

Collateral Repair Project

Final Report February 2023

Organization: Collateral Repair Project (CRP)

Contact name: Ruba Hattar

Contact address: 13 Salti Ibrahim Street, Hashemi Shamali, Amman.

Contact Email and Telephone: Ruba Hattar; ruba.hattar@collateralrepairproject.org, +962 777872876

Project Name: Resilience Beyond Displacement: Education and Empowerment for Refugee Women and Girls in Jordan

Grant Start date: 1 September 2019

Grant Amount: \$75,000

Reporting period: 1 September 2019 – 31 January 2023

Recap briefly what outcomes the project was designed to achieve.

This program was designed to address challenges facing refugee women and girls in Jordan, who are especially vulnerable due to gender-based violence, trauma-related mental health issues, and scarce economic opportunities as a result of years of protracted displacement which have left 80% of the country's refugees living in severe poverty.

The program set out to improve quality and access to education for girls in our community, build and increase confidence and income generation of women in our community, motivate positive behavior change among families on issues relating to women's rights and gender-based violence prevention, and empower women and girls to take on leadership roles within their communities.

To achieve program outcomes, CRP worked to enable girls to attend public school through our Back to School program and support their education and emotional health profiles through our After-School Club, Super Girls, and early childhood program interventions. Our program also included Computer Classes and Hair & Beauty vocational training for women, thus giving them a better chance for economic empowerment. Through the Super Girls program and Women's Empowerment 101 training seminars and Leadership in Action program, we provided women and girls with opportunities to develop and apply leadership and advocacy skills as well as learn about women's rights and strengthen their emotional resilience. The last component was the GBV Prevention and Awareness training seminars and focused on empowering men and boys in our community with the skills to recognize and prevent gender-based violence.

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What was accomplished in connection with this project? Please address each stated objective. If any project objectives were changed, please also explain the circumstances leading to the modification of the objectives(s).

1) Ensuring better educational support for children

Through the youth educational programs that we ran which supported both boys and girls, we reached **1,569** children (aged 3-13 years old). These activities included our early childhood program activities: Preschool and Daycare, which targets children between 3 and 5 years old. As well as our Afterschool Club Program and Super Girls program, which focuses on educational and psychosocial support for children between the ages of 6 and 13 years old. Further, we organized Back to School distributions and stationary support at the beginning of the school year on an annual basis.

We are happy to have been able to achieve our goal to consistently offer youth program activities throughout the reporting period, despite disruptions to activities that occurred during COVID-19 pandemic period. Our After school club program paused during 2020-2021 in large part due to COVID-19 restrictions. However, we were able to come back strong in January 2022 and serve 310 children over the course of that year.

“My name is Dalia, I’m 26 years old from Sudan. I’m currently participating in the crochet program and my three year old daughter attends daycare. My daughter is happy to attend the nursery and gets ready ahead of time because of her enthusiasm to attend. She developed and learned new things in the nursery, such as colors and games, and made new friends, and always speaks to me about what she learned.”



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2) Accessing a source of income

Through our women's livelihoods and job skills training programs, we were able to reach **355** women. These activities included our Beauty School, Hope Workshop Women's Collective, Handicrafts training courses, and Computer training courses. Part of our organization's strategic objectives for 2021 and 2022 was to expand livelihoods program opportunities particular for vulnerable women in the communities we serve.

During this time we saw not only an increase in the number of women we were able to reach through our programs, but also more diversity in program offerings and a greater reach among the communities we serve; we welcomed new faces who weren't previously involved with our organization and also had women from minority refugee backgrounds (including Sudanese, Somali and Yemeni women) begin to take part in the job skills training activities. Participants reported as part of survey results and individual check-ins that they gained new skills that they can leverage in accessing work opportunities.

“My name is Basma from Sudan. I'm 33 years old and I'm currently participating in the crochet training program. In this program, I learned how to crochet step-by-step, as I didn't have any previous knowledge in that. Learning how to crochet was always one of my desires but I never had the chance to do this before and this program gave me this chance. It also gave me the chance to meet the other women from my class who are from different nationalities, mostly Sudanese. After completing this program, I want to continue learning and working on enhancing my skill. When I first started, I saw some of the work that my other classmates were able to do and I thought it was impossible for me to learn one day, but after participating in the program I learned that nothing is impossible so I want to continue working to reach my goals.”



