

HOPE BEYOND DISPLACEMENT **CRP**

The FAWCO Target Project

Project Period: September 2017 - August 2019

Reporting Period: January 2018 - December 2018

2018 Annual Report

Prepared by Collateral Repair Project

Submitted to FAWCO and The FAWCO Foundation

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1 Project Information

Organization Name:	Collateral Repair Project
Project Title:	FAWCO Target Project, Hope Beyond Displacement (HBD)
Grant Amount:	\$125,000 (quarterly distributions through April 2019)
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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 period beginning January 2018 and ending December 2018. 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.

Programming Element/Objective:	2018												Outcome
	J	F	M	A	M	J	J	A	S	O	N	D	
Consultant assesses program progress and provides further training to staff									★				Consultant was at CRP full-time during all of November assessing the program and providing further training.
Super Girls program implementation	1	★	2					★	3				Group 1 saw 32 graduates in February. 30 girls graduated from Group 2 in September. In October, Group 3 began with 35 participants.
Back to School Program								★					507 girls received Back to School Assistance.
Vocational Training ICDL	1	★	2					★	3				28 women graduated in March from Group 1. Group 2 finished in September with 29 graduates. Group 3 started in October with 26 participants.
Vocational Training ICDL Coding										1	★		Delayed to begin in January 2019.
Economic Self-Employment Training	1	★	2					★	3				In March, 14 women graduated from Group 1. Group 2 concluded in September and saw 14 graduates. Group 3 began in October and has 29 participants.
Empowerment 101 Training for Women	2	★	3	★	4	★	5	★	6				Group 2 graduated 20 women in February. Group 3 finished in May with 25 graduates. In August, Group 4 graduated 20 women. Group 5 finished in November with 21 graduates. Group 6 began in December and has 21 participants.
GBV outreach to men & boys	2	★	3	★	4	★	5	★	6				Group 2 graduated 20 men in February. Group 3 finished in May with 15 graduates. In August, Group 4 graduated 14 men. Group 5 finished in November with 18 graduates. Group 6 began in December and has 17 participants.
Training of Trainings for Empowerment 101 and GBV facilitators								★					15 community leaders graduated from the training on November 22.
5-day Advocacy session for women & men								★					18 women and men participated in the 5-day training.
3 -day Advocacy session for youth								★					Delayed to begin in February 2019.

3.1 Super Girls

Super Girls is one of the hallmark activities of the HBD project. The program's achievements this past year will ensure the program's future success even after the FAWCO funding period ends. In 2018, Super Girls, our after-school program that empowers vulnerable elementary-aged refugee girls, concluded the first session which began in 2017 (32 graduates), held the entire second session (30 graduates), and began the third session which will finish in 2019 (35 participants).

The goal of this program is to help girls to not only overcome their trauma but to become leaders among their peers. This is a complex problem to tackle, so CRP brought on an education consultant with 60+ years experience working with vulnerable youth to develop a trauma-sensitive curriculum for the program and train volunteers and staff on how to follow it.

There are two age groups (upper and lower elementary ages) that each meet twice per week. The girls who attend learn how to process their emotions and develop healthy coping mechanisms. Some days, they focus on learning important skills such as self-awareness and speaking out, and on others they enjoy hands-on activities such as building 3D homes or playing with blocks, which helps develop fine motor skills and increase brain activity. Watched over by trained volunteers, the girls talk about their feelings and problems.



3.1.1 Super Girls Sessions 1 - 3

The following table summarizes the number of graduates and participants in each cohort during 2018.

