- ***Conclusions*** — This part of your report should present your conclusions based on the data, information and analysis that resulted in new knowledge about the causes for school dropouts in your community and possible actions that people can take locally to enable more students to stay in school. Your conclusions should avoid using personal opinions or beliefs that are not based on data that you either collected or that was collected through research carried out by others.

How can we make our report interesting?

It is important that many people in your school and community want to read your report. The following suggestions can be used to encourage people to read your report.

- ***Personal Stories*** — Include personal stories, quotes and testimonials to illustrate different parts of your report. People like to read about other people, especially if they might know them. People also like to read about themselves. Before you use a person's name in the report or their photograph, please ask their permission to do this and ask them to sign a written release form (see the DVD/USB Drive for a sample release form).
- ***Be Specific and Detailed*** — Your report should be specific and detailed. Use facts where possible rather than broad, general statements. Where possible, provide qualitative information, numbers, dates, percentages, frequency, etc. People like to read facts that they can use when they talk with their friends and family members. When talking about responses from people during the FGDs and IDIs, talk about how people made their statements and their emotions, not just what they said.
- ***Illustrate with Photographs*** — Use photographs to illustrate different aspects of the report to help the reader fully understand the context of activities that were part of the SDI. For example, photos of the Youth Leaders workshop will help people understand that people from other schools were present. Pictures of FGDs in action will help people understand the diversity of groups that participated. Photos can also show the facial expressions of people involved to make the report more personal. Photographs are especially important to help readers understand the characteristics of your school and community. When taking photos, it is important to have those in the picture complete and sign a release, giving you permission to include their photo in the publication.
- ***Create and Use Tables and Charts*** — Create tables and charts to present your data and information. As the old saying explains, "A picture is worth a thousand words!" The following chart (Figure 6 E) from the first Youth Speak activity is an example of the importance of using charts to present information. Microsoft Excel software can create charts like the ones below from your data. It is likely that one member of your YST will have a computer with Excel. Your school's finance office may also have Excel. You may need to ask around to find someone who knows how to create charts with Excel like those below.

Figure 6 E

SAMPLE CHARTS FROM THE REPORT ON THE FIRST YOUTH SPEAK ACTIVITY.

FIGURE 31: OSGS INTERESTED IN RETURNING TO SCHOOL

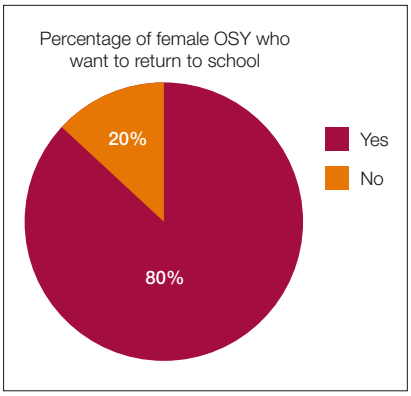
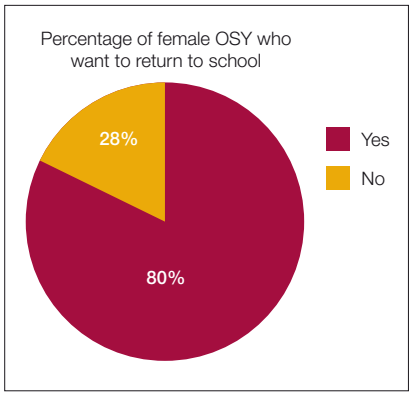


FIGURE 32: OSBS INTERESTED IN RETURNING TO SCHOOL



* OSGS: Out-of-school girls. OSBS: Out-of-school boys. OSY: Out-of-school youth.

- ***Compare and Contrast*** — Comparing and contrasting information from different FGDs and IDIs is an important part of analysis. This will help the authors and the readers of the report draw conclusion about the information and gain greater understanding. For example, the chart above (Figure 6 E) compares and contrasts the number of young women and young men who would return to school if they could. This comparison and contrast conveys a deeper understanding of the data than simply presenting the numbers without comparison. The variables listed earlier should be used to help you compare and contrast your data and information.

B. How can we organize our public event to present our results?

One of the most important ways to present and share the results from your SDI with the Youth Speak stakeholders is through one or more public events. Depending on your context, you may need to organize one event for the students, teachers and parents of the school and a second community event for other stakeholders. In the first Youth Speak activity, the YSTs organized single public events that lasted several hours for all stakeholders. The public events have two main goals: 1) to present the results from the SDI; and 2) to start the process of planning to make changes in the school and community so that most students never drop out of middle school. A sample agenda for a public event will be distributed as part of the following Learning Activity. This will show how these two goals were achieved at one of the public events that was organized by a YST that participated in the first Youth Speak activity.

While the SDI report is being prepared, the YST should meet to plan your Youth Speak Public event. The following outlines some important principles you should keep in mind when you plan your public event.

- ***Keep Youth at the Center:*** The Youth Leaders should take the lead in planning for, managing and speaking at the public event. This may not be easy for the adult members of the YST who will likely be used to being in charge of planning, carrying out, and speaking at these types of events.

- ***Keep Speeches by Visitors Brief:*** The purpose of the public event is for the Youth Leaders to present the results from the SDI and to have them manage a discussion with stakeholders about the results. The Youth leaders will also use the event to organize a preliminary activity with stakeholders to start planning for local activities that stakeholders will undertake to bring about the changes in their school and community to prevent students from dropping out of school. The event should not be dominated by adults.

- ***Ensure Broad Stakeholder Participation:*** It is important that a broad selection of stakeholders are invited and attend this event. The members of the YST can identify key people to invite and they can also encourage people to actually come. Inviting a few VIPs from outside the community can be a good way to ensure that the people you invite will come. It is also important that students and young people who have dropped out are also invited. It should be clear that young people are the most important actors at this event. Since you want to have many students and teachers present at this event, it may be necessary to hold an event only for people at your school.

- ***Borrow a Sound System:*** Use your network of stakeholders to find where you can borrow a microphone and speaker system so that people who talk during the event can be clearly heard by the audience.

- ***Follow Youth Speak's Principles:*** Your local event should also be a way for you to highlight important Youth Speak principles that have guided your Youth Speak activity. During different

activities, it would be useful to explain these principles to the participants so that they will better understand why you are doing things during the event.

- ***Present the Goals and Objectives:*** At the start of the event, it is important to clearly state the goals and objectives for the event and then let everyone know the rules governing the event. One important rule that you will likely want to emphasize is that while you want people to participate, it is important that people keep their comments and questions brief. If they want to ask a question, politely ask them to ask question and to avoid lectures. You can also let the audience know that the event will include an activity where people will be organized into small groups to use the SDI results to develop planning ideas for keeping students in school.
- ***Enable the Audience to Participate:*** Plan activities so that the audience has opportunities to participate in the event. Ask questions for the audience to answer either through a showing of hands or by providing brief answers. Provide opportunities for the audience to ask the Youth Leaders and Coaches questions about the SDI, the results and conclusions.
- ***Start the Process of Developing Your Dropout Prevention Plan:*** As mentioned earlier, one of the main goals of this Youth Speak event is to enable stakeholders to contribute to developing the Dropout Prevention Plan (DPP). One approach to doing this is to organize the audience into groups of 5-8 people. Youth Leaders, Coaches and other YST members should be distributed among these groups so that each group has a member of the YST. Each group should be given one or more specific challenges to overcome or one or more specific actions to implement. Ask each group to develop practical and specific actions and suggestions. Give groups 30-45 minutes to complete their tasks. One youth from each group should be assigned to coordinate the group's activities and to present the group's results. These results will be incorporated into the YST's DPP.
- ***Create a Record of the Event:*** Someone should be assigned to take notes about the event and record questions and recommended actions. Another person should be identified to take photographs at the event. After the event, the Youth Leaders and Coaches should meet to prepare a draft report about the event. This should be sent to the Ministry of Education in Rabat and provided to key stakeholders. Keeping an accurate and complete record of this and other events will demonstrate that the YST is serious about its work.

LEARNING ACTIVITY 6.12:
Prepare a Draft Agenda for Your Public Event

- *The facilitators should ask the participants to get into their school teams.*
- *Each team should identify one Youth Leader to coordinate the activity and one to present their results.*
- *The teams should be asked to develop a draft agenda for a public event where the results from the SDI would be presented and where the DPP would start to be developed.*

Continued

LEARNING ACTIVITY 6.12:
Prepare a Draft Agenda for Your Public Event

Continued

- *The Facilitators should distribute the ideas for a successful event (found on the DVD/USB drive), presented above, to the school teams.*
- *Each team should be given about 30 minutes to complete their draft agenda for their event. The Facilitators can distribute a blank template for an agenda found in the Unit 6 folder on the DVD/USB drive. The Facilitators should emphasize that the teams should include both ideas for what would happen at their event and specifics on how they would carry out each activity and who would be responsible for it.*
- *The teams should write their draft agendas on a poster paper that can be displayed for all to see.*
- *Once complete, one Youth Leader should present the team's draft agenda to the whole group.*
- *The other participants should use the suggestions for a successful activity to evaluate each team's draft agenda.*
- *After all groups have completed their presentations, the Facilitators should coordinate an effort to create a draft agenda that incorporates the best ideas from each team's agenda.*
- *After the consolidated agenda has been drafted, the Facilitators should distribute the sample agenda (found on the DVD/USB drive) from one of the local events that was part of the first Youth Speak activity. Participants should compare and contrast this sample agenda with the draft composite agenda they just created. The participants should answer the following questions:*
  - *How do the two agendas differ?*
  - *What are the roles of Youth Leaders and young people from the community in both?*
  - *How well do both enable public participation?*
- *Based on this discussion about the two agendas, the teams can make changes in their consolidated agenda. The final draft should then be typed and printed so that each team can add it to their Toolkit.*

Random Number Sets for Selecting Participants for FGDs and/or IDIs:

Random Number Sets (12 from a total of 36 items in a list)	**Random Number Sets** (6 from a total of 18 items in a list)
Set #1: 3, 9, 11, 16, 21, 23, 26, 28, 29, 33, 35	**Set #1:** 3, 6, 9, 12, 14, 18
Set #2: 1, 4, 8, 9, 11, 12, 18, 19, 23, 24, 29, 34	**Set #2:** 4, 8, 9, 10, 16, 17
Set #3: 1, 4, 5, 7, 10, 13, 16, 18, 20, 22, 28, 32	**Set #3:** 1, 8, 10, 14, 15, 17
Set #4: 4, 6, 9, 10, 12, 17, 18, 22, 24, 27, 31, 35	**Set #4:** 1, 6, 7, 13, 14, 15
Set #5: 3, 5, 12, 13, 14, 16, 18, 21, 26, 27, 28, 35	**Set #5:** 2, 11, 12, 14, 15, 16
Set #6: 1, 3, 5, 7, 9, 11, 12, 18, 19, 27, 29, 30	**Set #6:** 5, 6, 7, 8, 9, 18
Set #7: 3, 9, 11, 13, 20, 21, 25, 26, 30, 31, 33, 36	**Set #7:** 2, 6, 10, 12, 15, 18
Set #8: 1, 3, 4, 7, 10, 11, 15, 25, 26, 32, 33, 36	**Set #8:** 1, 5, 11, 14, 15, 18
Set #9: 7, 13, 14, 22, 23, 26, 28, 30, 31, 32, 33, 34	**Set #9:** 2, 7, 8, 15, 16, 18
Set #10: 7, 13, 15, 19, 22, 23, 24, 25, 29, 33, 34, 35	**Set #10:** 3, 6, 7, 15, 17, 18
Set #11: 6, 7, 9, 12, 14, 17, 19, 24, 27, 29, 32, 36	**Set #11:** 1, 2, 8, 11, 12, 13
Set #12: 1, 8, 10, 11, 14, 24, 26, 27, 29, 30, 34, 36	**Set #12:** 2, 5, 9, 15, 17, 18

How to Generate Random Numbers?

Step 1: Use this address to visit *Research Randomizer* on the Internet: http://www.randomizer.org. You will now see the image below.

Step 2: Click on the link that is highlighted in the image, “Use the Randomizer form”.

