

Project Hope Annual Report:

2017-2018



Humanitarian Opportunities for Peace & Education

Project Hope Annual Report July 2017-July 2018

Summary

This report is intended to provide an overview of the period July 2017-July 2018, which marks the start of a new working relationship between Project Hope and UNIFOR.

Section One explains Project Hope's history, mission statement and working context. It also clarifies Project Hope's specific contribution, which sets it apart from other NGO actors both within Nablus and the West Bank. This is particularly important because since its foundation Project Hope has been driven by its unique vision to respond to local needs and requirements.

Section Two then provides a breakdown and analysis of our work on the "Future Hopes" program which Unifor funds. "Future Hopes" encompasses English and French lessons and creative activities. Relevant information pertaining to the number of courses, number of participants and gender breakdown will be provided, largely with reference to basic quantitative information. Both the key programs and the summer camps are discussed in this section.

As a volunteer organization effective management and support of our volunteers, both local and international, is crucial to Project Hope operating a successful "Future Hopes" program. Section Three addresses how this is done and steps that have been taken to improve this process. Furthermore, emphasis is placed on the importance of diversity among our international volunteers in terms of ages, nationalities and skillsets.

Section Four explains the depth and strength of Project Hope's relationships with local partners. Having recently celebrated the 15th anniversary of its foundation means that Project Hope is well known and respected in the local community and also that it has established effective working relationships with a range of local partners both within Nablus and the surrounding refugee camps and villages. This enables Project Hope classes to be available to as wide a range and as large a number of Palestinian students as possible.

Finally, Section Five outlines in detail Project Hope's goals and objectives for the next funding period July 2018-July 2019. These are, firstly, to search for more international partners and more specifically to develop links with organizations with the capacity to send international volunteers. Similarly, due to high demand from students for the "Creative Activities" portion of the "Future Hopes" program, another objective is to recruit more international volunteers who are talented in related fields. Also Project Hope must aim to continue extending its reach and expanding its impact by improving promotion of its "Future Hopes" courses. And finally, Project Hope must maintain the improved data collection practices it has started undertaking during the reporting period.

Throughout the report you will not only read what Project Hope has to say but you will also hear from some of our students, volunteers and partners as they have provided quotes emphasizing and explaining their support for Project Hope's work.

Section One: Mission Statement, History and Working Context

Mission Statement

We help create safe and supportive spaces where children, youth and other community members can learn, thrive, and grow. Through our educational, artistic and recreational programs, we aim to empower Palestinian children and youth who have grown up in a context of violence and occupation, giving them the tools they need to access a better future.

History

Project Hope was founded in 2003 at the height of the Al-Aqsa Intifada, a chaotic and uncertain time. The aim was to provide classes for children who were unable to get to school by bringing international volunteers with relevant skills, knowledge and experience from around the world to engage with youth in Nablus.

Initially, Project Hope's work was confined to the city's refugee camps. In the years since, it has steadily built links with other community organizations and has also increased the geographical scope of its activities, expanding to engage outlying villages such as Beit Forik and Sebastia. Similarly its activities have also increased in scope and coherence. While the majority of its current participants are engaged with its English and French language learning programs, it also provides a range of creative activities and opportunities for vocational development, such as an IT project.

Although originally founded by a Canadian and a Palestinian 15 years ago, Project Hope has since become established under Palestinian leadership. It has a Palestinian staff of seven and its work is sustained by a committed team of local volunteers. Its staff are all locals, and they possess an extensive knowledge of the working context and its associated challenges. They have experience of working with and alongside a wide range of community centers, schools and summer camps.

The vast majority of Project Hope's activities and classes are provided free-of-charge, a benefit which is particularly important as a substantial number of our students are from disadvantaged backgrounds and parts of the city and surrounding areas. Our activities are focused upon informal education, and do not therefore reproduce the work of other education providers. In providing an opportunity for engagement with international volunteers, our work also opens up opportunities for cross-cultural exchange and offers a chance to escape from the everyday realities of occupation.

Working Context

This report summarizes the work of Project Hope, a youth-focused NGO whose work is focused upon socially marginalized and disadvantaged communities in Nablus, a city in the northern West Bank.