Group	Program Period	# of Graduates
1	October 2017 - March 2018	32 (2 courses)
2	April 2018 - September 2018	30 (2 courses)
3	October 2018 - March 2019	35 participants (2 courses)

In March the first group completed the second half of the session, which began in October 2017. Thanks to the Education Consultant's coaching and trainings during her visit that previous fall, the volunteers and staff felt prepared to offer creative, fun, and educational activities for the girls. For example, in January a favorite project was building models of their dream homes using recycled materials. This engages their spatial thinking, which has proven benefits for brain development, and it restores a sense of agency for many participants who saw their homes destroyed. Then, February and March was marked by the girls' diligent preparation for the graduation banquet. They practiced songs and prepared other demonstrations. The graduation was held on March 28, with all the girls proudly showing their families what they had been learning for the past 6 months. The volunteers and staff are also proud of how much they learned during their first session. The program coordinator Emad says, "When we were working to determine what unique skills we each bring to the group, the volunteers and I felt shy and too critical of ourselves. But after discussing it together, we realized that together we have so many talents! Some of us are musical, some athletic, and all of that is so useful to this program."



Most of the volunteers from the first session decided to continue volunteering for the second session, which began mid-April and finished mid-October with 30 graduates. Having the same group meant that they could focus less on the day-to-day details like how to give directions for a game and instead spend their time working to understand the core philosophy of the program. The staff were also able to improve the implementation by utilizing lessons learned from the prior session; for example, when using the computer lab for computer lessons, they had previously spent significant time setting up all of the computers. So during this session, they started using an online reading platform instead called "I Read Arabic" that can be used on tablets. This allowed them to use the limited time more strategically.

Their increased comfort level also translated to an increased level of enjoyment of the girls participating. For instance, the girls would regularly provide feedback to the volunteers that they were having fun and making friends. They especially enjoyed going on a field trip to the Jordan Museum where they learned about the history of Jordan. But more than this, we were able to see real results in terms of the way that they could control their emotions and interact with others from the beginning to the end of the session. For example, when one 8-year-old participant began, she was barely able to communicate at all. She was too shy to look at anyone's face or respond when spoken to. Because of these issues, her parents decided it would be easier for her to not go to school. Then, after six months, she was regularly participating, and her hand was the first to shoot up to answer questions. That September, her parents decided to register her in school.



In October, we started the third session of the program, and the 35 participants will graduate in March 2019. One of the main difference between this session and the two prior sessions is that there is now a new program coordinator. Sara was the program coordinator for CRP's After-School Club since February 2018, and our Education Specialist decided to switch her and Emad to stimulate the two staff members' professional development. Sara's experience working with a larger group of volunteers with the After-School Club has helped her encourage the volunteers to take on more responsibility in preparing each day's activities, giving her more time to actively observe and implement improvements to the program. Also during this session, the girls who participated in previous sessions sometimes joined to help lead activities. They helped teach the current participants how to do yoga and play educational games. Even moreso, they are now models of confidence and active participation, encouraging the more shy participants to come out of their shells. Parents are also becoming more involved, for instance, they are visiting more often than in the previous sessions, and are looking for ways to participate such as by reading books or playing games with the girls.

3.1.2 Training and Midpoint Consultant Visit

During the entire month of November, the Education Consultant, Beryl Cheal, returned to check on the progress of Super Girls and our youth programs. The goal of her visit was to observe how Super Girls and our youth programs are running and to offer recommendations we can act on to improve our work going forward. She reviewed the curriculum and implementation of Super Girls, provided weekly, all-day trainings for youth programs staff on detailed ways to improve their trauma-sensitivity, and also addressed this topic in a more general setting, giving an all-day training for all CRP staff and volunteers. Feedback from these trainings was very positive, and staff appreciated the opportunity to receive quality information exactly tailored to their daily work and the obstacles they face. Dima, CRP's Teen Program Coordinator, says,

“What we say can really affect children in a way beyond what we could imagine. Beryl is helping us realize the impact our words can have and how we could improve our choice of words when talking to children.”



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:

- Education Consultant conducting additional training for Youth Program Coordinators to help them improve their facilitation skills and improve their capacity to manage and coach volunteers;
- Decreasing 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;
- Establishing quarterly targets and review process;
- Reorganizing all equipment and materials to make planning processes more efficient, and;
- Creating psychosocial support plan for staff to prevent burn out and minimize work stress.

