



WPI



ORRAN

AUA
American University of Armenia

Streamlining Orran Workshops and Increasing Orran's Visibility

An Interactive Qualifying Project Report

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partial fulfillment of the requirements for the Degree of Bachelor of
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Abstract

Sponsored by Orran NGO, an organization that aids underprivileged children in Armenia, the IQP achieved the goal of optimizing existing Orran workshops and Orran's marketing ability. Methods of increasing brand recognition through product and price tag standardization were implemented, and social media activity was increased. Both product manuals and a social media calendar were provided by the team to aid the organization. All changes aimed to increase the visibility of Orran while expanding and diversifying their potential donors.

Acknowledgments

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Executive Summary

Armenia has faced significant challenges throughout its history as a country, including poverty and social unrest (Armenia: Poverty, n.d). According to the Asian Development Bank (ADB), as of 2022, 24.6% of Armenians live under the poverty line of 52,883 AMD (121 USD) per month (Armenia: Poverty, n.d). Although in recent years, the poverty level has been gradually decreasing, a series of military conflicts with Azerbaijan over the long contested Nagorno-Karabakh region in September of 2023 led to an estimated 120,000 people previously living in the Nagorno-Karabakh region, locally known as Artsakh, to flee to Armenia. Many of these families settled in Yerevan and live in poor conditions (Center for Preventative Action).

In light of Armenia's social challenges, Orran, a nongovernmental organization (NGO) founded in 2000, has strived to empower impoverished individuals by providing nutritious meals, extracurricular activities, and educational tutoring. They help over 300 underprivileged children between the ages of six and sixteen hone skills and learn how to create products to sell (Orran NGO, 2023). In addition, they also offer aid to over 100 at-risk elderly people within Yerevan. Orran's primary goal is to prevent child beggars, and since its founding, there has been a large-scale reduction in child beggars in Yerevan (Orran, n.d.).

The effects of the mass forced migration of September 2023 have been prevalent at Orran and led Orran to take on 80 new Nagorno-Karabakh students in April of 2024 (Orran, n.d.). As the need for Orran continues to increase, current limitations in brand cohesion and overall international visibility highlight the need to make alterations that will optimize Orran's workshops and enhance their marketability to further support their students. With increased demand for products, Orran will be able to extend its services to more people and continue to grow as an organization

Currently, one in three Armenian children from urban areas live under the poverty line (Armstat, 2023), while in rural areas, this rises to one in two (Republic of Armenia, n.d). Orran works to give these children marketable skills in trades such as carpentry, ceramics, sewing, and painting, which help break the cycle of poverty and increase their chances of future employment (Orran NGO, 2023).

Goals and Objectives

This project aimed to optimize the existing Orran workshops and Orran's overall marketing ability. The objectives to achieve this were overall improvements to the Orran brand via product standardization and marketing, launching a social media campaign to increase Orran's visibility on social media platforms, and creating Orran's Gala Video to maximize donations at the annual Orran Gala. The methods to achieve these objectives included observations, conducting focus groups, and identifying overall best practices for Orran to continue pursuing.

It was found that Orran needed more standardization overall, both in products and in the classroom curriculums. Orran has a high turnover rate of employees, with some instructors, and most aides volunteering their time for no pay. To achieve this, manuals were implemented in the pottery, sewing, and woodworking workshops. These manuals not only allowed older students to move at their own pace when creating products but also ensured that new instructors could maintain a curriculum that features at least one product that fits Orran's overall brand. In addition, price tags were standardized to include the student's name and age, the product's price, and a description of the product itself. A QR code was then added to the back of the price tags, allowing for a donor to scan it and receive an infographic featuring the students. This infographic

also features a Linktree, allowing the donor to easily access Orran’s website, Facebook, and Instagram.

To increase Orran’s social media presence, the IQP team uploaded four short videos in the seven weeks they were in Yerevan. They compiled Orran’s old videos into a calendar, allowing Orran’s social media head to quickly access prior content that could be reused. The team generally changed the theme of Orran’s short-form videos to showcase more of the students’ personalities while highlighting what Orran does for their students.

Lastly, Orran requested that the team create the annual gala video that will be showcased in the summer of 2024 to international donors in Los Angeles, California. This video strongly featured the students as they were asked questions like “What does Orran mean to you?” “What is your favorite memory of Orran?” “What is your favorite meal at Orran?” and “What do you want to be when you grow up?” All these questions, and many more, were asked and recorded to over 50 students, allowing the group to create a meaningful video of what a difference Orran can make in these students’ lives.

Recommendations

After completing these objectives, the IQP team compiled a number of recommendations for Orran based on the success of the methods used throughout the IQP.

It is suggested that the instructors, based on the initial response by the students, pursue the creation of additional manuals relating to specific holidays based on the template designed by the IQP team. Orran already makes seasonal items, but by implementing manuals, they can be made year-long whenever students desire.

The team recommended that Orran have a target that 80% of the products in the main entryway be accompanied by completed price tags, and to continue adding QR codes to their

existing stock of price tags. When the existing stock of tags has diminished the team recommends printing all new price tags with the QR code on the back. The team also recommends implementing a method of tracking what products are sold and for how much. This would include a short description of the product, the donation amount, and what student created the product. This data would help with any future standardization efforts to identify the most desirable and profitable products.

To maintain the current social media campaign, the team recommends that Orran utilize the provided calendar, and make efforts to consistently upload short form content once a week. This would allow Orran to have consistent uploads for an entire year. It is recommended that Orran plays the video the team created for their annual gala. After this, the longer Gala video can be split into 40-60 second videos and used as short form content on Orran's Instagram and Facebook.

Conclusions

With all these recommendations, Orran itself plays a key part in any success. The organization's commitment to implementing, sustaining, and evolving the recommendations from the team will shape the course of this project's long-term impact. Collaborating closely with their sponsor, the team has devised numerous strategies to enhance marketability, bolster brand recognition, and amplify social media presence. Each adjustment is linked to fostering a stronger connection with supporters, empowering Orran to expand its reach and enrich the lives of even more individuals in need. The team worked closely with their sponsor and developed many methods of improving marketability, in addition to brand and social media recognition. All changes aimed to increase the opportunities for the students of Orran and increase the overall reach of Orran in the communities they serve

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CHAPTER 1: INTRODUCTION

Throughout its history, Armenia has faced significant challenges, including poverty and social unrest (Armenia: Poverty, n.d). In light of these challenges, Orran, a nongovernmental organization (NGO) founded in 2000, has strived to empower impoverished individuals through extracurricular activities and tutoring. They help over 300 underprivileged children between the ages of six and sixteen hone skills to create viable products. When the products are sold the children receive 20% of the proceeds (Orran NGO, 2023). Orran's primary goal is to prevent child beggars, and since its founding, there has been a large-scale reduction in child beggars in Yerevan (Orran, n.d.). The current limitations in brand cohesion and overall international visibility highlight the need to make alterations that will optimize Orran's workshops and enhance its marketability to increase the number of donations coming into the organization.

With an increase in demand for products, Orran will be able to extend its services to more people and continue to grow as an organization. After the loss of Artsakh in 2020 (Matossian, 2023), Orran has offered aid to the displaced children, and with more funding, they will be able to increase their outreach (Orran, n.d.). Currently, one in three Armenian children from urban areas live under the poverty line (Armstat, 2023), while in rural areas, this rises to one in two (Republic of Armenia, n.d). Orran works to give these children marketable skills in trades such as carpentry, ceramics, sewing, and painting, which help break the cycle of poverty and increase their chances of future employment (Orran NGO, 2023).

This project aims to optimize Orran's marketability to increase donations for Orran and its product producing workshops, namely painting, sewing, pottery, and woodcraft. This involves standardizing products to increase market appeal and creating a more distinguished Orran brand.

Additionally, the project aims to enhance Orran's visibility internationally by working on several short videos for the organization's social media and Orran's gala video.

A comprehensive approach was adopted to achieve these objectives. This included researching and developing workshops that allow students to learn marketable trades to address the issue of poverty in Armenia while providing steady income and lifelong skills for children. The workshops focused on creating marketable products that teach valuable skills that will open opportunities for the students to later pursue a profession relating to what they did in Orran and break the cycle of poverty. Further initiatives were explored to improve Orran's strategy and visibility, ultimately strengthening its mission.

Our goal was to optimize the existing Orran workshops, and Orran's overall marketing ability. The objectives to achieve this were improvements to the Orran brand via product standardization and marketing, the launch of a social media campaign to increase Orran's visibility on social media platforms, and the creation of Orran's Gala Video to maximize donations at the annual Orran Gala.

CHAPTER 2: BACKGROUND

Armenia is a landlocked country in the highlands of West Asia and a part of the Caucasus Region of Eurasia (Yeremyan, 2023). The country has faced high poverty rates due to a multitude of factors including natural disasters, political unrest, and land disputes with the bordering countries (Matossian, 2023).

2.1 Recent History of Armenia

The 1988 Spitak earthquake heavily impacted Armenia and 40% of the nation's economic and social infrastructure was impacted with an estimated economic loss of 15-20 billion USD, and half a million Armenians left without shelter (Wilmers, 2020). Over 25,000 Armenians were killed and 20,000 were injured (Matossian, 2023). These large scale damages increased the homeless and unemployed populations which increased the overall poverty in the country (Matossian, 2023).

Conflicts with Azerbaijan over land plagued the nation since the USSR dissolved. This included the Nagorno-Karabakh conflict in 1988, leading to the displacement of 353,000 Armenians from Azerbaijan to Armenia and the Artsakh region. In 2020, these conflicts were renewed and the entirety of Artsakh, a land area previously under Armenian control, was seized by Azerbaijan. The conflict over Artsakh led to the displacement of 100,000 Armenians from the region with many still facing food and housing insecurities (Matossian, 2023). Figure 1 shows a map of Armenia and the Republic of Artsakh during the 2020 conflict.