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3) Better managing the threat of violence within the family

Through our Gender-Based Violence Awareness and Prevention (GBVAP) seminars that target both men and women, we reached **121** community members. Over the last three years, we have adjusted our approach to hosting both GBVAP and Women's Empowerment as a mixed-gender program activity. We have found after piloting the activity in this fashion that it is incredibly effective to have joint, inclusive discussions about GBVAP and Women's Empowerment. Hearing different perspectives allows participants regardless of their gender identity to understand the challenges, attitudes, and behaviors that relate to prescribed gender-roles in society as well as steps to reaching a healthy family environment. We are happy to have reached **91** men through the program.



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4) Finding concrete opportunities to develop and learn leadership and advocacy skills.

Through the Women's Empowerment seminar and Leadership in Action program we have also been able to support women in developing their leadership and advocacy skills. **192** women have been involved in these activities during the award period.

Leadership in Action is an activity that returned to session for the first time since the beginning of the COVID-19 pandemic in November 2022. This activity aims to develop leadership skills among adults in vulnerable communities and empower them with project ideation and management skills to design and implement local community interventions that address challenges facing their communities. This program has becoming linked to our GBVAP and Women's Empowerment program, in that the community interventions designed as part of the Leadership in Action program are now intentionally gender-sensitive and aim to consider avenues to empower women and girls in the community regardless of the type of intervention (youth empowerment, economic empowerment, awareness raising, social justice, etc).



Have the number of beneficiaries changed? To report this refer to the original numbers in your grant proposal under 'Number of women and girls directly impacted and population indirectly impacted.'

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Approximately how many lives have been touched, both directly and indirectly, by the project?

11,035 members of our community were touched directly and indirectly by our project with Together Women Rise. Our expectation for the number of people directly and indirectly affected by this project was 18,540 individuals by the end of year three. Our inability to meet this target was due to restrictions on program activities during the COVID-19 peak period from March 2020 to December 2021. We saw great progress in reintroducing program activities and reaching community members through contact program activities in the last year of the project award and fortunately were able to directly and indirectly reach 11,035 individuals by project's end.

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Program Name	Target beneficiaries (Annual)	Actual direct beneficiaries (Three Years)
Educational Support for Children (3-13 yo) <ul style="list-style-type: none"> • Early Childhood Education • Super Girls • After-School Club • Back to School 	1,236 children	1,569 children
Women's Livelihoods <ul style="list-style-type: none"> • Computer Classes • Hair & Beauty Courses • Hope Workshop Women's Collective • Handicrafts Training Classes 	120 women	355 women
GBV Prevention and Awareness Training	80 men	91 men and boys
Women's Leadership + Advocacy <ul style="list-style-type: none"> • Women's & Girls Empowerment • Leadership in Action 	80 women and girls	192 women and girls
Total Number of Direct Beneficiaries	1,516 Individuals	2,207 Individuals
Total Number of Indirect Beneficiaries	6,180 Individuals	8,828 Individuals

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What challenges did you face in connection with this project? How did you address these challenges? Did you change your strategy as a result of obstacles you encountered? How will you address these challenges in the future?

COVID-19 presented the greatest challenge to our work during the project. At this time we had to completely change the nature of how to give program activities and also react to needs among our community. We addressed this challenge by working as hard as possible to be nimble, and try out different program delivery models that could allow connection and learning from home. However, the peak pandemic period had the greatest impact on our women's livelihoods programs, which are difficult to deliver online and require materials delivery to be able to learn or work at a distance. For example, our women's crafts collective devised a work-from-home system for women members such that they could work from home; however this proved more difficult for cyclical vocational training programs like beauty skills and handicrafts training, which are difficult to deliver virtually and have regular material consumption as part of the training process.

We have become increasingly flexible due to our experience during the pandemic period, and this has helped us to be resilient to fast changes. We have found suitable models for delivering most of our program activities at a distance or in smaller cohorts, which can help us in the event of other crises.

Is your organization or project situation different that presented in the approved proposal? For example, new executive director, significant project staffing changes or NGO affiliation, loss of large funding or other significant changes?

We do not have significant changes to our organizational structure and funding portfolio. We have developed a new position tier among our program staff team; we introduced two 'coordinator' positions to establish middle management between our Community Center Programs Manager - who does oversight for youth and adult program activities - and program officers who directly implement programs. The two program coordinators on staff now support logistics, individual check-ins with staff who directly implement programs, and regular administrative requirements (procurement, volunteer management, etc.). This has helped with managing growing program responsibilities and oversight requirements.