3.1.3 Super Girls Curriculum Translation

As the FAWCO project comes to a close in September 2019, CRP is taking proactive steps to ensure the longevity of its impact. One way that we are doing this is by having the Super Girls entire curriculum translated into Arabic. Since the curriculum was initially developed in English, this means that only bilingual staff and volunteers can fully access the materials, and they have to translate them to colleagues in order for everyone to understand the plan. Since many of our volunteers have either low or zero abilities in English, having bilingual materials will allow the volunteers to take more agency within the program’s implementation. Currently, 25% of the curriculum has been translated and will be completed by the end of April 2019.

3.2 Back-to-School Distribution 2

Each year, we assist hundreds of families in sending their children back to school. This year’s Back-to-School Drive provided school supplies to over 1,300 children. Students were excited to receive their backpacks, which came filled with uniforms, notebook paper, pens, pencils, pencil cases, and coloring books. FAWCO alone provided more than 30% of the Back-to-School funding, covering supplies for 507 girls. Originally we had planned to serve 200 girls with this

amount of funds, but we were able to increase that significantly because the Ministry of Education paid for registration fees, which decreased CRP's costs.



This year, CRP greatly improved the way that we handle the Back-to-School Drive through the in-house creation of an application that collects organized, detailed data on each child. This allows us to provide vouchers for items tailored to each child's needs. School uniforms correspond to both age and gender. We offer younger kids backpacks in bright tones with cartoon characters, and muted hues without graphics for teens. We also provide textbooks and supplies according to grade level. Giving children exactly what they want and need allows them to go to school feeling ready and confident.



- **Shatha**, pictured left, is starting 7th grade this year, and says that she's looking looking forward to her English class the most. UNHCR is working on resettling her family in an English-speaking country, and she hopes that the class will help make that adjustment go smoothly when the time comes.
- **Nada**, pictured right, is just beginning school this year and says she is excited to get started.

3.3 ICDL Training Program

Group	Program Period	# of Graduates	Took 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 participants (2 groups)	N/A*

*Successful participants will take the test after the course ends in Spring 2019.

3.3.1 ICDL Training

CRP is very excited about the progress made in the International Computer Driving Licence (ICDL) courses during 2018. The first session ended in March 2018 and had 28 graduates. The second session began immediately afterwards in March and ended in September with 29 graduates. The third session started in October and will finish in the spring, 2019. This program teaches women the skills and competencies necessary to use a computer and common computer applications. It offers numerous skills including Computer Essentials, Word Processing, and IT Security. The participants in the sessions have provided feedback that in addition to learning new skills, they appreciate having a goal of becoming ICDL certified to work towards and the program gives them something to do with their free time. They say that the ability to navigate a computer and the internet helps them feel connected to the world around them; they can research their interests, search for employment if they get resettled, and learn marketable skills for future jobs.



During the fall of 2018, CRP began implementing tools to monitor and evaluate the success of this training. We have designed and implemented surveys for participants at the beginning, midpoint, and end to measure how well they are learning the material and how comfortable they feel in the class and with the instructor. We are also collecting observation notes from the instructor. This has helped us improve various aspects of program implementation such as asking the instructor to leave more time at the end of each session for students to ask questions, and to offer open office hours.





3.3.2 ICDL Testing

Thanks to the additional funding raised by FAWCO, CRP was also able to pay for the most successful graduates of the program to take the ICDL test at a registered testing center to receive official ICDL Certification. From the first course, 6 women took the test. Then from the second session, another 8 women took it. 100% of these 14 women that took the test passed it, which speaks highly of their work ethic and the quality of the instructor.

3.3.3 ICDL Coding Training

These 14 most successful candidates will be the first participants in the ICDL Coding Training. In this 3-month course, participants will learn how to speak in two different types of coding language, HTML and CSS. They will also spend a month creating websites in small groups so that they can have a portfolio to show future potential employers. This course was scheduled initially to begin in October but at that point there were not yet enough successful graduates of the introductory course. However, when 8 successful session 2 participants finished taking their tests in November 2018, we began planning to start the training as soon as possible. An instructor was selected in December and first session will begin in early 2019.

