

A circular graphic with a purple border. Inside, there are stylized hands in white and yellow, and a central flower with purple petals. The background is green with dark green leaves.

**REPORT**  
**2020 FLC PROJECT GRANTS**

# ASSOCIATION OF WOMEN IN THEOLOGY (AWIT), General Assembly 2020, The Philippines

**Women Doing Theology:  
Engaging in the Struggle for  
Liberation**



# ASSOCIATION OF WOMEN IN THEOLOGY (AWIT), General Assembly 2020, The Philippines

**Women Doing Theology: Engaging in the Struggle for Liberation**

**Exposure to a mining site.**



**“Being one of the participants in the AWIT National Assembly is a privilege. Several times that I joined in the AWIT activities then I was still a clergy but this time I am already consecrated as a Woman Bishop. So I had my personal high emotions because I was in a company of strong, spirit-ed women, just like me, having undergone different and difficult life struggles.**

**I feel at home in our assembly even we missed those who were not able to come. In a short moment, I appreciated the time and efforts where women from different churches and or faith had come together to pray, reflect, study, breath, laugh, celebrate and learn new and the not-new issues about God’s mission and people’s mission. It was another beautiful moment of sharing our own stories, our lives and the lives of every woman both inside the churches and in this patriarchal society that we are living.**

**The advocacy of AWIT is relevant at all times. Since its organizational birth, the members of AWIT keep and hold its basic calls to serve and fight any structures that cause the oppression of women. Moreover, as women in theology, the gathering of AWIT members is another platform of affirming the gains and challenges that women are facing on.**

**RT. REV. EMELYN GASCO-DACUYCUY**

**first woman bishop of the Iglesia Filipina Independiente  
Diocese of Batac**



**HOPE VOLUNTEERS,  
Zambia.** Empowerment of widows and  
girl-child headed homes. With 317 families  
receiving 20 face masks each; 16 families  
have free access to the purchased  
brickmaking machine as they build or repair  
their houses.



Testing the  
brickmaking  
machine



# PREVENTION OF BREAST AND CERVICAL CANCER, Serbia

Gynaecological and mammography examinations of 55 women (50 had been planned) from communities in Vojvodina. They were provided with a total of 130 specialist and lab examinations (80 had been planned) in 3 private health centres in Novi Sad and Belgrade. The project was extremely well-received and the response from the women exceeded our capacity threefold. 211 women applied.

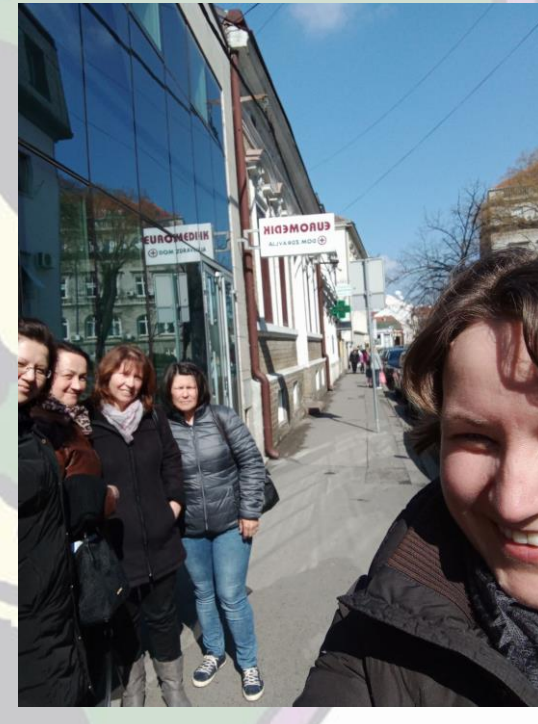


Woman from  
Pivnice

Young mother of 4 who  
received gyne exam



Women  
from  
Padina,  
grateful &  
happy!



# CARING FOR THOSE WHO CARE, Chile. Three webinars that benefited 54 women on self-care and making their lives better.



## TALLER SOSTENIÉNDONOS ENTRE MUJERES

Ayudarnos, desde el camino de la fe, a conectarnos con nuestro cuerpo, emociones y espiritualidad para sostenernos colectivamente en tiempos de pandemia.

Conectándonos/encontrándonos	26 de mayo
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Remendando el dolor	23 de junio
Viviendo con fluidez	30 de junio
Mujeres que sueñan desde los pies	07 de julio
Evaluación, desafíos y cierre	14 de julio

MIÉRCOLES DE 16:00 a 17:00  
SESIÓN SEMANAL  
SIN COSTO  
CUPOS LIMITADOS

### VÍA ZOOM

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Invitan

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## INVITACIÓN Reencuentro "Sosteniéndonos entre Mujeres"

Queridas compañeras, hemos programado un reencuentro que nos permita el diálogo y conversar la experiencia del Taller. Por ello, las invitamos para el viernes 27 de agosto a la 19:00 horas.