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What were the most important lessons learned? What has changed within your organization as a result of this project? Describe any unexpected events and outcomes, including unexpected benefits?

The most important lessons learned during this project relate to the importance of considering families as a whole and finding avenues for community mobilization around women's and girls' rights. We had the opportunity to revamp our GBVAP and Women's Empowerment curriculum in 2021 and our Leadership in Action seminar in 2022. The goals for these programs were reconsidered and aligned to be more responsive and innovative in approaching the community regarding GBV and women and girls' roles in society. We also appreciate that the project we undertook with Dining for Women allowed us to support all members of the family, from young children to seniors. This is a model we continue to carry forward and prioritize in an effort to holistically address challenges facing families in our community.

The onset of the pandemic was an unexpected event, but we benefited from it in terms of organizational resilience best practices. We gained capacities that we did not have before to deliver program activities online and also learned management skills to work remotely effectively. Besides engaging less community members than expected due to the pandemic, there are no unexpected outcomes from the project.

What are the measurements used to monitor success and how was this information measured (e.g. surveys, observation)? Be specific and include measurable results.

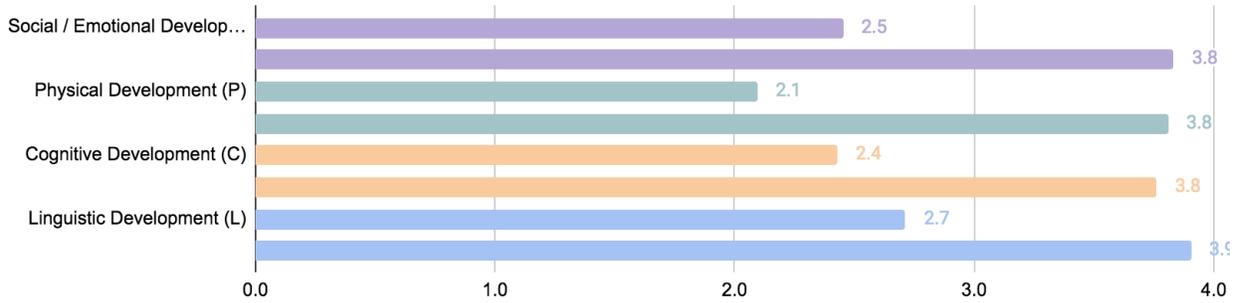
We mainly used pre/post program surveys, satisfaction surveys, and focus group discussions to measure the results of programs' success.

Educational Support for Children (3-13 y/o)

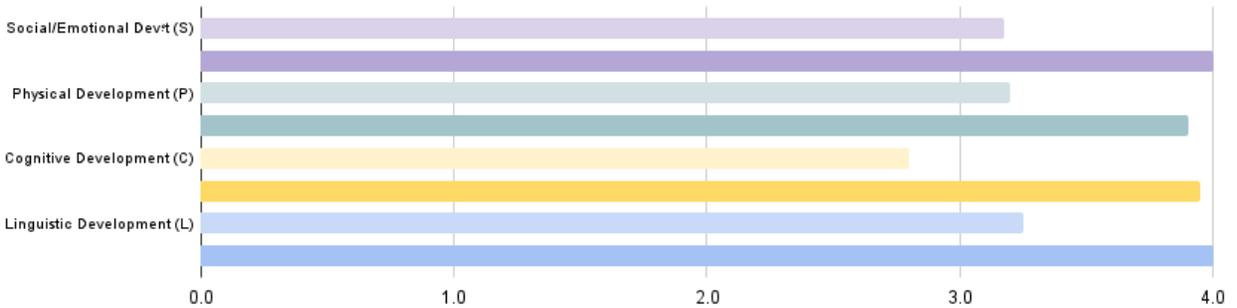
We saw major improvements in our preschool graduates throughout the project award cycle. Students showed better cognitive, physical, social/emotional, and linguistic skills at the end of the preschool year consistently.