Figure 6 F

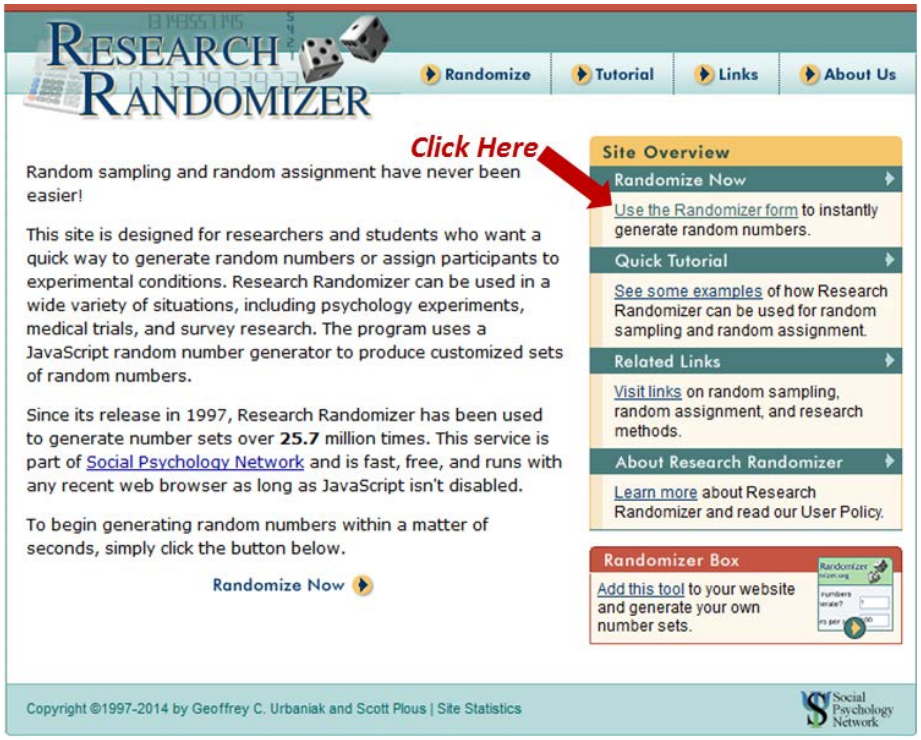
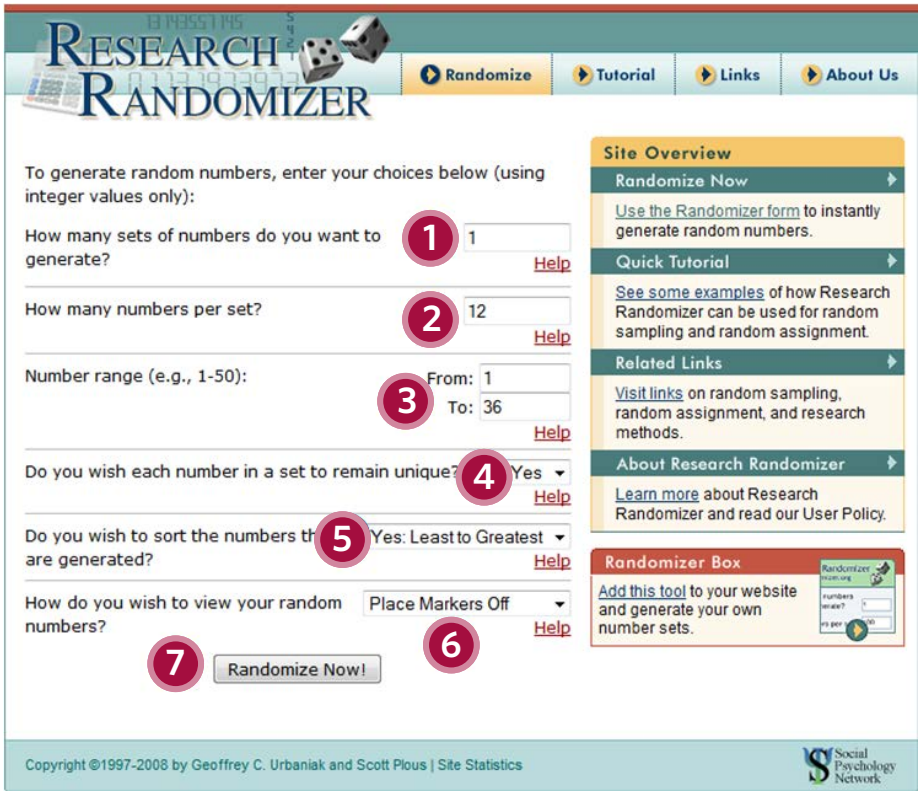


Figure 6 G



Step 3: The screen will change to display the image above (Figure 6 G).

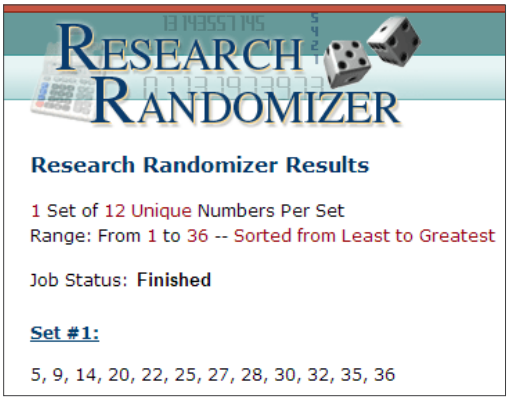
Step 4: Type the number "1" in the box labeled with the red dot 1. (The dots are not on the web page, they were added to the image for the instructions.)

Step 5: Type in the number of people you want selected from your numbered list. Here 12 was used at the #2 red dot. Type in "1" in the top box next to the #3 dot and then the number for the total number of people in your numbered list. Here #36 was added.

Step 6: Click on the little box next to the #4 red dot and highlight "Yes." Do the same with box next to the #5 red dot and select "Yes: Least to Greatest". Then select "Place Markers Off" in the #6 red dot. Finally click on the button next to #7 red dot, "Randomize Now!"

Step 7: This will result in the following screen (Figure 6 H) which shows you random list of numbers under "Set #1:" use these number to select participants with the corresponding number on your

Figure 6 H



7

Unit 7:

Developing a Prevention Plan

STEPS TO DEVELOP YOUR DROPOUT PREVENTION PLAN, AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 7

"Alone we can do so little; together we can do so much." — Helen Keller

1 STEP 1. How can we select 2-3 dropout prevention activities for implementation?

A: How can we create scoring criteria to evaluate proposed dropout prevention activities? * Learning Activity 7.1

B. How can we use our scoring criteria to evaluate and select the best dropout prevention activities?

2 STEP 2. How can we create & implement our Dropout Prevention Plan (DPP)?

A: How can we create our DPP using the Youth Speak planning framework? * Learning Activity 7.2

B. How can we present our DPP to stakeholders & implement your DPP activities? * Learning Activity 7.3 & Learning Activity 7.4

3 STEP 3. How should we communicate progress on our DPP to our stakeholders?

A: How can we create a communication plan to keep people interested in our DPP? * Learning Activity 7.5

UNITS 1 THROUGH 6 WERE DESIGNED TO PREPARE YOU AND YOUR TEAM TO TAKE STRATEGIC ACTION TO REDUCE SCHOOL DROPOUTS. UNIT 7 WILL guide you and your team through a series of steps leading from your investigation to taking action to prevent students from dropping out. This process starts by transparently and systematically choosing the most practical actions that the people in your school and community can rapidly implement to reduce the number of students who drop out. After selecting no more than 3 of the best practical actions, the Unit will help you mobilize people to collaboratively develop your Dropout Prevention Plan. You will also learn how to take your plan and start implementing it with the help of stakeholders across your community. As you make progress toward success, the Unit will help you develop a communication plan to share your progress, challenges and achievements with your stakeholders, local officials, other Youth Speak schools and staff at the Ministry of Education.

HOW CAN WE DEVELOP OUR DROPOUT PREVENTION PLAN?

The results from your SDI along with input that stakeholders provided at your public events will provide you with a good start to preparing your Dropout Prevention Plan (DPP). This Unit will guide you through the process of developing your DPP using your information on factors contributing to students dropping out of school and the practical ideas from the SDI and the public event that your school and community can take to reduce school dropouts.

The combination of the many Youth Speak activities that you, the Youth Leaders and Coaches have carried out so far will have started to raise awareness and mobilize people in your school and community to want to take action to reduce school dropouts. You now have most of the parts needed to enable people in the school and community to prevent students from dropping out of school. You now need to build on what you have done and create your DPP. The DPP will leverage your improved understanding about the causes of school dropouts that emerged from the SDI, the proposed practical actions that stakeholders provided to prevent dropouts and the energized commitment of stakeholders, especially young people, to help solve this problem. This Unit will guide you and your YST through a process of prioritizing proposed actions and preparing your plan that will enable the YST to achieve and sustain changes in your school and community so that most students remain in middle school and graduate.

STEP 1: HOW CAN WE SELECT 2 TO 3 OF THE BEST DROPOUT PREVENTION ACTIVITIES FOR IMPLEMENTATION?

The SDI and the community event will likely produce a variety of proposed activities that people think will enable the school and community to prevent students from dropping out of middle school.

Unfortunately, it will not be possible for the YST or the whole community to implement all of these proposed ideas at the same time. Also, some of the proposed actions may require substantial resources (money, expertise, and physical resources) that may not be locally available. Other activities may require policy changes either locally or at the provincial and national levels. Changing national policies can take a long time and is usually beyond the reach of individual schools and communities. It is therefore necessary for the YST to ***select only 2 to 3 of the best proposed activities*** that can be carried out with local resources by people in the school and community.

Creating change is not easy. Sustaining change is even more difficult. The Toolkit authors recommend that the YSTs ***only select 2 to 3 activities*** to implement during the first school year that Youth Speak is started. If you pick a few activities and successfully implement them, people in your school and community will be more interested in continuing to contribute to your Youth Speak program. However, if you try and implement five to ten activities and only two are successful, it is likely that people will believe that your Youth Speak program has failed. It is MUCH better to commit to a few activities and then exceed everyone's expectations.

If you and your YST are able to achieve a few quick successes, then you will be able to select one or two other activities to implement. After demonstrating that success is possible, it will likely be easier for you to get others in the school and community to help implement other activities. Also, some or all of your proposed activities will be more difficult to implement and sustain over time than you might at first think. Activities that require people to change their attitudes and behavior will be especially challenging. It can take a lot of effort and be very frustrating to get people to change habits that they have held for years.

A. How can we create scoring criteria to evaluate proposed dropout prevention activities?

One good approach to carrying out an effective selection process is to first develop selection criteria and a scoring system that you can use to evaluate and rank each proposed activity. Then, the 2 to 3 activities that earn the highest scores can be considered for implementation. One advantage of using criteria and a scoring system is that it is a transparent process that minimizes personal bias. It also turns a subjective process into one that is more objective. The results can also be explained to people at the school and in the community and, if needed, defended.

The first step in using a criteria-based process is to create the criteria and the scoring system to evaluate different activities. Learning Ativity 7.1 will help you and your YST develop, validate and improve the criteria and an associated ranking system that you will use to evaluate the different proposed activities and select the most appropriate for your context.

B. How can we use the scoring criteria to evaluate and select the best dropout prevention activities?

The following (Figure 7 A) shows a proposed criteria and scoring system that can be used to help YSTs select the best proposed actions to implement first. Each person who is involved in evaluating proposal activities to reduce school dropouts would use this form for each of the activities being considered. The following outlines the process for using this form:

1. Each member of the YST should complete an evaluation form for each proposed action. The team will then be able to calculate an average score for each proposed action. This will prevent personal bias from influencing the total scores for all proposed actions.
2. Write a brief description of the proposed activity that is being evaluated at the top of the form.
3. Read each statement and determine if it is an accurate statement for the proposed action or not. Some actions may be partly true and partly not true. For these use the 50:50 column.
4. Each "YES" answer earns 2 points, each "NO" answer ears 0 points, and each 50:50 answer earns 1 point.

Figure 7 A

CRITERIA FOR EVALUATING PROPOSED ACTIONS TO REDUCE DROPOUTS

Description of proposed activity:

_____

_____

_____

CRITERIA [Scoring: Yes = 2 points; No = 0 points ; 50:50 = 1 point; multiply the points by the weight value to determine the final score]	YES	NO	50:50
1. The activity can be implemented by people at the school and community with no external support needed. [Weight = 4]			
2. The activity does not require any additional money to be implemented. [Weight = 4]			
3. The activity does not require any changes in national or regional policies. [Weight = 2]			
4. The activity can be done once and not repeated. [Weight = 2]			
5. The activity can be implemented quickly (2-4 weeks) and results will immediately visible. [Weight = 2]			
6. The activity requires that young people, in and out of school, are involved. [Weight = 3]			
7. The activity requires a change in school policies that can be decided locally. [Weight = 1]			
8. The activity requires that parents of students are involved. [Weight = 2]			
9. A specific goal for the action can be clearly stated, tracked and evaluated over one school year. [Weight = 2]			
10. The activity can involve people from across the community including young people, parents, government officials, teachers, school administrators, business people and others in the community. [Weight = 2]			
11. The activity was one of the top 5 suggested activities from the SDI. [Weight = 2]			
12. The activity resolves one of the top 5 factors contributing to dropouts according to the results of the SDI. [Weight = 2]			
13. The activity requires that teachers and school staff change their attitudes and behavior. [Weight = 1]			
14. The activity requires that adults and young people volunteer over a long period of time to be implemented. [Weight= 1]			
15. The activity requires approval from the Ministry of Education in Rabat or the Provincial Education Authority. [Weight =1]			
16. The activity requires that young people change their attitudes and behavior. [Weight =1]			
SUBTOTAL			
TOTAL (YES + 50:50)			

5. Multiply the number of points by the criterion's weight. If YES applies and the statement has a weight of 3, the total score for this item would be 6. Write the final score in the correct column.
6. After addressing all criteria, sum the columns and add the YES values to the 50:50 values to determine the final score.
7. After each member of the evaluation team is finished evaluating an activity, calculate the average total score for the activity from all of the individual scores.
8. The YST should then consider selecting the activities with the top 3 scores.

ACTIVITY 7.1:
Creating, Validating and Improving Scoring Criteria

(This Learning Activity is presented for use with individual YSTs at their schools, not at the Youth Leaders' Workshop.)

Part 1: Developing Selection Criteria

- *One member of the YST (a Youth Leader) should be selected to facilitate this Learning Activity.*
- *Before you start creating scoring criteria, each member of the YST should write down their definitions for criteria and scoring. Your definitions should start with… "A criteria is…." and "Scoring is … ". Then combine these to create a definition for scoring criteria. This combined definition should start with "A scoring criteria is….." Each definition should only be one sentence long.*
- *After each person has created these three definitions, everyone should share their individual definitions. Start with criteria. When everyone has shared their definitions for criteria, repeat the process for scoring and the combination scoring criteria.*
- *The Facilitator should write the individual definitions on a poster paper. When two definitions are very similar, a checkmark can be added next to the first version to show that it has been expressed more than once.*
- *The members of the YST should organize themselves into teams of about 3 people each. Each team should use the guidelines for brainstorming presented earlier to quickly generate different types of criteria that might be used to evaluate and measure the relative value of a proposed action to prevent students from dropping out of school. Their criteria should be written on a poster that can be read by the whole group.*
- *One Youth Leader from each team should present the criteria that they propose using to evaluate the different possible actions to reduce school dropouts.*

Continued

ACTIVITY 7.1:
Creating, Validating and Improving Scoring Criteria

Continued

- *The Facilitator should then lead an effort to combine the different teams' criteria into one consolidated criteria. This consolidated list should be written on a poster paper.*
- *Once this has been developed, the facilitator can distribute the Toolkit's "Proposed Criteria for Selecting Actions" that is in the Unit 7 folder on the DVD/USB drive.*
- *The group should compare and contrast the criteria proposed by the Toolkit with the one they created.*
- *The Facilitator should then guide the group through a process to integrate the two lists to create their FINAL CRITERIA for evaluating actions.*

Part 2: Developing A Scoring System

After the criteria that you want to use are identified, you will need to devise some way to assign points that an activity will earn based on each criteria.