The Palestinian Central Bureau of Statistics estimates the total population of Nablus governorate to be 348,023 inhabitants. Of this number, 192,103 inhabitants live in urban areas; 122,474 in rural areas; and 33,446 in Nablus's refugee camps, Askar, Balata, and Ein Beit El-Maa'.¹ The city's refugee communities

¹ <http://nablus.org/index.php/en/nablus-city/1405-population>

face a number of ongoing challenges, which include poverty, high unemployment and social marginalization and exclusion. In common with other countries throughout the region, the percentage of youth within the overall population is disproportionately high – Palestine’s median age of 19.6 years² is substantially lower than the global average of 29.9 years.³ The ‘youth bulge’ is associated with a number of challenges, which include substantial pressure upon youth resources, along with increased competition for entry-level job positions. Young people also grow up in a socially conservative environment which is insufficiently conducive to creative expression.

In adjusting to the challenges of this working context, Project Hope benefits from the contribution of international volunteers, and is established as one of the largest volunteer organizations in the West Bank. Few other volunteer organizations possess the experience and capacity that will enable them to manage such large numbers of volunteers.

² <http://www.worldometers.info/world-population/state-of-palestine-population/>

³ <http://www.worldometers.info/world-population/>

Section Two: Future Hopes Program

English

English language classes are the backbone of Project Hope's work in Nablus. Demand for English classes is high because it is seen as an essential skill for personal development particularly among youth. This is due to the fact that a high level of English is often required for employment opportunities such as NGO jobs both locally and internationally. Similarly, there are a wider variety of educational opportunities available to students, including scholarships and studying abroad, if they can attain a high level of English.

Project Hope's English classes also popular because they provide an opportunity for Nablus's inhabitants to meet and interact with internationals and participate in cultural exchange. Unfortunately, this is a particularly rare opportunity since as Nablus as a city does not have the internationalism and imbedded international community of other cities in Palestine, such as Bethlehem and Ramallah. Accordingly, our students are often highly motivated and grateful for the opportunity to study English with an international teacher that Project Hope provides.

"As a Tourism and Archeology student I needed to take an English course so I would be able to communicate with tourists in my future career. Not only has my English improved but I have also had the chance to meet international teachers from other cultures."

Israa Alnajjar, 21 year old Level 4 English student

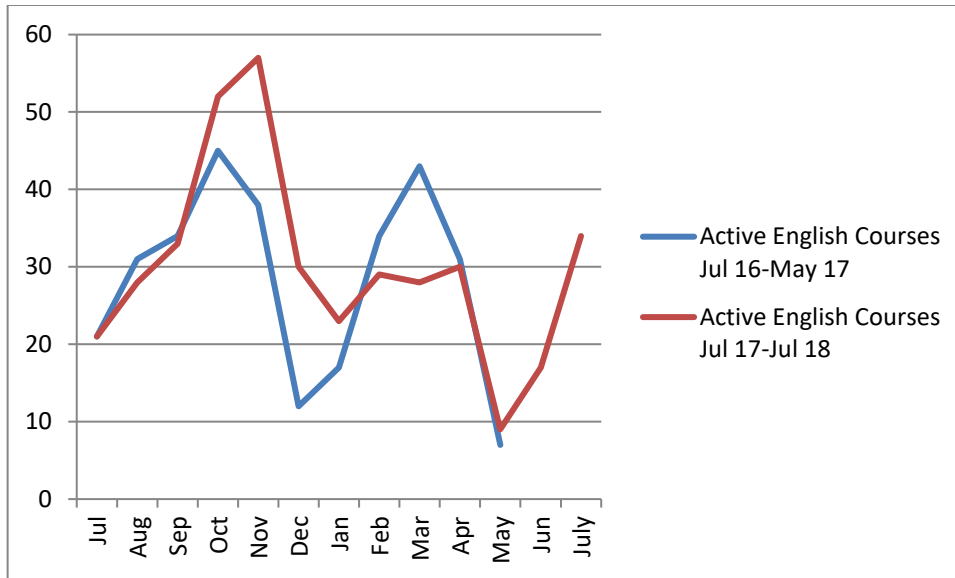


Another important feature of Project Hope's English language program is that it offers a different educational approach to what students are used to in the traditionally didactic and heavily grammatically focused Palestinian education system. Although Project Hope's international volunteer English teachers are sometimes inexperienced as educators they are all native or near native English speakers and their new approaches and international backgrounds help to capture students' attention.