3.4 Economic Self-Employment Program

Over the past 15 months of the HBD project, the Hair and Beauty trainings have quickly become one of the most popular women-only programs at CRP. This is largely due to the successes the activity witnessed during 2018. In March, 14 women graduated from the first session and received kits to continue practicing their new skills. The second session began in April, and despite there being only 15 slots, around 70 women registered based on the positive feedback heard from the participants in the first session. For that reason, CRP is very thankful that FAWCO was able to allocate additional funds so that two trainings could run simultaneously. For the third session, which began in October and will end in March 2019, 30 women are participating.

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 2018	29 participants (2 courses)



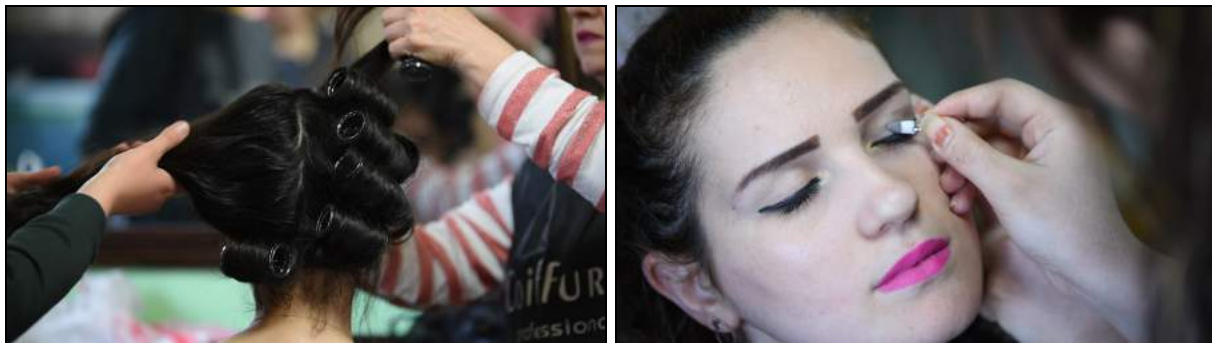
Learning these new skills has allowed graduates to provide hair and makeup services within their communities, services which are always in high demand during celebrations such as weddings and holidays. Many graduates have been keeping CRP up to date with their progress even after finishing the program, and 6 women have so far shared with CRP that they are able to earn money for their families. And what's more is they are able to do so in way that is social, since hosting women in their home salons also allows them the opportunity to form stronger relationships with their neighbors.

In the sessions themselves, the women are also enthusiastic and engaged, due in large part to the space itself. FAWCO's funds allowed CRP to completely renovate the space to create a dedicated salon for the program participants. Their enthusiasm is also due to the high quality instructor who facilitates a healthy group dynamic by having them bring in traditional dishes, engage with one another and share ideas during class, and overall nurtures 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.





At the beginning of Session 2, CRP brought on this new trainer from the community. She attended beauty school in Iraq, ran a salon for 17 years, and was a Beauty School Instructor for 7 years before relocating with her family to Jordan. Her approach as an instructor is not to lecture, but to lead from behind, giving every student as much hands-on practice time as possible while she observes, provides feedback, and answers questions. As mentioned above, she also works hard to facilitate a positive social environment, with one example being how she has the women bring in homemade traditional dishes once a month and share a meal together.



3.5 Empowerment 101 Trainings for Women, GBV Awareness and Prevention Trainings for Men - Sessions 2 - 6

3.5.1. Sessions 2 - 6

The Empowerment 101 Trainings for Women and GBV Awareness and Prevention Trainings for Men have continued to give women in the community the opportunity to increase their understanding of GBV issues at all levels: their communities, families, and relationships. Four of the 3-month sessions concluded in 2018, and a new session began in December that will graduate in February 2019.