One approach is to assign a number of points if an activity meets the criteria and assign points when an activity does not meet the criteria. Then each activity can be scored for each criterion and then the points can be added up.

There is a problem with this approach. Are all the criterion in your list equally important? It is likely that some will be more important to you than others. It will therefore be necessary for the more important ones to earn more points than less important ones. One way to achieve this is to assign a weighted value to each criterion based on its relative importance. For example, the most important ones could be assigned a weight of 4 and the least important a weight of 1. If an activity meets a criterion with a weight of one then you would multiply the weight by the affirmative point value to calculate the total value for that criterion.

The sample Criteria and Scoring System included in the Toolkit (see below and in the Annex) uses a simple weighting system.

1) *The whole group will want to develop a scoring system with weighted values for their criteria.*
2) *Once you have finalized this system, test it against some of he activities that were proposed during the SDI and the public event. Each person on the team should use one scoring sheet for each activity. The results from each activity from all the members of the YST can be averaged to determine the final total score for the activity. An effective Criteria and Scoring System should result in different scores for different activities so that you will be able to identify the best ones to select for implementation.*

STEP 2: HOW CAN WE CREATE AND IMPLEMENT OUR DROPOUT PREVENTION PLAN?

One way to create a plan for implementing the activities you select using your selection criteria and scoring system is to use the Youth Speak Planning Framework that was introduced in Unit 5. You should use the same process presented in Unit 5 to use this Framework to create a plan for implementing each activity.

A. How can we create our DPP using the Youth Speak Planning Framework?

Since each activity will be very specific, it should be easier and faster for you to create your plan to implement the activities than planning for the entire Youth Speak activity. The following group activity will help you and your team practice using the Framework for planning for your DPP.

ACTIVITY 7.2: Using the Planning Framework to Create a Dropout Prevention Plan

(This Learning Activity is presented for use by individual YSTs and not at the Youth Leaders' Workshop.)

- *The YST should select one member (a Youth Leader) to facilitate this Learning Activity.*
- *The Facilitator should distribute copies of the blank Planning Framework forms to participants. The Facilitator should organize the participants into teams of 3-4 people each.*
- *The teams should be asked to prepare a plan for one or two proposed activities that were among the top activities suggested by people who participated in the first Youth Speak activity.*
  - *Activity #1: Include students and parents as full members of the school's dropout prevention unit.*
  - *Activity #2: Organize regular parent-teacher conferences so that parents are kept informed about how their children are doing in school and to inform the teachers about challenges students face at home.*
- *The Facilitator should assign these two activities to different teams. The teams should select one Youth Leader to coordinate their work and another Youth Leader to present their results.*
- *Ask the teams to use the Youth Speak planning framework that they used in Unit 5. The teams should focus on adding content to the different columns that is directly related to the activity they have been assigned. They should*

Continued

ACTIVITY 7.2:
Using the Planning Framework to Create a Dropout Prevention Plan

Continued

use the Framework's worksheets where each column on a single sheet of paper (available in the Unit 5 folder on the DVD/USB drive). Once these are completed, the teams should summarize their work on large poster papers so that they can be presented.

- *The team should then organize the steps in carrying out this activity using a simple timeline or calendar. This should include: a) the specific tasks that will be carried out; b) who will be responsible for doing each step; c) when each task will occur and how long it will last; d) how each tasks will be carried out; e) how the tasks will be tracked, monitored, measured and evaluated; and f) the expected results from each task. This whole activity should last about 2 hours.*
- *One member from each team should present their completed framework as a plan for implementing the activity.*
- *The other teams should provide advice on how to improve their plan for implementing the activity.*
- *Each team should type their plans so that they can be shared with their stakeholders other teams participating in Youth Speak. If this Learning*

How much time should we allocate for our activities?

We recommend that your activities should be completed by the end of the school year. The date that an activity starts depends on when the Youth Leaders and Coaches complete the SDI and have analyzed the data. We believe that having at least six months to carry out your DPP would be ideal.

The school and community would likely want to repeat successful activities each year since the students change each year and some positive changes will become standard procedure. For example, your school and community may discover that holding regular parent-teacher meetings improves the school-community environment and reduces the desire by students to drop out or encourages parents to keep their children in school. It would therefore make sense to continue organizing parent-teacher meetings each year. This may become school policy and eventually be part of normal school community relationships.

The Youth Speak Team would then identify new activities to implement during subsequent school years. Reducing school dropouts cannot be achieved with implementing just one or two activities. It requires multiple activities that are repeated year after year. It takes continuous effort and commitment.

ENCOURAGING VOLUNTEERS

Before the public event, identify two to three people from the school and community who you feel would volunteer to help implement parts of the DPP. Talk with each of these people and explain what you would like them to do. If they agree to volunteer, explain that you would like them to be present at the public event where the DPP is announced. Explain that during the event the Youth Leaders will ask for volunteers, ask these initial volunteers to raise their hands and publically volunteer. They should not tell people that they have already agreed to join the effort. When others in the community and school see these two or three people volunteer it is likely that some other people will also decide to join your team. It is often difficult for people to be the first volunteers, it is much easier to join other volunteers.

B. How can we present our DPP to stakeholders and implement our DPP activities?

One of the most important ways to help your plan succeed is to encourage people in the school and community to take ownership of the plan and to be part of making it succeed. A first and essential step in doing this is to hold a public event where the plan is presented to the stakeholders in the school and community. Presenting the DPP should not take too much time and you therefore may want to schedule this at the same time as another important school meeting or event. This will save people time and possibly increase the number of people who will come to learn about the DPP. It is also possible for you to organize a separate event just to present your DPP, to ask for volunteers to help implement the plan, and to ask for advice and suggestions on implementing the plan.

It is important to make sure that key stakeholders come to this event to learn about the DPP. All members of the YST should use their networks to announce and promote the event. The school should send notices home with students telling their parents about the event. Each teacher should promote this event in their classes. Printed announcements could be posted in places where stakeholders visit such as the post office, popular shops, petrol stations, etc. Key government officials should also be invited to participate in the event.

ACTIVITY PLANNING & IMPLEMENTATION TIPS

- *Do not do everything yourselves. Involve different people in the activity. This should include students, young people who have dropped out, teachers, the school director, parents, local NGO staff, business leaders and local government staff.*
- *Involve people from the very start. If they feel an authentic part of the activity because they helped plan it, they will then want to help the activity succeed.*
- *Use the Youth Speak principles in both planning and implementing activities. The three principles of Autonomy, Mastery and Purpose are especially important.*
- *Create an innovative way to show everyone what is improving or what is changing. If people see that they are making gradual improvements, they will be more eager to continue.*
- *Develop creative ways to publicly and privately recognize the contributions that people are making in the activity. For example, during assemblies at school, ask the School Director to mention the names of people who are helping. A simple written note of thanks to people who are helping is really important.*

What should we do during our public event to introduce our DPP?

The following outlines some elements that you may want to include in your public event to introduce your DPP.

- Introduce the members of the YST with a focus on the Youth Leaders and Coaches.
- Let the Youth Leaders manage this event and be the primary speakers.

- Refresh the memories of the people who are at the event about the results of the SDI.
- Use a PowerPoint presentation if possible or prepare posters ahead of time to show diagrams and other information.
- Explain the process that was used to identify the list of possible activities that the school and community could carry out to prevent dropouts.
- Explain the process that was used to select the 2 to 3 activities that make up the first year's DPP.
- Present the two to three activities that the YST, with help from others in the school and community, will implement this year.
- Share the specific steps in your DPP to implement, track and measure these activities and how you will share progress with people during the school year.
- Encourage people to ask questions about the DPP and to make suggestions to improve the plan.
- Present specific aspects of the plan that you want help with and ask for volunteers to assist the YST to implement the plan.

How can we create an implementation plan for our DPP?

Successfully implementing any activity often depends on how well people focus on the many details that make up all activities and plans. As the old saying goes, ***"The devil is in the details!"*** Neglecting critical details can make even the best plans fail. This section will introduce one approach to developing an implementation plan. This effort will build on the plan for your two or three DPP activities that you created using the Youth Speak Planning Framework. Before you start developing your implementation plan you need to answer the following three questions:

- What is an implementation plan?
- Why is an implementation plan important?
- How will you use your implementation plan?

ACTIVITY 7.3:
What, Why & How of Implementation Plans

(This Learning Activity is presented for use at the Youth Leaders' Workshop. It can also be used by YSTs at their schools.)

- *The Facilitators should ask the participants to get into their school teams.*
- *Each team should discuss these three questions and develop answers:*
  - *What is an implementation plan?*
  - *Why is an implementation plan important?*
  - *How will you use your implementation plan?*
- *Each team should write their brief answers on a poster paper – no more than five (5) sentences for each answer.*
- *One Youth Leader from each team should present their answers.*

Continued

ACTIVITY 7.3:
What, Why & How of Implementation Plans

Continued

- *The written answers should be taped next to each other on the wall.*
- *The Facilitators should ask the participants to compare and contrast each team's answers and identify common points and differences.*
- *The Facilitators should then lead the participants through a process of creating answers to the questions that combine the best from each team's answers and elements that emerged through the group discussion.*
- *These composite answers should be written on a poster paper.*
- *The Facilitators should then share the answers to these questions provided in the Toolkit (see below and as a handout in the Unit 7 folder on the DVD/USB drive) and ask the participants to compare and contrast their composite answers to the Toolkit's answers. These answers are on the Youth Leaders Workshop PowerPoint presentation.*
- *If needed, the group should edit their composite answers to include elements from the Toolkit's answers.*
- *The questions and the final answers should be typed, printed and distributed to the teams so that this information can be added to their Toolkits.*

What is an implementation plan?

An implementation plan is a tool to show, in detail, the most important steps in starting and carrying out an activity or project. It is a guide or map of:

a) what tasks need to be done;
b) when the different tasks need to be done;
c) how long each task will take to be completed;
d) who will be responsible for doing each task;
e) what resources will be needed for each task; and
f) how the tasks will be measured.

An implementation plan enables the people implementing the activity to be proactive rather than reactive in carrying out their program and to identify possible challenges at the start. It allows every person working on an activity, regardless of his or her level of involvement, to fully understand the objectives of an activity and how they will be accomplished. It ensures that everyone working on a project or activity shares a common understanding of how the activity will be carried out.

Why is an implementation plan important?

An implementation plan allows the people who will implement an activity to think through critical components, elements and tasks before starting the activity, thus saving time, energy, and money.

By thinking about and writing down each essential steps in the process before starting an activity, stakeholders can anticipate factors that they may otherwise not consider until encountering them, which may be too late. The planning process used in developing an implementation plan is proactive instead of reactive, which allows best practices to be used and ensures that energy, time and resources are not wasted. People can focus on achieving a high quality program rather than "putting out fires."

How will an implementation plan be used?

Youth Speak teams will use their implementation plans to guide them through the process of carrying out their activities from the start of the school year until the end. By having everyone refer to a common plan, the team can be sure that an activity's intentions, goals and objectives are consistently understood by all. The implementation plan should be reviewed periodically by everyone and updated as needed. It is important to remember that all plans are predictions about the future. Since people are not very good at predicting the future, it is necessary to adjust plans as the situation changes.

How can we create our implementation plan?

There are many ways to create an implementation plan. One common and relatively simple approach is to develop an activity management chart that lists all the tasks that need to be completed in the order that they will need to be done. This chart also shows when each task will be started and when it will end. This type of chart, which is called a Gantt chart, provides a graphical illustration of the schedule and duration for the many tasks that must take place for an activity to succeed. This type of chart can also list the people who will be primarily responsible for each task and the resources needed for each task to be completed. It is also possible to use vertical lines to link different tasks together to show dependent relationships. A sample Gantt Chart for Youth Speak is available in the Quick Start Guide and in the General Resources folder on the DVD/USB drive.

Part of a sample Gantt chart for a hypothetical teacher training activity is show below. This simple matrix combines the sequence of activities from the first to the last and estimates the amount of time required for each to be completed. This sample does not include the names of responsible people or needed resources. As an activity is carried out the chart can be updated with actual information on when the activity started and when it was completed. If a task is delayed, the Gantt chart will help you see how other tasks will need to be adjusted to accommodate a change in the schedule.

The periods of time in the sample Gantt chart below are weeks in each month for five months. The period of time should be set at the level that is most useful for planning and implementation. For example, it could be set at the number of workdays in a month, hours in a day or months over two years. The sample just shows two levels of activities and tasks. It is possible to include as many levels as you need to effectively manage the required level of detail.

A computer spreadsheet, like Microsoft's Excel, is a good tool to use to create a Gantt chart. Two blank Gantt chart templates for Excel are provided on the DVD/USB drive to make it easy for you to get started. One of these uses work-days per week as the time period and the other uses weeks per month as the time period. You can edit these templates with Excel (or any other spread sheet software) to meet your needs. You can change rows and columns to increase or decrease the periods of time or add more tasks and sub-tasks.

At the start of making an implementation plan, the team should identify the start and end dates for the activities. These generally cannot be changed. The end date for Youth Speak will be the end of the school year. The start date will depend on how quickly YSTs finalize the selection of the two to three activities they will implement. As the plan is implemented the amount of time remaining constantly shrinks and teams will need to decide if there is sufficient time to accomplish all the tasks that remain.

It is important to indicate holidays when implementation will be suspended. Only count the number of days that are actually available for action. Using a Gantt chart will enable teams to plan ahead rather than simply reacting to problems as they emerge. This will make it easier for teams to succeed.

