

# HOPE BEYOND DISPLACEMENT

The FAWCO Target Project

Project Period: September 2017 - August 2019

Reporting Period: September 2017 - September 2019

## **Final Report**

**Prepared by Collateral Repair Project**

**Submitted to FAWCO and The FAWCO Foundation**

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## 1 Project Information

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## 2 Project Summary

The main goal of FAWCO's Target Project, Hope Beyond Displacement, (HBD) is to address pressing needs within the East Amman refugee community with programming specifically engaging with and empowering women. In close consultation with women in the community, CRP identified the following pressing needs:

- ensuring better educational support for their children
- accessing a source of income
- better managing the threat of violence in their families
- finding concrete opportunities to develop and learn leadership and advocacy skills to make change in their communities.

With those identified needs in mind, CRP established 4 goals to inform and drive the design of the project:

- Improve quality and access to education for girls in the community
- Build and increase confidence and income generation of women in the community
- Motivate positive behavioral change among families on issues relating to women's rights and gender-based violence prevention
- Empower women and girls to take on leadership roles within their communities

In order to meet those goals, CRP identified specific objectives and programming, organized into 4 main components:

1. Educational Support
2. Vocational Skills Training
3. Training on Leadership, Women's Rights, and Gender-Based Violence Prevention
4. Leadership in Action Advocacy

## **2.1 Educational Support**

**Objective 1:** 200 students enrolled in school through the Back to School program.

**Objective 2:** 120 girls complete Super Girls Program through CRP's after school programming, which includes leadership, life skills, project-based learning and technical computer training.

**Objective 3:** 3 Super Girls graduation ceremonies [90 graduates]

**Objective 4:** Super Girls curriculum translated into Arabic.

**Objective 5:** Renovate CRP playground.

**Objective 6:** Start an After School Club at CRP's new community center in downtown Amman.

## **2.2 Vocational Skills Training**

**Objective 1:** 120 women complete the International Computer Drivers License (ICDL) computer skills training program.

**Objective 2:** 80 women and girls sit for testing to earn the International Computer Driving License Certificate

**Objective 3:** 45 women and girl graduates from the ICDL program receive computer-coding skills training.

**Objective 4:** 90 women complete the economic empowerment program, which provides vocational training in hair, beauty and self-employment skills.

**Objective 5:** Create a dedicated space for women to learn and train.

## **2.3 Leadership, Women's Rights, and GBV Prevention Training**

**Objective 1:** 180 women complete the Women's Empowerment 101 training program on women's rights, leadership and gender-based violence (GBV) prevention and awareness.

**Objective 2:** 180 men, boys and teens receive GBV prevention and awareness training.

**Objective 3:** 15 women leaders complete Training of Trainer (ToT) workshop and are inaugurated into women leader training team.

**Objective 4:** 5 male leaders complete Training of Trainer (ToT) workshop and are inaugurated into men leader training team.

## **2.4 Leadership in Action Advocacy Program**

**Objective 1:** 40 men and women (16 men, 24 women) complete Leadership in Action training program and implement a community-based advocacy project.

**Objective 2:** 30 youth complete Leadership in Action training program and implement a community-based advocacy project.

### 3 Project Updates

The chart below details the timeline and milestones planned for the entire project period. The 'Outcome' column has a brief note on the status of each element/objective.

Below the chart are detailed updates on all of the scheduled milestones within this period as well as any future milestones for which activity was initiated has begun in this period.

	Year 1												Year 2								Outcome					
	2017				2018								2019													
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	
<b>Educational Support</b>																										
Consultant designs Super Girls program	Setup	★																								Consultant completed this on site during fall 2017.
Consultant designs and leads youth trauma training workshop for all staff	Staff TRNG																									Consultant conducted weekly training with youth staff for three months and full day all staff training.
Consultant mentors, coaches and trains youth staff on trauma-sensitive youth programming	Staff TRNG																									Consultant worked with youth staff on a daily basis for three months.
Consultant assesses progress and provides further training												★													In November 2018, consultant returned to assess progress and provide training.	
Super Girls program implementation	SG 1	★			SG 2	★							SG 3	★							SG 4	★			Four groups completed the Super Girls program with 135 total participants.	
Back to School Program	★											★													866 children received back to school assistance.	

Renovation of Hashemi Center Playground Complete																	☆	In April 2019 the renovated playground opened in the Hashemi Center.
Start-up of Downtown Center After School Club																	☆	More than 200 children attended the After School Club in Downtown.
Vocational Training ICDL			1/2	☆	3/4	☆	5/6	☆	7/8	☆								Eight groups completed the ICDL Training with 106 participants.
Vocational Training ICDL Coding										1	☆	2/3	☆	4/5	☆		Five groups completed the ICDL Coding Training with 72 participants.	
Economic Self-Employment Training		1	☆	2	☆	3/4	☆	5/6	☆								Six groups completed with 87 participants.	
Empowerment 101 Training for Women	1	☆	2	☆	3	☆	4	☆	5	☆	6	☆	7	☆	8/9	☆	9 groups completed this program with 168 graduating this program of the 191 participants.	
GBV outreach to men & boys	1	☆	2	☆	3	☆	4	☆	5	☆	6	☆	7/8	☆	9/10	☆	10 groups completed the GBV outreach to men and boys program with in total 147 graduates.	
Leadership in Action (LIA)																		
Train-the Trainer session									☆								15 community leaders graduated from the training on November 22.	
Advocacy session for adults									☆	LIA Project	☆	LIA project					38 women and men participated in the program over 2 cohorts.	
Advocacy session for youth								1	☆	2	☆	3	☆				Three groups completed this program with 68 participants.	

### 3.1 Educational Support

#### Back to School Program

In 2017 and 2018, FAWCO ensured that 866 students would have the necessary supplies for the school year by supporting our Back to School Drive. This annual event provides backpacks, school uniforms, books, stationary, and school registration fees to youth in the community. Expenses related to entering school are a huge financial burden on community members in Hashemi, and one of the main reasons parents choose to keep children out of school.

	Children Supported by FAWCO	Total children supported by CRP's program
2017	359	1,137
2018	507	1,840

This vital program helps keep children in school. Without the crucial financial support provided by FAWCO, our young beneficiaries might not be able to continue attending school. One of our participants, when asked about what the Back to School Drive helped him achieve, reflected on the passions that attending school has continued to ignite: "Science and Islamic Theology are my favorite subjects. I like school and I really like my teachers."



In 2018, we were able to stretch the funds further than we had anticipated-- originally we planned to reach 200 students but after the Jordanian Ministry of Education waived registration fees for refugees, we were able to reach over double the originally planned amount: a total of 507 girls. In terms of internal systems to allow implementation of this large and logistically detailed event, 2018 also marked great improvement. CRP staff developed an in-house application that collects organized, detailed data on each child. This allows us to provide vouchers for items tailored to each child's needs, such as school uniforms corresponding to age and gender; brighter, more cartoon-based backpacks for younger kids and muted tones without graphics for teens; and the appropriate textbooks and supplies according to each grade level. Giving children exactly what they need allows them to go to school feeling ready and confident.



This Drive is essential for our community. One parent, Noor, says that “every year, before the start of the school term, I worry we won’t be able to afford all the school supplies we need for the children. With CRP’s Back to School Assistance, I don’t need to worry anymore. My children are very smart! I have high hopes for them - maybe they will go on to study medicine, or to be teachers.”

The Back to School Drive has continued since the initial FAWCO-sponsored period. The original funding from FAWCO provided an extremely successful first run of the program that allowed us to replicate our efforts in the future. We completed a follow-up drive in 2018, utilizing a new and advanced referral system utilizing an internal digital application. We based the system off lessons learned in 2017 and will save us much time and effort for years to come.



## Super Girls

Super Girls is one of the cornerstones of the HBD project. This afterschool program aims to empower refugee girls aged 6 - 12 with confidence so they have faith in themselves and their future. Super Girls runs over the course of 6 months. Since the program’s initial design in



September 2017, 135 girls are now Super Girls graduates, and it is now one of the highest quality programs at CRP. The goal of Super Girls is to support trauma-processing in the girls, giving them the tools to process their emotions and develop healthy coping mechanisms, and engage with the world around them. The program was designed by an expert Educational Consultant who designed the curriculum, trained staff and volunteers, and then returned midway through the project to conduct follow up evaluation, observation, and training. We translated the curriculum that she developed into Arabic, which has been and will continue to be a resource for all youth programs at CRP.

The following table summarizes the number of participants in each cohort during the grant period.

<b>Group</b>	<b>Program Period</b>	<b># of Graduates</b>
1	October 2017 - March 2018	32 (2 cohorts)
2	April 2018 - September 2018	30 (2 cohorts)
3	October 2018 - March 2019	35 (2 cohorts)
4	April 2019 - August 2019	38 (2 cohorts)
<b>Total</b>	4 groups	135

In September 2017, CRP brought on Beryl Cheal, an expert in early-childhood education and trauma sensitivity, as an Educational Consultant to design the curriculum and train the personnel for the program. When the pilot cohort began in October 2017, she was on-site for daily observation, coaching, and training, so that when she left in December 2017, staff members were fully prepared to continue the program appropriately. She also held multiple trainings for all CRP staff on trauma-sensitivity and important considerations when dealing with children.

The Super Girls program is designed to be trauma-sensitive and dynamic, and includes a variety of components to ensure these values are present throughout. Some portions are designed to help children re-develop their sense of structure, some to connect them to their identity and culture, and others to learn how to socialize and work with others. There are two age groups (upper and lower elementary ages).



For example, each day begins with the “Beginning Circle.” Each of the girls are given the opportunity to share how they are feeling with the group. Then, volunteers lead them through a breathing or movement exercise. Starting each session the same way gives the girls structure, which in turn makes them feel that it is a trustworthy space.

Then, they move into other activities, including

- Daily storytelling: Each day, volunteers read aloud a story to the girls. Each of the books have been chosen strategically for the morals they teach. For example, one book is about when and why to say thank you, another about a unicorn that had to leave his world but still made the most of it. This also gives an opportunity for parents to get engaged in the program because they enjoy volunteering to lead this activity.
- Tactile activities such as building blocks for the younger girls to help develop fine motor skills. They also have a project where they build their dream house out of mud, allowing them to get creative while also encouraging them to think about the future and building new homes, instead of the ones they have lost.
- Board games with clear rules that provide a sense of structure as well as the opportunity for participants to practice how to play together and follow rules;
- Puzzles that require focused thinking and cooperation;
- Cooking traditional foods to learn about nutrition and different cultural practices;
- Field trips to the Jordan Museum where they learned about the history of Jordan and picnics where they were able to play games and enjoy being out together.
- Preparation showcase and exhibit for the graduation ceremony, including a gallery of their drawings and other creations, songs and dances, yoga demonstration, poetry recitation, chess demonstration, theater performances, and a potluck-style banquet.
- Learning about nutrition and healthy snacks, then at the end of the course going on a field trip to a nearby grocery store with a few dollars to grocery shop for their own healthy snack independently, choosing items such as oranges and milk.
- Doing grocery shopping independently. Each participant receives a few dollars to purchase a snack. Remembering the lessons they learned about food and nutrition, they choose healthy snacks, like oranges and milk.