Group	Program Period	# of Graduates (Men)	# of Graduates (Women)
2	November 2017 - February 2018	20	20
3	March - May 2018	15	25
4	June - August 2018	14	20
5	September - November 2018	18	21

6	December 2018 - February 2019	17 participants	21 participants
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Graduates of this program have the ability to both confront and reduce GBV issues they see in both their communities and their personal lives, and 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.

Both 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.

Zainab, a Syrian woman that 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 what my rights are to protect myself, but more so so that I can be an advocate for other women when they don't feel strong enough to advocate for themselves."



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, now my relationship with my wife is better than ever, and I know how to communicate and have a productive discussion when we have a conflict.”

3.5.2 GBV Awareness and Prevention Training for Teen Boys

In March 2018, CRP began to offer the GBV Awareness and Prevention Training for teen boys. 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.

3.5.3 Feedback on Next Steps from ToT Consultant

The consultant who visited CRP to lead the ToT for new facilitators for the GBV and WE 101 Trainings also provided us with advice on next steps for the program.

One recommendation he gave was that in order to gather accurate data on the trainings’ impact, CRP should implement a community-oriented, experiential qualitative evaluation that measures change in attitudes, perceptions, and behavior as an outcome of the program. This would be designed and conducted in a participatory, experiential, peer-led process that examines:

- Change in people’s understanding of gender-based violence
- Change in men, women, and youth’s attitudes toward gender justice
- Behavioral change on the individual, family and community levels.

The evaluation process would lead to a better understanding of the effectiveness of CRP’s current model of awareness raising and inform potential revisions to the curriculum and process.

The consultant also recommended a list of additional topics to add the trainings, including

- Understanding gender dynamics and social norms in preparation for resettlement in western countries;
- Transferring the knowledge of course graduates on gender and GBV back to their communities in home country. This would take into account the reality that some refugee groups, and Syrians in particular, may ultimately return to their home countries rather than be resettled in a western country or remain in Jordan

3.8 Training of Trainers for Women’s Empowerment 101, GBV Awareness and Prevention Trainings

Now that there are roughly 200 graduates of the awareness and prevention trainings, we held an intensive 5-day Training of Trainers (ToT) from November 18 - 22 so that past participants could learn how to facilitate the program themselves. 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.



After finishing the training, the consultant reported that he felt very pleased by the skills and understanding the entire group possessed, saying that it is a testament to the quality of their previous training that they all had some understanding and belief in the value of addressing GBV issues. Based on the consultant's feedback and CRP's Program Coordinator's observations during the ToT, 4 men and 4 women were selected to become facilitators in the future WE 101 and GBV trainings. The selection was based on their natural ability to communicate and lead. Giving leadership opportunities like these to community members and training them to be agents of change has helped make CRP's activities more sustainable.



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 women who were selected as facilitators began leading the most recent WE 101 that started in December, and the men who were chosen will start leading the GBV training that begins in January. We have structured these courses so that new facilitators will be paired with the more seasoned facilitators from the previous sessions, in order to smooth over the transition.

3.9 Leadership in Action Advocacy Training and Project Planning Workshops

CRP's 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. This is accomplished through weekly workshops on project design and event organisation. Through this program, participants are encouraged to be creative and innovative in conceiving solutions to problems they consider pressing and prevalent in their communities. CRP provides financial and material assistance while also performing oversight, however the ideas and implementation come from the participants themselves.

Leadership in Action works to develop technical and leadership skills, heightened self-confidence, and an interest in serving the community among the participants. At the same time, the program is designed to bring people of different origins closer together, helping refugees and Jordanian nationals form positive relationships despite cultural, gender, and religious differences.

Total #	# of Women	# of Men	# of Syrians	# of Iraqis	Total #
18	13	5	11	7	18

The training was held from the end of November to the end of December to accommodate the schedules of the participants (November 22, November 24, December 8, December 9, December 22). The courses were led by a local consultant, Nuha Muhreiz, who has been working with CRP for many years on various education and community-building projects.