Figure 7 B

SAMPLE GANTT CHART - TEACHER TRAINING

Tasks / Activities	Coordination / Relationships	Month 1				Month 2				Month 3				Month 4				Month 5				Milestones
		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	
Set-Up & Preparations																						
1) Hire the Teacher Training Coordinator	Ministry of Education																					Teacher Training Coordinator hired and Training curriculum prepared and approved by the Ministry
2) Conduct meetings with the Ministry to finalize agreements on the plan	Ministry of Education																					
3) Prepare teacher training curriculum for approval	MOE and Teacher Training Colleges																					
4) Secure approval from the Ministry for the Teacher Training Curriculum	Ministry of Education																					
Activity 1.0: Establish & Prepare Teacher Training Team																						
1) Prepare job descriptions and recruit trainers	Teacher Training Colleges (TTCs)																					All teachers hired and prepared for the teacher training program
2) Select and hire the best teacher trainers	TTCs																					
3) Prepare a Training of Trainers Program with learning materials	TTCs & the MOE																					

ACTIVITY 7.4:
Preparing an Activity Plan Using a Gantt Chart

(This Learning Activity is presented for use by individual YSTs and not at the Youth Leaders' Workshop.)

- *A Youth Leader should organize the YST into 2-3 teams and select one Youth Leader to coordinate their activity and one to present their results.*
- *The Facilitator should distribute a printed copy of one of the Gantt chart templates available on the DVD/USB drive to each participant. A version of the template in Microsoft Word is also available in the Unit 7 folder on the DVD/USB drive.*
- *Ask the teams to replicate the template on a sheet of poster paper. They should decide on the time scale they want to use.*
- *Now, using the Planning Framework they developed earlier for one of their activities, they should identify all the types of tasks that will need to be carried out to start implementing the activity. They should prepare this list of tasks on another sheet of paper before writing it in the matrix on the poster paper. They can use the sample Implementation Plan in the Quick Start Guide to get an idea of what they need to do.*

Continued

ACTIVITY 7.4:
Preparing an Activity Plan Using a Gantt Chart

Continued

- *They should organize their tasks into clusters of similar tasks, as was done in the sample. Then title these clusters to create the sub-headings for their implementation plan.*
- *After listing the tasks, they should decide when each task would start and when it would end and color in the cells in the Gantt chart to show the duration of the task.*
- *After each task is listed, the team members should ask themselves if the task is too general or not. The goal is to identify tasks that are at the right level of detail for their plan.*
- *Shade in the periods of time when each task will be carried out.*
- *When all the tasks have been listed, identify those that are dependent on other tasks. For example, in the sample chart, carrying out the training is dependent on hiring trainers, reserving venues, arranging for lunches and motivating teachers to participate.*
- *Finally, add content in the last column of the plan showing the main milestones you will use to know when the tasks are complete.*
- *The teams should select one of the Youth Leaders to present their implementation plan to the whole group. The group member should provide feedback.*
- *After all groups have presented their plans, each team should revise their plans to improve them.*
- *It is recommended that one or two members of the team use a computer to transfer the revised content from what they presented to a digital version of the chart. They should add this to the Toolkit's USB drive and print a copy to be added to their Youth Speak folder.*
- *As the teams implement their activities, they should review and adjust their implementation plan on a weekly basis to accommodate unexpected issues and problems and to add or subtract steps in the implementation process.*

STEP 3: HOW SHOULD WE COMMUNICATE PROGRESS ON OUR DPP TO OUR STAKEHOLDERS?

A. How can we create a communication plan to keep people interested in our DPP?

It is easy for people to get excited about something when it is new. However, after a few weeks, people who are not involved in the activity will likely forget all about it. It is therefore important to keep people in your school and community interested in your DPP, especially the challenges you face, the progress you make and evidence of success. People who stay interested in the success of the DPP will likely be willing to volunteer when asked and will support efforts to bring about difficult changes. It is even more important to keep students in the school informed about the progress of the DPP. Students at risk of dropping out may be encouraged to stay in school if they see people in the school and community taking consistent and continuous action to improve factors that contribute to young people dropping out of school. Finally, openly sharing the YST's progress, achievements and challenges will help keep the Youth Leaders and Coaches excited about what they are doing. In combination, these efforts to communicate with members of the school and community will contribute greatly to the success of the DPP.

The following lists some ideas to help you promote your plan, communicate your progress and keep people in the school and community interested in preventing school dropouts. You may want to use some of these as part of your ***Communication Plan*** to communicate progress on implementing your DPP.

- Organize a brainstorming session with other students in the school to come up with ideas that you can use to promote your DPP and keep people interested in knowing about your progress and in helping the DPP succeed.
- The YST, along with others in the community who are good at generating community involvement and interest, should use brainstorming to identify ways to share information about your plan's progress with stakeholders across the community. Consider active and passive strategies. An active strategy is one where members of the YST and/or volunteers actively report on the process of the DPP at public events and in other ways on a regular basis. Passive strategies are those where the information is shared in a common place through a poster or some other means. For example in fund raising efforts, it is common to use a large picture of a thermometer with the "mercury" rising as more money is raised. People can see how much money has been raised as they walk past the picture.
- Use regular school assembly meetings for the Youth Leaders to share updates about the progress of the DPP with peers and teachers. For best results, these announcements should occur every two weeks.
- If there is a community radio station or a local newspaper, use them to periodically report on the status of your DPP. Invite the press to important events so that news stores can be written about your Youth Speak program.
- Prepare printed announcements each month about the status of the DPP that students will take home to their families.
- Ask the *Imam* to make announcements about the DPP's progress at the Mosque.
- Invite the Parents' and Teachers' Association to Youth Speak events and ask them to keep their members informed about the progress that the YST is making on implementing the DPP.
- Have the Youth Leaders and the Coaches meet with local government officials, especially the Mayor, to share what Youth Speak is doing and progress that the YST is achieving.

ACTIVITY 7.5:
Develop a Communication Strategy to Keep Stakeholders Informed

(This Learning Activity is presented for use by individual YSTs and not at the Youth Leaders' Workshop.)

The following 7 questions are important to developing an effective communication plan:

- ***Why do you need to communicate?*** *What do you want to be different as a result of communicating?*
- ***Who do you need to communicate with?***
- ***What do these audiences think about the school drop out issue?***
- ***What do you want your audience to KNOW, THINK or DO as a result of the communication?***
- ***What are some key messages for each audience?*** *These may be the same for each audience, or you may have to consider addressing some audiences differently.*
- ***When do you need to deliver your messages?*** *Your timing may determine how you need to communicate.*
- ***How will you deliver your messages to your different audiences?***
  a. *Who will deliver the message?*
  b. *How will you prepare them?*
  c. *What resources are required?*
  d. *How will you enable feedback?*
  e. *How will you know that your audience has received the communication?*
  f. *How will you know if they have understood, acted on or changed as a result of the communication?*
  g. *How will you follow up if additional communication is required?*

Steps for the Learning Activity:

- *The Youth Leader should organize YST members into 2-3 teams.*
- *The teams should select one Youth Leader to coordinate this activity and another to present the team's results.*
- *The Facilitator should distribute the Communication Plan Template (available in the Unit 7 folder on the DVD/ USB drive) that lists the 7 questions stated above with space for responses.*
- *The teams should respond to each of the questions and write their responses in the space provided.*
- *Once they have completed the template, they should transfer the key points for each question to a poster and present their results.*
- *After all presentations of the different Communication Plans, the Facilitators should guide the teams through a process of creating a Plan that incorporates the best from each of the plans created by the teams.*
- *This composite plan should be typed and distributed to the participants so that it can be added to the Toolkit.*

8

Unit 8:

Sustaining Progress to Reduce Dropouts

STEPS TO SUSTAIN THE YOUTH SPEAK CLUB'S PROGRESS, AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 8

"If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward." — Martin Luther King, Jr.

1

STEP 1. How can we keep young people involved year after year?

A: How can we establish a Youth Speak Club at our school? * Learning Activity 8.1

B: How can we create self-sustaining Youth Leaders & Coaches?

2

STEP 2. How can we raise money for our dropout prevention activities?

A: How can we identify income generating ideas?

B: How can we select the best income generating ideas?

3

STEP 3. How can we sustain excitement and interest in Youth Speak?

A: How can we capture and share our success stories? * Learning Activity 8.2

EVIDENCE FROM THE FIRST EXPERIENCES WITH YOUTH SPEAK SUGGESTS THAT SCHOOLS AND COMMUNITIES THAT FAITHFULLY IMPLEMENT THIS program can reduce the number of young people who drop out. However, most of this success will not be achieved during the first year. Significant and durable success will only occur in schools and communities that persist in their Youth Speak activities year after year. Success is not sudden, it is gradual and continual. Each new generation of students needs the chance to experience the benefits of Youth Speak so that they can complete their education. This Unit includes ideas such as starting Youth Speak Clubs, carrying out fundraising activities and writing and sharing success stories to help schools and communities achieve success and sustain their Youth Speak programs.

The following are some of the reasons why preventing school dropouts demands continuous effort.

- Each group of new students that starts middle school each year will always include some young people who will be at risk of dropping out of school.
- The situation for all students can change during the school year and some of these changes may cause some young people to either drop out or become at risk of dropping out.
- While initial Youth Speak activities may lessen the impact of some factors that contribute to dropouts, other factors will remain and new factors may appear.
- Some dropout prevention activities, such as holding regular parent-teacher meetings, will need to be carried out each year with each group of new students.

These and other factors make it critical that schools and communities sustain their Youth Speak program year after year. Over time, fewer and fewer students will drop out.

Unfortunately, it is not easy to sustain complex activities that require the active participation of many people. During your first year of Youth Speak the Ministry of Education will likely invest in building the skills of the first Youth Leaders and Coaches. This will be complemented by the excitement of many people at your school and in your community about being involved in a new and different activity. In the second and subsequent years, Youth Speak will no longer be new and some people may believe that the dropout problem will have been solved. Also, the Ministry will now be investing in other schools that are starting Youth Speak for the first time. Therefore, sustaining Youth Speak will depend on people in your school and community; especially young people.

This Unit presents three strategies to help you sustain your Youth Speak program:

1) Establish a Youth Speak Club;
2) Raise money to enable you to implement other dropout prevention activities; and
3) Develop and distribute success stories to keep people excited about and interested in sustaining Youth Speak.

When used together, these three strategies can help you, young people at your school and in the community, parents and other stakeholders who want to eradicate school dropouts to sustain Youth Speak.

STEP 1: HOW CAN WE KEEP YOUNG PEOPLE INVOLVED IN YOUTH SPEAK YEAR AFTER YEAR?

Young people in and out of school will be more interested in continuing Youth Speak than any other stakeholder. Young people are also the primary engines that will drive efforts to sustain Youth Speak and efforts to prevent dropouts. Without young people, Youth Speak will die. With young people, Youth Speak will prosper and be sustained.

Three interrelated factors can help keep young people involved in Youth Speak year after year:

1) A means of attracting young people to Youth Speak and keeping them active;
2) A way of enabling many young people to actively participate in Youth Speak in meaningful ways; and
3) A way to enable new young people to gain youth leadership skills and a solid understanding of the Youth Speak principles.

Establishing a ***Youth Speak Club (YSC)*** in your school is one effective way of addressing all three of these critical factors.

A. How can we establish a Youth Speak Club in our school?

Your Youth Speak program already includes many factors that are needed to establish a Youth Speak Club. It has a core group of skilled Youth Leaders, it has one or two adult sponsors, the Coaches, and it has a compelling purpose - preventing school dropouts.

The Toolkit authors recommend that you:

- start organizing the Youth Speak Club soon after the Youth Leaders and the Coaches have been recruited;
- ask the Youth Leaders and Coaches to start planning for the Club and promoting it to get other youth interested in joining;
- have Youth Leaders and Coaches share information about Youth Speak with young people in and out of the school to get them interested in joining the Youth Speak Club;
- organize activities in the Club so that new members will be able to get immediately involved in efforts to contribute to Youth Speak;
- have the Youth Leaders and the Coaches organize a workshop with Club members so that they can share what they learned at the Youth Leaders' Workshop;
- involve members in the Club in carrying out the SDI and analyzing the investigation's data; and
- ensure that members of the Youth Speak Club participate the public event to present the results from the SDI and to start planning for the school's DPP.

What can we do to help our Youth Speak Club succeed?

To help your YSC succeed you will need to:

- secure support from the School Director, the members of the YST and the Youth Speak Coaches, and
- create a detailed plan for your Club.

LEARNING ACTIVITY 8.1:
Creating Your Plan to Establish a Youth Speak Club

This Learning Activity is presented for use at the Youth Leaders' Workshop. It can also be used by YSTs at their schools.

- *The Facilitators should ask the participants to get into their school teams and have each team select one Youth Leader to coordinate this activity and another to report on the team's results.*
- *Ask the teams to use any tool they want to create a plan to establish a Youth Speak Club. The Youth Speak planning framwork from Unit 5 could be used.*
- *Each team's plan should answer the following questions:*
    a. *What are the main goals and objectives of your Youth Speak Club?*
    b. *How many members should be in the club, who can be members and how will you recruit them?*
    c. *What criteria and process will you use, if any, to recruit young people to join your Club?*
    d. *How will you recruit one or more adult sponsors or advisors for your Club?*
    e. *What roles and responsibilities will the adult advisors/sponsors have?*
    f. *What will your Club do? What main activities will the Club be involved in during the school year? What will happen to the Club during the summer holiday?*
    g. *What will you include in your Club's bylaws or constitution?*
    h. *What leadership positions will be needed in your Club? How will you select the Club's leadership? How long will people serve as your Club's leaders?*
    i. *How will the Club's members gain the skills they will need to be good members?*
    j. *Where, when and how often will your Club meet?*
    k. *What resources will your Club need and how will you get them?*
    l. *Will your Club have a relationship with the local Dar Chebab? If yes, what type of relationship?*
    m. *How will the Club be sustained from year to year?*
- *After the teams have answered these questions and have prepared a sketch of their plan, one Youth Leader from each team should present their results.*
- *After all teams have completed their reports, the Facilitators should guide the participants through a review of the reports to select the best elements from each report to create a composite guide for establishing your Youth Speak Club.*
- *The Facilitators should type and print this composite guide so that each team can add it to their Toolkit.*
- *The Facilitators should show the teams the template for creating bylaws for a Club that is on the Toolkit's DVD/USB drive.*

The following are other important things you can do to help your Club succeed.

