

# HOMES FOR THE FUTURE

Partnering with Moroccan boarding homes to prepare young women for employment in the digital economy



# EXECUTIVE SUMMARY



## PROBLEM

Over the past ten years, female labor force participation in Morocco has steadily declined from 26% to 22%. This figure will continue to plummet in an increasingly digitized economy, putting **rural women without tech-savvy skills at a disadvantage.**



## SOLUTION

Leverage a network of **all-girls boarding houses** in Morocco as an empowering community for rural girls to access **industry-relevant digital skills training** and **paid internship programs** through partnerships facilitated by the UN. Provide \$3.4M in total funding over the next 5 years for scaling these boarding houses from 6 to 17.



## OUTCOME

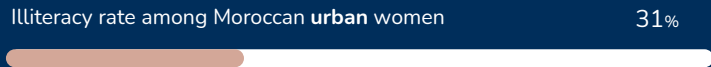
By 2026, 750 rural girls in the Marrakech-Safi region are annually equipped with the **education, work experiences, and mentors** they need to find and retain a quality job. This initiative can later be scaled across Morocco to reach even more girls.

## BACKGROUND

# RURAL WOMEN ARE DISPROPORTIONATELY AFFECTED BY LACK OF EDUCATION IN AN INCREASINGLY DIGITIZED WORLD

Women make up  $\frac{2}{3}$  of the world's illiterate population of 796 million people,<sup>1</sup> **most of which are from rural areas**. The consequences of this are drastic - just one extra year of primary school can eventually increase girls' later wages by 10-20%, reduce their chances of child marriage, and help them avoid domestic violence.<sup>2</sup>

This inequality has been and will be **exacerbated by the trends of globalization and digitization** because the geographical and gender divide are compounded for rural women. **Universal education** is critical to keeping people valuable to the labor market and facilitating an equilibrium between urban and rural areas.<sup>3</sup>







CURRENT INFRASTRUCTURE

## EXISTING NETWORK OF GIRLS' BOARDING HOMES IN MOROCCO

Morocco is one of many countries that exhibit this urban-rural and gender educational divide, with 38% of its total population living in rural areas.<sup>1</sup>

Eliminating the issues of distance and finances, **boarding houses for rural girls in Morocco** have offered women-only communities for rural girls to live in as they **study at higher-quality schools**.

For girls age 12-18 enrolled in secondary school, [Education for All](#) has opened five boarding houses with a total capacity of 185 girls in 2017. For girls age 18-25 enrolled in university, [Dar Moustaqbel](#) offers a similar boarding house experience located in Marrakech closer to high-quality universities and opportunities. **These houses provide an excellent base infrastructure to build off of since they have cultivated a highly capable group of female rural students.**



# BOARDING HOUSES ELIMINATE MANY BARRIERS TO EDUCATION

	Barriers to Education	Boarding Home Solution
Distance	Most secondary schools are too far of a distance from rural villages for regular commuting.	Girls are provided with a <b>stable location</b> for their studies next to their school, eliminating the need to walk far distances every day.
Finances	Rural families can't afford to pay for lodgings or transport near secondary schools.	Housing, food, internet, electricity, educational support, and other amenities are all covered by donors and sponsors, making it <b>free to attend</b> for the girls from rural communities.
Trust & community	Rural families don't have confidence in existing facilities to care for their daughters when they're away from home.	Each boarding hom houses 55 students and is run by dedicated local, Moroccan housemothers. Therefore, they foster a <b>tight-knit community that parents can trust</b> .
Access to amenities	Only 51.3% <sup>1</sup> of rural homes have access to internet and 21% <sup>2</sup> to mobile devices in Morocco.	3 nutritious meals/day, hot showers, comfy beds, computer access, <b>study support via an international volunteer program</b> , and COVID PPE are provided.
Trajectory for the future	After finishing primary education, may girls return to domestic responsibilities without prospects for attaining jobs in the digital economy.	Girls are trained and encouraged to continue their education through university and beyond until they find a high-quality job.

# LEVERAGE MOROCCAN BOARDING HOUSES TO PREPARE GIRLS FOR WORK IN THE DIGITAL ECONOMY

01

## ACCESS TO BOARDING HOUSES

Partner with existing boarding homes. This is an essential first step towards providing rural girls with access to education and a supportive learning environment.