Figure 1: Map of Armenia and the Republic of Artsakh region. Note the capital, Yerevan, in bold and the town Spitak in the north.

Note: Figure provided by Nation's Online Project under fair use law.

Figure 1 displays Armenia during the 2020 conflict with Azerbaijan. The Republic of Artsakh is shown belonging both to Armenian and Azerbaijan with it being colored with both nations' colors.

2.2 Poverty in Armenia

This history of war and natural disasters greatly impacted the lives of Armenian civilians (Matossian, 2023). According to the Asian Development Bank (ADB), as of 2022, 24.6% of Armenians live under the poverty line of 52,883 drams (121 USD) per month (*Armenia: Poverty*, n.d). As of 2022, 1.2% of Armenians face extreme poverty, experience food insecurity, and make

29,934 drams (68 USD) or less a month (*Armenia: Poverty, n.d*). This is predicted to increase as 120,000 Armenians were forcibly removed from the Republic of Artsakh in 2023 (Light, 2023). Most of these people have nowhere to go, but to Armenia to seek refuge. The influx of impoverished, displaced refugees has placed a greater strain on the Armenian economy and increased poverty overall (Light, 2023).

In Yerevan, the capital and population hub, the poverty rate was 15.9% in 2021, with the average urban population being 21.8% and rural being 33%. Compared to the poorest Provinces of Gegharkunik and Shirak which averaged 49.1% and 46.9% respectively (*Armenia: Poverty, n.d*). According to the 2023 census Gegharkunik and Shirak together comprise over 9% of Armenia's population. Yerevan has a significantly higher population comprising 35% of Armenia's current population or about 1 million residents. Using the population, and poverty levels of each region, Yerevan houses 5.4% of Armenians below the poverty line making less than 52,883 AMD (121 USD) a month, while Gegharkunik and Shirak house 6.3% (*Republic of Armenia, n.d*). In addition, many provinces with lower populations experience higher rates of poverty, closely relating to the education available to the citizens. Many areas have inconsistent or nonexistent access to the internet with only 66.5% of Armenians having access to the internet (Gnangnon, 2020). This greatly impacts the skills taught in schools, in addition to the accessible content for the students. These limitations impact the variety of jobs and opportunities for the civilians living in rural areas resulting in a cycle of poverty (Barrientos, 2011). Table 1 shows the poverty rates in Armenia based on completed education.

Poverty Rates in Armenia Based on Education Level, 2022

Education Level	Extremely Poor	Poor	Percent, poor (referenced population)	Percent (referenced population)
Elementary and Primary	5.2	35.1	1.9	1.2
Incomplete Secondary	2.1	33.7	14.3	9.7
General Secondary	1.2	26.0	49.6	43.4
Vocational Secondary	0.5	19.4	19.4	22.9
Higher	0.2	14.9	14.8	22.8
Total	1.1	22.8	100	100

TABLE 1: Poverty and extreme poverty rates in Armenia based on education completed spanning from elementary and primary to higher education. The survey population mentioned in the ARMSTAT report was 5184 households.

Note: Adapted from *Armenia - Poverty Snapshot Over 2019-2022*, p. 116. Copyright 2023 by Armstat 2023

The table indicates that the less education an individual in Armenia completed, the more likely they are to fall into the poor or extremely poor category. The data gathered was based on 5184 employed household members, ages 16 - 75 through the Integrated Living Conditions Survey (ILCS) conducted annually by ARMSTAT. The table uses the concept of relative poverty to make claims and denotes individuals in poverty as those making less than 60% of the country's median wage; the extreme poverty cutoff is not noted in the study (Armstat, 2023).

The concentrated population in Yerevan allows more individuals to access government aid and nongovernmental organizations with less need for transportation. In Yerevan, the population density causes many to be unaware of their neighbors' situation. In contrast, residents in rural areas are very aware of struggling families and would jointly provide aid (Matossian,

2023). This leaves government funded and nonprofit organizations to fill this gap, especially for those in urban areas.

Children are one of the groups most impacted by poverty with 34% of minors under the poverty line (*Republic of Armenia*, n.d). These numbers were gathered from UNICEF studies in 2017 and showed no improvement from a prior collection in 2008 (World Bank, 2024). The number of children and the ranges in age impact an individual child's chances for success, with many families prioritizing one child to further their education or learn a specific trade. In addition, the birth rate has been steadily decreasing by 2-3% every year since the early 2000s (World Bank, 2024). The overall birth rate has decreased from 4.8 in 1960 to 1.6 in 2021 (World Bank, 2024).

Collaborations between local organizations and international entities, such as local NGOs, along with a focus on the consequences of significant historical and global events, offer a comprehensive understanding of the challenges faced by children in Armenia. These challenges, stemming from a history of war, genocide, and unrest, include but are not limited to, poverty, food insecurity, lack of necessary health services, and inconsistent or nonstandardized education (Thomas, 2020). This knowledge forms the basis for ongoing efforts to develop impactful solutions and interventions for improving the lives of impoverished children in the country (Thomas, 2020).

2.3: Nonprofit Organization and Project Sponsor, Orran

Nonprofit organizations can provide many necessary enrichment opportunities to those struggling with poverty and inequality of opportunity. A nonprofit organization is a legal entity formed to create collective social benefits instead of creating a profit for specific owners. Many Nonprofit organizations were created to combat the challenges facing Armenia after the collapse

of the Soviet Union (*Country and Government Context*, 2011). In 1996, the Armenian government encouraged nonprofits to transition from providing immediate aid to fostering long-term development among locals, emphasizing self-sustainability. Subsequently, from 1997 to 2001, Armenia experienced a significant increase in nonprofit creation, rising from 500 to 2,585 organizations. This growth reflects a broader shift towards sustainable community development initiatives, indicating a rising awareness of social issues and a commitment to addressing them through structured, organized efforts (*Country and Government Context*, 2011).

During this period of unprecedented nonprofit expansion, the creation of a nonprofit governmental organization, Orran, occurred. Orran, which means “haven” in Armenian, was founded in 2000 in Yerevan to combat the poverty epidemic in Armenia by Raffi K. Hovannisian and Armine K. Hovannisian (Orran NGO, 2023). The organization targets children who beg on the streets to provide for their families. Starting with 16 students, Orran has since grown to encompass over 300 children ages 6-16, and 100 at-risk elderly individuals. In 2012 Orran opened an additional location in Vanadzor, the third largest city in Armenia (Orran NGO, 2023). Orran's mission statement states they “empower vulnerable children” by diverting at-risk youth off the streets and instead participating in extracurricular activities. They also fight the concept of child beggars by providing education and other opportunities to “break the cycle of poverty” (Orran, n.d.).

At Orran, active learning methodologies are used to shape the learning curriculum of the students. Active learning goes beyond traditional teaching methods by actively engaging participants in the learning process (Tudor, 2013). Through workshops such as pottery, sewing, woodworking, computer skills, choir, and painting, they immerse students in hands-on activities where they are encouraged to explore, experiment, and problem-solve (Tudor, 2013). By actively

participating in these workshops and engaging in experiential learning activities, students become active participants in their learning journey, gaining practical experience and confidence along the way. These active learning methodologies not only teach practical skills but also empower individuals to become lifelong learners equipped with critical thinking and adaptability, thus fostering a deeper understanding and application of knowledge (Kicherova, 2020).

Before students start the workshops, they are provided a hot nutritious meal and can get help on homework. Students also receive reimbursement for any traveling fees. Four of these workshops result in a tangible product. Orran presents these products to sponsors at their U.S. events and in their buildings' reception area. If a sponsor wishes, they can take a product in return for a donation to Orran. When a donation is made 20% of the donation goes to the student who created the piece, 20% goes to their teacher as a bonus, and the remaining 60% goes to the specific workshop fund to pay for materials. Each class has a budget for materials and the cost of maintaining the workshop. Some past Orran students now make a living with the skills they learned in workshops (Orran, n.d.). A good example of how Orran has prepared and aided students through their work is Manvel. Manvel has attended Orran since 2014 and is one of the best students in the woodworking workshop. The proceeds he received from his artwork were used to go food shopping with his grandmother. “His dream is to succeed so that he can take care of his aging grandparents... he knows his dream will come true because he has Orran as family” (Orran NGO, 2023).

2.3.1: Current Workshops

This study focused on optimizing workshops at Orran with a resultant product in the facility located in Yerevan. Orran offers workshops on Math, Armenian, Russian, English, computers, guitar, choir, sewing, painting, pottery and woodworking. The only workshops that

currently produce physical products are limited to sewing, painting, woodworking, and pottery which are the focus of this paper. The children in Orran's workshops are split into three age groups that rotate depending on the day. The youngest group ranges from 6-9 years old with 29 active students, the second, from 10-12 years old with 40 active students, and the last from 13-16 years old with 33 active students. All children ages 6-16 years old rotate through the sewing, painting, and poetry workshops while only those aged 10-16 years old participate in the woodworking workshops. The proceeds from sponsors donating and receiving a product from these workshops in 2023 totaled 69,700 AMD (172 USD), with pottery selling 18,200 AMD (44.39USD), woodcraft selling 34,500 AMD (84.15 USD), and sewing 16,600 AMD (40.49 USD) (*M. Varosyan, personal communication, February 7, 2024*). Some of the current products from Orran are featured below in Figure 2.



Figure 2: Examples of Orran's current products. The sewing workshop produced the products shown in the top right and left images, ceramics produced the products in the bottom left image, and both ceramics and woodworking products are featured in the bottom right image (Copyright: Varosyan, February 7, 2024)

As seen in Figure 2, Orran displays projects made by the children throughout Orran's building. Sometimes potential donors notice a product they particularly like and make a donation for the set "worth" of the product and receive it as a gift for their donation. Orran provides tours for donors to see the facility upon request; this is how most items are sold. The combination of these two selling methods results in the sale of a product approximately once a month and ranges from 400 AMD (1 USD) to 8,000 AMD (20 USD). Some items are also sold by the instructors of the workshops to friends and family but this is done less frequently but for a larger overall profit. After a large donation, items are also gifted to donors and organizations as a thank you from the children.