- The Club should be an extension of Youth Speak and live up to the Youth Speak motto: ***"By Youth, With Youth and For Youth."***
- Young people should design and run the Club. The adults who agree to be the Club's sponsors or advisors should provide advice and help the young people succeed. The Adults should NOT control the Club.
- The Club should have clearly stated goals and objectives that everyone in the Club agrees with and can explain if asked by people outside the Club.
- The Club should meet regularly.
- The members of the Club should elect a few young people to be the officers of the Club. This may include the Club President, the Vice President, the Secretary and the Treasurer.
- The Club should identify specific activities that the Club will undertake so that everyone in the Club will have meaningful things to do. The main activities should focus on enabling Youth Speak to be successful and to reduce school dropouts.
- The Club members should report to the YST on their achievements every 2 - 3 months.

What kinds of activities could members of the Youth Speak Club do?

Your Club will be primarily responsible for:

- implementing the school's Dropout Prevention Activities; and
- monitoring progress of all Youth Speak activities (see Unit 9) and reporting monitoring results to the larger community.

In addition to these two core activities; Club members can organize other activities to help achieve the goals and objectives of Youth Speak. When selecting activities, it is important to start with only a few activities so that whatever the members do they will be able to do it well. It is also important to only pick activities that contribute to achieving the Club's goals and objectives. The following is a list of possible activities that your Club members may want to carry out:

- Organize after school sports: This activity may be done in collaboration with the local *Dar Chebab* and other schools in the area.
- Organize a ***Dropout Prevention Buddy System*** at school where members of the Club become buddies with students who are identified as "at-risk of dropping out:" As buddies, these two youth do things together and talk about the challenges of staying in school. If the at-risk student is absent for more two or more days, the YSC buddy would visit his or her home to see if everything is okay. If needed, the YSC buddy would work with the DPU to council the at-risk student and help them remain in school.
- Organize a ***peer tutoring program*** where members of the Club would hold tutoring sessions after school and maybe on the weekends to help student who are struggling in subjects to improve their performance: The Club member may also want to organize study groups for subjects that most students are having difficulty with. To facilitate this tutoring program, the Club members may want to work with the Youth Speak Coaches to identify people in the community, such as retired teachers or university graduates, who could volunteer for the tutoring program.

- Organize and manage ***fund raising activities***, in partnership with a local NGO, to generate money needed to implement costly Dropout Prevention Activities (see below).
- Identify Club members from each grade who could ***join the school's DPU***.
- Organize ***visits to local primary schools*** to give presentations on Youth Speak Activities and the importance of staying in school.
- Organize ***presentations*** for the School's Parent Teachers Association to share information on Youth Speak.

After one to three activities have been selected, a core group of members should create activity implementation plans using the Gantt chart template introduced in Unit 7. The plans should then be presented to all members for feedback and then all members can decide which of the activities they want to be part of.

A month after starting activities, some Club members should carry out an assessment (Unit 9) of what is being achieved, the problems members may be having implementing each activity and what lessons are emerging that may be useful to implement other Club activities.

B: How can we sustain the skills of Youth Leaders and Coaches year to year?

Sustaining a Youth Speak program year after year requires that young people and adults new to Youth Speak gain the skills needed to be effective Youth Leaders and Coaches. The following outlines one way to create a self-sustaining program. While having an active Youth Speak Club in the school would facilitate this approach, it is not essential that a Club exist. The following assumes that a Club does not exist.

- During the middle of the school year, the Youth Speak Team, especially the Youth Leaders, should start an effort to recruit a new group of Youth Leaders from the 7th Grade class. These new Youth Leaders will become Junior Youth Leaders (JYLs) and the existing group of Youth Leaders will become Senior Youth Leaders (SYLs).
- At the same time, the Coaches and other members of the YST should start an effort to recruit at least two new adults to become Junior Coaches (JCs). The existing Coaches will then become Senior Coaches (SCs). Since it may be difficult to recruit new adults to become Youth Speak Coaches, the YST may decide to keep the initial Coaches. Also, if the Coaches are paid staff of a local NGO that is working with your school to implement Youth Speak, it will be necessary to work with this NGO to decide how best to transition from one group of Coaches to another. Whatever the YST decides to do, it is important to involve any new Coaches in the capacity building workshops to learn about Youth Speak and to gain essential skills.
- Once the Junior Youth Leaders and Junior Coaches have been recruited, the Senior Youth Leaders and the Senior Coaches should organize a two to three day capacity building workshop to enable the JYLs and JCs to start gaining the skills to be Youth Leaders and Coaches. This workshop could be held over successive weekends or after school for several days. The Senior Youth Leaders and Senior Coaches should use the Toolkit, especially the Coaches' Orientation and Youth Leaders' Workshop PowerPoint presentations (available on the DVD/USB drive), to guide the planning for their workshops.
- Once the JYLs and the JCs have completed the workshops, they should be given key responsibilities for helping to implement your school's DPP. The SYLs and the SCs will increasingly take on the role of advisors and guides.

- At the end-of-year Youth Speak public event, the JYLs and the JCs will participate in a ceremony where they become Senior Youth Leaders and Senior Coaches. The existing SYLs and SCs will then transition to become Youth Speak Advisors. This will enable these soon-to-be ninth graders to focus most of their attention on their studies and preparing for their middle school exams.
- Soon after the start of the new school year, the new group of Senior Youth Leaders and Senior Coaches should recruit a group of Junior Youth Leaders. They will also need to carry out the capacity building workshop with these new JYLs. Having two groups of Youth Leaders will make it possible for the Youth Speak Team to increase their efforts to carry out the Dropout Prevention Plan.
- While the JYLs take on many of the day-to-day tasks to implement the Dropout Prevention Plan, the SYLs will be able to focus on mentoring these activities, collecting success stores (see below) and compiling and interpreting data on progress toward reducing school dropouts. This compiled and interpreted data can then be sent to the Ministry of Education.
- Depending on the amount of work that the YST is doing, the Senior Coaches can either recruit two Junior Coaches when the JYLs are recruited, or they can wait until the last few months of the school year to recruit new Coaches.

This self-sustaining process of preparing Youth Leaders and Coaches to continue carrying out Youth Speak activities can take place without a Youth Speak Club. However, it would be much easier and effective to carry out this self-sustaining process within the context of a Youth Speak Club. Having a YSC will enable the Youth Speak Advisors to remain active in Youth Speak as members of the Club. Also, new 7th grade students could join the YSC at the start of the school year and thus be prepared to apply to become Junior Youth Leaders when they start the 8th grade.

STEP 2: HOW CAN WE RAISE MONEY TO SUPPORT OUR DROPOUT PREVENTION ACTIVITIES?

Some of the proposed activities to prevent students from dropping out that emerge from your SDI will not need any money to be implemented. For example, one proposal that emerged from the first Youth Speak activity was for schools to be flexible when students arrive late to school. Changing rules about admitting students to school who are late does not require any financial investment. Other proposed activities, however, will need different amounts of money to be implemented. For example, another proposal from the first Youth Speak activity was to arrange for school busses to enable students living far from school to attend regularly. Acting on this proposal would require money. In one of the Youth Speak communities, a local business person offered to loan the school the company's bus to pick up students in the morning and return them home in the evening. However, the school needed to pay for the petrol and cover the costs of the driver to spend this extra time driving the bus. Other schools that were part of the first Youth Speak activity applied for and received a grant to buy two busses to enable rural students to reach school without difficulty.

Since schools in Morocco have little or no additional funds available to invest in new needs, the school and the community would likely need to raise money from a variety of sources to implement and sustain many proposed activities to prevent students from dropping out of school.

Since it may be difficult for schools to raise and manage money to support DPP activities, the YST and the YSC may need to partner with a local NGO or the Parents' Teachers' Association (PTA) that may be legally able to raise and manage funds from the community. In setting up this partnership, the YST and Club should require that the NGO or the PTA set up a separate bank account for all

Youth Speak funds. The YST, Club and the NGO leadership will then manage these funds and make decisions about how money that is raised should be spent. A report on the status of this account would be part of all Club and YST meetings.

This section of Unit 8 will provide you with some ideas about how to possibly raise the money you may need to carry out some of these activities.

- **Apply for grants from government agencies and foundations:** One possible source of grant funds available to YSTs is the National Initiative for Human Development (NIHD). NIHD provides grants to regional, provincial and local human development committees to fund local initiatives to improve access to education, health care services, job training activities, etc. These grants target the poorest people in local communities. For example, one of the first Youth Speak communities proposed applying for a grant from NIHD to cover the costs of providing lunches for students from the poorest families.

  TO DO:

  - You and other members of the YST should visit the local NIHD offices to learn about the process to apply for a grant and to learn if some of your proposed activities would possibly qualify for funding.

- **Create Collaborative Ventures:** In many communities around Morocco, government agencies and NGOs are already implementing activities or may be planning on implementing activities. The following outlines some ideas for partnering with other organizations:

  TO DO:

  - Carry out a rapid survey to identify organizations that you can possibly collaborate with.
  - Members of the YST should also use their personal and professional networks to prepare a list of government agencies and NGOs in your community that are carrying out projects.
  - Team members should make appointments with these organizations to learn what kinds of projects and activities they are involved in, share information about Youth Speak and explore the possibility of collaborative activities.
  - Youth Leaders and members of the YSC should be part of these meetings and lead the discussions.
  - It is likely that you will identify one or more projects or organizations that you can collaborate with to implement part of your DPP while also enabling these groups to enhance their programs.
  - Explore opportunities to partner with the local *Dar Chebab*, which is funded by the Ministry for Youth and Sports.
  - Explore whether local NGOs carrying out a community health assessment, for example, may be interested in including members of your Youth Speak Club in carrying out this activity. This would enable young people to gain important skills and use the skills that they learned to carry out their SDI.

  In addition to looking for existing initiatives to collaborate on, you and your YST should explore opportunities, especially with NGOs, to prepare joint proposals for collaborative projects that would enable the YST to implement a DPP activity and to enable the NGO to meet its program agenda. The YST members, especially the members of the Youth Speak Club, could provide volunteer labor and offer the school as a venue for project activities during non-school hours. The NGO could manage the grant and help the YST implement their dropout prevention activity.

- **Partner With Companies:** Large and small companies that are either located in or near your community or that do business in your community may be interested in partnering with the YST and the Club to implement one or more of your dropout prevention activities. This partnering may involve direct cash contributions and/or in-kind contributions. For example, one of the first Youth Speak teams received an offer from a local company to use their company bus to transport students to and from school. The school had to cover the cost of fuel and the company provided the bus and driver.

  The above example came about after the public event to present the Youth Speak results. The head of the company had been invited to attend the event, where he learned that the lack of transportation for students was a major factor contributing to students dropping out of school. After the event, he met with school officials and offered the use of his firm's bus.

  Not all collaborative efforts with companies will be this easy. The following are some tips for developing successful collaborative activities with companies:

  - Before members of the YST and Club visit a company to explore the possibility of collaborating, they should learn as much as they can about the company and try and discover if the firm has helped other social programs in the past.
  - The team should outline 2 to 3 possible collaborative ventures, including:
    1. a cash contribution to cover the costs of a small activity;
    2. an in-kind contribution such as asking the company to host a public event; and
    3. having staff at the company volunteer as tutors at the school.

  Starting successful collaborative relationships often depends on the following:

  - Come prepared with specific activities that you feel the company officials will find interesting.
  - All proposed activities should have a clear benefit for the company, not just Youth Speak.
  - Start small and propose modest activities that will have limited risk of failure and that require a relatively small investment. You are starting a relationship with the companies you reach out to. All relationships start simply. With people, relationships often start with a hand shake and a greeting; they never start with a marriage proposal.
  - Be prepared to propose different ways that the company can contribute to your DPP. There are many examples of partnerships starting with very simple in-kind donations or staff volunteers. Later, after their company gains confidence in the YST's ability to deliver quality success, it is possible that they will be interested in contributing money.
  - Plan ahead by inviting company officials to your Youth Speak public events. You should also consider inviting company officials or staff to a Youth Speak Club meeting so that they can see how serious your Youth Speak program is.

A: How can we identify special fundraising events and activities?

In addition to the above ideas, you and your YST may also want to consider organizing fundraising activities. An initial step to organizing one or more fundraising activities is engage the YST and/or the Club members in a brainstorming activity as described earlier in the Toolkit to identify activities that may generate the most money with the least effort and cost.

Another approach that has been used successfully in other initiatives is to hold a school-wide contest for fundraising and income-generating ideas. The people who submit the best ideas, as judged

by the YST, would receive prizes. The following are some suggestions about organizing and running this type of contest.

- The contest should be organized by grade level so students of similar ages compete among themselves.
- The students should be encouraged to talk about the contest with their parents and local business people as part of the process of generating quality ideas.
- Students can either work individually or in teams of two to four members.
- Individuals and teams should only submit one or two ideas each.
- The YST should establish clear rules for the contest and use an ***Idea Submission Form*** to submit their ideas. A sample Idea Submission Form with a hypothetical idea is shown below. A blank template for this form is included on the DVD/USB drive so you can quickly create a form the meets your needs. Using a submission form will make it easier for the YST to evaluate the different entries.

Figure 8 A

SAMPLE FUNDRAISING IDEA SUBMISSION FORM

Names of team members: Zouhair El Hachmi, Sabrine Hanafi, Fatima Laalam, and Othmane Elghalai

Grade Level or Age: 9th grade

TITLE OF YOUR FUNDRAISING IDEA: FUNDRAISING LUNCH FOR THE SCHOOL COMMUNITY

SUMMARY DESCRIPTION OF YOUR TEAM'S FUNDRAISING IDEA:
We will invite teachers, parents, and other community members to have a lunch (prepared by students) and watch a talent show with music and dancing performed by students. We will ask community members to donate the food and time to help prepare the lunch meal. We will sell tickets to school staff, other students, parents and community members. Since the food and the labor will be donated, all ticket proceeds will be 100% revenue to support our Dropout Prevention Activity.