2020-2021

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2021-2022

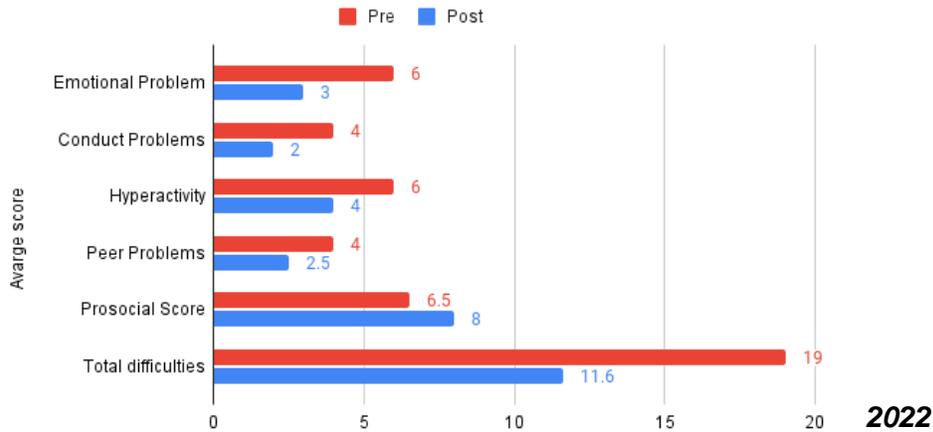


Our Super Girls participants also showed great progress in developing their psychological and social wellbeing. Upon graduation, girls showed strong social skills, they were more present and focused, and better able to regulate their emotions.

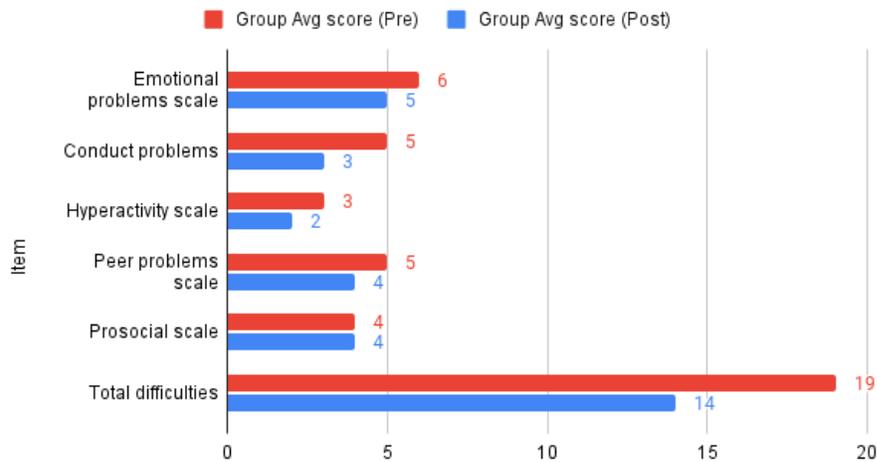
2021

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Pre and Post Average scores



Group Avg score (Pre) and Group Avg score (Post)

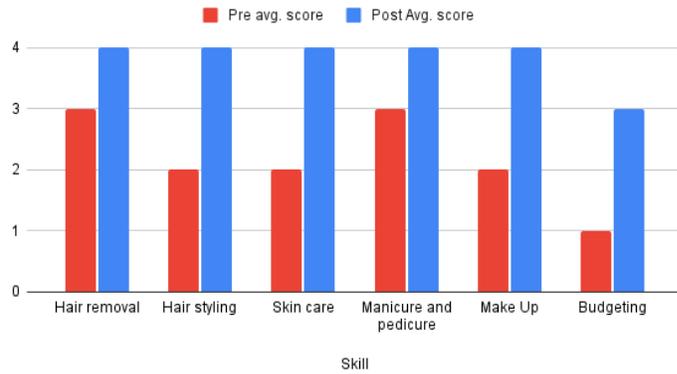


Women's Livelihoods

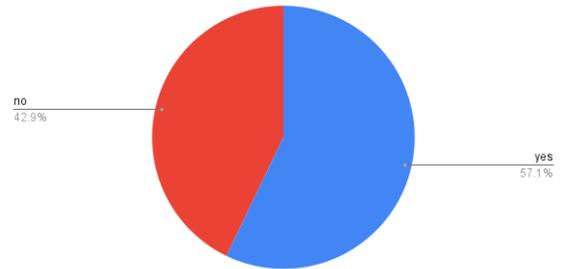
We saw improvement overall in skill level among survey respondents who took our beauty training courses. The majority of women who took the course shared that they have gained enough skills to set up a business independently from home.