In November 2018, Beryl returned to CRP to review the program’s progress, conduct feedback sessions with program participants, and lead additional follow-up training. The results of Beryl’s review enabled CRP to create a detailed action plan which we began implementing immediately after Beryl left at the beginning of December. This plan includes:

Recommendation from Educational Consultant	Action taken
<p>Conduct additional training for Youth Program Coordinators to help them improve their facilitation skills and improve their capacity to manage and coach volunteers</p>	<p>Youth/Education Programs Manager began leading weekly team meeting, one-on-one coaching sessions, and developed individualized action plans for continued professional development with each coordinator. For example, one enrolled in an in-person training about how to use stories and art in programs, another took an online course on how to coach and mentor others.</p>
<p>Decrease the time of interaction between the coordinators and children by 25% so volunteers can become more autonomous and coordinators can take a more supervisory role.</p>	<p>Youth/Education Programs manager led staff training on the role and responsibility of a coordinator, to ensure it’s clear that coordinators should not be implementing activities, they should be supporting volunteers to build their capacity. Once they understand the activities well enough, they are better able to teach it to others and move into a more supervisory role. The team spirit the coordinators share allow for everyone to provide different types of peer support to each other at different times. Some excel at technology, while others are best at volunteer management. No one is afraid to ask for help, or to jump in when someone needs it.</p>
<p>Establish quarterly targets for youth programs and create a process to review them.</p>	<p>There are now targets for the overall youth programs as well as individual ones for each program. The overall targets are to increase managerial skills of coordinators, improve quality of programs, ensure trauma sensitivity of programs. In coordination with the Monitoring, Evaluation, and Learning (MEL) team that was formalized with dedicated paid staff in February 2019, different tools are being implemented by youth programs staff or MEL staff</p>

	to review targets in a systematized way. A big part of this is improving observations and lessons learned from them.
Reorganize all equipment and materials to make planning processes more efficient	After a staff coordinator took the lead on going through the space carefully to make sure that each item has a place, she showed this system to the others and made clear to all of the coordinators that it is their responsibility to put materials back properly after each use. Coordinators are also responsible for training their volunteers on the system.
Create a psychosocial support plan for staff to prevent burn out and minimize work stress.	Once a week, all the youth staff have a private staff lunch where they have a rotating schedule to bring in different home-cooked foods. This provides a regular opportunity for everyone to relax together even, promoting a positive team environment even when stress is high. Quarterly, youth staff also hold a recognition event for staff and volunteers, to show appreciation for their different unique contributions. CRP has also established a partnership with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) to participate in their program called Helping the Helpers. Researchers from the Die Sigmund Freud Privat Universität have been working with staff and their supervisors to create self-care plans that work for them. A key part of this plan is biweekly debriefings, during which they discussed within their teams what the opportunities are for them to support each other in their work, how they are handling their personal emotions vis-a-vis their social work responsibilities, and the challenges they are facing on the job.

In order to create a system to monitor and evaluate the implementation of Super Girls, we started with the goal of the program: to create a space where girls aged 6 – 12 build leadership and computer skills and learn positive coping strategies through educational and psychosocial tools. According to the program logic model, we then developed indicators to tell us if the program was reaching this goal:

1. Development of discrete skills (technology, yoga, chess, etc.)
2. Development of social and leadership skills
3. Psychosocial wellbeing

The best measurement tool we use to evaluate the first indicator is observations and debriefings conducted each day between volunteers and program staff. Then, in order to look at the second two indicators, we have been using a tool developed by United Kingdom child psychiatrist Robert N. Goodman called the Strengths and Difficulties Questionnaire (SDQ). The SDQ is an emotional and behavioral screening questionnaire for children and young people. The tool can capture the perspective of children and young people, including from their parents. We administered a pre-survey with parents of participants (which gathers more accurate data due to the girls' ages) at the beginning of the last cohort to get a baseline measurement which we compared to an end survey we conducted after the program finished.

All versions of the SDQ ask about the relative frequency of 25 attributes, some positive and others negative. These 25 items are divided between 5 scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behavior. The following graph compares the scores of the participants from before the program to after, as well as the scales to show the normal / abnormal range. We can see from the average score of the SDQ that the most significant change is in the total difficulty score, from average 16.8 (borderline) to an average of 9.6 (normal).

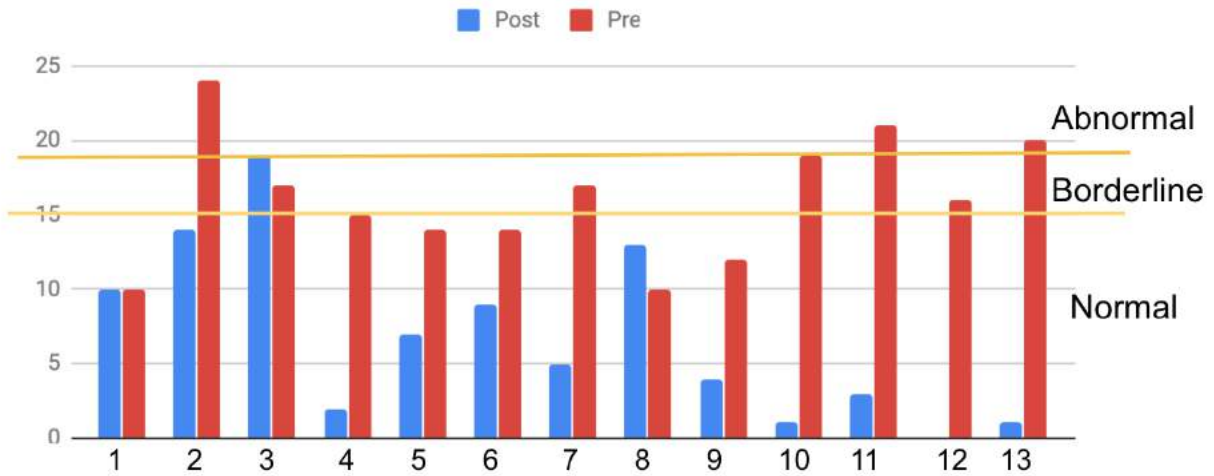
### Points scored



Scales	Normal	Borderline	Abnormal
Total difficulty score	0-15	16-19	20-40
Emotional symptom score	0-5	6	7-10
Conduct problem score	0-3	4	5-10
Hyperactivity score	0-5	6	7-10
Peer problem score	0-3	4-5	6-10
Prosocial behavior score	6-10	5	0-4

The following graph shows the Total Difficulties Score of each participant. This shows that 60% of the girls had borderline or abnormal scores before, and at the end, only 8.3% (one participant) had a borderline score.

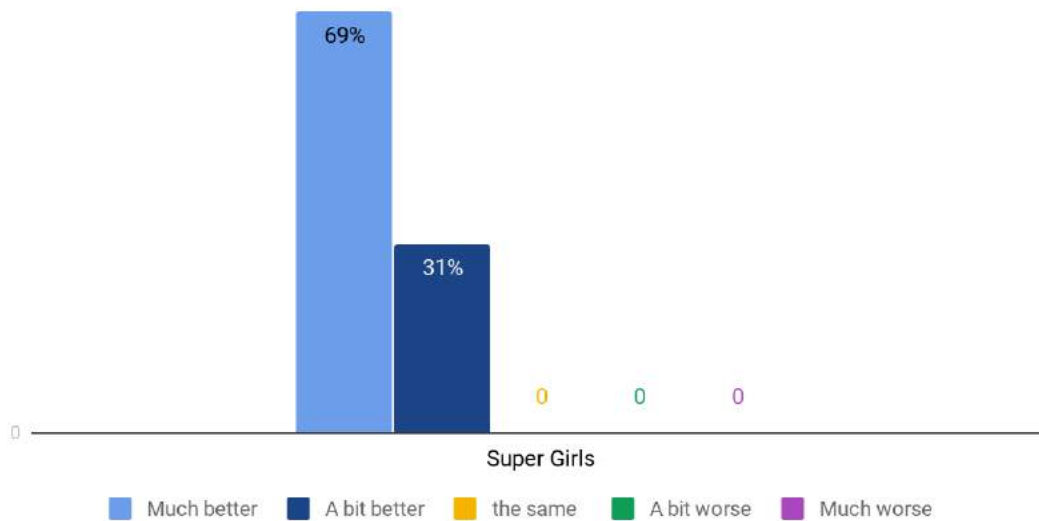
## Total Difficulties



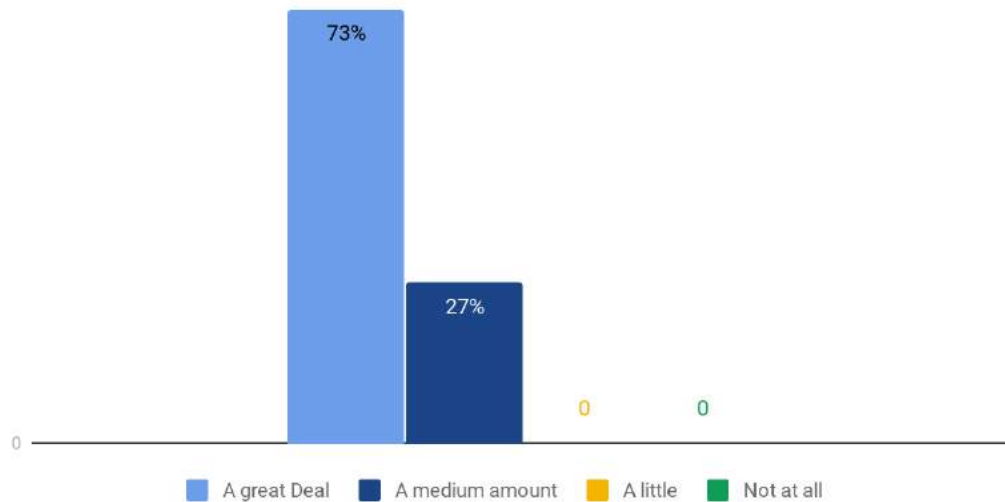
Looking at the individual scores during program implementation also allows us to provide more specialized care to individual girls that we know are in particular need.