2.4: Social Media

Social media has grown in recent years for Non-Profit Organizations to be the most popular medium for interacting with donors (Quin, 2022). More than 70% of NGOs agree that social media is one of the most effective methods for obtaining donations and studies show increases in online donations year over year (Quin, 2022).

Orran has a social media presence on some platforms including Instagram and Facebook. They post photos consistently on both, however, only post videos when an event is happening at Orran and an administrator has time to film it. The social media has found some success with 11,000 Facebook followers and 2,500 followers on Instagram. However, their interaction on posts has varied success. Some posts have had as little as 7 likes; while most have between 30 and 100 likes on both platforms, showing low interaction with followers of 1.2% to 4% on Instagram and 0.27% and 0.90% on Facebook. Orran targets posts toward current supporters aiming to keep them updated on Orrans events and development. The group was asked to make

changes to Orran's social media to reach new audiences and increase their presence on both Instagram and Facebook.

2.5 Best Marketing Practices of Similar Charities

There are many examples of charities that help underprivileged children, similar to Orran, both within Armenia and internationally. One example of an international nonprofit is Save the Children with the mission statement "We believe every child deserves a future." Save the Children's marketing to donors consists of using the stories of their children to create emotionally charged videos to appeal to donors. They also have a "sponsor a child" system with specific metrics to show a direct impact. For example, there are pictures of children on the Save the Children website, when a child is selected the monthly cost to sponsor them is listed. Also included is what services are provided to the child encompassing education, health care, and nutrition. This program helped support 183 million children in 120 countries in 2021. Save the Children also gained 6.1 million followers on social media in 2021 as a result of their social media programming (*Charity Organization for Children*, n.d.).

2.6: Prior Collaborations

It is important to highlight Orran's prior collaboration with WPI and the partial success in completing a project focused on creating a Patreon for Orran. Patreon is a fundraising website and it was chosen to help Orran successfully collect more funds and further develop their advertising strategies. Orran has not yet chosen to implement patreon in their donation plan. This research serves as a valuable starting point to discover areas for improvement and innovative approaches for our ongoing project. Acknowledging the prior research for the Orran organization helped to circumvent a duplication of effort with the current study.

A key argument that shaped the previous team's project asserted that Armenia, being a post-Soviet country, resulted in a lack of knowledge and opportunities for children and hindered their development and better understanding of their surroundings. For instance, recent research shows that the fall of the Soviets caused many struggles for Armenia's economic and political structures (UNICEF, 2016). There was an overwhelming push for democracy resulting in the new government structure of Community Driven Development (CDD) projects that would dissuade the growing issues of mistrust and poverty (Babajanyan, 2005). This chaos caused by the dissolution of the Soviet Union is still impacting the development of young people in the country and has resulted in increased poverty of families and numerous children staying without proper health care, education, or decent daily meals (UNICEF, 2016).

2.7: Goals and Objectives

The 2024 Orran sponsored Armenian project group was given the task to “optimize benefits of Orran's arts and crafts workshops.” These workshops contain twofold benefits. First, they teach the children valuable, marketable skills and developmental traits; second, they offer the children the chance to sell their goods to create income for their families that do not need to rely on begging (Orran, n.d.). The IQP did not compromise on the child's development to improve the workshop quality of items. Our study focused on directing the workshop beneficiaries to create a range of products that are marketable in the present and teach lifelong skills.

This project intended to critique the workshops that Orran currently engages in to align with cutting-edge research in child development. Both of Orran's goals of providing a safe space for child development, and providing their students with valuable skills to combat the concept of childhood begging were preserved. The implementation of our findings seeks to enhance the

child's experience by supplying Orran with workshops that give the child a useful skill that can produce products viable in today's markets. Finally, this paper provided other recommendations that indirectly optimize and strengthen Orran's workshops and mission. The team does not only want to improve the workshops but also improve the channels in which these products are sold. The more visibility Orran has the more donations they receive and the more products sold.

Our goal was to optimize the existing Orran workshops, and Orran's overall marketing ability. The objectives to achieve this were overall improvements to the Orran brand via product standardization and marketing, the launch of a social media campaign to increase Orran's visibility on social media platforms, and the creation of Orran's Gala Video to maximize donations at the annual Orran Gala.

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CHAPTER 3: METHODS

Our goal was to optimize the existing Orran workshops, and Orran's overall marketing ability. The objectives to achieve this were overall improvements to the Orran brand via product standardization and marketing (3.1), the launch of a social media campaign to increase Orran's visibility on social media platforms (3.2), and the creation of Orran's Gala Video to maximize donations at the annual Orran Gala (3.3).

3.1: Areas of Improvement Within Orran

Our first objective was to identify areas of improvement within the workshops of Orran and identify a competitive, engaging way to distinguish Orran's products. The methods to do this included observing the workshops and conducting focus groups with staff. Our primary deliverable to achieve distinguished Orran products was a standardized price tag system to ensure consistent prices and acknowledgment of their creator for Orran products in addition to providing manuals that would allow Orran to create a recognizable product that could be bought in bulk.

3.1.1: Observations of Workshops

The first objective while in Yerevan was to observe the students and instructors in the workshops to see how they work every day. The focus of these observations was to identify which of the workshops and activities we should focus on. The observations included how students transitioned from workshops during a typical day at Orran, how many workshops a student would attend in a day, the typical time it took for them to complete a set project which can span from paintings to wooden sculptures, and the current teaching style. The team dedicated at least 8 hours to these observations individually over the first two weeks on site, giving a total

of 32 hours of direct observation as the minimum time of direct observations. Observations were also made on how classes are conducted, and specifically how much time was spent teaching the larger group compared to working with individuals or smaller groups. All the observations were conducted to reduce the chances of negatively impacting the students and instructors and ensure that any proposed changes were feasible for Orran to implement. This included conducting observations in smaller groups while ensuring at least one member spoke Armenian.

3.1.2: Focus groups

Focus groups were conducted for the workshop teachers at Orran. This aimed to increase the comfort of the faculty with our presence in their classrooms and within Orran as a whole. The instructor's perspective was very important to ensure any changes in the workshops would still make the experience enjoyable for everyone participating. In addition, their feedback was important to ensure any changes would not increase their overall workload and were realistically feasible in their classes. All focus groups were conducted in Armenian, and recorded via iPhone to be later translated to English by the Armenian members of the group.

Focus groups were conducted with the three teachers who run the painting and pottery, sewing, and woodworking workshops. This was done to ensure the group understood how the students transferred from one class to the next, and what was overall felt to be the greatest difficulties and strengths of the students. A sample question prepared for the instructors during the focus groups was "What if any, products are most popular with donors? And what, if anything, do you think influences this?" Refer to Appendix A for all questions asked to the instructors and their translations to Armenian. Informed consent forms can be found in Appendix B. The Armenian members conducted the focus groups for the instructors in Armenian.

3.1.3: Standardized Price Tags

The current price tag includes the price of the product, a short description, and the name of the student who created it, as shown in Figure 9.



Figure 3: Items produced by the sewing workshop on showcase in Orran's entryway in Yerevan

As seen in this image, there was little detail about the student and the product itself. Many products outside of Orran's main entrance area do not have tags or are missing the student's name, age, hours spent on the product, or the product's name. Orran currently sends postcards by mail featuring images of the students and a personalized thank-you for online donations. While in person donors often receive a tour of Orran's building a similar postcard system does not currently exist for on site donations. A goal was to implement a similar system for in person donations as well. The IQP team has been pursuing methods of including an image

and thank-you after in person donations that receive a product. Research was conducted on different methods of showing a similar visual postcard for in person donations.

3.1.4: Identifying Workshops and Products that Can be Standardized

Information collected from section 3.1 was used to identify which workshops were best suited for product standardization. The criteria for a workshop to be considered were that it produced a popular product to sell, the best safety practices and skills needed to make a product would have already been taught to the target age range, and the instructors showed that it was a viable option for the students in their class. Based on these criteria, products were then selected from the viable workshops with input from the instructors and students. These products had a separate set of criteria to be considered for manuals. These included that they were relatively easy, used skills already taught within the workshops, had very little safety risk, and were marketable to larger companies. The age potential age ranges the group could focus on were limited to 6-9, 10-12, and 13-16 years old. The criteria of the age range the group would focus on were that the students would have to know basic safety standards, require little direct teaching from the instructors, and have general respect for the materials and other students within the workshop.

3.1.5: Creating manuals to standardize Workshop Products

To standardize the workshop and provide step by step instructions on the construction of workshop products, the staff suggested creating an easy to follow manual. The manuals were created by going step by step through the creative process following a similar procedure as used by companies like LEGO to minimize the complexity of the overall product to make it more accessible to younger age groups.

3.2: Social Media Campaign

Orran's current social media strategy is to keep its followers updated on what is happening inside the organization which can result in periods with few or no posts. Their posts usually involve pictures or short videos with descriptions in Armenian that are sometimes translated into English. These videos are published on both Facebook and Instagram. Orran's Facebook usually receives higher likes and views. Some of the posts on their page involve videos with the children working on their workshops with music overlaid. Based on general viewer feedback relayed to the IQP team by an Orran contact and marketing strategies from similar nonprofits, the research group identified a video type that Orran can implement in their overall marketing strategy: short videos that showcase the children's personalities and daily activities. This type of video can be made without a specific event having to take place allowing for more frequent posting.

Additionally, using historical data, the dates of significant gaps in time between posts were identified. To be considered a significant gap, greater than one week must have passed between the social media posts. Based on a study in 2015 from HubSpot the ideal posting amount for a nonprofit of Orran's size is 1 to 3 times per week ("How Much Time Should Your Nonprofit Invest on Social Media," 2015). The results of the social media campaign, during the 7 week project schedule, determined which type of content will fill the gaps in Orran's posting schedule.