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Skills Avg. score



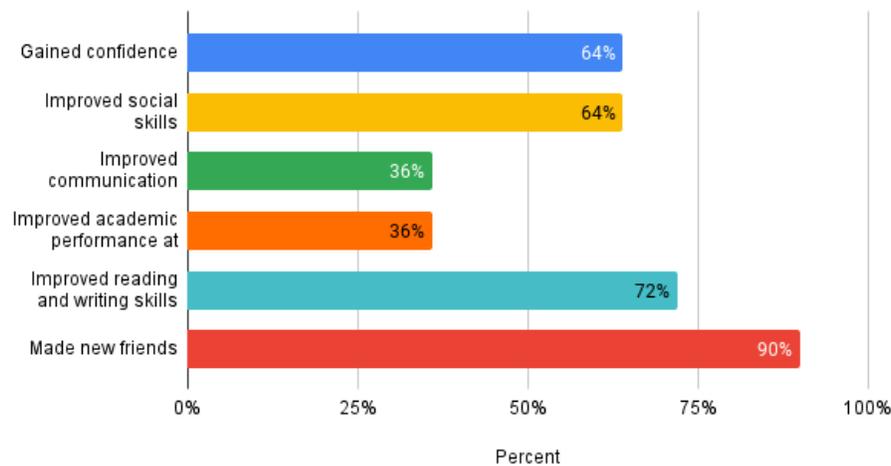
Do you think you have gained enough skills to set up your own business from home?



Women enrolled in our other vocational training courses (including, computer/crochet/embroidery/henna application) also shared in feedback surveys that they have learned new skills (average of 40% in 2021-2022).

We held a focus group discussion with parents of children who participated in our After School Club program (which was reintroduced after the onset of the COVID-19 pandemic) in 2022. Parents relayed that the opportunities for academic and recreational learning offered through After School Club were a positive and beneficial contribution to their children’s development over the course of the last year.

After school club Impact



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Parents also reflected on psychosocial support and positive parenting sessions offered to them in the Parents Awareness monthly activities. They shared anecdotally that the sessions helped counsel them to consider new ways to engage with their children, and also consider their own needs as parents.

GBV Prevention and Awareness Training & Women's Leadership and Advocacy

We also had positive results in evaluations conducted following the completion of our GBVAP and Women's Empowerment seminars. In 2022, 65% respondents to the joint post-program survey on average shared that they are willing to take action, raise awareness and share knowledge about the issues they learned with family members, neighbors, and friends. They also reported improved communication skills, and knowledge of fundamental human rights and causes of gender discrimination.

The Leadership in Action program restarted in November 2022 is in its first iteration since 2019, and we have yet to collect monitoring evaluation data related to this advocacy activity.

If the project is ongoing, provide plans and expected results, including projected timeframe.

The majority of activities from this project are ongoing in 2023. We have ongoing women's livelihoods activities that are a core part of the work that we do, which run on a sustained basis through awarded projects as well as organizational funds. These activities include our Hope Workshop women's crafts collective and our vocational skills training courses (i.e. computer, handicrafts, beauty courses). We expect to reach 180+ women through these activities this year. The youth programs that were part of this project award are also continuing, except for Super Girls and After School Club which is currently on hold due to funding purposes. Our current preschool term will continue through August, and we hope that our students will graduate with improved evaluations of the social, motor, and cognitive skills and we plan to welcome a new cohort of 25 children in September. Daycare is running in-person on a daily basis at both our community centers and will continue through 2023. We hope to increase the average number of students we serve yearly during 2023. Our aim is to reach 200+ toddlers and children through the program by the end of the year. The GBVAP and Women's Empowerment seminar program continues, our goal is to reach 100 men and women this year through the program. Leadership in Action will also remain in session throughout 2023, we hope to reach 100 community members through this program in 2023 as well.

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Did this grant and relationship with DFW assist your organization in obtaining other funding, partnerships with other organizations, or public recognition in some capacity?

We have been able to secure more funds and new relationships for CRP program activities that champion the rights of women and girls. In 2021, we started a three year project with the UN Trust Fund to End Violence Against Women, which will offer continued support for our GBVAP, Women's Empowerment, Leadership in Action, women's vocational training, and women's psychosocial support program activities. We also renewed funding for 2022-2023 our Early Childhood Education program, which includes our daycare and preschool program activities.