In our surveys with parents we have also gathered the following noteworthy data:

Since coming to the program, are your child's problems:



Has coming to the service been helpful in other ways e.g. providing information or making the problems more bearable?



Besides helping the girls to overcome their trauma, we aim that they also become leaders among their peers. An example of a girl who has done just this is Raghda. She is a Jordanian that came to Super Girls as a very shy eleven year-old. Her mother hoped that the program would help her to come out of her shell. And it did! Raghda likes leading the other girls in clapping rhythms - a game designed to help the girls to focus and connect with each other. At the recent Super Girl's graduation party, Raghda stole the show, welcoming the parents and introducing the performances with a microphone in her hand and a smile on her face. Raghda has graduated in 2018, but she is coming back to volunteer with the new group of Super Girls every week. Even better, Raghda and Laylah (an Iraqi girl not allowed to attend school) have become best friends, and Raghda brings her schoolbooks home to share with Laylah. Girls helping girls to learn and grow is what Supergirls is all about!



### Translation of program into Arabic

After the Educational Consultant completed the curriculum for Super Girls, we faced difficulties using it with local volunteers that aren't proficient in English. Contracting translation services to create a high quality version of the curriculum in Arabic is essential to ensure the longevity of Super Girls beyond the close of the projects. A community member familiar with the program completed the translations in May 2019, and since then, we have decreased the time needed to prepare each day because there is no need for oral translation, and everyone can process the information more easily because they can read it at their own pace.

## Renovation of CRP playground

With the help of FAWCO, in April 2019 we renovated our old playground and turned it into a vibrant, safe space for children of all ages to play and enjoy themselves. Every day children from all of our youth programs play in the slides, spring riders, and playhouse which are modern and brightly-colored. Since we opened the space, children have been very enthusiastic about how much they enjoy it. In the mornings and early afternoons, it's always filled with the children attending daycare. Then, in the afternoons when the center fills with older children in other programs, they go straight to the area when they arrive early or stay late. Parents congregate on the nearby benches, making it a central community space at CRP.



Our staff are very relieved by this addition because they know that their kids are safe when they're playing on it. In the past, we had frequent accidents due to the quality of the equipment, which thankfully has not happened since. The playground is not open just to children attending CRP programs, we have open hours to the public which we advertise on our community Facebook page and outside the front entrance. Creating this neighborhood space has allowed us to give 25-30 children per day an opportunity to play.

## After School Club at CRP's new center in downtown Amman.

In October 2018, CRP opened a second community center in Downtown Amman, in order to create a space dedicated to the Sudanese, Yemeni, and Somali communities living in various neighborhoods nearby to Downtown, but too far from our location in Hashemi Shamali to be accessible. In February 2019, we launched the After School Club at the Downtown Center two days per week, thanks to FAWCO's support with purchasing the necessary educational materials. FAWCO funding allowed us to purchase two television screens, yoga mats, and outdoor couches, all essential to making the space community-friendly and the programs interactive.





A total of 205 participants have attended the After School Club in the Downtown Center so far, with 18 typically attending each day it is in session. In the summer, we were able to reach double the amount of kids when we started offering four Summer Camp sessions per week. A few highlights of the program so far include

- High-quality Sudanese community member volunteers have taken quickly to our curriculum, trauma-sensitive approach, and facilitation methods. The Youth/Education Programs Manager says that she is consistently impressed by their attention to detail and how quickly they have taken ownership over the activities. They work to ensure that the program is culturally relevant by regularly teaching staff and foreign volunteers about Sudanese culture. For example, they taught a children's game called Five Stones and it helped bring a piece of home to the kids' time at the center.
- While children are participating in the program, all their parents consistently circle up in the other room, creating community-building opportunities for all members of the family. We have taken advantage of their presence, offering parent's awareness sessions at the same time as After School Club. These sessions had high engagement and were clearly appreciated and valued.
- We have been developing tools to monitor and evaluate this program, and through surveys, observations, and other tools, we have learned which activities the children like and dislike the most, how included they feel when participating in the activities, and how many are forming friendships as a result of the program.



## 3.2 Vocational Skills Training

### ICDL Training

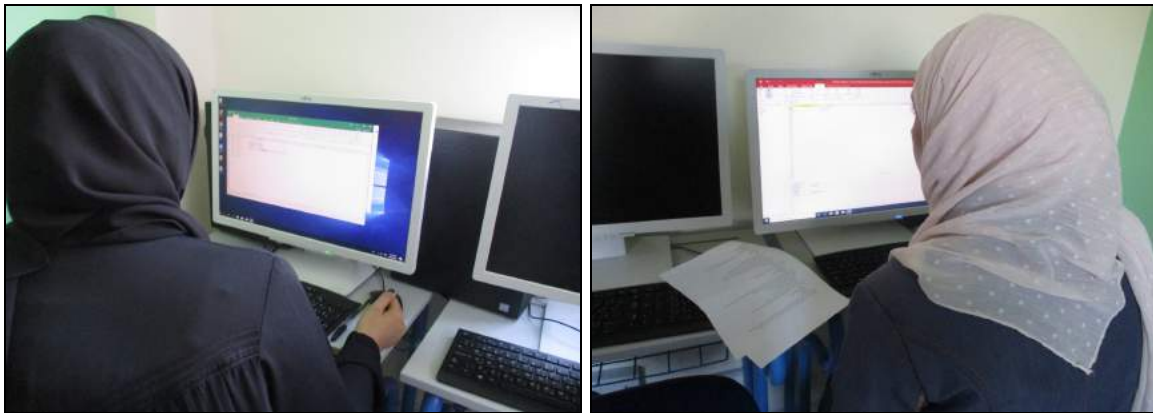
The ICDL Training program teaches women the skills and competencies necessary to use a computer and common computer applications. Topics include Computer Essentials, Word Processing, and IT Security. Participants attend the training twice weekly for 6 months, and over the course of the HBD project, 106 women participated in the program. Skilled participants are then recommended to continue studying in order to take the test to receive the official ICDL certificate. We had 46 women sit for the ICDL exam, all of whom passed. Over the course of the program, the number of women who were prepared to take and pass the exam continuously grew, a marker of the improvements we were able to make in program implementation along the way.

Group	Program Period	# of Graduates	Took (and passed) ICDL test
1	October 2017 - March 2018	28 (2 groups)	6
2	March 2018 - September 2018	29 (2 groups)	8
3	October 2018 - March 2019	26 (2 groups)	10
4	April 2019 - October 2019	23 (2 groups)	22

Participants report a variety of different reasons why this course is meaningful to them. The skills allow them to feel more connected to the outside world. Or they feel that they have now more opportunities for future jobs, and can more easily access information important to their lives, such as regarding resettlement processes. They can also research their interests and learn other marketable skills through self-guided trainings to be more employable. In addition to learning new skills, they appreciate having a goal to work towards, as well as having a group of women to spend their free time with.

We have begun to offer open hours for ICDL graduates to continue their self-learning as a way to sustain the impact of the program. For three hours a week, the ICDL instructor is available to help the women review skills they learned in class or coach them while they study something new independently.

Noor says that even though she only had very basic knowledge of computers at the beginning of the course, she was able to catch on to the material quickly because of the kind and patient instructor, and she is proud of herself for working so hard that she got a 90% on the ICDL exam. She says that this course will benefit her work life but more importantly her home life-- now she can understand what her children mean when they are talking about technology and she can use her computer skills to help them study. In the future, she hopes to be a YouTuber that teaches Arabic to non-native speakers.



We have developed some measurement tools in order to monitor and evaluate the implementation of ICDL. The goal of ICDL is to teach women computer skills so that they have a baseline of knowledge to be used for educational, employment, social opportunities. The success indicators we established to see if we are reaching this goal are

1. Knowledge of course topics;
2. Achievement of individual goals established at the beginning;
3. Knowledge of relevant practical applications.

The tools we have developed to validate these indicators are

- Quantitative test scores (pre & post)
- Self-evaluation survey scores (pre & post)
- Student feedback on instructor

The chart below shows the average scores from pre to post. The change was greatest in Powerpoint, and lowest in computer essentials only because skills were very high in that area to start. In terms of lessons learned for program implementation, we decided to give extra time outside of class to practice excel and online collaboration tools before taking the ICDL examination because they scored the lowest overall in the post-survey.

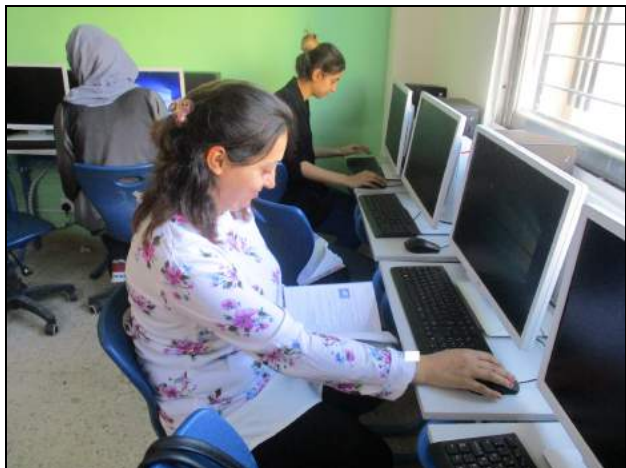


The following are the results from the midpoint survey we conducted with participants to gather feedback on the instructor. These results helped us to give him recommendations for the last 3 months of the class.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>
The course content is organized and easy to follow.	30.4%	47.8%	17.4%	4.3%
The time allotted for classes is sufficient.	26%	52%	17.4%	4.3%
The teacher explains the material clearly and to the point.	65.2%	34.8%		
The teacher gives enough Practical Examples.	56.4%	39.1%	4.3%	
The teacher gives enough time during class to practice different commands.	56.4%	43.3%		
The teacher engage and involve all students in learning.	73.9%	26.1%		
The teacher allows enough time for questions during class	73.9%	21.7%	4.3%	
The teacher is able to handle class	47.8%	52.2%		
The Teacher is approachable and helpful when needed	78.3%	17.4%	4.3%	

### ICDL Testing

The most skilled participants in ICDL are then recommended to sit for the official ICDL exam. Over the HBD project, 46 women sat for and passed the ICDL exam. Helping women get certified ensures that they can adequately demonstrate the skills they earned in the course. When applying for any jobs that require technology skills, employers request that they not just have taken computer courses, but that they have the official certificate. Due to the high costs of the exam, not many women in the community can take the exam, which is why it is essential we help to remove that barrier.