02

## SUPPLEMENT CURRICULUM WITH TECH TRAINING

Over the past five years, the percentage of unemployed college graduates in Morocco has doubled to over 25% and female labor force participation steadily decreased. To be prepared to enter jobs relevant to the digital economy, women must be equipped with the proper training.

03

## PARTNER WITH LOCAL EMPLOYERS FOR PAID INTERNSHIP OPPORTUNITIES

After meeting with women in Morocco seeking employment, we found that merely graduating from university does not guarantee employment. Getting a job requires connections and experience in the industry.



01

# ACCESS TO BOARDING HOUSES

The UN provides [Dar Moustaqbel](#) with an annually renewable grant. The organization have already expressed interest in a partnership with the UN and has a reputation for successfully implementing outside funding.

## MISSION ALIGNED WITH THE UN'S

Dar Moustaqbel is a social impact student housing organization started in 2016 that focuses on supporting rural girls enrolled in university. They believe that every highly educated rural girl inspires and educates an entire village.

## UNIVERSITY STUDENTS

With a capacity of 55 girls, they aim to provide an additional in-house program to "fill the void" left by the educational system. They go about this by teaching traditional school subjects, basic computer skills, as well as language classes in English and French. While parents in rural areas can be skeptical of sending their daughters away alone, the parents of girls at Dar Moustaqbel see the value in education and often visit because of the strong communication between families and educators. Furthermore, Dar Moustaqbel only has a drop-out rate of 12% compared to 50% nationwide.

## MORE EFFECTIVE THAN BUILDING NEW SCHOOLS

Leveraging this existing network means fewer construction costs and bureaucratic barriers than starting schools in rural areas. In fact, apart from a paid housemother, assistants and cooks, there are no local administrative expenses as both the committee and volunteers work on a voluntary basis.



MOUSTAQBEL

*"I'm really proud to be a part of this project when I see how the girls have evolved. They didn't only improve their marks at school, they became more open-minded, independent and have a better understanding of life. They are becoming real women, the women who will change Morocco."*

- Boarding home volunteer



## SUPPLEMENT CURRICULUM WITH TECH TRAINING

Partner with [Vijay Computer Academy](#) to provide online course material to help girls gain digital skills while at Dar Mousaqbel. The founder of VCA, [Shefali Kapoor](#), has **already agreed** to provide curricula for the Moroccan boarding houses if this project comes to fruition.

### TRAINING RESOURCES

- **Technical skill** courses such as HTML/CSS web design, Swift algorithms, Unity game design, data science in R, etc.
- **Employment skill** workshops such as resumé building, interview prep, etc.
- **Speaker series** of inspirational and educational women scientists, entrepreneurs, and leaders of industry.

### ALIGNED MISSION

The Vijay Computer Academy is **devoted to bridging the digital gender divide by offering world-class IT education and training programs to women all around the world.** Most workshops are free of charge and can be integrated into school or afterschool learning hours. So far, they have **served over 5,000 women and girls** from rural areas and have helped them find employment in the tech field.



03

## PARTNER WITH LOCAL EMPLOYERS FOR PAID INTERNSHIP OPPORTUNITIES

### WHY INTERNSHIPS

Internships give students the knowledge and skills necessary to land higher ranking jobs upon graduating from university. Our proposed program will help girls develop digital literacy and improve their skills with language, writing, statistics, career planning and networking.

### ROLE OF THE UN

The United Nation is in a unique position to tackle the implementation of this solution because of its successful facilitation of **partnerships between non-profit organizations, the private sector, and the government**. Such partnerships will be central to the success of this program.

In addition, the UN conducted a [project](#) in the past in Southeast Asia to prevent women from being automated out of work in the STEM industry. The methods used towards that initiative can be similarly applied to this paid internship program.