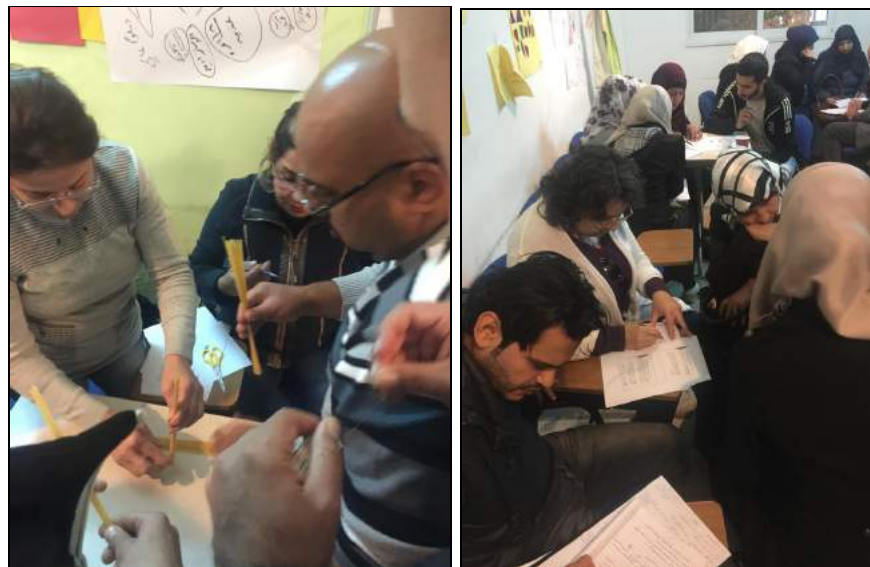


The five full days of training covered the following topics:

- 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. Finally, during this session the Program Coordinator 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. They will begin planning these projects with facilitation from CRP at the start of 2019.

3.10 Coordination

Another key factor in the target project's overall success is the close coordination that has occurred between CRP and FAWCO. This coordination was exemplified by FAWCO's visit during April, when a delegation of 22 women visited CRP and had the chance to explore in-person and in-depth the organization's programs and courses that they have funded since 2017. This visit was incredibly valuable, as it afforded the group the opportunity to gain first-hand exposure into programs whose design and coordination they have long been involved in from afar, but had not yet had the chance to witness and experience in-person. CRP facilitated Q&As with members of staff, volunteers, and community members, held demonstrations and allowed opportunities for program observations, and hosted lunches and dinners for everyone to connect and share experiences.

Then in November, CRP's Executive Director visited Europe during November to visit FAWCO Member Clubs in the Netherlands and Germany. She met with members at a Mix and Mingle event in Amsterdam, had coffee chats with members in the Hague, and spoke at the AWC Berlin general meeting. The visit concluded at the Region 5 Meeting in Heidelberg, which was attended by all the German and Austrian clubs as well as members from both the FAWCO and The FAWCO Foundation Boards.

3.11 Planned Activities

The following chart details the timeline and milestones planned for the period beginning January 2019 and ended December 2019.

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Super Girls program implementation	3	★	4					★	
Back to School Program									
Renovation of Hashemi Center Playground Complete			★						
Start-up of Downtown Center After School Club	★								
Vocational Training ICDL			★	4					★
Vocational Training ICDL Coding	1		★	2 / 3		★	4		★
Economic Self-Employment Training			★	4					★
Empowerment 101 Training for Women	6	★	7		★	8 / 9		★	
GBV outreach to men & boys	6	★	7		★	8 / 9		★	
Leadership in Action Program (LIA)									
Train-the Trainer session (men & women)									
5-day Advocacy session for women & men	1		★	2					
3 -day Advocacy session for youth			★			★			

CRP is so thankful for everything that FAWCO has enabled us to do. We look forward to continuing to build upon these successes in 2019.