One outstanding participant of ICDL was Yasmeen. She says that she felt supported by the instructor and the other women in the course, which is what motivated her to study hard to then receive high marks on the ICDL test despite having minimal computer background previously. She then moved on to participate in the Coding Course because she was excited by the opportunity to develop her skills further. After graduating from both, she wanted a way to give back and decided to become a volunteer with the Super Girls program to teach the girls computer skills. She has loved the opportunity to meet people and now to help improve the lives of others, inspiring a new generation of girls interested in technology.

## Beauty Course

Over the course of the HBD project, we hosted 6 separate cohorts of the beauty course, readying a total of 90 participants. This intensive course includes learning hair removal techniques, skin care, haircutting and dying, manicures and pedicures, and makeup. In order to conquer such a wide array of skills, each group met 3 times per week for 3 hours for a total of 6-months. More than being a space for women to learn employable skills, it is an intimate, communal space where women come together to socialize and have fun, building meaningful relationships with their community members. Upon graduation from the course, each woman receives a kit filled with supplies. This enables them to implement the skills they learned outside of the center. Beauty School is one of CRP's most popular programs. The waiting list is so long that some women who originally registered in the course when it launched in October 2017 weren't able to actually participate until the final session which began a year and a half later in spring 2019. Due to the high demand, we began to interview each potential applicant to ensure that she was committed and motivated, and actually had a plan for how she might use these skills after completion of the course.

The following is a summary of the number of graduates that came from the program:

Group	Program Period	# of Graduates
1	October 2017 - March 2018	14 (1 course)
2	April 2018 - September 2018	14 (1 course)
3	October 2018 - March 2019	29 (2 courses)
4	April 2019 - September 2019	30 (2 courses)



A success factor of the course is the dedicated space that we were able to give it in spring 2018. FAWCO's funds allowed CRP to begin renting and then renovate the space to create a high-quality salon for program participants. The instructor also facilitates a healthy group dynamic, encouraging participants to work together, share ideas that help each other, and they even bring in traditional foods one day per week. Overall, it is a positive learning environment where the women aren't embarrassed or afraid to try new ideas, make mistakes, and experiment as they develop and hone new skills.

A great result of the course is that graduates are able to earn money for their families. Especially manicures and pedicures are highly sought after in periods of celebration here in Jordan, so for instance with the Eid holidays or weddings, the women can use their new skills and make an income. We have also learned of ten women who now have jobs in salons. Some of them are cutting hair, others doing make up or cleaning. Three others work at home to provide beautician services.

We also have developed tools for monitoring and evaluation of the beauty program. The goal of this course is to teach women self-employability skills related to beauty and to make them feel empowered to use those skills and build their own micro-businesses. The key success indicators are

1. Knowledge of course topics;
2. Achievement of individual goals established at the beginning;
3. Knowledge of relevant practical applications.

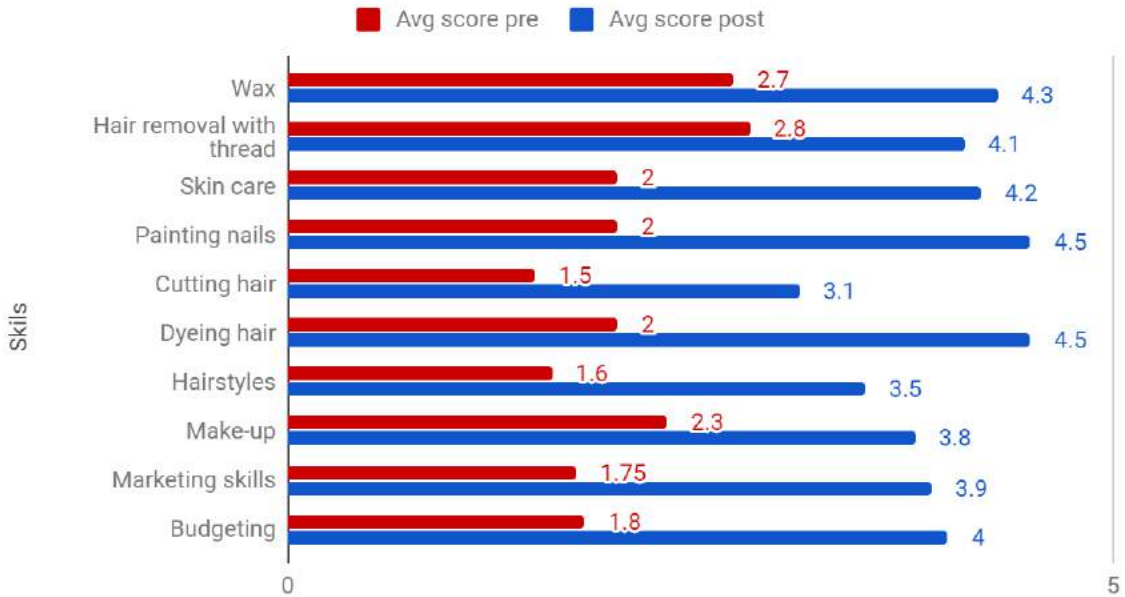
The tools we have developed to validate these indicators are

- Quantitative test scores (pre & post)
- Self-evaluation survey scores (pre & post)
- Student feedback on instructor

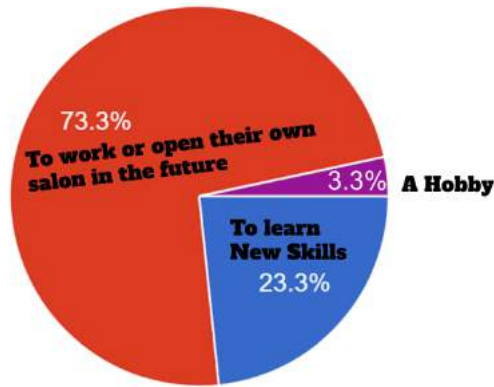
The surveys also look at the extent to which community center values are present in the program, to ensure it is a welcoming space and measure the level of social interaction across diverse groups. The chart below shows the average scores pre and post. We can see that the biggest improvement occurred in painting nails and dyeing hair and the least change happened in the threading hair removal technique.



## Avg score pre, Avg score post and Change

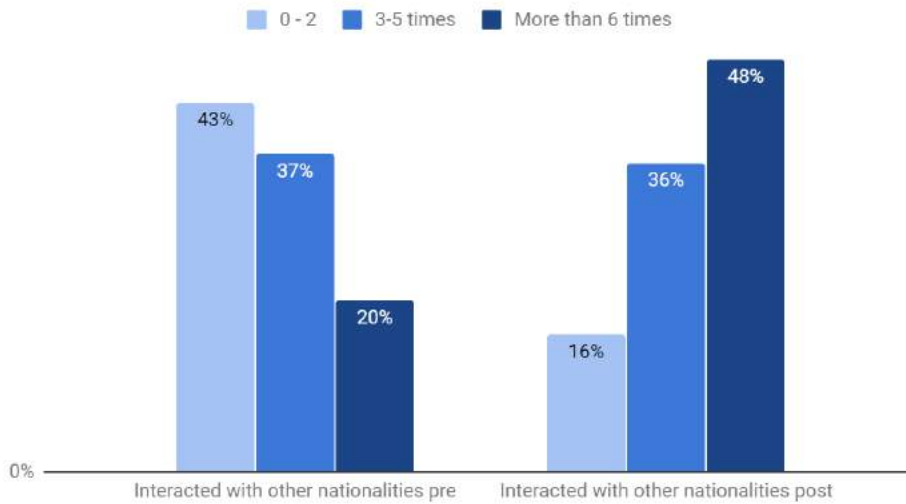


The pre-survey included a question on motivation to join the course, results of which are below:

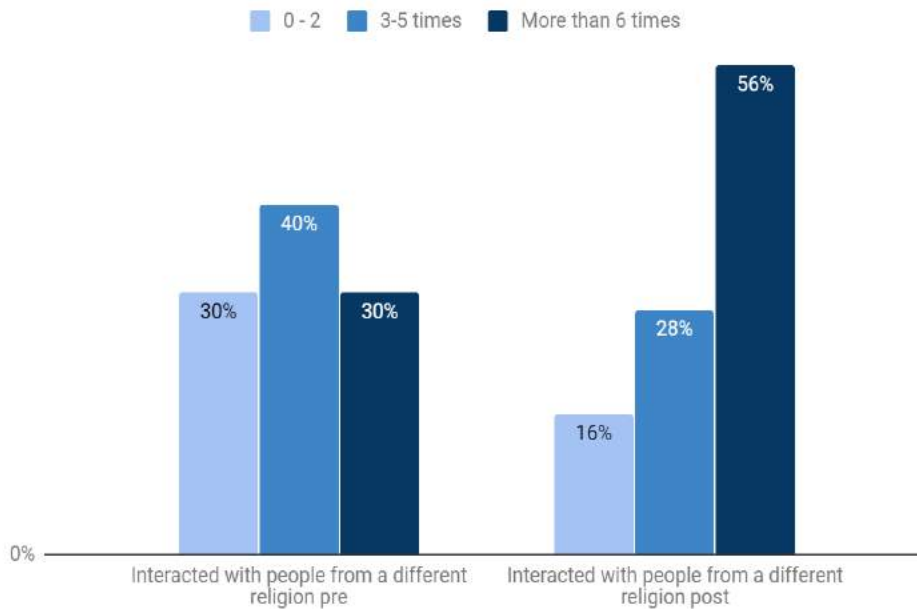


These surveys also included questions to gauge if the center is a community space that encourages social interaction with diverse groups. We ask respondents about how many times they interacted with the following groups during the past month. We can see here that at the beginning most people stated they only interact with different nationalities 0-2 times per month, and at the end the majority states that this is happening more than 6 times per month. Similarly, most participants stated they only interacted 3-5 times per month with people outside their religion, and at the end the majority increased that frequency to greater than 6 times per month.

### Interacted with people from different Nationalities

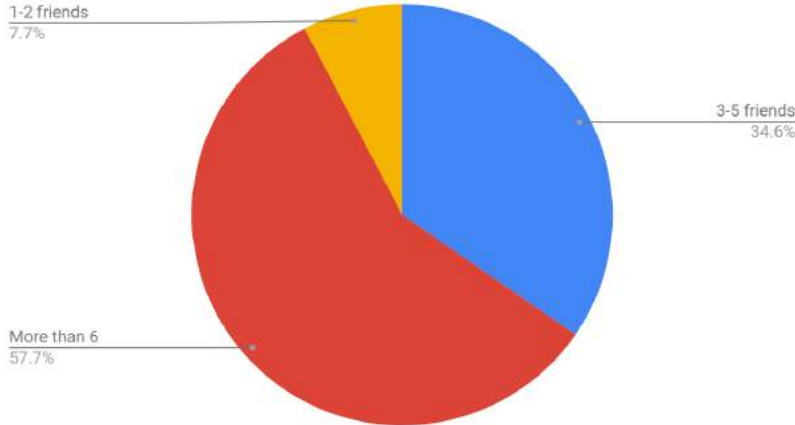


### Interacted with people from different religions



Finally, we learned from the post survey about how many friends the women report making in the course. This shows that the majority made more than six new friends, and only 7.7% made only 1-2 new friends.