¡Felices de volver a vernos!



# ASSISTANCE TO HOMELESS WOMEN SEEKING ASSYLUM BEING SUSPENDED FROM STATE COVER, France



**Language Class for migrants**



**Wednesday  
workshops at CASAS**



**“During this semester, I did an internship** at the Collective for the Reception of Asylum Seekers in Strasbourg (...). At CASAS, I was able to help with a French course for beginners on Tuesday morning and with the permanence on Thursday morning.

Half of the responsibilities of my internship consisted of helping to teach French to a class of around 12 adult refugees, none of whom spoke or had already learned French; they were completely beginners. Refugees came from a large number of countries, such as Nigeria, Afghanistan, Russia, Kosovo, Armenia and Georgia. Some spoke English, and my teaching was mainly for them, and many others spoke Russian. The classroom where I taught was located near Saint-Thomas Church, in rue du Bouclier, and the classroom was located in a parish. I helped Louis, a Master student teaching French in Strasbourg, to prepare and teach his lessons; we worked very well together and I am very happy to have met him because I learned a lot with him. Louis wants to be a French teacher abroad and I could see his passion for the subject when he was teaching and when we were consulting on lesson plans. I think we have both helped each other to learn in different ways. Me, like someone who learned French as a second language, and him as a speaker of French mother tongue and future teacher. I had briefly taught French to young students in the past, so I was able to apply these skills to this element of my internship. I also found it useful to think back to my first years of learning French and how I understood concepts that were foreign to me. For example, I had to remember my lessons in college to be able to explain the concept of gender words to English or non-French students. Before the class, I communicated with Louis about the agenda for the next class and, normally, I prepared small activities like flash cards or dialogues for the class. A typical class started with pronunciation lessons and vowel repetitions. For many refugees, French vowels represented a linguistic challenge because these sounds did not exist in their language. They found the practice of pronunciation beneficial because it allowed them to speak better and Louis and I discovered that we could understand their French better when we revise the sounds of the vowels.

Then, in a typical class, we presented a new vocabulary and provided translations, then after having presented the vocabulary several times, we offered a practical activity, and often we separated into two groups: English speakers and Russian speakers. Then we did the same thing with new words. The course was progressive and comprehensive, so we continued to develop the topics. An example of a lesson that we have given is about the habitat and the different rooms in the house (bedroom, living room, toilet, kitchen, etc.). We first taught the vocabulary so they could have it in their notes, then we played a game using the board game board Cluedo. We used the table as a visual guide for vocabulary because there were many different parts illustrated. Students took turns to describe the room and what was in it. It was a fun and useful exercise; I find that the images always reinforce language learning.

On a few occasions, I have felt frustrated because of poor communication or a lack of ability to communicate with certain students because we do not share the same languages. Language differences are an obstacle to explaining why certain sentences in French are formed in this way. Many students spoke Russian (a language I don't speak, but Louis speaks it) and some spoke Georgian. It is important to recognize the linguistic context of these people because the language is learned differently depending on your mother tongue. For example, I learned that in Russian there are no articles meaning "the" or "the" and "a" or "an", which makes teaching the phrase "I go to the supermarket" very difficult because they didn't understand why we didn't say "I'm going to the supermarket". I was sure to remember that even if I could feel frustrated with the barriers to communication, it was probably as frustrating for the students, if not more. They are indeed people who are surrounded by this language that they do not understand and it is my job to help them feel more comfortable and ready to live in France by teaching them French, little by little.

Overall, I really enjoyed my experience teaching French with CASAS. I found it very rewarding and I will remember this experience for years to come. It is an experience that I can apply to other jobs or future projects. I appreciate how I have been able to build valuable relationships with many students and the face-to-face interactions that I have had in my work; I was a person that the students recognized and when I saw some of them at CASAS on Thursdays constantly, they were always friendly and made me feel welcome. I was happy to see the same faces every week and to see their progress throughout the semester, it made me proud. I found it very interesting to see the individual progress of each student and to know their learning preferences. I also felt happy for them because they became more comfortable with Louis and I as the classes progressed and they started asking more questions and engaging more in the class. . In my opinion, teaching these students has been the best part of the experience and I will continue to think about them at the end of this semester. ”

***Jamie Berkson, student at Syracuse University***

# WOMEN IN THE PROMOTION OF GENDER JUSTICE, Ghana. Forty women leaders trained, dialogue with traditional leaders held, and promotional shirts produced