What funds, equipment, people and other resources would be needed to implement your idea?
We will use the school's kitchen to prepare the food. Volunteer adults (parents) will help students to prepare the meal. A team of students will seek donations of rice, meat and vegetables to prepare the meal. Students will volunteer to dance and sing for the talent show. We will also need to set up tables and chairs at the school. We will try to use tables, chairs and dishes that the school has. If this is not enough, we will borrow items we need from community members. We will need to print and sell tickets to the dinner and talent show. We will also need to develop advertising posters and flyers that we will distribute at the school and around the community at local businesses to promote the lunch and talent show.

How much money would be needed to plan and implement your idea?
If people donate the food and their time, we think it will cost only 500 Dirham to produce advertisements, tickets and cover the costs of things that won't be donated. This cost will eventually come from ticket sales.

Continued

Figure 8 A - Continued

SAMPLE FUNDRAISING IDEA SUBMISSION FORM

Continued

What equipment and/or materials would be needed to plan and implement your idea?
We will need food, tables, chairs, dishes, serving dishes, pots and pans to cook with, cleaning supplies to clean everything before the show and after, paper and ink to print posters and tickets, and a microphone and sound system for the student talent show.

How many people and what skills would be needed to plan and implement your idea?
We will need at least 6 adults to help with preparing the food. We will need 10 students to cook and serve the lunch and to clean after the event. We will need 4-5 students who will be primarily responsible for planning and managing this event. We would need to recruit at least 10 talent acts for the show and a team of 3 judges to judge the talent show.

What other resources and school/community facilities would be needed to implement your idea?
We will use the school's kitchen to prepare the food, and also the school's sports field to set up the tables and host the talent show event.

How much time would be needed to implement your idea?
We will need one week to prepare a detailed plan for the event. We would need a week to prepare advertisements to promote the event and to recruit students to perform at the talent show. During this week, we will also need to get people and businesses to donate the food for the lunch. We would need a week to sell tickets to the event. During this week students will prepare their dances and songs routines for the talent show. It will take one day to set up and hold the lunch and talent show.

Who in the community (staff, students, parents, and other community members) would participate in your idea?
Students would help with the talent show, cleaning, cooking and serving food. Teachers will help with advertising and printing tickets. Teachers, parents and other community members will help with donating food and preparing food. Teachers and students will sell tickets for the event. All members of the community are welcome to buy tickets to the dinner and talent show.

How long will this activity last? The dinner and talent show would last one day.

If successful, could your idea be repeated? Yes.

How often could it be repeated? Twice a year.

How much total money do you think your idea would generate (show your calculations)?
1,000 Dirhams

10 Dirhams per ticket x 200 people = 2,000 Dirhams

How much net revenue do you think your idea would generate (show your calculations)?
1,500 Dirhams

D2,000 – D500(cost) = D1,500

Continued

Figure 8 A - Continued

SAMPLE FUNDRAISING IDEA SUBMISSION FORM

Continued

What level of market demand is there for your idea?
There are many people in the community who are very concerned about students dropping out of school. Based on the comments made at the Youth Speak public event, many of these people would like to help prevent students from dropping out. We think that there will be many people interested in buying tickets to this lunch and talent show since it is not very expensive, they will support student's talents, and help us implement an activity to prevent school dropouts. They also get to enjoy a nice lunch and talent show while doing something good for their school and community.

How did you determine market demand for your idea?
We asked about 50 people in the community if they would be interested in buying tickets to such an event. Of these 50 people, 42 said that they would pay D10 for a ticket to the event. Since there are more than 4,000 households in our community, we think that at least 200 would attend this event.

B: How can we select the best fundraising ideas?

One approach to ranking and selecting the different ideas is to use a scoring matrix similar to the one you created to select dropout prevention activities and the one shown below. To use this matrix:

- List each idea along the left and the ranking criteria along the top;
- Each judge reviews the submitted ideas and enters scores (such as 1-5) in each of the spaces.
- The score of "0" would be used when a criteria is not applicable.
- Number 1 would be the lowest score, and 5 would be the highest.
- After each idea is ranked for all criteria, the total scores for each fundraising idea are calculated and entered in the last column.
- After all judges complete their scoring of all the ideas, they should then calculate the average score for each idea. The ideas can then be sorted with the ones receiving the highest scores being selected for further discussion.

The Toolkit's DVD/USB drive includes a blank Fundraising Ideas Ranking Matrix that can be completed by adding the submitted ideas. The suggested criteria for ranking each idea can be edited to meet the needs of the school. Once the blank matrix is complete, it can be printed and distributed to the members of the team. Once the sorted rankings are presented, the team can discuss the results and make any adjustments members feel are appropriate to the relative ranking of each idea. When the team feels the resulting rankings accurately reflect members' judgment, it can decide which top-ranked ideas to select for implementation.

Figure 8 B

SCORING AND RANKING FORM FOR YOUTH SPEAK FUNDRAISING IDEAS

Judge's Name:_____ Date: _____

Scores: 1 = lowest score; 5 = highest score

Fundraising Ideas	Community Involvement	Youth Led Activity	Net Income Potential	Recurrent Activity	Labor Required	Money Required	Resources & Equipment Needed	TOTAL SCORE
	5=Diverse Community Involvement	5=Completely Youth Led Activity	5=100% of Gross Income	5=Can easily occur each year	5=few people and time needed	5=0 to 250 Dirhams needed	5=no equipment or resources needed	

What should we keep in mind as we explore fundraising ideas?

The following lists several important factors your YST and Club should keep in mind when you implement different fundraising ideas.

- **Transparency and Accountability:** Raising money in school with students can be a very delicate matter. If members of the community start to suspect that something might not be right with how money is being raised, managed, or spent, even if there is nothing wrong, the school will quickly lose public support and the ability generate needed funds. The following are some tips to help you avoid this problem:

  As mentioned earlier, the Toolkit authors recommend that the YST and/or the Club partner with a respected local NGO to manage any income that is raised. The details about these partnerships should be made public.

  - All discussions about fundraising ideas should be open and transparent and be made available to the community.
  - All plans for specific fundraising activities should be made public and transparent, especially how ideas were selected.
  - All policies guiding these activities should be written and made public.
  - All records of costs and income should be publicly available to the entire school community. The monthly accounts of these funds should also be posted on a public notice board so that anyone who is interested can see them.
  - Information about fundraising should be actively shared with teachers, students, parents, and others on a regular basis through school assemblies and occasional public events.
  - Report regularly to the community on how funds raised have been spent.

- **Diversify:** The most successful fundraising efforts include multiple types of activities. It is not wise to "put all your eggs in one basket." If you decide to implement only one idea, and if that idea does not work, you will have nothing to fall back on. Also, it is better to generate small but dependable levels of income from multiple sources than to risk not generating sufficient income from only one or two sources. Also, multiple activities and events that involve different stakeholders can create a large group of people who have an interest in sustaining Youth Speak in your school.
- **Enable Broad Participation:** Successful fundraising efforts are time-consuming and depend on a variety of skills. If only a few people in the school are responsible for organizing and running fundraising events, they will likely be less successful. Involving a variety of people from the school and the community, and giving these people substantive responsibility for planning, organizing, and running the events, will lessen the burden placed on just a few key people and result in greater success in the short and long term.
- **Innovate:** Just because an idea has never been tried before in your school or the community does not mean that it will not work. For example, a school in Brazil decided to hold a dinner and musical evening for parents and other adults in the community. This had never been done before and many people thought that it would not work. The people behind the idea were convinced that it would generate income and worked hard to advertise the event. The dinner and musical evening proved to be a great success, and the school raised enough money to pay for Internet access for the year. Parents and others had a wonderful time and were very pleased to pay the higher-than-usual ticket price to attend the event so the school could raise the money it needed. As a result, the dinner and musical evening became a regular event and now raises more money than it first did. The YST should consider all ideas, carefully, test the most promising, and think outside the box.

STEP 3: HOW CAN WE SUSTAIN EXCITEMENT AND INTEREST IN YOUTH SPEAK?

Nothing succeeds like success! However, if your stakeholders do not know about your successes, then they will likely lose interest in your program. Also, in the absence of any news about your Youth Speak activity, people may imagine it must be failing since ***"no news must be bad news!"*** These are two reasons why it is essential for members of the YST to create and distribute success stories about your Youth Speak program.

The following are some other reasons for developing and sharing success stories:

- Success stories can keep people in your school and community actively involved in helping Youth Speak succeed. Some people may be reluctant to get involved in a new initiative for fear that it may fail. Once they learn that it is succeeding this feeling may change and more people may want to work with your YST and contribute to the success of Youth Speak in their school and community.
- Creating and sharing success stories is an important way to keep staff at the Ministry of Education and other government agencies interested in what you are doing. Since everyone likes to be part of success, letting people know how your Youth Speak activity is succeeding is an excellent way to get access to help and support from different units in the government.
- Finally, by creating and sharing your success stories you will help improve the performance of other schools and communities that are carrying out Youth Speak. Your success stories are a

way to share with others innovative approaches to achieving success. One result of this is that other schools will want to share what they are learning about implementing Youth Speak with you. Over time, the sharing of success stories is critical to creating a Youth Speak community across Morocco.

A. How can we capture and develop our success stories?

The following outlines some important lessons from developing and sharing success stories.[8]

- **What is a success story?** A success story as a narrative—usually between one and two pages—that highlights the achievements and progress of your Youth Speak activity from the very start. A success story documents Youth Speak activities over time and demonstrate the value of this initiative. When presented effectively, success stories can be a useful tool for educating your stakeholders about your work and the results you are achieving.
- **Are success stories important?** Even as you conduct your program's activities, it is important that you take the time to reflect on and capture the accomplishments your program attains along the way. These do not have to be MAJOR accomplishments. Small achievements are important to capture and share. Over time, many small achievements add together to create important accomplishments. Sharing these achievements will contribute much to building a strong team and encouraging stakeholders from across the community to participate in your program. The more your stakeholders know about your program, the more likely they are to support it.
- **Capturing progress over time.** It is often difficult to see that you are making any progress. This can be compared to the growth of a child. When you see a child every day it is hard to know how fast the child is growing. However, if you mark the child's height on a chart once a week you will start to notice how fast the child is growing. Capturing you success stories is like marking down the "height" of your program. After you have collected a few stories, you will start to see how much your program is achieving.
- **Informing decision makers about the impact of your program.** Starting a new initiative is never easy and some stakeholders will likely have doubts about new programs. Developing and sharing success stories can help keep decision makers aware of the value of your Youth Speak activity. As their understanding of the program's impact grows, so will their willingness to support Youth Speak, provide resources and help you solve problems.
- **Demonstrating responsible use of resources to stakeholders.** Regular and transparent communication about the work of the YST, including information about how financial and other resources are being used, will give people confidence in your Youth Speak program. This is especially important in generating interest among stakeholders to volunteer and among companies to donate resources.
- **Sharing "good practices" with other schools and communities.** The sharing of success stores among schools and communities is an essential way to improve the work of all schools. While each Youth Speak community will be different, they all have things in common and can therefore learn from each other. It is therefore important that success stories explain why the activity is successful. They should talk about what they are doing and how they are doing it to achieve success.

- **Attracting new partners for collaboration.** As stated at the start of this section, "Nothing succeeds like success!" Successful activities attract positive interest and a desire to collaborate. But if you do not develop and share success stories no one will know about your successes and consequently they will likely not want to collaborate with your program.

How can we identify and select elements of our program to highlight?

In choosing an activity to highlight, remember that most programs undergo varying stages of capacity, maturity, and accomplishment. When your activity is new, for example, you might want to describe how your team is preparing and planning for activities and highlight partnerships that you have created. In identifying elements of your program to write success stories about it is important to remember that ***while success stories are about your program, they are not necessarily for you***. They should be written for different audiences and therefore you should pick topics that these audiences will find interesting and important. Emphasize short-term results and achievements when highlighting accomplishments in the early-stage of your program. The following are some other points you should keep in mind when working on your success stories.

- As your activity advances, you will have some promising stories and examples of early changes that are occurring in the school and community.
- You will soon have completed activities to talk about and share.
- Although you may not yet have any long-term outcomes to share, your success stories can show that you are on the right track and making progress.
- You can also share some preliminary data from your SDI to get people interested in knowing more.
- People are generally most interested in hearing about people. Your success stores should therefore focus on the people involved and share personal aspects of their lives. For example, early success stories could talk about who the Youth Leaders, Coaches and other members of the YST are. When talking about people, share personal information about them, not just "facts."

The following Success Story Planning Framework can be used to help you and other members of the YST identify topics for success stories. To use this template, divide your YST into small teams of two to three people each. You may want to group young people together. These small teams should use the brainstorming guideline introduced earlier to first identify very specific objectives and activities of your Youth Speak program that they feel would make interesting success stories. After they have listed about 10 of these, they should select the three that they feel are the best and list them in the form.

Figure 8 B

SUCCESS STORY PLANNING FRAMEWORK

Program Objective or Activity	What outputs are important?[9]	What outcomes are important?[10]	What makes you proud?

Next, they should list specific outputs and important outcomes and then describe why these make you proud. After each team has completed the Framework, one member from each team should present their list to the rest of the group. After this is done, the teams can create a master list of possible success stories to write. One or two people should volunteer or be assigned to create the first draft of the success stories for others to review and improve.

What should we do to write effective success stories?