### Number of new friends women made



All of the feedback on the instructor was positive, some of the questions we asked were

- The teacher has sufficient experience and skill
  - Strongly Agree 73%; Agree 23%
- The teacher explains the concept and steps of the work clearly
  - Strongly Agree 78%; Agree 23%
- The teacher gives the opportunity and enough time for the practical application to all students
  - Strongly Agree 75%; Agree 22 %; Neutral 3%



Midway through the course, participants in the third cohort began to complain that they received too much time for some topics and not enough for others. So we designed a special survey to look at how much time each topic was given, and how much they each felt was needed based on the level of difficulty and relevance to their future professional careers. During this survey we found that 80% felt the amount of time given for each skill is sufficient but 20% felt they were given too much time. Another example of findings from this survey was that about 70% of participants felt hair cutting skills are useful but 30% said they were not. After this survey we

decided to decrease time spent on hair removal and increase time spent on hair styling and makeup.

## Creating a dedicated space for women to learn and train

In August 2018, FAWCO supported CRP to create a space for women to learn and train. This is being used as the production area for Hope Workshop, a women's craft collective hosted at CRP. This is one of CRP's most popular programs, and gives more than 40 refugee women the chance to learn skills, support their families, and meet other women in a safe environment. The women in Hope Workshop make crafts, which they sell in local markets or through special orders abroad. The space is very important for the women as said by one participating: "Having a women space makes me feel comfortable, I do not feel safe around men. It has been a space where we could share our intimate stories, problems, get advice from each other. We get to mentor and support each other here without having to worry about taboos."

The space is connected to the main community center in Hashemi Shamali, and contains multiple work spaces including a kitchen, which is being used to launch the pilot of a productive kitchen project. There is also a covered outdoor area, which has been furnished with high-quality outdoor couches and filled with plants to create a tranquil space for the women to use.



One of the participants of the Hope Workshop is Ebtisam. Ebtisam, 50, came from Ninevah, Iraq to Amman, Jordan, over two and a half years ago. Within six months of arriving, she heard about Hope Workshop from her friends and neighbors and registered with the embroidery group. Soon after, Ebtisam transferred to the gnome group, where she specializes in sewing noses. Not only does she appreciate the friends she's met in the group, but she says she's gained skills that may be useful for the future, if she and her family are resettled. "Maybe we'll go to another country and there will be this type of work. We've developed and learned things we didn't know."

Ebtisam has five children and six grandchildren. Her husband and only unmarried son are both unable to work, and so she says the money she gets from Hope Workshop goes straight to rent. “I have the things I brought from Iraq, and I don’t buy more. My husband doesn’t work, my son is young. We never have monthly income. I take care of them as much as possible.”

### 3.3 Leadership, Women’s Rights, and GBV Prevention Training

The Empowerment 101 Trainings for Women and GBV Awareness and Prevention Trainings for Men aim to give men and women in the community the opportunity to increase their understanding of GBV issues at all levels: their communities, families, and relationships. Over the entire project period, we hosted 19 total groups of Women’s Empowerment 101 and GBV Awareness and Prevention Training, reaching 339 community members (191 women and 148 men).

Group	Program Period	# of Participants (Women)	# of Participants (Men)
1	September 2017 - November 2017	20	20
2	November 2017 - February 2018	20	20
3	March 2018 - May 2018	25	15
4	June 2018 - August 2018	20	14
5	September 2018 - November 2018	21	18
6	December 2018 - February 2019	17	17
7	March 2019 - June 2019	18	17 (2 groups)
8	July 2019 - September 2019	27 (2 groups)	26 (2 groups)
	<b>Total</b>	168	147

The objective of these courses is to increase understanding of gender-based violence at community, family, and personal levels. Graduates of this program have the ability to both confront and respond to GBV issues they see in both their communities and their personal lives, there is now a growing base of community members at CRP with a foundation of knowledge in communications and leadership in relation to women’s rights.



Women's Empowerment 101 is comprised of topics such as the meaning of empowerment and self-awareness, problem-solving techniques, human rights, the meaning of gender-based violence, leadership and effective communication skills. The GBV Training for Men is similar, covering topics such as human rights, basic communication and leadership skills, prevention of violence against children and women, the difference between gender and sex, and the consequences of gender discrimination.

The classes continue to be popular, and participants state the following as the top four reasons they like to attend:

1. To gain awareness of different social issues and women's rights;
2. To develop communication skills, like how to have a productive discussion;
3. To meet new people and make friends within the local community;
4. To feel productive and engaged, like one's opinion is valued.

A graduate of the GBV Awareness and Prevention Training for Men, Ra'ed, says that one of the biggest ways the training has helped him is in his day-to-day life. He says, "I learned both that I should treat all women with respect, and how to do so. Because of that, my relationship with my wife is better now than ever, and I know how to communicate and have a productive discussion when we have a conflict."

Zainab, a Syrian woman who participated in Women's Empowerment 101, says, "I joined the course because I wanted to learn about what my rights are. Since a young age, I've been subjected to a lot of injustice. First, my parents forced me to get married as a child. The marriage ended in an ugly divorce, and now that I'm re-married, I want to make sure that this relationship is successful. I want to know about my rights in order to protect myself, but more so that I can be an advocate for other women when they don't feel strong enough to advocate for themselves." A woman participating in the final group commented that because of the program she was able to solve problems in her family earlier because she feels more confident to take action.

The GBV and Women's Empowerment 101 Trainings were some of the most difficult yet for us to develop monitoring and evaluation tools for. The goal of both courses is to increase participants' understanding of GBV issues at community, family, and relationship levels. So, the indicators we determined were the most relevant are

1. Recognition of GBV issues in community
2. Knowledge of strategies to confront and reduce GBV issues
3. Communication and leadership skills

The best tool that we can use to measure these indicators are focus group discussions with each group at the start and end of each cohort. The focus group asks questions related to human rights, gender roles, violence within the family/community, stress and coping mechanisms, and communication skills. We also conduct a survey with participants midway to get feedback on the instructor.

Below are a summary of the results from both groups on three questions. In the first question "How do you cope with psychosocial distress of problems," we can see that the women decrease by 30% from pre to post in not having a coping method. There is also an increase in both groups for question two, so both groups are discussing the topics more frequently outside

of class from beginning to end. We can see in question three that both groups also have more ideas of what makes up their basic rights as a human at the end compared to the beginning.

Question	WE 101 Pre	WE 101 Post	GBV Pre	GBV Post
1. How do you cope with psychosocial distress or problems?	I don't (50%) Creative expression (16%) Yoga (16%) Go out (16%)	I don't 20%) Music 10%) Walking 40%) Go out 20%) Shopping 10%) Prayer 20%)	Exercise (16%) I don't (16%) Sleep (16%) Talk to friends/family (16%) Go out (16%) Take a shower (16%)	Walking 40%) Deep breathing 40%) Prayer 10%)
2. Do you discuss the topics from class with family and friends?	Yes (66%) No ( 33%)	Yes 80%) No 20%)	Sometimes (66%) No ( 33%)	Yes 100%)
3. What do you think are your basic rights as a human?	Education (33%) Freedom (33%) Work (33%) Safety (33%) Don't know (33%)	Work 60%) Education 60%) Dignity 50%) freedom of choice 30%)	Education (83%) Healthcare (50%) Safety (50%) Equality (16%)	Work 40%) Education 80%) Dignity 60%) Healthcare 40%) Food 20%) Safety 40%)

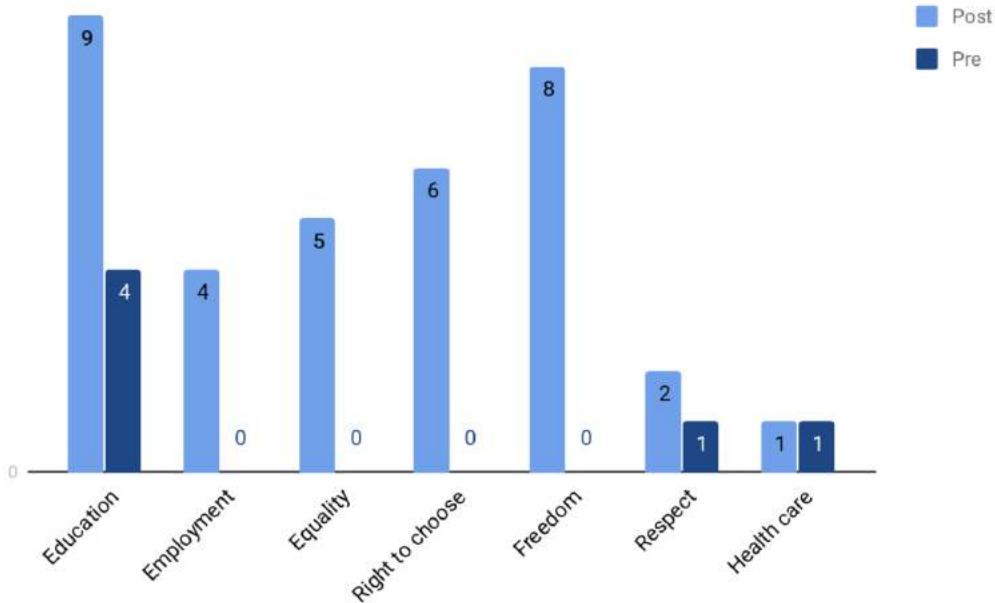
Other key takeaways from the focus group discussions include that

- The women greatly improved in self-confidence from beginning to end. They were much more outspoken. For example, one woman mentioned that women should have a right to choose her husband. And she stated one should even have the right to decide if she stays married. She suggested that the marriage contract only last 5 years and at the end of that time you decide if you want to renew or now. This produced a lot of laughter in the room but also many heads were nodding in agreement.
- The FGD at the beginning was much more difficult to implement. The women were intimidated to share and one woman shared a very traumatic experience that was triggering for the other women.
- Based on the discussions, CRP's MEL Officer determined that the most significant yet indirect change was the influence of women on each other. It was clear that their presence together helped them to empower each other, and they want more space where they can talk about social issues in depth.



When we conducted these pre and post focus group discussions with the cohorts of WE 101 and GBV that we held at the Downtown Center, we were able to see a number of improvements in their knowledge of GBV and leadership issues, illustrated more fully in the chart below, taken from the results of the FGD with WE 101 participants.