### EXAMPLES OF INTERNSHIPS



Data Analysis @ [Glovo](#): Food delivery service



Software Engineering @ [Webpick](#): web + mobile media development



Energy Analysis @ [Cobblestone Energy](#): commodity trading

# GIRLS RECEIVE PAYMENTS FROM INTERNSHIPS TO COVER FAMILY AND PERSONAL EXPENSES

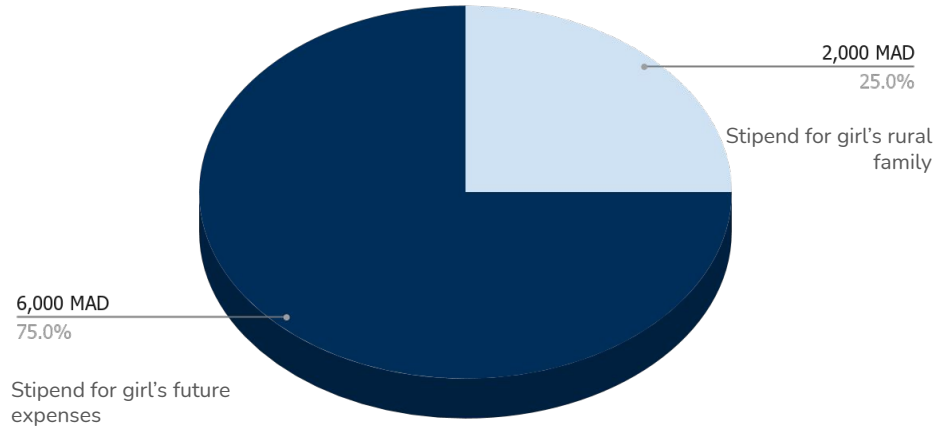
## WHY PAID?

By creating a paid internship program, **parents will be more likely to send their girls to these boarding houses** because the stipend can help support their family back home.

It will also provide **incentive for the girls themselves to participate in internships** and spend the summer aligning and update their skills to put on their future job applications.

## TOTAL STIPEND: **8000 MAD (890 USD)**

After 200 hours of work (the duration of the six week internship), the student activities coordinator will organize cash distribution.  $\frac{1}{4}$  of stipend is for immediate allocation, as it covers a rural family of 5's living expenses for one month. The SAC will also guide girls in saving the rest of the stipend to pay for rent and amenities in/after university.





# INTERNSHIP OVERVIEW

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*"You have to have a lot of skills before looking for a job because the work is not only a certificate, work no longer needs this, but work has need to have skills, to master languages, computers, strong personalities, that's what I'm looking for, I hope . . . "*

PERSPECTIVE OF A DAR MOUSTAQBEL STUDENT



## WEEK 0 (PRE-INTERNSHIP)

Assignment of girls to internships based on their pre-existing skills, career interests, and the partner's demand for interns.

## WEEKS 1-2

Introduction to internship responsibilities and mentors, initial training and development of new skills; assignment of student to a project and establishment of their weekly requirements.

## WEEKS 3-6

Focused work in relation to the student's assigned project, accompanied by frequent feedback from mentor.

## WEEK 7 (POST-INTERNSHIP)

Each year, a report will be generated by the UN analyzing the current skills needed in the industry that can be used to help inform the supporting curricula provided by Vijay Computer Academy held at these boarding houses.

EXPANDING ACROSS MOROCCO

## EDUCATION FOR ALL: BOARDING HOMES FOR RURAL GIRLS

**Education For All Morocco (EFA)** ensures teenage girls (12-18) from the most remote, poor villages in the High Atlas region of Morocco can continue their education. EFA builds and runs boarding houses for girls missing out on education due to living too far away from the schools and being too poor to afford transport. The boarding houses offer a safe and supportive learning environment for the girls to access nearby schools and explore their potential. In fact, a former EFA volunteer founded Dar Moustaqbel with the vision to expand this great opportunity of education for rural Moroccan girls..

### AFFIRMATION OF PARTNERSHIP

Upon communication with Board of Trustees representative Sonia Omar, she expressed interest in partnering with us and stated that it would be valuable for EFA to *“partner with UN Women to funnel EFA girls into available accommodation, mentorship and work placements after the Baccalaureat/when they leave EFA.”*

### OUTCOMES OF PARTNERSHIP

- Facilitating one-on-one mentorship
- Offering virtual, paid internships
- Expanding accommodations
- Offering programs and workshops to strengthen girls' digital skills
- Increasing employment of rural women by offering new positions at the boarding home



FINANCIAL ANALYSIS

# PROJECTED ANNUAL EXPENSES

See our full spreadsheet [here](#). We based our data off of the this boarding home [report](#).