3.2.1: Short Video Social Media Campaign Procedure

Short videos have been created by people since before 2009, but have become hugely popular in recent years (Potrel, 2022). The platform TikTok, released in 2016, allowed for creators and companies to advertise to millions of people for free. The scale of advertising was

only limited by the popularity of the video with the Tik Tok audience (Potrel, 2022). Tik Tok's popularity led to the creation of similar software concepts on existing platforms such as Instagram and Facebook reels, under the parent company Meta. Reels in the last 3 years has experienced growth on par with Tik Tok, and recently has overtaken Tik Tok in overall watch time among users (Southern, 2023). Short videos were chosen as the content type for the IQP team to create due to their huge upside and very little downside. These videos have a chance of becoming extremely viewed thus vastly increasing Orran's visibility. If the videos did not reach a large audience they would still serve to keep Orran's current audience engaged on Orran's page. Reels were chosen as the platform for video distribution for this project because Orran already has an Instagram and Facebook following summing together for over 13,000 followers.

A priority was that all videos required minimal editing and could be recorded on a smartphone by anyone and be compiled into a video. This was a priority because Orran has one employee who handles social media in addition to other roles so any content must be relatively easy and quick to create. The IQP team began a video creation campaign with this in mind using Capcut, the video creation software the Orran employee responsible for social media already edited on. The team used a Canon Vixia HF800 camera and a tripod to film the videos to have increased quality over a smartphone, however, the styles of the videos would allow for a smartphone to be used instead if needed. The goal of these shorter videos was to ensure Orran had a consistent social media presence between their larger events. Areas in the calendar year with historical gaps in content were identified and targeted for new content ideas.

The children who were participating in the videos were chosen based on the type of video and whether their parents had signed the video release with Orran. Some videos were passively filmed to show the children in a candid environment. For these videos, there was no

differentiation within the pool of eligible children under the video release. For the videos that required children to speak they were chosen based on interaction with the children by the IQP team. The selection for this included variables such as the child's ability to speak clearly and the child's comfort in front of a camera.

The final step of the social media process was to compare the analytics of Orran's old method of content creation to the videos the IQP team created. Using social media analytics videos were compared using metrics including likes, shares, and page interaction data to show the success of a post. Data like this is readily available on Instagram and Facebook due to Orran's public setting. The IQP team used data on Orran's current social media platforms from the past year to establish an average baseline for their primary platforms, and then compared data from our videos to this baseline.

3.3: Gala Video to Maximize Donations

The sponsor requested the IQP team create a video to be played at the beginning of their annual gala in Los Angeles, California in June 2024. The gala is the largest donation event Orran holds and the video will be used to show donors Orran's mission and charitable work. The two facets of Orran's organization the IQP team identified to focus the gala video on are showing the legitimacy of Orran's impact and evoking an emotional response in the donor. Additionally, the longer curated video can be split into shorter-form content to allow a longer release schedule after the gala's conclusion. Meaning that various shots of kids from the gala video will be posted separately. The latter will help to fill the gaps in the upload schedule mentioned in (3.3.1).

The video was filmed using a Canon Vixia HF800 camera and a tripod, while editing was done using Capcut. The video premise was to interview as many Orran children, staff, and parents as possible and ask one simple question: "What does Orran mean to you?" The interview

candidates were only limited based on their willingness to participate in the video. The question was asked in the children's native language of Armenian, but English subtitles were input into the video to allow for understanding to a wider audience. The answers, being unscripted, guided the team into what type of emotional reaction the video would create. The responses were weighed by the IQP team and chosen to be put in the video based on the quality of the response in relation to the stated goals of the video. For example, a response that "Orran keeps me from begging on the street" would be judged to be more impactful than "I come to Orran because my parents asked me to." By interviewing the most people possible the answers were more varied and allowed for the best ones to be chosen.

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CHAPTER 4: RESULTS

Our goal was to optimize the existing Orran workshops, and Orran's overall marketing ability. The objectives to achieve this were overall improvements to the Orran brand via product standardization and marketing, the launch of a social media campaign to increase Orran's visibility on social media platforms, and the creation of Orran's Gala Video to maximize donations at the annual Orran Gala.

4.1: Direct Observations

The primary goal of objective 1 was to identify where there were areas of improvement within Orran and identify any changes that would shape any other methods. The methods to do this included observing the workshops over the first four weeks of the project, and conducting focus groups and interviews with students and staff. All direct observations served to attain a better overall understanding of any areas of improvement or limitations within the workshops and served to shape any further results. These results were documented via pictures of current products, videos of the classroom environment, and audio recordings of the focus groups conducted with the teachers.

4.1.1: Observations of Workshops

In observing the workshops, it was identified that out of the four target workshops of painting, pottery, sewing, and woodworking only pottery, sewing, and woodworking would benefit from a standardized product. Painting was found to already have an adequate amount of standardization, and any further moves to standardize it were discouraged by the instructor. It was discovered in this stage that painting and poetry are taught by the same instructor. In observing the students and how they attend the workshop it was found that students could move

freely from each workshop and that the workshops themselves follow a weekly schedule as seen in Table 2.

Orran Workshop Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Sewing	X		X		X
Painting				X	X
Pottery	X		X		
Woodworking		X		X	

Table 2: A schedule of Orran's current workshop offerings. It must be noted that the painting and pottery classes are taught by the same instructor. In addition, the woodworking instructor is a volunteer so their schedule was not as reliable.

Many students visited multiple workshops, but some chose to stay in a specific workshop for the entire period. This means that any efforts to standardize products would benefit from allowing students to leave, and seamlessly pick up at a later point in time. In addition, there is no set time for students to complete projects, but it varies between the workshop types and the level of class participation. For example, many students in the woodworking workshop work on a large piece together over a few weeks and are paid based on the hours they work. In contrast, painting could be completed in one to two workshops. It was also found that instructors spend most of the time directly teaching the younger students, while older students have less direction.

4.1.2: Focus groups

Focus groups with the faculty identified that only the older students should be targeted with any standardization attempts. They also suggested different products for each workshop. The instructors gave feedback on the style of the manuals and information about the required durability. For example, they need to survive rough handling from students, and have simple language so all levels of literacy can still follow along. The instructors also conveyed that the

manuals would have the most success with the older age groups because they had the necessary skills, and familiarity with the mediums, and safety procedures.

When questioned about the best products to create manuals for, the sewing teacher recommended tote bags, answering, “We have worked on the tote bags so many times ... and we have sold many as well.” The woodworking instructor agreed that a birdhouse would work well as a manual for his workshop. The pottery instructor mentioned cups and mugs as a good choice saying, “Yes, also they [donors] like the cups, the uneven ones, made by kids, with a heart on it.” The instructors also were very receptive to the idea of standardizing price tags and implementing a QR code on the price tags.

4.2: Overall Improvements to the Orran Brand

Identifying a simple, and engaging way to distinguish Orran’s products was a priority for the Orran IQP team. Our primary deliverable to achieve this was a new price tag system for Orran products and manuals that would allow Orran to create a recognizable product that could be bought en masse.

4.2.1: Standardized Price Tags

With feedback from the instructors from the focus groups, the group decided to pursue standardization of the price tags to ensure each one included the student’s name, age, product, and cost. It was observed that many price tags throughout Orran include a range of all this proposed information, to completely missing a price tag. The group asked the teachers to provide the required information on the majority of products in the main entryway. The standardized price tags can be found in Appendix C.

4.2.2: Implemented QR Codes

A QR code that led to a virtual thank you letter with a photo of the Orran students was added to the back of the price tag. This included both an English page and an Armenian page that contains a video of Orran students saying thank you in Armenian. The English page can be seen in Figure 4 on the right. The QR codes were initially intended to be personalized to each student, but with feedback from the faculty about the logistics of possible storage space issues, they were limited to one QR for all products which can be seen in Figure 4 on the left. The group printed out QR codes and glued them to any existing stock of the existing Orran tags and currently displayed product price tags.



Figure 4: Left image is the live QR code implemented on the back of Orran's price tags. When scanned it leads to the right image which is the virtual postcard implemented for English speakers.

As shown in Figure 4, the thank you card features multiple images of the children of Orran and reminds the donor that 20% of their donation goes directly to the student who created the product they received. The QR code is live and tracks when it is scanned, allowing Orran to passively collect data on when products are sold. Both pages included links to a Linktree that was developed by the team which can be viewed in Figure 5. This Linktree allowed for easy access to Orran's website, online donation page, and social media platforms. This Linktree was created with feedback from the current social media faculty member and was also added to the

Orran social media pages account description. Both thank you postcards can be found in Appendix C with the QR code used on the back of the price tags.

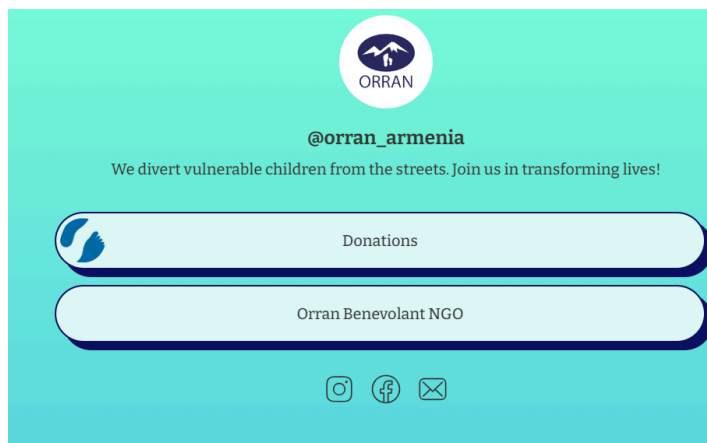


Figure 5: Linktree developed for Orran with easy access to Orran’s website, social media, donation page, and email.