Question: what do you think are your basic rights?

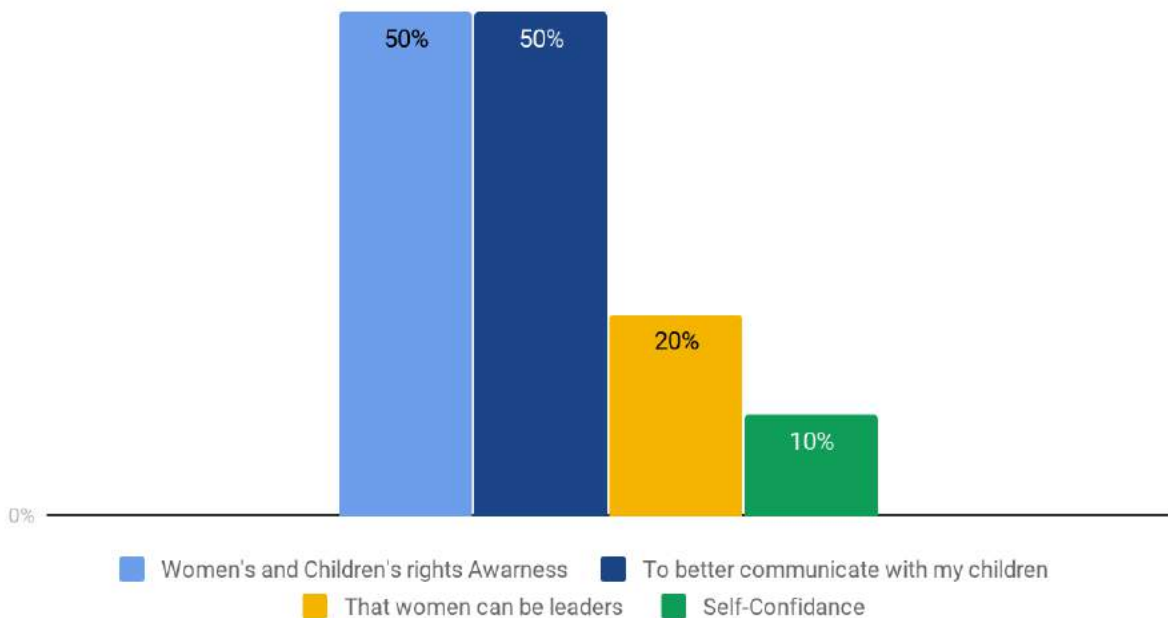


Here we can see that in the pre-survey there were only six responses to the question. In the post-survey, not only were there more responses but there was a greater variety, showing a deeper understanding of the topic.

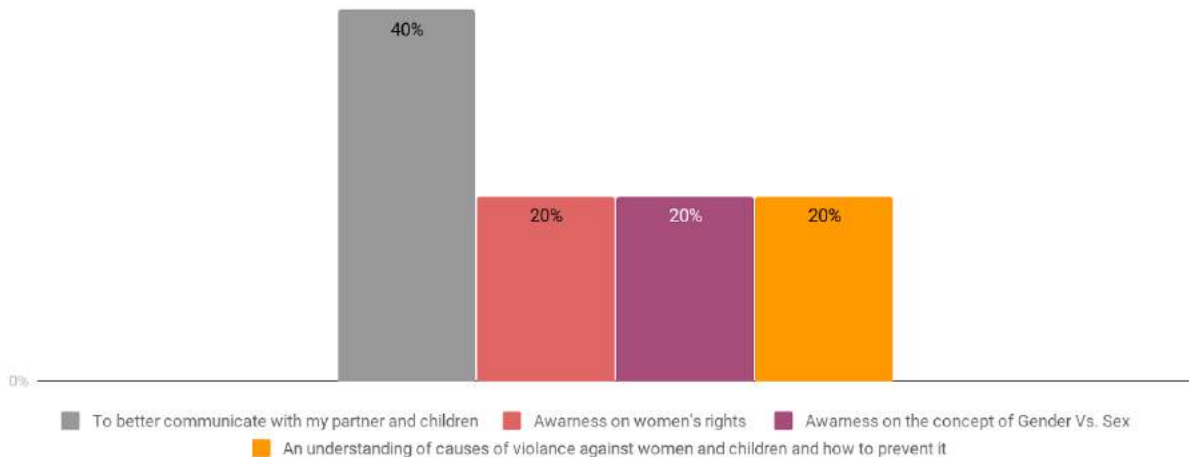
The following are the responses from both groups to the question, “what did you gain or learn most from this program?”



## WE



## GBV

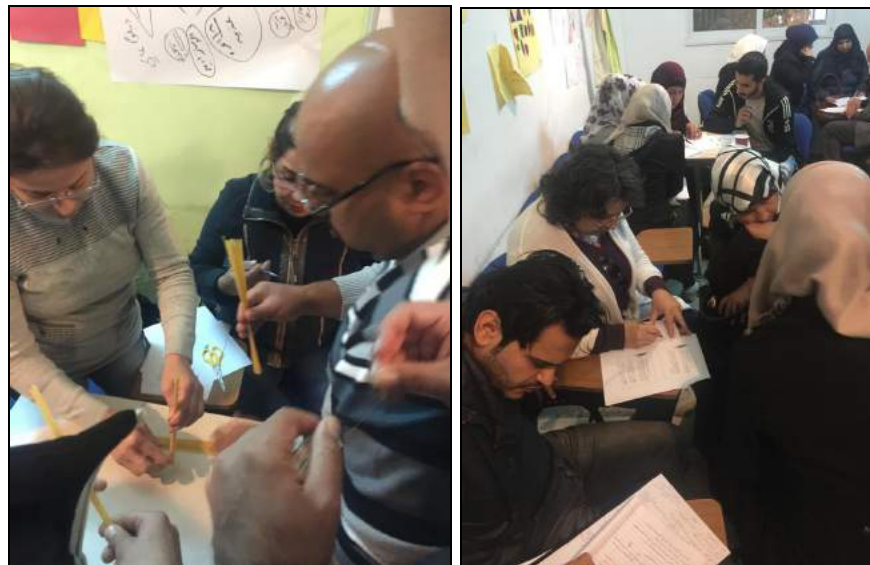


One of the challenges that we faced during the course of this project was attendance declining from the beginning of the end of the course. At the beginning of the HBD project when we saw this happening, we spoke with the participants and learned that childcare was a key inhibitor to their attendance. So we began to offer daycare services and that helped improve the continuation rate. Then, later, when we saw this trend repeat itself, again we looked into the issue and learned that transportation was too expensive. Unfortunately we could not respond directly to this issue because our program budgets could not allow for us to provide transportation stipends. Instead we tried to ensure during the recruitment stage that we were

registering mainly community members living in the direct neighborhood. And if someone interested lived outside that area, we made sure to confirm with them that they would be responsible for transportation, to help make sure that they properly set their expectations.

## Training of Trainer (ToT) workshop for community leaders

On November 2018, we held a 5-day Training of Trainers (ToT) in order to offer more recent graduates of the awareness and prevention trainings the opportunity to become community leader facilitators of the trainings themselves. 15 people participated. The training was led by CRP's longtime consultant Suhail Abualsameed who designed the original curriculum for the program in collaboration with CRP in 2015. He worked with the 15 participants on facilitation, communication, and presentation skills and had them revisit the same topics they covered in Women's Empowerment (WE) 101 and GBV trainings, this time from the perspective of the



leader. While they practiced, he carefully tracked their facilitation and leadership skills as well as their understanding of and buy-in to the issues of gender-based violence and gender justice.

One of the new GBV trainers, an Iraqi man, says, "I train people at CRP about how to prevent family violence. When I first began attending, the facts and information were all new to me personally and to many of the attendees. The classes generate a lot of discussion, and the whole class enjoys them as we share our perceptions, opinions, and problems with each other. We really need this—a place to share with others who may be going through similar issues—so we can benefit from each other."

The new facilitators began in January 2019 and led all of the remaining courses until the project finished. We collected anonymous feedback on the instructors from program participants, and the average results are summarized below. Based on these results we gave individualized feedback to each of the instructors.

1. Trainers are committed and always on time
  - a. **Strongly agree 62.5%**      Agree 37.5%
2. Trainers are qualified and are well prepared for class

- |    |   |                     |                |
|----|---|---------------------|----------------|
|    | a. <b>Strongly Agree 50%</b>  | Agree 31%           | Neutral 19%    |
| 3. | Trainers manage class time successfully   |                     |                |
|    | a. <b>Strongly agree 62.5%</b>  | Agree 37.5%         |                |
| 4. | Trainers encourage participants to discuss topics and participate in class  |                     |                |
|    | a. <b>Strongly Agree 56.25%</b>   | Agree 25%           | Neutral 6.25%  |
|    | Disagree 12.5%  |                     |                |
| 5. | The trainers are friendly and treat everyone with respect   |                     |                |
|    | a. <b>Strongly Agree 56.25%</b>   | Agree 25%           | Neutral 18.75% |
| 6. | enough time is allotted to ask questions during class   |                     |                |
|    | a. <b>Strongly Agree 56.25%</b>   | Agree 37.5%         | Neutral 6.25%  |
| 7. | The sessions were fun and included interactive exercises and activities   |                     |                |
|    | a. <b>Strongly Agree 50%</b>  | Agree 37.5 %        | Neutral 12.5 % |
| 8. | Topics covered were useful, practical and relevant to me  |                     |                |
|    | a. Strongly Agree 43.75%  | <b>Agree 56.25%</b> |                |
| 9. | I felt that different opinions and points of view were respected during discussions among both participants and trainers. |                     |                |
|    | a. <b>Strongly Agree 43.75%</b>   | Agree 37.5 %        | Neutral 6.25%  |



At the end of the project period, we held a discussion with the facilitators to learn more about how we can improve this experience for them in the future. They highlighted the following areas for future growth:

- Lead the courses at external locations, perhaps other community-based organizations in order to widen the reach of the program.
- Provide additional communication skills training for the facilitators.
- Increase the wages of the facilitators so that they will conduct more outside planning and continuous learning efforts outside of in-class hours.
- Improve the curriculum structure to be more cohesive. Include more current topics such as body language, emotional intelligence, and personality types.

## Teen boys training

CRP first attempted to reach teen boys by offering GBV Awareness and Prevention Trainings exclusively for their demographic. The curriculum was adapted by one of our most skilled community leader facilitators to be more accessible and relevant for a younger audience. During the initial registration phase, approximately 20 boys said they were interested, however only less than 10 were actually showing up to the trainings each week. So we attempted to address

this by adjusting the course schedule, providing transportation, offering food, and restructuring the course's instructional methods by making it more interactive and engaging for the target group. Unfortunately, these techniques were not fully successful, as only 5 individuals out of the original 20 lasted until the graduation in July.