- **Know your audience.** Before you select your topic and write your story, it is important to identify who your main audiences are. It is likely that you will identify multiple audiences for your success story. Each audience may have different needs, interests, or concerns. Know who you are writing the story for and what their specific interests and concerns are. You will want to answer the following questions: What is important to them? What do they care about? What types of outcomes will be meaningful to them? How will they use your success story? For example, if parents are your main audience, they will likely be most interested in how the children in the school are doing.
- **Keep your sentences and paragraphs short.** Sentences should be written simply and short. Paragraphs should be no more than three to four sentences long.
- **Keep the story to no more than two pages.** If you want people to read your story, keep it short. It should not be longer than one page. It is better to write more short stories and a few long ones.
- **Stick to the Facts.** Do not interject opinions unless you attribute them to someone you are writing about. The story is not about you and people will not really want to listen to your opinions. If you write facts then people can check to verify them.
- **Avoid using passive voice.** Passive voice sounds academic. For example, “A workshop was provided for the Youth Leaders.” Use active voice, which is direct and easier to understand such as, “The Ministry organized a training workshop for Youth Leaders.” Active voice makes it clear who is doing the action.
- **Include direct quotes.** Direct quotes strengthen the story and make it more believable.
- **Limit the use of acronyms.** If you use acronyms, spell them out when you first mention them.
- **Use simple, plain language.** Do not try to impress the reader with fancy language and complex sentences. Readers can only be impressed if they read the story and they will likely not read a story that uses hard to understand, fancy language.
- **Avoid jargon.** Readers often skip over terms they don’t understand, hoping to get their meaning from the rest of the sentence.
- **Keep messages simple and concise.** It is useful to think that you are writing to your grandmother. Try and make it so that she would understand the story and be interested in it.
- **Do not exaggerate.** Be proud of what you are doing but do not brag.

What should we do to write effective success stories?

When developing your story, you will want to incorporate the following information on suggestions for organizing your stories. Since you will be writing a story and not a report, you may not want to use headings. The story should flow smoothly, as if you are telling a friend about the success in person.

- **Title:** Your story's title should capture the overall message of the story. It should include an action verb and it should capture the reader's attention and spark curiosity.
- **Problem Overview:** Your story should introduce the problem you are seeking to address and why it is important. Using a mix of numbers and qualitative information is important when talking about the problem. Talk about the people who are affected by the problem.
- **Activity Description:** Your story should summarize your Youth Speak activity and talk about who is involved in your effort. You should also provide specific information on what activities are being carried out, how the work is being done and who is involved.
- **Activity Outcomes:** The main part of your story should focus on the results from your work and the successes you are achieving. This part of the story should focus on the people involved. It is often best to talk about how the results are affecting one or two specific people rather than talking generally.
- **Conclusion:** Provide a specific conclusion to the success story that avoids using broad, sweeping statements such as "There was a noticeable increase in healthy eating habits." Explain why this success matters and how it contributes to enabling the school and community to achieve the larger Youth Speak goals.

Remember, the types of outcomes achieved by a program may differ depending on the stage and maturity of the activity. Sometimes a success story is a "work in progress." Consider updating or enhancing your story as new information and outcome data become available.

LEARNING ACTIVITY 8.2:
Reviewing a Sample Success Story

This Learning Activity is presented for use at the Youth Leaders' Workshop. It can also be used by YSTs at their schools.

- *The Facilitators should organize the participants into their school teams.*
- *Each team should select one Youth Leader to coordinate this activity and one to present the results.*
- *Copies of the sample success story, shown below and available on the DVD/USB drive, should be distributed to each participant. Also print and distribute copies of the Qualities of Successful Stories from the DVD/USB drive.*
- *Each participant should carefully read and study the sample success story.*
- *Using the information provided in this section of Unit 8, answer the following questions:*
    a. *Who were the primary audiences for this success story?*
    b. *Does the title meet the requirements for a good title listed above? Why? Create a different title that also meets the criteria for a good title.*
    c. *Does the story provide an overview of the problem being discussed? What do you like best about the problem overview?*

Continued

LEARNING ACTIVITY 8.2:
Reviewing a Sample Success Story

Continued

d. *How well does the story provide a brief description of the activity? What specific aspects of the activity description do you like? Which parts could be improved? How?*
e. *Does the story talk about any outcomes or results?*
f. *Did the story provide a conclusion?*
g. *Was this story interesting? Did you enjoy reading it? What did you like best about this story? What did you like least?*

- *Use the Success Story Planning Framework to identify at least two topics from the workshop that would make good success stories.*
- *Pick one of these topics and write a one-page success story with the main points discussed above. Use the sample story as a template for your success story.*
- *One member of each team should read the success stories aloud to the rest of the group.*
- *After each reading, the participants should use the information in this section of Unit 8 to provide constructive feedback on the success stories.*

SAMPLE SUCCESS STORY

The following story was written about Youth Speak during the first activity.

Youth Get to the Bottom of Morocco's Dropout Crisis

Students who drop out don't just disappear. They often become under-employed, more likely to have shorter life spans and fail to become active members of civic activities.

In Morocco, the numbers are staggering: 300,000 to 400,000 children drop out of school yearly. The rate for 7th, 8th or 9th graders in 2010 reached 10.8 percent, according to the Education Ministry. While government efforts have lowered the rate of dropouts, today, a first grader has a 50-50 chance of completing high school, UNICEF reports.

While the Moroccan government, donors and others are working to address this persistent problem, those who are directly affected are rarely consulted about the reasons they drop out of school or asked to offer ideas about what could be done to reduce the number of dropouts. The few times when youth are consulted, the process is controlled by adults.

Continued

SAMPLE SUCCESS STORY

The following story was written about Youth Speak during the first activity.

Continued

Engaging Middle School Students

Youth Speak – Morocco addresses this gap by enabling middle school youth who are personally involved in the dropout problem to lead and conduct research with their peers and other stakeholders to ensure that youth perspectives are collected and clearly presented.

In short, Youth Speak is research carried out by youth, with youth and for youth.

This youth-led research and awareness-raising initiative enabled 12 youth in middle school and 12 youth who had dropped out of middle school to conduct rigorous research on factors that contribute to youth dropping out of school with other middle school-age youth and members of local communities.

Youth Speak – Morocco, which contributed to the Moroccan Government's efforts to reduce dropouts, was implemented through USAID's Improving Training for Quality Advancement in National Education (ITQANE) project, administered by Creative Associates International. The project was also implemented in partnership with the Education Ministry's Directorate of Non Formal Education.

Youth Speak – Morocco sought to better understand of the factors that contribute to youth dropping out of school, as well as the actions that schools, communities, families and the government can take to reduce the rates. It also addresses the challenges youth face in transitioning from school to work.

Youth Speak – Morocco raises awareness of the drop out issue and creates more effective relationships among local stakeholders to rapidly reduce the number of youth dropping out of school.

Relevant Research

The 24 youth, organized in teams of four, conducted the research in six communities around Morocco. Three research methods—a survey, several focus group discussions and in-depth interviews—were used to gather information from middle school students, youth who had recently dropped out, parents and community representatives.

The research teams, adult coaches two Youth Speak coordinators and Creative staff then analyzed the data. Each team prepared local research reports that were reviewed by Education Ministry officials.

The teams then organized local events to present their results to youth, teachers, officials and parents from their schools and communities. Following these local events, the six teams were brought together for a national event in Fez.

The youth-led research produced the following findings:

- *Complex and rigid curricula not adapted to 21st century youth led to poor performance;*
- *Long distance from home to school and limited access to transportation;*
- *Insufficient safety on the road to school;*
- *Violence and a lack of security in the school vicinity;*
- *43 percent of interviewed dropouts state that they left school to earn a living to support their families; and*
- *Despite these problems, those surveyed see the value of education.*

ENDNOTES

[8] Information was adapted from "How to Develop a Success Story" published by the U.S. Government's Center for Disease Control. www.cdc.gov/healthyyouth/stories/pdf/howto_create_success_story.pdf

[9] Outputs are the ***quantities*** of products or services that the program is providing. These include specific types, levels, and targets of services being delivered by the program.

[10] Outcomes are ***specific changes*** that are direct results of program activities, including changes in knowledge, attitudes, skills, and behaviors. Outcomes can be considered in three time blocks: short-, intermediate-, and long-term effects.

9

Unit 9:

Monitor, Evaluate & Report

STEPS TO MONITOR AND EVALUATE YOUR YOUTH SPEAK PROGRAM, AND LEARNING ACTIVITIES YOU WILL FIND IN UNIT 9

"Measurement is the first step that leads to control and eventually to improvement. If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it." — H. James Harrington

1

STEP 1. How do we know if our Youth Speak program is achieving its goals?

A: How do we collect data on dropouts and establish our baseline?

B. How do we measure dropouts annually and compare to our baseline?

2

STEP 2. How can we monitor our progress in implementing Youth Speak?

A: How do we identify and select activities to monitor and create indicators?

B. How do we use our implementation plan to monitor Youth Speak? * Learning Activity 9.1

3

STEP 3. How can we create our Monitoring Plan?

A: How do we complete the Monitoring Plan template? * Learning Activity 9.2

THE SUCCESS OF YOUR YOUTH SPEAK ACTIVITY WILL DEPEND IN PART ON YOUR ABILITY TO KEEP YOUNG PEOPLE, COACHES, TEACHERS, PARENTS and other stakeholders excited and enthusiastic about working together to keep students in school. This becomes increasingly difficult as the months pass. Your challenge will peak when the first school year ends. This Unit will help you address this challenge by developing an effective approach to monitoring, measuring and sharing your progress with stakeholders in creative and compelling ways. Your efforts to monitor and measure progress will also ensure that the efforts of your team will be rewarded by steady progress and achieving good success before the school year ends.

HOW CAN WE MONITOR AND REPORT ON OUR YOUTH SPEAK ACTIVITIES?

Your Youth Speak team must accomplish many things during the school year. One way to help you achieve your goals and objectives is to ***develop a monitoring plan*** that will:

- enable you to track your progress;
- measure your achievements;
- identify problems and difficulties early so that they can be fixed; and
- provide information for reports to your stakeholders.

Without a monitoring plan, it will be difficult for you to tell people what you are achieving. You may get behind schedule and you may end up making mistakes. A monitoring plan can help you avoid these problems and enable you to:

- identify difficulties and problems before they become serious so that you can make changes in your program and make progress toward your goals;
- provide specific and detailed information to your stakeholders on your progress toward success, which will encourage them to increase their support to your program;
- identify topics for possible success stories that you can develop and share;
- complete activities on time so that you will be able to achieve your goals and objectives;
- take advantage of opportunities that you did not anticipate and achieve more than expected;
- create periodic progress reports for your stakeholders;
- carry out activities to raise funds, receive in-kind contributions and encourage people to volunteer; and
- provide data and information to the Ministry of Education so that they can monitor the national Youth Speak initiative and improve their support to Youth Speak over time.

This Unit will help you and your team develop and implement an effective monitoring plan.

STEP 1: HOW DO WE KNOW IF OUR YOUTH SPEAK ACTIVITY IS ACHIEVING ITS GOALS AND OBJECTIVES?

A first step in developing your monitoring plan is to decide which activities and parts of your program you will need and want to monitor and measure during the school year. Monitoring activities takes time and resources and therefore you should only monitor those parts of your program that:

- will benefit from monitoring;
- Youth Leaders and other members of the Youth Speak Club can implement without outside help;
- will provide information you and your stakeholders want and need to make decisions about implementing your program;
- will help you identify and fix potential problems;
- will enable the school and community to prevent students from dropping out of school; and
- can be measured both quantitatively and qualitatively.

There are many ways to monitor things. For your Youth Speak activity, the Toolkit authors recommend that you focus on three main types of monitoring:

- Monitor and measure your activities to prevent school dropouts
- Monitor your progress on completing tasks that are in your Youth Speak implementation plan
- Monitor your dropout prevention activities that are part of the action plan to learn which are the most effective.

A. How can we collect data on dropouts and establish our baseline?

The main goal of Youth Speak Morocco is to enable schools and communities to create conditions that will prevent most if not all students from dropping out of school. It is therefore essential that you and the YST create a monitoring plan to measure your progress toward preventing school dropouts. The following steps will enable you create this plan.

Establish a baseline

To determine if you are making progress, you first need to know what your starting point is, that is to say, your baseline. For Youth Speak, the starting point or baseline is the number of students who have dropped out of school one to three years before your program started. Knowing how many students have dropped out during the recent past will enable you to compare the numbers of students who drop out after your Youth Speak program starts. The goal is for the number of dropouts to be less after your Youth Speak program starts than it was in the years before. Continuing to collect data on the number of dropouts each year that Youth Speak is active will enable you to make a stronger conclusion about the impact of your Youth Speak program and the activities that are being carried out to prevent dropouts.

There are different ways to collect baseline data on the number of students who drop out of school.

a. Talk with the DPU and your school's administration to see if they have data on the number of students who have dropped out of school each of the last three years before Youth Speak started. Since some students drop out and then return later in the year, you will want distinguish between those students who drop out and do not return in the same year and those who return in the same year. If possible, organize this data by grade and gender as shown in the table below. This data could be presented as a graph (Figure 9 A) so that it would be easier to visualize changes over time.
b. If the DPU and/or the administration has not kept good data on students who drop out, you may need to ask teachers in the school to provide the names of students who have dropped out

permanently and temporarily from their classes in the current year. Some teachers may also have this data for past years. Again, try to collect this data by grade and gender.

Figure 9 A

DROPOUT RATES

Grade	Gender	3 years ago	2 years ago	1 year ago	Current Year	Average for past	YS Year 1	YS Year 2	YS Year 3
7th	Male								
	Female								
8th	Male								
	Female								
9th	Male								
	Female								
Total	Male								
	Female								
	All								

c. To validate the data you collect from the DPU, administration and teachers for the current year, you may want to survey all the students in your school, by grade, if they have ever dropped out of school or considered dropping out. This could be done by visiting each class and to distribute a simple one page survey. A sample of a possible one-page survey (Figure 9 B) is shown below (a copy is also on the DVD/USB drive). It is important that each student in the school only completes this survey once. This survey process should only take about 10 minutes to complete. Before distributing the forms to the students, you will need to explain why you are collecting this data.

d. Once you have data from the past and the current years, you should calculate the average number of dropouts per year for the number of years that you have data. This average value can then be compared to future data to see if there is a change.

Figure 9 B

STUDENT DROPOUT SURVEY FORM

What is your grade at school? 7 | 8 | 9 (circle one)

What is your gender? Female | Male (circle one)

Question 1: During this current school year, have you ever dropped out (not just at home sick) of school for three (3) or more days? Yes | No (circle one)

If yes, how many times has this happened? _____ (please write a number)

Question 2: During this current school year, do you know any students who have dropped out of school and not returned? Yes | No (circle one)

If yes, please write the names of these students in the table below along with the grade they were in, when they dropped out and their gender.