As shown in Figure 5 the Linktree includes easily accessible links to Orran’s online donation page, a link to the website, along with their Instagram, Facebook, and email. The social media chair was given all access to both the postcards and Linktree to allow for any required changes to be made in the future.

4.2.3: Identifying Workshops and Products that Can be Standardized

The information from the focus group with instructors was used to identify the pottery, sewing, and woodworking workshops as being most suited to benefit from any standardization efforts. Each instructor suggested products that the students would have the necessary skills to create. These products included a tote bag for the sewing workshop, a coil mug for the pottery workshop, and a birdhouse for the woodworking workshop.

4.2.4: Creating Manuals to Standardize Workshop Products

The products discussed in section 4.2.2 were created into detailed manuals tailored for students aged 13 to 16. Taking in feedback from the focus groups, it was decided that three manuals would be created for the 13-16 year olds, one each for woodworking, pottery, and

sewing. The manuals would use simple language and be laminated. These manuals were crafted, drawing upon invaluable feedback from both students and faculty at every stage of development. Clarity and accessibility were emphasized, and each manual incorporated concise step-by-step instructions accompanied by imagery. Their purpose was not to replace teacher instruction entirely but rather to augment it, allowing instructors to dedicate more attention to younger students while only assisting older students as needed.

During the focus group and interview stages, it became evident that Orran experienced a notable turnover rate among instructors. Many are volunteers or remain with the organization for a limited time. Recognizing this challenge, the manuals were designed to ensure continuity in teaching Orran-branded products, irrespective of an instructor's specific skill set. An example page from the manual of the woodworking workshop is illustrated in Figure 5, showcasing instructions in Armenian alongside clear visual aids. The structured, numbered format of the manuals facilitates seamless progress for students, even if their participation is interrupted or if they work in a different workshop for an extended period.

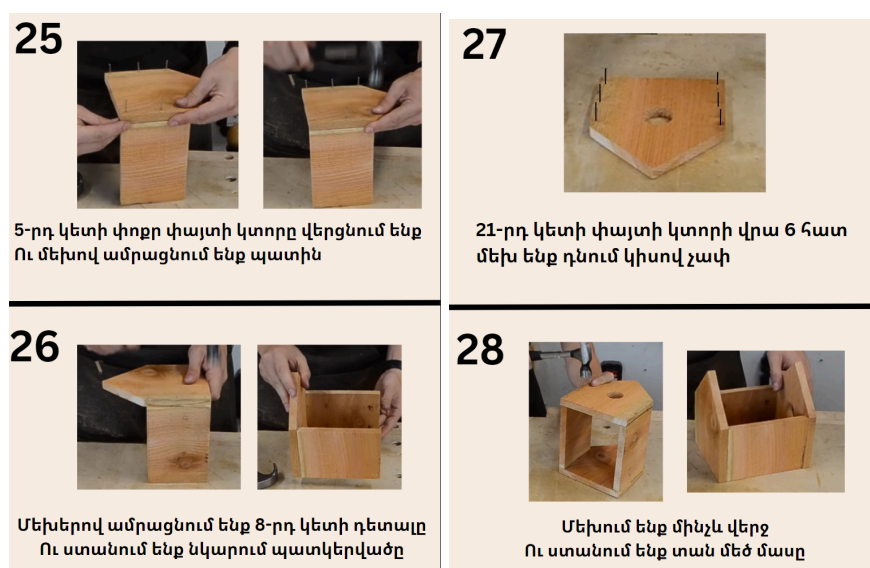


Figure 6: Pages from the woodworking manual for creating functional wooden birdhouses.

All manuals are compiled in Appendix D, providing a resource for instructors and students alike. This initiative not only streamlines the teaching process but also enhances the overall efficiency and consistency of Orran's educational programs.

4.3: Social Media and Improving Orran's Visibility

Objective 3 focused on Orran's social media presence and overall improved the visibility to their online audience on Facebook and Instagram. In addition to creating a social media campaign, an upload schedule calendar was also created to ensure the longevity of these changes. This calendar drew upon the learnings obtained from the campaign's performance and incorporated data taken from past social media successes achieved by Orran. By using this valuable information, Orran aimed to optimize its social media presence and ensure consistent and strategic content dissemination across various platforms.

4.3.1: Short Video Campaign

A series of short videos tailored for Orran's social media platforms were produced. The primary aim behind these videos, the link of which can be found in Appendix E, was to conduct an experiment. Specifically, we sought to determine whether featuring the personalities and daily activities of the children involved would lead to a notable uptick in viewer interaction. Following the completion of this point, comprehensive results were obtained and analyzed. The videos include short snippets of the children interacting with each other throughout their [day at Orran](#), a video [celebrating Easter](#), a video for [Orran's 24th Birthday](#), and a [video about a day in the life of an Orran student](#).

Subsequently, these findings were utilized to inform decision-making regarding content strategy. Specifically, adjustments were made to the release calendar outlined in section 4.3.3.

This involved either increasing or decreasing the frequency of videos of this particular style based on the observed outcomes.

The long term goal of the social media campaign was to implement a consistent upload schedule to maintain visibility between their larger events, which is a social media calendar already designed and ready to be implemented. This schedule allows for at least one social media post a week which allows for followers of Orran to always see new videos. In addition, this release schedule allows for content to be created in advance and slowly released whenever needed.

4.3.2: Orran's Gala Video

A video requested by the sponsor was produced for the upcoming Orran gala in Los Angeles, scheduled for the summer of 2024. The primary objective of this video was to catalyze maximum donations during the gala event. Research suggests that appealing to donors' emotions significantly boosts donation rates while demonstrating a charity's impact and credibility is pivotal in earning donors' trust (Kyamko, 2022). According to a survey conducted by the Better Business Bureau, 73% of participants indicated that they must feel trust in a nonprofit before donating (Better Business Bureau, 2020).

This video method has been successfully used by large charities that work with children to evoke emotional responses and show impact. These charities include The United Nations International Children's Emergency Fund (UNICEF) which asks children, "what does education mean to you?" The video received 250,000 views on YouTube and 2,500 likes. It is also a common video for non charities and new sources because of the entertainment value.

The sponsor request video was designed to work as a strong emotional response from potential donors while also effectively communicating the legitimacy of Orran's mission and

operations. By leveraging powerful storytelling and compelling visuals, the video aimed to engage viewers on a profound level and foster trust in Orran's endeavors.

However, it's important to note that data regarding the success and impact of this video were not available at the time of this report's upload. The strategic approach employed in its creation aligns with established principles of donor psychology and best practices in nonprofit communication, suggesting a promising avenue for maximizing donation outcomes at the gala.

4.3.3: Release Schedule For Public Viewing

To address Orran's inconsistency in event postings, a release schedule was designed. This comprehensive calendar documents past event dates Orran has posted for, including notable occasions like Orran's anniversary and annual barbecue. Each event entry in the calendar is accompanied by links to Orran's most recent post of that event for reference, empowering Orran employees to emulate past successful content. To ensure no gaps in coverage for less than one week, posts were documented into the calendar. These include either a past video idea that can be repurposed or a new video.

These ideas were carefully curated based on the success of Orran's recent social media campaign, as detailed in a previous section, ensuring alignment with proven effective strategies as well as the success of the previous. Past Orran non-event posts that were successful and could be repeated were also linked to fill these gaps. Orran can use the calendar to limit gaps in posts to one week or less, thereby sustaining a consistent and engaging online presence. An excerpt of the calendar key indicating possible content ideas for social media platforms can be seen in Figure 7.

<h1>Key</h1>		
<p>Artsakh Videos Ideas (for posting when Artsakh day of the week is decided on)</p> <p>Orran Artsakh Content</p> <ul style="list-style-type: none"> • A day at Orran video with an Artsakh Child • Film a Vlog of a workshop at Orran • Showcase products from Artsakh students • Favorite part of Orran? • Video of playing games outside <p>Cultural Content</p> <ul style="list-style-type: none"> • Create a crossword with Artsakh dialect • Teach an Artsakh dance via video • Video of teaching Artsakh geography • Artsakh dialect or slang days • Favorite cultural games 	<p>Past Posts</p> <ul style="list-style-type: none"> • A day at Orran Vlog <ul style="list-style-type: none"> ◦ Non Voiced Over: LINK ◦ Voiced Over: Insert LINK • What are Orran's Workshops: LINK • Core Memories Reel: LINK • Rework a Song: LINK • Video of Children Singing: LINK • Vocational Training Video: LINK 	<p>New Video Ideas</p> <p>Dance Fridays</p> <ul style="list-style-type: none"> • Friday take a video of the children dancing and post it, can be casual (20 - 40 seconds) <p>Orrans Food</p> <ul style="list-style-type: none"> • Take a video of the children receiving food, what the food is, and the children eating food (20 -30 seconds) <p>Workshop Spotlight</p> <ul style="list-style-type: none"> • Show what one workshop is creating on this day in the form of video or photos dependent on time

Figure 7: Social Media Calendar Key

Figure 7 shows the key necessary to navigate the social media calendar. The left most column contains Artsakh video ideas Orran requested the IQP group include to have accessible for the future weekly videos with Artsakh children. These can be added to the calendar when the Artsakh video creation process begins. The Middle Column shows past videos that were uploaded either in the social media campaign by the IQP team or by Orran that were successful and could be replicated. The links to the Facebook posts for these videos are provided so the user can quickly access them to help with recreating the video. The final column shows new video ideas that are easy and non time consuming to create on a regular basis. The key is color coded for ease of use.

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1 Annual Barbecue
2	3	4 Workshop Spotlight	5	6	7 Dance Fridays	8
9	10	11	12 Past Post Replication	13	14	15
16	17		19	20	21 Dance Fridays	22
23	24	25	26 Orran's Food	27	28	29
30	1	2 Past Post Replication	3	4	5	6

Figure 8: Excerpt from the social media calendar for the month of June.