*Dialogue session with traditional and religious leaders on Harmful Cultural Practices and SGBV.*



**Thursdays in Black**



# TRAINING ON CHILD SAFETY AND RIGHTS, Pakistan, benefited approx. 300, 75% are women



# GBV: STANDING AGAINST FEAR IN THE FIELDS..., USA



## National Farm Worker Ministry's HARVEST OF JUSTICE

Building Accountability  
Through Partnership



## National Farm Worker Ministry's HARVEST OF JUSTICE

Come, stand with  
farm workers against  
gender-based violence

The National Farm Worker Ministry invites people of faith to observe the period from Labor Day (Sept. 2) through World Food Day (Oct. 16) as a six-week season for the Harvest of Justice. It is a time to hear the stories of farm worker women, learn the realities of their lives, and act in solidarity by joining them in their struggles to realize safety in the workplace. It is a time for prayer: prayer for farm workers – women and men, prayer for the healing of individuals, prayer for the transformation of institutions and structures that perpetuate violence.



2019

*"As long as we are eating, we are involved with the farm worker struggle."*

– Sr. Tess Browne, SCN, Supporter, National Farm Worker Ministry

### Reflect

Farm worker women organizations across the country make leadership development a priority. Meeting together they share experiences and build an understanding of the power relationships that dominate their lives and contribute to their vulnerability. Isolation, limited English proficiency, lack of immigration status and poverty are all factors. They learn to break myths and taboos in order to take care of themselves, each other, and to strengthen their capacity to be agents of change.

### Solidarity Action

Locate a farm worker organization near you to support. To aid your search, a Farm Worker Network Map can be found on The National Farm Worker Ministry's website, [nfw.org](http://nfw.org). Accompany them in their efforts to change local practices. Also, urge domestic violence organizations in your area to include services for farm worker women.

### Pray

Confess the knowledge of the reality of unsafe workplaces and recommit to act as "harvest hands" to kick out the "evil spirits" – the systems, organizations and individuals responsible for harassment and abuse of farm worker women. Ask to be used in the process of healing the bruised and injured.



National Farm Worker Ministry  
112 Cox Avenue, Ste. 208  
Raleigh, NC 27605  
919.807.8707  
[nfwmenfwm.org](http://nfwmenfwm.org)



**EUROPEAN PROJECT FOR  
INTERRELIGIOUS LEARNING (in  
Netherlands), Bosnia and  
Herzegovina. On-going until  
Nov.21**

**e-SPACIO DE MUJER, Puerto Rico.** eSpacio de Mujer is a small and comfortable area for the women to take a shower and receive case management. The area also has TV, and a kitchen, to spend time. Due to Covid this time is shortened but services like providing food for the women continued following new protocols. As there are some women who are already staying home through our housing programs, we provided some materials to work on at home during the lockdown, as the rate of depression and other mental health problems increased.



**DINING ROOM FOR CHILDREN, Japan.** The Mission of Yudurihanoie is going on though people can not get together on the table and enjoy fellowship on the dish because of Covid-19. We serve out 60 to 70 lunch boxes and people bring them back to their home to eat. We wish the pandemic goes away soon and they eat together again.





# YWCA of Palestine

29<sup>th</sup> World YWCA Council, South Africa, 2019.

Mira Rizeq was elected as World Board President.



Deborah Thomas, past YWCA President, with Mira Rizeq



Young women participants at the World Y Council

**WOMEN  
EMPOWERMENT, Lusaka,  
Zambia. Trained 24 women  
in tailoring, and produced  
600 face masks**



# ENHANCING WOMEN'S CAPACITY TO RESPOND AND PREVENT GBV, Bangladesh.

Benefited nearly  
500 people, mostly  
women and girls.



# CARING FOR THOSE WHO CARE, Chile. Benefited 54 women, on raising gender awareness and self-care tools.



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Arigato  
Maake Camon ban  
Thank You  
Mochchakkeram  
Grazie Dank Je Maake  
Welalin Vinaka Va Tsang Rau Koj  
Chokrane Kia Ora Grazie Danke Merci  
Danke Obrigado Arigato  
Maake Maake Maake Kia Ora  
Merci Kiitos Maake Maake Dankon  
Spasibo Maake Kiitos  
Thank You  
Kia Ora Maake Maake Maake  
Grazie Chokrane Kiitos Spasibo  
Dank Je Maake Maake Maake  
Kiitos Maake Maake Maake  
Mamana Chokrane Salamat  
Dankon Maake Maake Maake  
Grazie Maake Maake Maake  
Matondo Maake Maake Maake  
Arigato Dank Je