In order to better support our teachers Project Hope has undertaken a number of initiatives. Firstly, a “Teaching Manual” was written by three international volunteers who had teaching experience and qualifications. The manual aims to be a time efficient way to advise new volunteers on the basics of student centered learning, classroom management and some of the common challenges of teaching with Project Hope before they travel to Nablus. A weekly workshop has also been introduced during which an experienced and qualified teacher explains and demonstrates recommended teaching methods. The workshop also provides a space for volunteers to share issues, suggestions and advice about lessons. Furthermore, a codified curriculum and related level test has been introduced along with a more formalized structure of assessment at the end of courses. Now if students cannot demonstrate that they have a satisfactory understanding of the required grammatical points at the end of the course they are required to repeat the level. This has helped to ensure that classes have students of similar abilities which is crucial for all teachers, but especially inexperienced ones, to be able to run productive and engaging lessons. A Level 0 class has also been introduced for students who are absolute beginners in English. This class is taught by a local Palestinian which serves the dual purpose of providing a new entry level employment opportunity and improving international volunteer morale as those who did not speak Arabic often found teaching such classes frustrating.

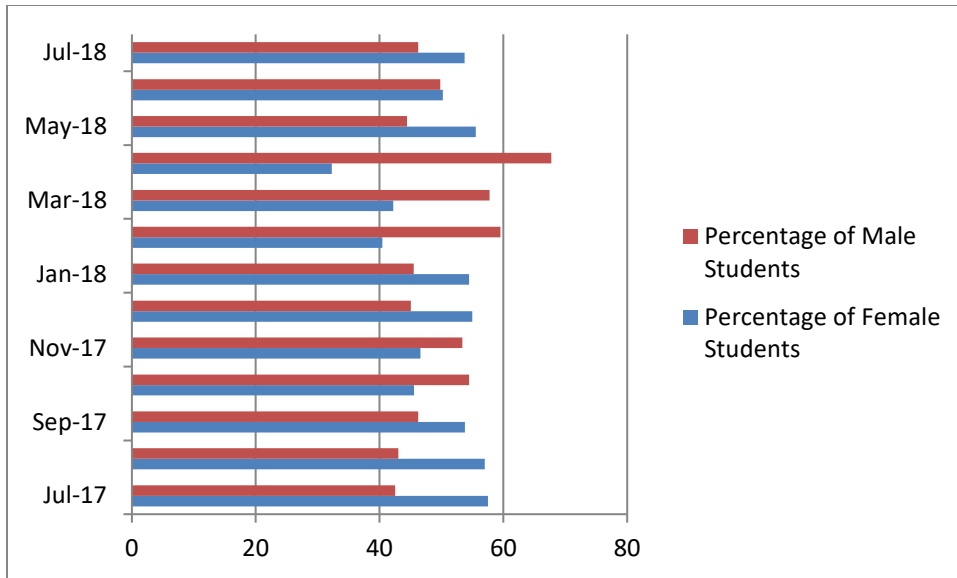
Project Hope has also made a concerted effort to tailor the English courses it offers to meet local needs. This has included introducing courses specifically aimed at preparing students for IELTS and TOEFL exams. IELTS and TOEFL are standardized internationally recognized exams that test the proficiency of non-native speakers. High scores are often required for international education and employment opportunities and as such these classes are generally taught by Project Hope’s more experienced and qualified teachers and are often in high demand. Furthermore, Project Hope took advantage of having an international volunteer who was a retired English teacher to offer teaching methods classes to local Palestinian teachers.

The below graph and table demonstrate that the pattern of Project Hope’s English course provision during the period July 2017-July 2018 is widely in line with that of the preceding year and at many points exceeds it. It is worth noting that there were no Project Hope courses in June 2017 because it was closed for Ramadan.



| | Active English Courses Jul 16-May 17 | Active English Courses Jul 17-Jul 18 |
|-------------|--------------------------------------|--------------------------------------|
| Jul | 21 | 21 |
| Aug | 31 | 28 |
| Sep | 34 | 33 |
| Oct | 45 | 52 |
| Nov | 38 | 57 |
| Dec | 12 | 30 |
| Jan | 17 | 23 |
| Feb | 34 | 29 |
| Mar | 43 | 28 |
| Apr | 31 | 30 |
| May | 7 | 9 |
| Jun | | 17 |
| July | | 34 |

The below graph and table demonstrate Project Hope's continued commitment to gender equality and equal access to education as on the English language program more often than not the monthly total of enrolled female students outnumbered male students during the reporting period.