As seen in Figure 8, the calendar provides links to videos Orran posted in the past in addition to future suggested content. The June 1st video is an annual video that Orran produces for their barbecue on National Children's Day. The text is a link to access the most recent past video produced in 2023. This will allow the user to quickly see what was posted in the past in order to help with content ideas for the next post. The rest of the content ideas are a combination of replicating a past post or a new content idea which are described in the key. Past post replications were not specified week to week so the user can decide which content idea will work best given Orran's current situation and reference it from the list in the key. See Appendix F for the full calendar.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSIONS

After concluding the developmental stages of the project, the team is providing Orran with recommendations to further develop and alter any proposed changes the team made. The overall goal of the project was to optimize the existing Orran workshops and Orran's overall marketing ability. To achieve this there were the objectives of overall improvements to the Orran brand via product standardization and marketing, the launching of a social media campaign to increase Orran's visibility on social media platforms, and the creation of Orran's Gala Video to maximize donations at the annual Orran Gala. Many of the proposed recommendations pertain to strengthening the Orran brand through the manuals and price tags, in addition to Orran's social media presence. The following represents our recommendations to Orran based on our time at the organization, research, and focus groups.

5.1: Implementation of Workshop Manuals

In focus groups with the instructors, it was found that large companies have bought Christmas gifts for their employees through Orran and that typically teachers start preparing for a holiday up to two months in advance. In addition, the teachers had many more opportunities to sell the products, but in recent years, the overall quality has been too low to sell through these past methods. The team provided the pottery, sewing, and woodworking instructors with a subject-specific manual. Depending on the student's long-term success with these, it is recommended that Orran pursues making more manuals for seasonal products. For example, large holidays like Easter, Christmas, and Women's Month can have specific manuals to ensure there is a similar theme in all the products being made. Additional manuals for specific holidays could allow the older students to work on these products in advance when the younger students receive more hands-on lessons. Long-term success is defined by the group as consistent and

predictable product creation with minimal need for teacher assistance. If long-term success is achieved, any existing templates for the manuals can be updated for a new product with updated pictures and step descriptions with a free Canva account.

5.2 Implement the Redesigned Version of the Merchandise Price Tags.

It was found that Orran's current price tags lack standardization, with many missing critical information or products displayed without a price tag. Any changes to the price tag will require the continuing efforts of the teachers and other members of Orran to maintain these changes. From our findings, we recommend that Orran's teachers properly fill out any price tags on products and ensure the majority of unique products in Orran's entryway have price tags. This would include ensuring the price tags contain the student's name, age, price of the product, and overall description of the product.

5.3: Implement QR Codes On Price Tags

It was also found through conversations with Ms. Armine that all online donations receive a personal thank you from Orran. This includes a postcard that has images of the students that are accessible through a QR code. This proposed addition of a QR code will require maintenance. With all current price tag stock, a QR code can be printed and glued to the back of an existing price tag. Future price tags can be printed with this QR code already on the back. In addition, the webpage the QR code leads to will require maintenance if any of the URLs of Orran's current website, donation page, or social media are changed. Orran will also need to update the Linktree with any additional pages such as YouTube or LinkedIn if they make any accounts through these services. We recommend that Orran occasionally updates any images to ensure repeat donors receive a new thank-you note.

5.4: Social Media Calendar

Based on the stated success of the video methods implemented it is recommended that Orran use the social media calendar in section 4.3. This calendar incorporates short video ideas that were successfully created during the IQP. The calendar is intended to help Orran to fill gaps in social media posting times. It also links to past posts Orran uploaded to their Facebook and Instagram for events where similar posts can be created year after year. To follow through on this objective the current Orran social media head should check the calendar every week to see what is available to upload either past posts, links, or a new video idea. If this object is successful Orran will post on their social media accounts at least once a week for the duration of the calendar. The result of following the calendar will be increased visibility to Orran.

5.5: Gala Video

The sponsor, Orran, requested that a gala video be created for the annual Orran gala in June 2024. The IQP team recommends that the sponsor follow through with playing the video at the beginning of their 2024 gala. Additionally, it is recommended that the video be posted on Orran's social media after it is shown at the gala.

5.6: Legality of Expansion of Product Sales

Currently, Orran only sells products made in the workshops inside the Orran building in Yerevan. It is our understanding that Orran is unsure of the legality of selling products outside of their building due to their classification as an NGO. This severely limits the number of people who see the products and thus the amount of sales Orran could make. It is recommended that for the best interest of Orran, they hire a lawyer to look further into the legality of selling outside of the Orran building and expand the sale of products to other areas within Yerevan or an online

marketplace. We recommend that Orran hire a lawyer who specializes in NGO classification to help understand its options for expanding its marketplace.

5.7: Product Sale Tracking

The IQP team recommends that Orran staff track what products are sold when a sale is made. This would involve writing a description of the product as well as the child's name and price paid. For example, if a mug was sold, the date of sale, the price of the item, and the child's age and name could be recorded in an Excel or Google sheet. This would allow for easy sorting by price, date of sale, or item description to allow Orran to easily identify their most commonly sold items throughout the year. Keeping this information available would allow for more efficient standardization attempts in the future. The data can be used to understand what products are most popular with donors. More of these popular products can be created, or standardized via manuals, and subsequently sold creating more income for the children, instructors, and workshops.

5.8: Conclusions

With all these recommendations, Orran itself plays a key part in their success. The organization's commitment to implementing, sustaining, and evolving these systems will shape the course of this project's long-term impact. Collaborating closely with their sponsor, the team has devised numerous strategies to enhance marketability, bolster brand recognition, and amplify social media presence. Each adjustment is linked to fostering a stronger connection with supporters, empowering Orran to expand its reach and enrich the lives of even more individuals in need. The team worked closely with their sponsor and developed many methods of improving marketability, brand recognition, and social media recognition. All changes aimed to increase the

opportunities for the students of Orran and increase the overall reach of Orran in the communities they serve.

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CHAPTER 6: REFERENCES

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APPENDICES

Appendix A: Focus Group Guide

Questions For the Faculty

1. What, if any, products are most popular with donors?
 - a. What, if anything, do you think influences this?
2. How would you feel if there was a more structured curriculum?
 - a. What, if anything, makes you feel this way?
3. What, if any, are your opinions on a manual or guide for the child to follow as a tool for them?
 - a. What, if anything, are your opinions on this manual as a tool for students?
 - b. What, if any, areas do you think the manual may need to be improved?
4. What, if any, parts of the current curriculum would you like to see change?
 - a. What, if any, are the reasons why?
5. What, if you have one, is your favorite project to teach and why?
 - a. What, if any, are the current limitations of this project?
 - b. What, if any, kinds of reactions do the students have to this project?
6. What, if any, is your least favorite project to teach and why?
 - a. What, if anything, could make this experience better?
 - b. What, if any, kinds of reactions do the students have to this project?
7. What, if any, are the biggest difficulties with the students?
 - a. What, if anything, has been done in the past to combat these issues?
8. What, if any, criteria do you have when setting a price on a product?
 - a. How did you determine this?

Translation Courtesy of Nona Hovhannisya and Mayis Jraghatspanyan

1. Ո՞ր իրերն են բարերարների կողմից սիրված:
 - a. Ո՞րն է պատճառը (եթե իհարկե կա)
2. Ո՞րն է ձեր կարծիքը եթե ավելի կառուցվածքային ուսումնական պլան լինի:
 - a. Ինչու՞ է այդպես կարծում:

3. Ի՞նչ է կարծում երեխաների համար դասընթացների ժամանակ ուղղորդող ձեռնարկ ստեղծելու մասին:
 - a. Ի՞նչ կասեք այս ձեռնարկի մասին:
 - b. Ի՞նչը կարող ենք բարելավել ձեռնարկում:
4. Ի՞նչը կփոխեիք ներկա ուսումնական պլանում:
 - a. Որո՞նք են պատճառները:
5. Ո՞րն է ձեր սիրելի իրը որ սովորեցնում է դասընթացի շրջանակներում (եթե իհարկե ունեք սիրելի իր):
 - a. Որո՞նք են ձեր դասընթացի ներկա սահմանափակումները (եթե իհարկե կան)
 - b. Սովորաբար ինչպե՞ս են երեխաները արձագանքում էրբ ասում էք, որ այդ իրն է պատրաստելու/սարքելու:
6. Ո՞րն է ձեր ամենաչսիրած իրը և ինչու:
 - a. Ո՞ր փոփոխությունները կբարելավեն դասընթացները երեխաների համար:
 - b. Սովորաբար ինչպե՞ս են երեխաները արձագանքում էրբ ասում էք, որ այդ իրն է պատրաստելու/սարքելու:
7. Որո՞նք են ամենամեծ խնդիրները երեխաների հետ կապված:
 - a. Ինչպե՞ս էք լուծել այդ խնդիրները նախկինում:
8. Ի՞նչ չափանիշով էք որոշում դասընթացում պատրաստված/ստեղծած իրերի արժեքը:
 - a. Ինչպե՞ս էք որոշում չափանիշերը:

Appendix B: Informed Consent for Faculty

Informed Consent Agreement for Participation in a Research Study

Investigators: Michael Dodge, Nona Hovhannisyan, Mayis Jraghatspanyan, and Mary Lombardi

Contact Information: mddodge@wpi.edu, nhovhannisyan@wpi.edu, mjraghatspanyan@wpi.edu, and mtlombardi@wpi.edu

Title of Research Study: Improvement of Orran's Workshops and Marketability
Sponsor: Orran NGO

Introduction: You are being asked to participate in a research study relating to the current workshops in Orran. Before you agree, however, you must be fully informed about the purpose of the study, the procedures to be followed, and any benefits, risks or discomfort that you may experience as a result of your participation. This form presents information about the study so that you may make a fully informed decision regarding your participation.

Purpose of the study: This study intends to identify areas in Orran's workshops that can be improved. Our goal is to streamline the workshops to make the products more marketable without negatively impacting the students or faculty.