Merge with EFA



Annual Expenses		2022 80 total girls, +0 houses	2023 110 girls, +1 houses	2024 400 girls, +2 houses	2025 510 girls, +3 houses	2026 750 girls, +4 houses
Internet + electricity	\$480	\$960	\$1,440	\$4,800	\$6,240	\$8,160
School supplies	\$600	\$1,200	\$1,800	\$6,000	\$7,800	\$10,200
Food	\$360	\$28,800	\$39,600	\$144,000	\$183,600	\$270,000
Electronics	\$180	\$45,000	\$72,000	\$90,000	\$90,000	\$90,000
Building and furnishing new house	\$210,000	\$0	\$210,000	\$420,000	\$630,000	\$840,000
<b>Total:</b>	<b>\$211,620</b>	<b>\$75,960</b>	<b>\$324,840</b>	<b>\$664,800</b>	<b>\$917,640</b>	<b>\$1,218,360</b>



# LAUNCH PLAN

The following milestones delineate our action plan and timeline for implementation of the internship program and expansion of Dar Moustaqbel's facilities. In order to monitor and evaluate progress, the plan will require monthly status reports and annual check-ins like [this](#) with UN representatives.

June 2021 - June 2022

## GATHER LOCAL INTERNSHIP PARTNERS

Hire a **student-activities coordinator** ([sample hiring plan](#)) to establish relationships with universities, businesses, and local organizations for internship opportunities. Work with students to **gauge interest in specific industries**.



May 2021

## CONSOLIDATE PARTNERSHIPS

Expand current summer internship program at Dar Moustaqbel by reaching out to:



**Rachida Azough**  
Senior Manager at Moustaqbel  
[rachida@moustaqbel.org](mailto:rachida@moustaqbel.org)

Finalize partnership with Vijay Computer Academy by reaching out to:



**Shefali Kapoor**  
Founder of VCA; Champion for Digital  
Gender Equality  
[shefalivkapoor@gmail.com](mailto:shefalivkapoor@gmail.com)

September 2023 - May 2026

### EXPANSION OF FACILITIES

Begin a steady expansion of Dar Mousaqbel facilities in new locations near rural schools. Be mindful not to place them near over-crowded schools. Partner with [Education For All](#) and the Moroccan Ministry of Education to determine the location and reach of these boarding homes.

Ensure girls from EFA can continue their studies at Dar when they are older.



July 2022 - August 2022

### STUDENTS START INTERNSHIPS

Students begin a **six-week internship program** matched with a business or organization. They will work with a **mentor at their internship site** to define responsibilities, build up skills, and connect with other employees to build their networks. Mentor will fill out **status reports** at the halfway point and end of internship to keep student activities coordinator updated, who will then develop a database of reports to communicate with the UN.

750<sup>1</sup> rural girls enrolled in program annually by 2026



## IMPACT

### INCREASE ACCESS TO EDUCATION



Expanding boarding schools across Morocco will increase access to education in rural areas by addressing barriers related to distance, finances, and lack of trust. **We hope to work with 750<sup>1</sup> girls annually by 2026.**

### INSPIRE NEW STUDENTS



These highly educated and employed graduates can **return to their village and encourage younger girls to continue their education** past primary school and destigmatize education in rural families by proving the life-changing opportunities available after school. These graduates can also become **teachers** at their local schools.

### EMPLOY GIRLS IN THE DIGITAL ECONOMY



Streamline communication between young female work force and employers, and **successfully transition 220<sup>2</sup> girls from university to employment** or further education by 2026.





## INVESTING IN GENERATIONS OF FUTURE LEADERS.

This proposal is an investment into generations of young Moroccan women striving to make an impact on their developing economy. Committing 3.4 million dollars amounts to supporting Dar Moustaqbel for five years, thus equipping hundreds of university aged students with digital skills from the Vijay Computer Academy, and helping the girls apply them in regional internships over the summer. By boosting the students' networks, skillset, and confidence, this will act as a **natural funnel into better jobs**. In fact, if implementation is successful around Morocco, this project can also be scaled to other North African countries with boarding school networks. The possibilities are endless and have a **high, comprehensive impact with low risk**. Developing homes of the future is just the first step for these girls.

# THANK YOU, UN WOMEN TEAM!

As an all-female international team with American, South Korean, Japanese, Russian, and Polish roots we really valued the chance to meet with girls from Morocco and boarding home managers. We sincerely hope the UN will be able to support them in their aspirations to be leaders in the digital economy.



SAYA KIM-SUZUKI  
sayakimsuzuki@gmail.com



DANIELLE GRUBER  
danielle.l.gruber@gmail.com



GINA SEO  
ginawseo@gmail.com



URSZULA SOLARZ  
urszulasolarz@gmail.com