| | Percentage of Female Students | Percentage of Male Students |
|---------------|-------------------------------|-----------------------------|
| Jul-17 | 57.48663102 | 42.51336898 |
| Aug-17 | 56.98198198 | 43.01801802 |
| Sep-17 | 53.77906977 | 46.22093023 |
| Oct-17 | 45.56390977 | 54.43609023 |
| Nov-17 | 46.61971831 | 53.38028169 |
| Dec-17 | 54.95495495 | 45.04504505 |
| Jan-18 | 54.48504983 | 45.51495017 |
| Feb-18 | 40.47619048 | 59.52380952 |
| Mar-18 | 42.22222222 | 57.77777778 |
| Apr-18 | 32.26544622 | 67.73455378 |
| May-18 | 55.55555556 | 44.44444444 |
| Jun-18 | 50.20746888 | 49.79253112 |
| Jul-18 | 53.73443983 | 46.26556017 |

French

Project Hope's French program is smaller than its English equivalent due to less demand for classes and a more limited supply of appropriately skilled volunteers, however, it is no less important because of that. Firstly, the affordability of further education in France when compared to the America and the United Kingdom means that France is a popular location for local Palestinians who are looking to pursue a master's degree abroad. Consequently, learning French and meeting native French speakers is a valuable opportunity.

Also the impending closure in August of the neighboring French Institute, an organization that also offers French classes, means that demand for Project Hope's classes is likely to rapidly increase. Fortunately, Nour Dwiekat, Project Hope's French Program Coordinator, has been in her position for ten years and has established effective working relationships with a number of reliable, motivated and appropriately skilled local volunteers and partner centers. This means the French program is well prepared for the challenge of rapidly expanding its capacity.



"I chose to take French lessons with Project Hope because their volunteers are native speakers and their teaching styles are easy and enjoyable. Also Project Hope is a non-profit which provides a good environment for learning and is very supportive to both students and teachers. The highlights of their French lessons for me are the focus on conversation and cultural exchange. "

Yousef Amer, 54 year old advanced level French student

Project Hope has also responded to student feedback by moving away from the unpopular Agenda textbooks to more conversation based lessons. One issue with this has been that inexperienced teachers prefer the security and structure that the textbook offers. Also there is a general trend for inexperienced teachers to prefer teaching beginners which has resulted in Project Hope's French program being something of a victim of its own success as many students are now developing to an intermediate level which many international volunteer teachers are uncomfortable teaching at.

Another challenge has been the course's small size making it less flexible meaning that when international volunteers have to cancel classes there is a smaller number of colleagues who can step in

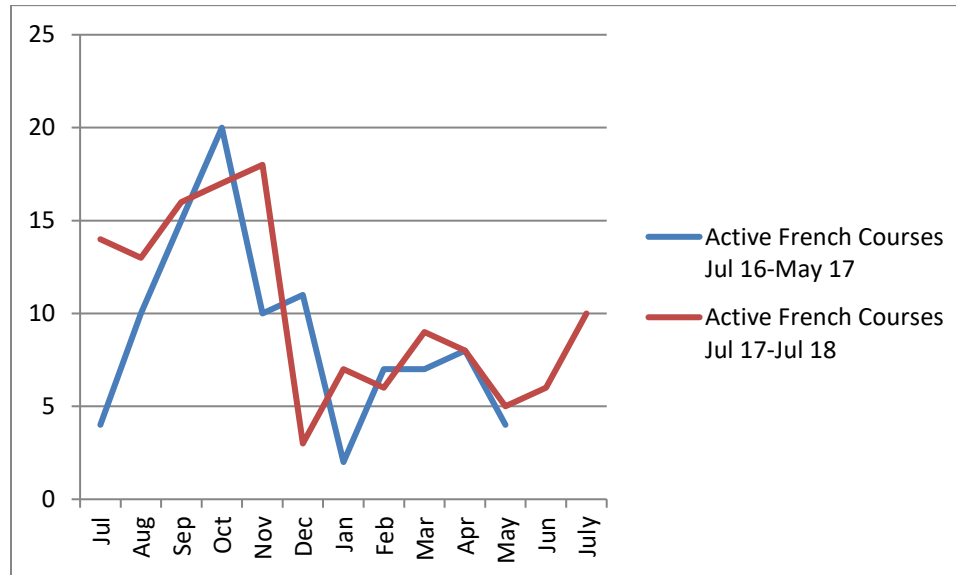
to cover for them. This meant in December Project Hope full-time staff had to teach French when no international volunteers were available.