Name of student	Grade	Gender

B. How can we measure dropouts annually and compare to our baseline?

Toward the end of the first year of your Youth Speak program the Youth Leaders and members of the Club should collect data on school dropouts in the same way that the data on past dropouts was collected.

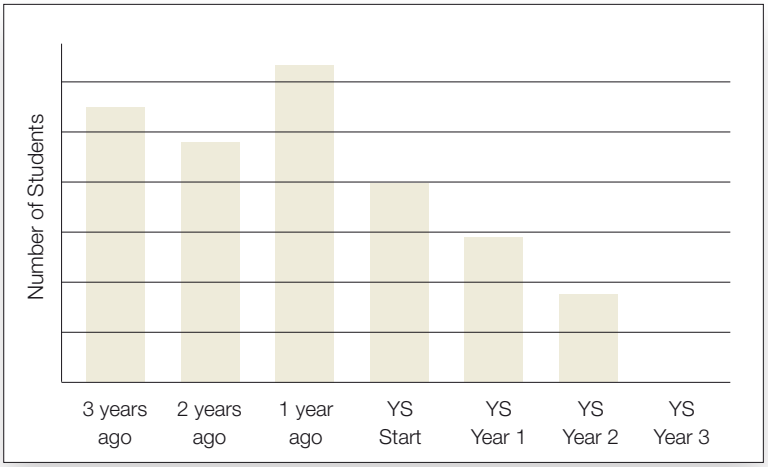
a. This new data should be entered into your table.
b. Then calculate the difference between the average number of dropouts before Youth Speak and the number after Youth Speak started.
c. Convert this number to a percent.
d. You may also want to graph this data as shown in Figure 9 C.

Drawing conclusions from your data

You will need to be careful when comparing your baseline data to the data you collect from the start of Youth Speak and for each year that Youth Speak is active. The following are some of the comparisons you may want to make:

a. Calculate the percent difference between the average number of dropouts before Youth Speak started and for each year after Youth Speak is active. This information only tells you that there was a change in the number of students who dropped out of school after Youth Speak. It DOES NOT tell you why there was a change or even if Youth Speak influenced this change. You CANNOT say the Youth Speak activities caused this change.
    1) You CAN only say that an increase or decrease in dropouts is correlated to your Youth Speak activities.

Figure 9 C



2) If the number of dropouts continues to fall year after year, then you can start to conclude that your Youth Speak activities seem to be responsible for preventing students from dropping out.
3) However, this data does not tell you which of your Youth Speak activities has had the greatest impact on preventing students from dropping out.

STEP 2: HOW CAN WE MONITOR OUR PROGRESS IN IMPLEMENTING YOUTH SPEAK?

Monitoring and tracking the progress that you are or are not making on completing tasks in your Implementation Plan will help you:

- Complete these tasks and achieve your goals;
- Identify difficulties you may be having so that you can make needed adjustments; and
- Learn about opportunities that may help you achieve more than you initially expected.

A. How do we identify and select activities to monitor and create indicators?

Not every part of your Implementation Plan needs to be monitored. The Toolkit authors recommend that you select only the most important parts of your plan for monitoring. These might include:

- Selecting Youth Leaders;
- Establishing your Youth Speak Club;
- Identifying and implementing Club activities;
- Organizing one or more public event to promote Youth Speak and present results;
- Preparing for and carrying out your School Dropout Investigation;
- Analyzing the data you collect and make conclusions;
- Preparing the report on the results of your investigation;
- Presenting the results from you SDI to the school and community;
- Identifying and selecting two or three dropout prevention activities that you want to implement;
- Identifying and carrying out one or two fundraising activities;
- Developing your Action Plan to Prevent Dropouts;
- Identifying, writing and distributing three to six success stories during the school year; and
- Developing and implementing your Youth Speak monitoring plans.

SUGGESTION FOR SUCCESS!

Take the data that you collect on the number of students who have dropped out over the past 2 to 5 years and create a large graph of this data on paper. This paper can then be taped on the wall near the school's front door so that everyone sees it when they enter the school.

Write an interesting title on your large graph. For example, "Our School is Working Together to Prevent School Dropouts!"

Then, as you collect each year's data on the number of students who drop out, a new bar can be added to the graph to show how you are doing.

You may also want to make a list of the months in the school year and then write in the number of students who drop out each month. When one of these students returns to school you can change the number and announce the success. The goal would be to keep the number each month as small as possible, or zero.

Identify indicators and milestones for the activities you want to monitor

An indicator or milestone is a simple way for you to know whether a specific part of your plan is completed and/or working or not. An indicator or milestone will "indicate" or show you that the activity is or is not operating as planned. For example, if establishing and running a Youth Speak Club is part of your plan, then you may want to use some or all of the following ***indicators and milestones*** for parts of your plan to monitor progress toward establishing and operating a Youth Speak Club.

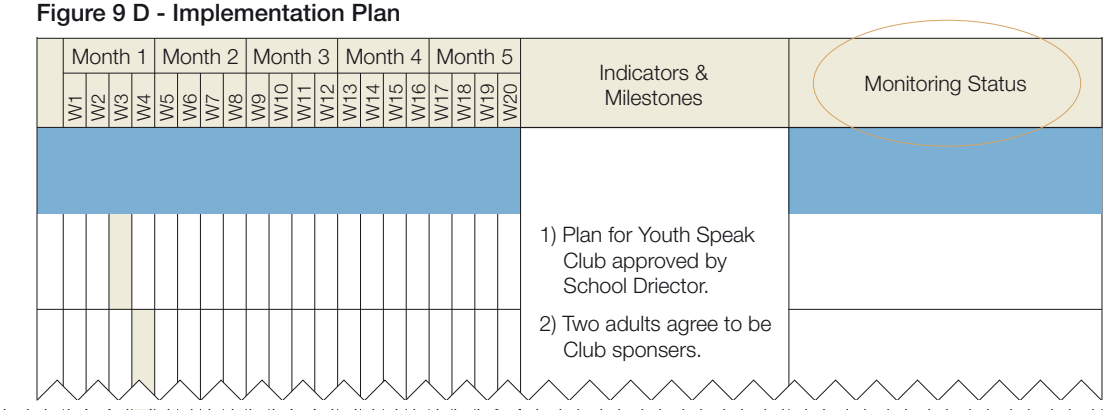
- The teacher and/or other adult ***sponsor/supervisor for the club is recruited*** to help you establish and manage your Youth Speak Club.
- ***The YSC meets regularly*** and has created a schedule for activities that the Club will routinely carry out.
- The Youth Leaders prepare and ***carry out a learning workshop for all Club members*** so that they gain important Youth Speak skills.
- Teachers and ***students in the school are talking with YSC*** members to help address issues related to students dropping out.
- ***Club activities are identified***, carried out, and completed by the end of the school year.
- The Club organizes at least ***two public events*** to present information on Youth Speak each school year.
- At least ***two fundraising activities*** are organized and carried out by Club members each school year.
- The ***second group of younger students is recruited*** to become "Junior Youth Leaders" in the YSC, thus ensuring its continuation.
- A ***workshop for new members is carried out*** by Senior Youth Leaders.
- If needed, ***new Coaches are recruited*** to replace the current Coaches in the coming year.
- ***Club members visit local primary schools*** to talk about Youth Speak and efforts to prevent dropouts in Middle School.

B. How do we use our implementation plan to monitor Youth Speak?

The easiest way to monitor your Youth Speak activities is to use your Implementation plan to track when specific steps in your implementation plan are completed and/or operational. The following illustrates how this could be done for the activity to establish your Youth Speak Club. By adding a "Monitoring Status" column to your implementation plan (Figure 9 D, also provided on the DVD/USB

drive), you will be able to add information about when the task is completed or when a milestone is achieved. If there is a problem or delay, the nature of the problem and how it will be addressed could be added to the status for the task or milestone.

Figure 9 D - Implementation Plan



LEARNING ACTIVITY 9.1: Revising Your Implementation Plan For Monitoring

- *Facilitators should organize the group into their school teams and ask them to select a Youth Leader to coordinate this activity and another Youth Leader to present the results.*
- *The Facilitators should ask the teams to retrieve their draft Implementation plans and to select at least one major activity to be modified for monitoring.*
- *Using the information about preparing indicators and milestones presented earlier, the teams should revise the specific steps, by adding more detail and possibly adding more steps, that will need to be carried out to complete the activity. The timeline may also need to be revised.*
- *The teams should also add specific indicators and/or milestones in the last column that they will use to monitor each step that will be carried out to implement the activity.*
- *The teams should also add a final column for "Monitoring Status."*
- *On a separate paper, the teams should outline the process they will use to carry out the monitoring of the steps in their activity. This should include explaining the kinds of data they will need to collect, how they will collect it and who will collect it. They will also need to explain how they will report on their monitoring activity.*
- *When complete, each team will present their results to the group and receive feedback on their revisions and their monitoring plan.*
- *The teams should incorporate the feedback from the other groups into their monitoring plan and add this to their Toolkit.*

STEP 3: HOW CAN WE CREATE OUR MONITORING PLAN?

The easiest way to create you monitoring plan is to combine the above information into one comprehensive plan. A sample template for your monitoring plan is presented below.

Youth Leaders and the members of the YST should work together to add content to each row and column. To make it easier to add content to the template, you may want to divide the template into two parts, each being printed on one piece of paper. Then tape the sheets together to create one long sheet with all columns. The digital version of the Monitoring Planning Template that is provided on the DVD/USB drive comes in two forms. One includes the entire template on one sheet of paper and the other is created so that each half will print on individual sheets that can then be taped together.

Figure 9 E

YOUTH SPEAK MONITORING PLAN TEMPLATE

What activity, task or milestone will you monitor?	What do you want to learn by monitoring this item?	What direct or indirect indicators will you use?	What kinds of data will you need to collect?	How will you collect this data?	When & how often will you collect the data?	Who will collect this data?	How & when will it be reported?

A. How do we complete the Monitoring Plan template?

The following describes the information that you will need to write into each column:

- **What activity, task or milestone will you monitor?** This should be one very specific activity, task or milestone that you want to track. For example, you may want to track progress on establishing your Youth Speak Club. As described above, a series of related steps and tasks need to be carried out to accomplish this activity. You may also want to monitor your process in completing the Focus Group Discussions that are part of your investigation. Again, as with setting up your Youth Speak Club, completing the Focus Group Discussions involves different steps as explained earlier.
- **What do you want to learn by monitoring this item?** In this column you will want to explain why you want to monitor the items listed in column one. You will also need to state what you expect to learn by monitoring the item in column one. As you write your explanation, you may decide that the item in column one needs to be more specific or more clearly stated. You may even decide that you do not want to monitor this item. The information you include here will help

LEARNING ACTIVITY 9.2:
Preparing Your Draft Monitoring Plan

This Learning Activity is presented for use during the Youth Leaders' Workshops. It can also be used by YSTs at their schools.

- *Facilitators should organize the participants into their school teams and ask them to select a Youth Leader to coordinate this activity and another Youth Leader to present the results.*
- *Facilitators should distribute the Monitoring plan templates (the one printed on two sheets of paper) to the teams.*
- *Facilitators should review what each column heading means and what kinds of information will be needed in each column. Rather than simply reading the above descriptions, the Facilitators should ask each team to decide what kind of information they will need to write into each column. Then they can share their results and the Facilitators can help develop a common understanding of how to complete the template.*
- *Facilitators should then ask each team to start completing their template by including a variety of at least 10 key activities. These should cover a broad mix of activities and tasks from the start of the school year to the end.*
- *Facilitators should give the teams about 20 – 30 minutes to complete their templates for these 10 activities.*
- *Each team should then present their results using large posters that will be taped on the wall so that each team's results can be compared with the others.*
- *After all teams have presented their results, have everyone walk around to read the posters and take notes in response to these questions:*
  - *What did you find on another team's plan that you will want to include in yours?*
  - *What did you find on other teams' plans that you feel should be changed or improved?*
  - *What questions would you like to ask at last 2 of the other teams about their plans?*
- *After everyone is done preparing responses to the above questions, the participants should share their responses.*
- *When the discussions are complete, each team should take about 10 minutes to revise their daft plan based on what they learned from the other teams.*

you complete the remaining columns.

- **What direct or indirect indicators will you use?** In this column you will need to explain how you will learn what you want to learn. For example, you may need to define the indicators that you will use to know that you have achieved an activity. As explained above, some indicators will be direct indicators, i.e., the number of Youth Leaders selected for your Youth Speak program. Other indicators will be indirect. For example, you may want to monitor efforts to sustain Youth Speak from year to year. An indirect indicator of this might be your efforts to recruit and train Junior Youth Leaders, who will continue Youth Speak next year.
- **What kinds of data will you need to collect?** In this column you will need to explain if you will collect qualitative data (descriptive data) or quantitative data (numbers). For both of these, you will also want to explain what you will describe and what you will count to gather the numbers. You may also want to collect both types of data.
- **How will you collect this data?** In this column you will want to state the method of process you will use to collect this data. You may simply need to do a direct count or you may need to do a survey or an interview.
- **When and how often will you collect the data?** In this column you will need to explain if you will collect data only once, every week or periodically as an activity is carried out. You may also want to state specific dates when the data will need to be collected. The more specific you can be the better.
- **Who will collect this data?** In this column you will want to list the person or people who will collect the data. To make sure that this work is completed, it is important to be as specific as possible. The best response to this question is to name the people who will be responsible for collecting this data.
- **How and when will it be reported?** In this column you will need to explain how you will use this data, how you will report the data, how often you will report it and to whom will you report it. You may also need to explain if the data will simply be reported verbally during meetings or in writing as part of a report. For example, you may need to report the data in writing as part of a monthly report to the YST, school and local government officials and to the Ministry of Education in Rabat. Finally, it may be critical to state the date when this report will need to be submitted.

YOUTH SPEAK

MOROCCO TOOLKIT

حقيبة أدوات "صوت الشباب"

This publication is made possible by the American People through the United States Agency for International Development (USAID) and the Moroccan Ministry of National Education.