Procedures to be followed: The focus groups will be conducted with an Armenian speaking student from the Orran IQP group. The duration will be 40 to 60 minutes and questions relating to the workshops will be asked. This will include 8 primary questions that address how faculty feels the workshops could improve, and what has worked in the past. All focus groups will be recorded for ease of transcription into English.

Risks to study participants: Participants may be asked questions that identify faults in their place of work. While the interviews are intended to be anonymous, we are limited in locations, so we cannot guarantee complete anonymity.

Benefits to research participants and others: An overall improvement of the workshops. This will include recommendations for products for all age groups with sliding scales of difficulties, and manuals that are accessible to students that will describe how these products are made.

Record keeping and confidentiality: Confidentiality will try to be maintained by conducting the focus groups in rooms with the doors closed. These focus groups will be conducted in Armenian, and recorded to be translated to English. The names of faculty will not be attached to this recording or transcription in the final report, but instead it will be noted by the subject they teach. Confidentiality cannot be guaranteed because of the group

dynamic, but we ask that no one uses what was discussed to negatively impact or reflect on another participant. At any point, a participant can revoke consent. Records of your participation in this study will be held confidential so far as permitted by law. However, the study investigators, the sponsor or its designee and, under certain circumstances, the Worcester Polytechnic Institute Institutional Review Board (WPI IRB) will be able to inspect and have access to confidential data that identify you by name. Any publication or presentation of the data will not identify you.

Compensation or treatment in the event of injury: No injuries are expected to occur because of this study. You do not give up any of your legal rights by signing this statement.

For more information about this research or about the rights of research participants, or in case of research-related injury, contact: gr-orrans-d24@wpi.edu, the Worcester Polytechnic IRB Manager: Ruth McKeogh, Tel. 508 831 6699, Email: irb@wpi.edu, or the Human Protection Administrator: Gabriel Johnson, Tel. 508-831-4989, Email: gjohnson@wpi.edu.

Your participation in this research is voluntary. Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without penalty or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures at any time they see fit.

By signing below, you acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

Participant's signature

Date: _____

Participant's full name

Person **explaining** the research

Date: _____

Տեղեկացվածության համաձայնագիր՝ հետազոտությանը մասնակցելու համար

Հետազոտողներ՝ Մայքլ Դոջ, Նոնա Հովհաննիսյան, Մայիս Ջրադացպանյան և Մերի Լոմբարդի

Կոնտակտային տվյալներ՝ mddodge@wpi.edu, nhovhannisyan@wpi.edu, mjraghatspanyan@wpi.edu,
mtlombardi@wpi.edu

Հետազոտության անվանումը՝ Օրրանի դասնթացների բարելավումը և շուկայացումը

Հովանավոր՝ Օրրան ՉԿ

Ներածություն

Ձեզ խնդրում ենք մասնակցել Օրրանի դասնթացները բարելավելու հետազոտությանը: Մինչ համաձայնելը, դուք պետք է լիովին տեղեկացված լինեք հետազոտության նպատակի, ընթացակարգերի, առավելությունների, ռիսկերի և անհարմարության մասին, որոնք հնարավոր է զգաք մասնակցության ընթացքում կամ դրա արդյունքում: Ձևաթղթում ներկայացված է հետազոտության մասին տեղեկությունը, որպեսզի դուք էլ կարդաք և տեղյակ լինեք ինչին եք մասնակցելու:

Ուսումնասիրության նպատակը

Բացահայտել «Օրրան»-ի դասնթացների կետերը, որոնք կարող են բարելավել: Մեր նպատակն է «Օրրան»-ի դասնթացների արդյունքում ստեղծված պրոդուկտները դարձնել ավելի շուկայական, դասնթացավարների և երեխաների առօրյայի վրա ըչ մի բացասական հետևանք չթողնելով:

Ընթացակարգերը

Ֆոկուս խմբերը կանցկացվեն “Orran IQP” խմբի հայախոս ուսանողներից մեկի հետ և կտևեն 40-ից 60 րոպե: Տրվելու են դասնթացների վերաբերյալ 8 հիմնական հարցեր՝ դասնթացավարների կարծիքը դասնթացները բարելավելու մասին պարզելու համար և ինչն է լավ ստացվել անցյալում: Բոլորը ֆոկուս խմբերը ձայնագրվելու են, հետագայում անգլերեն զեկույցներում ներառվելու համար:

Հետազոտության մասնակիցների ռիսկերը

Մասնակիցներին կարող են տրվել հարցեր իրենց աշխատավայրի թերությունների վերաբերյալ: Թեև հարցազրույցները անանուն են, մեր հարցազրույց անցկացնելու վայրերը սահմանափակ են, ուստի չենք կարող երաշխավորել ամբողջական անանունությունը:

Հետազոտության մասնակիցների օգուտը

Դասընթացների ընդհանուր բարելավում: Բոլոր տարիքային խմբերի համար դասընթացների ժամանակ պատրաստվող ապրանքների ձեռնարկներ դժվարության մակարդակներով:

Գրառումների պահպանում և գաղտնիություն

Գաղտնիությունը կփորձվի պահպանվել՝ ֆոկուս խմբերն անցկացնելով փակ դռների հետևում: Այս ֆոկուս խմբերը կանցկացվեն հայերենով և ձայնագրվելու են՝ անգլերեն թարգմանելու համար: Դասատուների անունները չեն կցվելու ո՛չ ձայնագրությանը, ո՛չ էլ վերջնական զեկույցին, այլ նշվելու է “X” առարկայի դասատու/դասընթացավարը: Խմբերի դիսամիկ լինելու պատճառով չենք կարող ապահովել ամբողջական գաղտնիություն, միևնույն ժամանակ խնդրում ենք ֆոկուս խմբերում քննարկված թեմաները չշոշափել այլ մասնակիցների հետ՝ տվյալների ճշտությունը պահելու համար: Ցանկացած պահի մասնակիցը կարող է չեղարկել համաձայնությունը: Ձեր մասնակցության ձայնագրությունը պահվելու է գաղտնի որքան թույլատրված է օրենքով: Այնուամենայնիվ, ուսումնասիրության հետազոտողները, հովանավորը կամ նրա նշանակված անձը և, որոշակի հանգամանքներում, Worcester Polytechnic Institute Institutional Review Board-ը (WPI IRB) կկարողանան ստուգել և տեսնել գաղտնի տվյալներ, որոնք նույնականացնում են ձեզ անունով: Տվյալների ցանկացած հրապարակում կամ ներկայացում ձեզ չի նույնականացնի:

Փոխհատուցումներ

Այս ուսումնասիրության պատճառով վնասվածքներ չեն ակնկալվում: Դուք չեք հրաժարվում ձեր իրավունքներից՝ ստորագրելով այս ձևաթուղթը:

Այս հետազոտության կամ հետազոտության մասնակիցների իրավունքների մասին լրացուցիչ տեղեկությունների համար, կամ հետազոտության հետ կապված վնասվածքների դեպքում կարող եք գրել հետևյալ էլեկտրոնային հասցեին՝ gr-orrans24@wpi.edu,

Համակարգող՝ Ruth McKeogh, Յեռ. +1 508-831-6699, Էլ. հասցե՝ irb@wpi.edu,

կամ Մարդու իրավունքների պաշտպանության համակարգող՝ Գաբրիել Ջոնսոն, Յեռ. +1 508-831-4989, Էլ. հասցե՝ gjohnson@wpi.edu:

Ձեր մասնակցությունն այս հետազոտությանը կամավոր է: Ձեր մասնակցությունից հրաժարվելը չի հանգեցնի որևէ տույժի ձեր նկատմամբ կամ որևէ այլ կորստի: Դուք կարող եք ցանկացած պահի որոշել դադարեցնել մասնակցությունը հետազոտությանը առանց տույժի կամ այլ առավելությունների կորստի:

Ստորագրելով ստորև՝ դուք ընդունում եք, որ տեղեկացված եք և համաձայնում եք լինել վերը նկարագրված հետազոտության մասնակից: Ստորագրելուց առաջ համոզվեք, որ ձեր տրված բոլոր հարցերին պատասխանել են: Դուք իրավունք ունեք պահպանել այս համաձայնության պայմանագրի պատճենը:

Մասնակցի ստորագրություն

Ամսաթիվ՝ _____



Մասնակցի անուն

Չետագոտությունը **բացատրող** անձի ստորագրությունը Ամսաթիվ՝ _____

Appendix C: Standardized Price Tags, QR Code, Thank You Postcards, and Linktree

Linktree:

https://linktr.ee/orran_armenia?utm_source=Linktree_profile_share<sid=5c2f27fb-bfca-45f3-9f44-9148a164d1e3

 <p>HANDMADE</p> <p>ORRAN Student: _____ Աշակերտ</p> <p>Product: _____ Ապրանք</p> <p>Age: _____ Price: _____ Տարիք Գին</p>	<p>Please scan the QR code for more information</p> <p>Լրացուցիչ տեղեկությունների համար խնդրում ենք սկանավորել QR կոդը</p> 
--	--

Please scan the QR code to access video postcard

Thank you!

20% OF YOUR DONATION GOES DIRECTLY TO THE STUDENT

FIND US AT:
ORRAN.ORG
[LINKTREE](https://linktr.ee/orran_armenia)



Thank you!