“I enjoy learning new languages to help me to learn about, understand and recognize other cultures. The great thing about Project Hope is that my classes are free and available to everyone. I am so proud that I have reached the advanced level and now I can communicate with my relatives in Canada and France. I look forward to continuing to study with Project Hope.”

Wael Ahmad Al Ahmad , 38 year old intermediate level French student

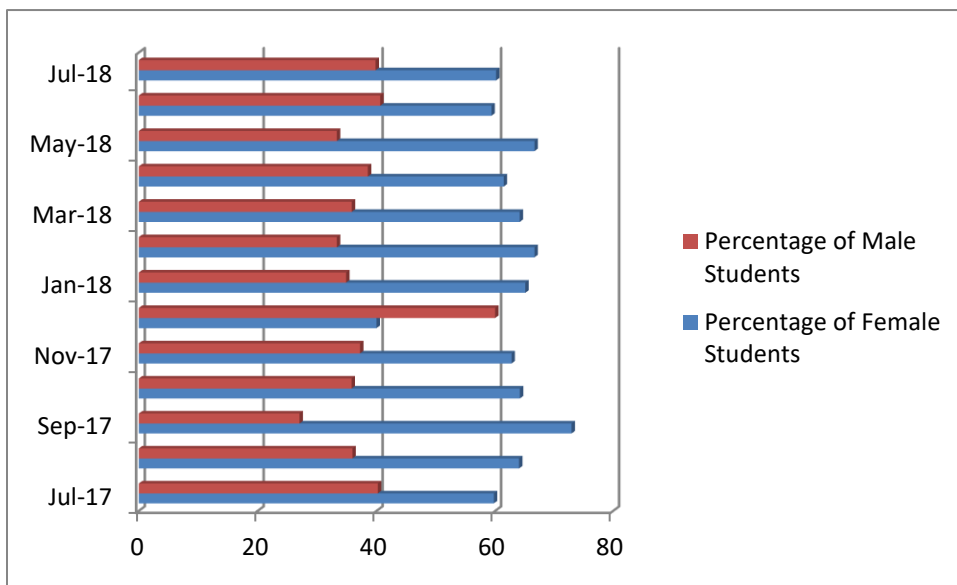
The below graph and table demonstrate that the pattern of Project Hope’s French program’s course provision broadly matches that of the previous year. It is also worth noting that the number of active French courses per month in July 2017 to July 2018 exceeds the corresponding number in the previous year for all but four months (October, December, February and April) and this is taking into account the drastic shortage of French speaking international volunteers in December which meant Project Hope’s appropriately skilled staff had to teach lessons.



| | Active French Courses Jul 16-May 17 | Active French Courses Jul 17-Jul 18 |
|------------|-------------------------------------|-------------------------------------|
| Jul | 4 | 14 |
| Aug | 10 | 13 |

| | | |
|-------------|----|----|
| Sep | 15 | 16 |
| Oct | 20 | 17 |
| Nov | 10 | 18 |
| Dec | 11 | 3 |
| Jan | 2 | 7 |
| Feb | 7 | 6 |
| Mar | 7 | 9 |
| Apr | 8 | 8 |
| May | 4 | 5 |
| Jun | | 6 |
| July | | 10 |

Project Hope’s continued commitment to gender equality is also demonstrated by the fact that for almost every month of the reporting period the number of female students enrolled on Project Hope’s French program exceed the number of the their male classmates.



| | Percentage of Female Students | Percentage of Male Students |
|---------------|--------------------------------------|------------------------------------|
| Jul-17 | 59.78647687 | 40.21352313 |
| Aug-17 | 64.05529954 | 35.94470046 |
| Sep-17 | 72.95597484 | 27.04402516 |
| Oct-17 | 64.19753086 | 35.80246914 |
| Nov-17 | 62.77777778 | 37.22222222 |
| Dec-17 | 40 | 60 |
| Jan-18 | 65.11627907 | 34.88372093 |
| Feb-18 | 66.66666667 | 33.33333333 |

| | | |
|---------------|-------------|-------------|
| Mar-18 | 64.16666667 | 35.83333333 |
| Apr-18 | 61.45833333 | 38.54166667 |
| May-18 | 66.66666667 | 33.33333333 |
| Jun-18 | 59.375 | 40.625 |
| Jul-18 | 60.16260163 | 39.83739837 |