So we determined that they best way to reach this group was to boil down the essentials of GBV, and then deliver the training over 3 days to our existing teen program groups. 20 teens participated in this training in August 2019. Our in-house expert community facilitator who has been leading gender-based violence awareness and prevention trainings for men at CRP for the past 3 years, developed a three-part supplementary training that covered the following fundamental topics:

- Definition of gender;
- The difference between sex and gender;
- Gender symbols;
- Gender-based violence (GBV);
- Stereotypes and their role in GBV.

Providing this training is essential because teens are at a key point in lives when they may be subjected to or hear of many different types of gender-based violence including sexual harassment, cyber crimes, or child marriage. Everyone in attendance was open to discussing the topic, which is very encouraging, and we look forward to continuing the discussion. As we host different teen programs in the future, we will continue to implement this mini-training.

### **3.4 Leadership in Action Advocacy Program**

The Leadership in Action Advocacy program equips our program participants with the training, knowledge, and tangible leadership and advocacy experience to deliver community projects and enact change through self-conceived projects. The program supports those participants as they plan and implement community-based projects. We held this program twice, with the first starting in November 2018 and wrapping up projects in April 2019. After we evaluated the pilot, we made program changes, trained necessary community members to help facilitate trainings, and then the second iteration went from June 2019 to October 2019. The participants in these courses led awareness sessions on child labor, violence against women, and the dangers of the internet, as well as full day events to support older people and children with disabilities.

<b>Group</b>	<b>Program Period</b>	<b>Participants</b>
1	November 2018 - April 2019	18
2	June 2019 - October 2019	20

The first time that we implemented this program, we brought in a local consultant to development and lead the program. CRP has worked with her for many years on various education and community-building projects. Her responsibilities were to:

- Create an advocacy handbook;
- Deliver 5 days of advocacy training to 20 participants;
- Attend weekly facilitation workshops while participants plan community projects.

The five full days of training covered the following topics:

Day 1: The first session introduced the topic of community advocacy, so that participants would begin to think about the purpose behind advocacy as well as how it is actually conducted and why and how community service is done. They also led ice breaker activities which were held during this session in order to help the group become more comfortable with each other. The Program Coordinator also laid out the timeline of the program from November until the community service project was set to begin implementation in February to set expectations for the participants and get them excited about what's to come.

Day 2: During the second session, the participants studied basic guidelines for working to help improve social issues. They discussed the meaning of being a responsible citizen, were provided with resources to conduct objective research, and learned about the importance of having a deep understanding of the values of the community before trying to determine how to make change.

Day 3: The third session focused on teamwork and communication. Some highlights of the session include doing role play activities in order to demonstrate how to disagree with someone while staying positive, and building houses made of noodles and then reflecting on what role they played in the team to build self awareness. This activity also helped the group become more at-ease with each other.

Day 4: The purpose of the fourth session was to dig deeper into the question of gaining support in the community. They started with a case study about sexual harassment in Egypt and what steps led to it being taken more seriously at a societal level. Following a very active discussion about how they might be able to implement similar activities, they began to brainstorming issues that they would like to focus on.

Day 5: The fifth and final training day was when the participants selected the issues they want to plan advocacy projects about. They were divided into teams and assigned to the causes they previously expressed interest in. They all had time to discuss the goals, target audience, possible supporters, and potential projects. There was ample time for feedback after each presentation so as to also create a constructive environment for participants to improve their public speaking skills.

The group selected child labor, violence against women, and dangers of the internet as the issues they want to advocate on. Throughout the month of March, each group held sessions onsite at CRP for community members, during which they organized different activities including lectures, plays, and film screenings to raise awareness on their selected issues. Each of the three events brought 15 - 20 community members.

One participant from the group working on the cyber safety project said, "this program has strengthened my personality. I now know how to discuss issues with people, I know how to answer people's questions, and I know how to act in certain situations".

Overall, feedback from participants and observations showed that the consultant was not very in touch with the participants. Her materials were too abstract and academic, and she too regularly injected personal, sometimes problematic opinions on issues that were irrelevant and inappropriate. For that reason, we decided not to continue working with her for the second cohort of the group. Instead, we took her training materials, and revised it with the following points in mind:

- More tangible steps to plan and community service/advocacy project;
- Localize it more to focus on the Hashemi community;
- Project concrete and wide ranging issues to choose from including adequate case studies;
- Involve more practical skills such as public speaking, event planning, and budgeting;
- Add a field trip to visit similar projects in order to motivate the group before they implement projects.

After creating new training materials, we moved onto preparing the community leader facilitators. We selected the three most successful past participants from the first group, and began to hold a series of trainings with them, explaining each training topic, and how to go through the lesson plans that were developed by the Program Coordinator and Community Center Director.

The revised training plan included the following topics:

- Day 1: Introduction to Advocacy, Case studies of impactful advocacy projects, Getting to know each other
- Day 2: Event Planning and Budgeting
- Day 3: Public Speaking
- Day 4: Facilitation Skills
- Day 5: Project Brainstorming
- Day 6: Presentation of project plans for feedback

The two groups entitled their projects “Love Brings Us Together” and “Optimism.” Love Brings Us Together was an initiative to people with disabilities, and Optimism focused on providing community to the elderly. Groups met for two months to plan their initiatives, sometimes as frequently as three times a week in order to obtain special permissions and plan the activities they would hold.



Love Brings Us Together occurred at the end of September 2019 at a cultural center in Southern Amman. Over 75 people attended, including the town mayor and the directors of three local community-based organizations. A news agency even covered the event for their local broadcast channel. The event was comprised of the following activities:

- Demonstration of how to play sports games for children with special needs;
- Period to play sports games with each other;

- Theater performance about personal hygiene with discussion following;
- Poetry recitation by community member with Autism;
- Concert by the Badiyah Troupe;
- Gift distribution of fruits for the children.

Optimism occurred at the beginning of October at a community-based organization in North Amman. The target demographic of the initiative was the elderly. The goal was to engage with, provide helpful information to, and warm the spirits of older people in an at-risk neighborhood. Around 25 community members attended the event, which included

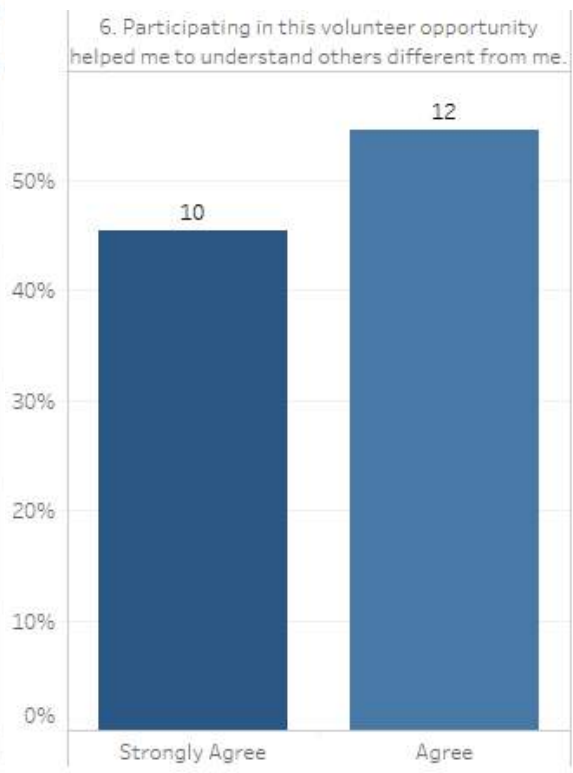
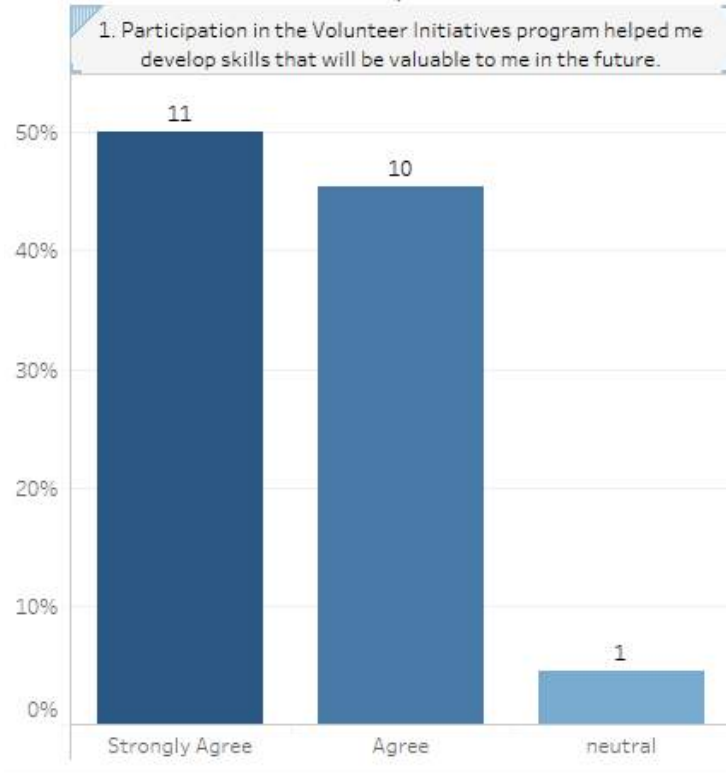
- Free medical consultations by a team of local doctors;
- Quick massage by trained professionals after the exams;
- Theater performance on the power of positive thinking;
- Poetry recitation by community member;
- Hour-long concert by local troupe;
- Distribution of hygiene kit gifts to participants.



In the Summer 2019 we began to develop M&E tools in order to track the quality of the program and determine what future adaptations would be necessary. The indicators we developed are

1. Knowledge and implementation of advocacy projects
2. Leadership, communication, and collaboration skills
3. Feelings of connectedness to the community and social issues

We conducted observations as well as a post-survey in order to better understand the impact of the program. Some noteworthy results are included below. These speak to each individual's experience in the program as well as their thoughts on how it was managed by CRP.



	Strongly Agree	Agree	neutral
Participating in this Program helped me to better understand myself	40.91%	54.55%	4.55%
Volunteering helped me through my personal emotional development.	36.36%	54.55%	9.09%
Volunteering makes me feel good.	36.36%	63.64%	

	Much	To some extent	Not at all
How comfortable are you working with other volunteers and CRP staff?	81.82%	18.18%	
How much did you feel like you are a part of a team?	85.71%	9.52%	4.76%



Program management	Strongly ..	Agree	neutral	Null	disagree
I knew who to go to if I had a question or concern.	36.36%	54.55%	4.55%	4.55%	
My role and responsibilities were clear to me.	54.55%	40.91%		4.55%	
The program manager from CRP was collaborative	68.18%	27.27%	4.55%		
The training I received at the beginning of the program before starting the initiatives was sufficient	54.55%	40.91%			4.55%

We are very excited about the results we saw from the first two iterations of this program. Now that we have completed a strong pilot version, we look forward to the opportunity to implement it in a larger scale in the future.