20% OF YOUR DONATION GOES DIRECTLY TO THE STUDENT

FIND US AT:
ORRAN.ORG
[LINKTREE](https://linktr.ee/orran_armenia)



Appendix D: Manuals

E.1: Pottery

https://www.canva.com/design/DAF_2AH2BGE/xUhSSK_Ps6ri_tiFEjHUKQ/edit?utm_content=DAF_2AH2BGE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

E.2 Sewing

https://www.canva.com/design/DAF_2k1fRJU/hOt5C8ZECn779leRwmUsAA/edit?utm_content=DAF_2k1fRJU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

E.3: Woodworking



ԱՊՐԻԼ 2024

ԻՆՉՊԵՍ ՊԱՏՐԱՍՏԵԼ ԹՌՉՈՒՆՆԵՐԻ ՏՈՒՆ

ՕՐՐԱՆԻ ԵՐԵՆԱՆԵՐԻ ՀԱՄԱՐ

10-16 ՏԱՐԵԿԱՆ ԱՆՎՈՐՆԵՐԻ ՀԱՄԱՐ

Ա Մ Բ Ո Ղ Ջ Ա Կ Ա Ն
Զ Ե Ռ Ն Ա Ր Կ

ՓԱՅՏԱՄՆԱԿԱՆ ԴԱՍԵՆՔԱՅԻ ՀԱՄԱՐ



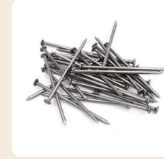
Անհրաժեշտ իրեր



մուրճ



մետր



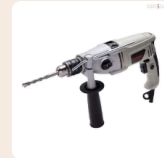
մեխ 2-3 սմ



մատիտ



սղոց



գալիկոն (դռեյ)



սեղմիչ



եռանկյուն քանոն

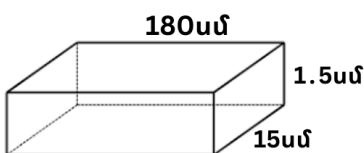


փայտ

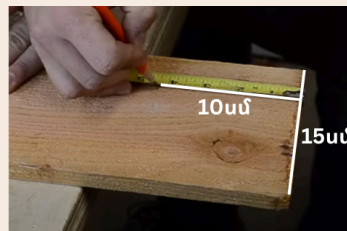
Փայտե տախտակները



երկարություն	180սմ
լայնություն	15սմ
հաստություն	1.5սմ
խտություն	նորմալ

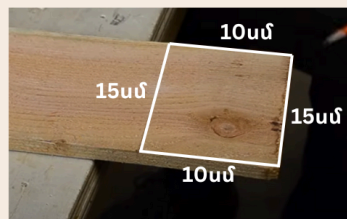


1



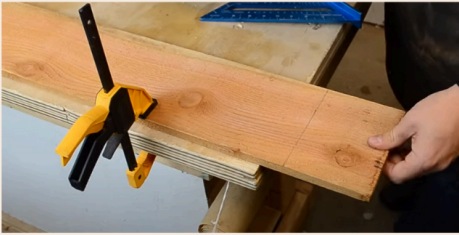
Փայտի կտորը դնում ենք սեղանին Չափում ենք 10 սմ ու նշում մատիտով

2



Գծում ենք մատիտով ու քանոնով 10 սմ-ի գիծը

3



Սեղմիչով փայտը ամրացնում ենք սեղանին այնպես որ մեր գծած գիծը մոտ լինի սեղանին

5



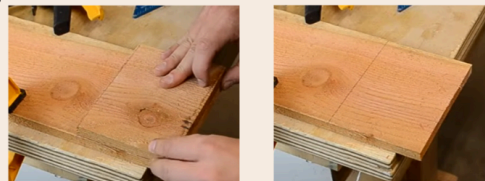
Ստանում ենք մեր առաջին կտորը

4



Սղոցում ենք մեր գծով

6



Ստացած փոքր կտորը դնում ենք մեծ փայտի վրա ու մատիտով գծում ենք

7



Սղոցում ենք մեր գծով

9



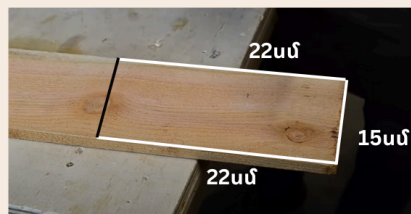
Փայտի կտորը դնում ենք սեղանին Չափում ենք 22 սմ ու նշում մատիտով

8



Ստանում ենք մեր երկրորդ կտորը

10



Գծում ենք մատիտով ու քանոնով 22 սմ-ի գիծը

11



Սղոցում ենք մեր գծով

13



10սմ-ը նշում ենք բայց գիծը չենք գծում

12



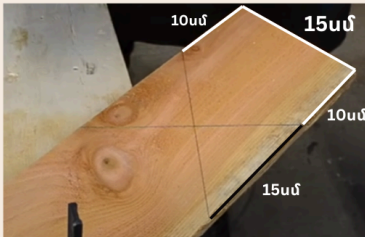
Երկար կտորից սարքում ենք 3 հատ

14



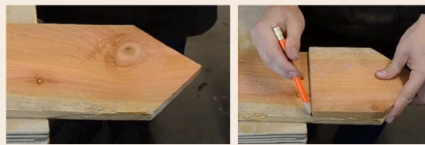
Եռանկյուն քանոնը դնում ենք կետի մոտ ու 45 աստիճան անկյան տակ գիծ ենք գծում

15



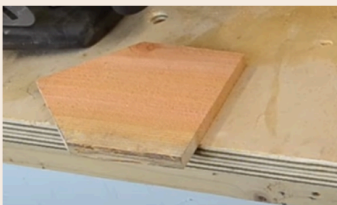
Նույնը անում ենք հակառակ կողմից ու ստանում ենք X

17



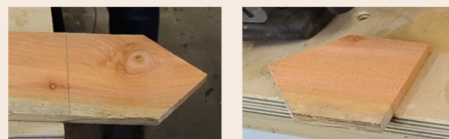
Երկրորդ կտորը ստանալու համար առաջին կտորը դնում ենք մյուսի վրա Մատիտով գծում ենք

16



Խաչով սղոցելուց հետո ստանում ենք տան նման փայտի կտորը

18



Գծով սղոցելուց հետո ստանում ենք տան նման փայտի երկրորդ կտորը

19



12-րդ կետից 2 մեծ կտոր դնում ենք մեկը մյուսի վրա
այնպես ինչպես նկարում
Մատիտով գծում ենք ու սղոցում ենք մատիտի գծով

21



18-րդ կետի փայտի կտորի մեջտեղը նշում ենք
ու դռելով անցք բացում թռչունների համար

20



Փոքր հատվածը սղոցելուց հետո
կտանանք տանիքի փայտերը

22



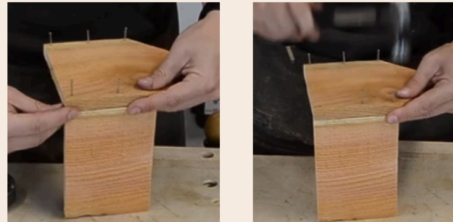
Մեծ դետալի վրա 3 հատ մեխ ենք մեխում,
կիսով չափ
Ինչպես պատկերված է նկարում

23



20-րդ կետի փոքր փայտի կտորը վերցնում ենք
Մեխում ենք մինչև վերջ մնացած մեխերը
Ստանում ենք տանիքը

25



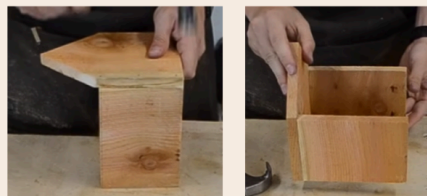
5-րդ կետի փոքր փայտի կտորը վերցնում ենք
Ու մեխով ամրացնում ենք պատին

24



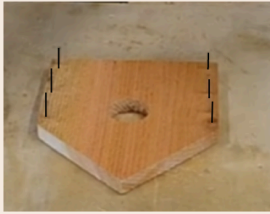
16-րդ կետի դետալը վերցնում ենք
ու վրան 6 հատ մեխ ենք մեխում կիսով չափ

26



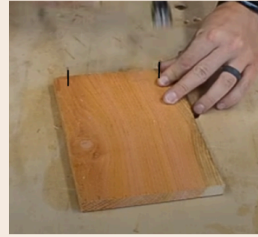
Մեխերով ամրացնում ենք 8-րդ կետի դետալը
Ու ստանում ենք նկարում պատկերվածը

27



21-րդ կետի փայտի կտորի վրա 6 հատ մեխ ենք դնում կիսով չափ

29



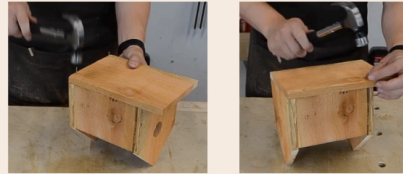
12-րդ կետի փայտի կտորի վրա 2 հատ մեխ ենք դնում կիսով չափ

28



Մեխում ենք մինչև վերջ Ու ստանում ենք տան մեծ մասը

30



Մեխում ենք մինչև վերջ տան գետնին Անկյուններում ու մեջտեղի հատվածում էլ ենք մեխում

31



Ամրացնում ենք տանիքը մեխերով

32



ՇՆՈՐՀԱՎՈՐ, դու պատրաստեցիր տուն թռչունների համար

ՊԱՏՐԱՍՏԵՑԻՆ

Մայիս Ջրադացպանյանը

Նոնա Հովհաննիսյանը

Մայքլ Դոջը

Մերի Լոմբարդին

AUA-WPI համագործակցության շրջանակներում Օրրանի դասընթացները բարելավելու նպատակով

10-16 տարեկան աշակերտների համար


Փայտամշակման դասընթացի համար

Հարցերի դեպքում դիմել

gr-orrans24@wpi.edu

<https://www.youtube.com/watch?v=fSBDCHREseE>

Appendix E: Social Media Videos Linked Through Facebook and Google Docs:

A day in the life of an Orran student(in Google Docs form due to the video not being uploaded at the time of writing):  0422(3).mp4

Orran's 24th birthday video: <https://fb.watch/rDcWyI7RkQ/>

Witnessing core memories: <https://www.facebook.com/reel/881541303781804>

Easter at Orran: <https://www.facebook.com/reel/699500665723928>

Appendix F: Social Media Calendar

https://www.canva.com/design/DAGAzJER7Aw/ayxn15nygG2zMgsm7yI1ow/edit?utm_content=DAGAzJER7Aw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