## Leadership in Action Program for Teens

In Fall 2018 and throughout 2019, we hosted three cohorts of the teens Leadership in Action program that reached a total of 68 participants. This activity gives young men and women aged 13-18 the opportunity to design, organize, and lead community events with material and mentoring support from CRP. The group starts with 5 weekly, 2-hour workshops on project design and event organization. Then, they plan the projects for two months before implementing them.

Group	Program Period	Participants
1	October 2018 - December 2018	19
2	February 2019 - April 2019	26
3	June 2019 - August 2019	23

The training includes the following topics:

Workshop 1: The first session introduced the topic of community service, so that participants would begin to think about the purpose behind community service as well as how it is actually conducted. Ice breaker activities were held during this session in order to help the group become more comfortable with each other. During this session the Program Coordinator also laid out the timeline of the program from until the community service project was set to begin implementation to set expectations for the participants and excite them about what's to come.

Workshop 2: This session took the concept of community service and broke it down by discussing examples of goals and how they can be turned into activities. For example, one group wanted to improve the environment, and they discussed the ideas of starting a recycling drive to take to a recycling center. Since the group is so diverse, the coordinators also facilitated a discussion on diversity and how to use the concept of diversity to plan a project that is strong because it takes all stakeholders into account.

Workshop 3: The aim of this session was to break down big components of project design such as budgeting and feasibility. For example, with respect to budgeting, they discussed the steps

in budget creation as well as techniques for ensuring that all primary and secondary expenses are considered during the design phase. Regarding the concept of feasibility, they examined how one of the most important aspects of project design is confirming in advance that the proposed plan is feasible from all angles and can actually happen. This required in-depth discussion on what exactly various potential projects would entail.

Workshop 4: In order to reinvigorate the participants after multiple workshops in a row dedicated to the practical elements of project design, the theme of this session was thinking outside the box. During this session they enjoyed brainstorming ideas together based on the knowledge they had built over the past month. At the end of this session, the group split into smaller groups to start planning the projects that they would pitch to each other.

Workshop 5: This session was dedicated to planning their project ideas further before pitching them to each other and to CRP staff the following week. The coordinators sat with each group individually to provide feedback and continue coaching them so that they could make their pitches as strong as possible.

The first cohort selected the following themes for their events:

- Green Beautification of Hashemi Shamali
- Helping Orphans Feel at Home



The first project, Green Beautification of Hashemi Shamali, included improving the local neighborhood by painting over graffiti on sidewalks and walls. A group of 17 teens participated in painting the local community on January 12, 19, and 26.

For the teens, this was a daunting project to deliver. At the beginning, our project coordinator noted that they were shy, and lots of them said that they couldn't do it - they wanted to do their projects in other neighborhoods as they were nervous about what other community members might think if they saw them doing this work in Hashemi. However, CRP staff worked with the teens and helped them to understand the importance of working within their own community. Despite their fears and shyness, the teens got involved, and they kept coming back for all three sessions. As one teen said, "if we didn't feel comfortable, we would not have come back". We are proud of the way the teens overcame their fears and committed to delivering this project.



The project was very well received by the community. Neighbors and community members wanted to participate and help with the project. Given this high engagement, we ran a session following the painting days to specifically speak with interested community members about the purpose of the program and to explain our work. In this way, we are able to spread knowledge of CRP and our services in the local community, as well as sharing the goals of social inclusion with community members.

The second project, Helping Orphans Feel at Home, allowed them to develop empathy by forming relationships and helping orphans. They conducted a field trip to a nearby orphanage and learned about the services that the children there are provided. CRP staff afterwards moderated a conversation on how this orphanage differs from CRP and how the needs of the children there are unique. The teens decided that they wanted to make the space in the orphanage feel more comfortable and inviting like many of the spaces at CRP are, so they returned to the orphanage a week later and painted a few of the walls bright colors and installed curtains, since they noticed one of the children there complaining about the light always being in his eyes. Then, they had a sports day together, bringing the kids from the orphanage to a field in Hashemi nearby CRP to help further strengthen the bonds that they have formed during their other visits together.

The second cohort held two service projects:

- Beautification of a local school
- Literacy building with the host community

On April 27, 15 teens from CRP went to a local government school in Hashemi called Hassan bin Haitham to help. The school had a number of structural problems, so the teens held an event with 15 students from the school to paint the outside wall to the garden and removed the dead grass in the space to make it prettier. One of the sweetest outcomes of this event was that a boy from CRP and boy from the school found out that they were neighbors, always saw each other in the street but never said “hi.” They became fast friends.



The teens' second project was comprised of two different events. The first was on May 4 at the Nawars al-Raham charity in Hashemi, which supports orphans in the community. Our participants worked with about 20 children from the orphanage, reading stories and helping the children improve their reading skills. One teen made friendship bracelets and used them as a reward for the children who correctly answered reading comprehension questions about what happened in the stories.

The second event of this project occurred May 15 at a local community based organization (CBO) called Umniati, which is also located in Hashemi. About 20 kids from the CBO attended. The teens and kids read stories together. The teens also brought books to give the kids and made snacks for those participating. Attendance during the end of this group's period was less than we had hoped, with around 5 participants absent each session. Late spring is perhaps the busiest season of the calendar year for teens because they have final exams that can stretch on for months. On top of this, Ramadan was during May which kept many participants (particularly the females) at home busy with familial responsibilities.

Before starting the third group, program staff worked with CRP's Monitoring, Evaluation, and Learning Officer to conduct an evaluation of the program. After conducting key informant interviews and a focus group discussion with participants, we learned that we needed to adapt the curriculum to make the program more accessible for participants. The main feedback was that for some teens with lower levels of literacy, the powerpoints and documents we used were too difficult to follow along. So we integrated more imagery into materials and have replaced some written materials with verbal and kinetic learning experiences.

The third cohort held two service projects:

- Hosting a bazaar for local craftspeople and makers;
- Volunteering with After School Club.

One group determined that, due to the lack of opportunities for small home-based business owners or other makers in the neighborhood to sell their goods, they would organize a bazaar for these vendors at CRP's Hashemi Shamali Community Center. Throughout the planning period, participants sorted out the logistical details, such as how to arrange the space and where to source the necessary materials, and they also planned an outreach campaign in order to both identify vendors and advertise to potential customers. They implemented online and offline strategies to advertise: handing out flyers, creating Facebook advertisements, and using

popular Whatsapp groups. The teens even conducted an analysis where they identified all the potential obstacles and created an action plan to divide up the responsibilities among themselves. Their enthusiasm was remarkable-- in the week leading up to the bazaar they came to CRP every day to continue their discussions and finish sorting out all the details.

On August 5, we held the bazaar. Once the space was set up for ten different booths in CRP's outdoor courtyard area, people began to arrive. Women and even some teens were selling foods ranging from stuffed grape leaves and cakes to pickles and jams, as well as various handicrafts such as soaps and crocheted and embroidered materials. The bazaar turned out to be a great success!



The second group's project was completely different. Instead of working towards a single, large-scale event, they decided to create a plan that was more iterative and sustained--but no less impactful than the former. They started with the idea that they wanted to support children in their community, and then upon much discussion determined that their best way to do this would be to design, coordinate, and implement activities for younger kids in the youth programs. After conducting interviews with staff and trainers involved in youth programs and then reading through and discussing the programs' curricula, they pooled their different skills together and decided to lead the following activities: theater, rap music writing, and face painting.

Once they started with the planning, they became hesitant. They were afraid that the children would be too young to understand what they were teaching, and they were also nervous that they wouldn't be able to communicate well with the youngest children. The program coordinator for the Community Service Group, as well as the staff and trainers of the Summer Camp, challenged the teens to think of creative solutions. With this in mind, they decided to divide the child groups by age, and tailored each activity based on the target group. After volunteering throughout August, many of the teens have even decided to continue volunteering with the After School Club in the fall, which shows that the project had a lasting impact in showing the value of community service and giving back through volunteering.

This program is valuable for teen development as it provides practical opportunities for teens to contribute to their community. Volunteering is a powerful way for individuals to feel a sense of purpose and teaches life skills to young people which they can then utilize to contribute to their own futures and the futures of their communities. By serving other community members, our participants also develop more positive attitudes towards other community residents, regardless of background, which is a powerful tool to build social inclusion in these communities.

This program has been very successful, and the following are some highlights of the impact it has had on the teens:

- Growing confidence sharing their ideas in a group. The workshops with our staff helped to create a safe, participatory space that encouraged them to find greater comfort getting involved.
- The teens are learning to problem-solve in new and creative ways. Our focus on project design brings our staff to work closely with the teens in the planning phases to help them shape their ideas. Despite initial struggles to identify which roles the participants would best fill in their teams, continuing socialization and skills identification helped the teens best fit their team's needs by the end of their sessions.
- By serving other community members, our participants also develop more positive attitudes towards other community residents, regardless of background, which is a powerful tool to build social inclusion in these communities.
- Teens work together, regardless of national background, forging new friendships. The bonds formed within our second cohort are exemplified by a shared interest in non-Jordanian cultures. For example, Jordanian teens have been trying to learn how to speak with an Iraqi accent as they learn from their Iraqi comrades. These Jordanian participants are extremely interested in Iraqi cuisine, too, and request it at any events that include meals.
- This program provides practical opportunities for teens to contribute to their community. Volunteering is a powerful way for individuals to feel a sense of purpose and teaches life skills to young people. They can then utilize this experience to contribute to their own futures and the futures of their communities.

## **4.1 Conclusion**

Over the past two years, FAWCO has been absolutely instrumental in the development and expansion of our programs supporting women and girls. FAWCO was extremely supportive and flexible in their coordination, and it's because of this that the project was such a success. Over the course of over two years, the funding allowed us to reach 2,125 total people, getting children back to school, getting youth and adults interested in personal development, able to deal with their trauma, and living better lives overall. Considering that the average family size in the community is five, we can say that the project had 10,625 total direct and indirect beneficiaries. We are also extremely grateful for the additional funds that FAWCO was able to raise, and we plan to use those to fund the salaries of the project's core staff so that we can keep as many FAWCO activities running as possible.

Thank you all for your support of the Hope Beyond Displacement project. It was by all means a success and the Hashemi Shamali community will forever be changed as a result.