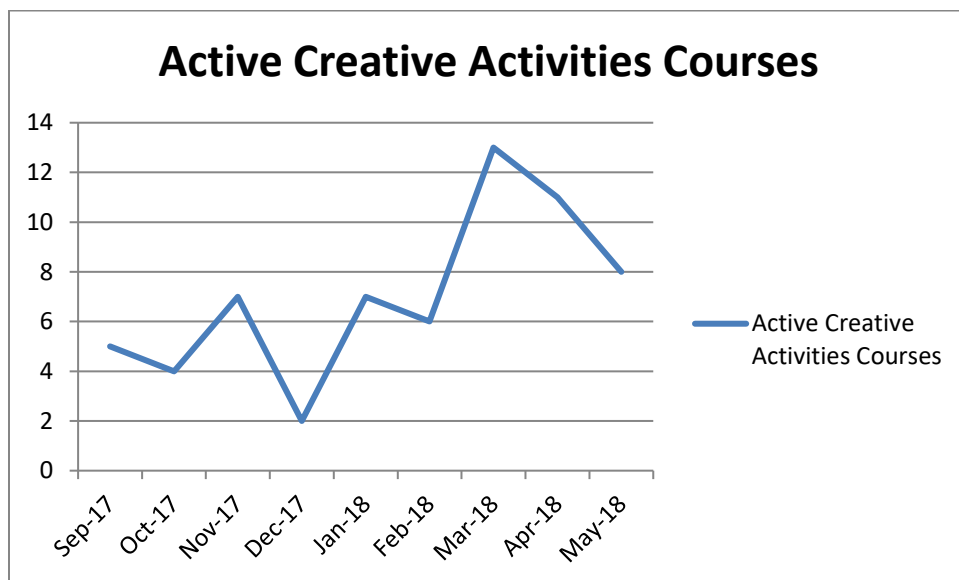
Creative Activities and Summer Camps

Creative activities are the third and final component of the “Future Hopes” program. A broad range of classes fall under the creative activities banner as class availability is dependent on volunteers’ skillsets and students’ interest but can range from Football to Drama to a class on the History of Rock and Roll.

The conservative nature of Nablus society when compared to the likes of Bethlehem and Ramallah, other educational establishments’ limited resources and Project Hope’s ability to provide skilled volunteers from different cultures with new approaches means that our creative activity classes are always in high demand. In response to this we are making a concerted effort to utilize volunteers’ creative skills. This also has the added benefit that volunteers with limited teaching experience are often more comfortable and confident teaching a skill which they have developed and pursue for enjoyment rather than a language of which they simply are a native speaker.

Project Hope’s involvement in creative initiatives is not just limited to the classroom. Nine international volunteers also devoted their time to paint two murals for Othman Ibn Afan Primary School in Nablus.





| | Active Creative Activities Courses |
|---------------|---|
| Sep-17 | 5 |
| Oct-17 | 4 |
| Nov-17 | 7 |
| Dec-17 | 2 |
| Jan-18 | 7 |
| Feb-18 | 6 |
| Mar-18 | 13 |
| Apr-18 | 11 |
| May-18 | 8 |

Summer camps

Another important aspect of Project Hope's provision of creative activities is our involvement in several summer camps throughout Nablus and the surrounding area. During the summers of 2017 and 2018 Project Hope sent volunteers to supervise and teach at the camps listed in the tables below. These camps provide fun activities, opportunities for students to develop new skills and also provide free childcare to parents during the summer months, thereby helping to support working families in Nablus. The camps also help to strengthen ties with local partner organisations.

The contributions of international volunteers are largely focused upon activity-based and recreational classes. Activities range from sports like basketball, boxing and gymnastics to more creative ones like painting, dance and music. Even when academic subjects such as English, French and Maths are taught the teachers still often take a more creative and fun approach to the lesson than they usually might to fit in with the atmosphere of the other activities at the camp.

| Project Hope Summer Camp Partner 2017 | Male/Female Participants |
|--|---------------------------------|
| Ansari Summer Camp | 30 Male/30 Female |
| Balata Village Public Club Summer Camp | 60 Male/80 Female |
| Beit Forik Summer Camp | 20 Male/25 Female |
| Dar Al-funoon Summer Camp | 35 Male/35 Female |
| Hamdi Manko Summer Camp | 20 Male/30 Female |
| Happy Childhood Summer Camp | 20 Male/30 Female |
| Huwara Summer Camp | 15 Male/15 Female |
| Junaid Municipal Council Summer Camp | 30 Male/40 Female |

| | |
|---|----------------------------|
| Multipurpose Community Resource Center (MCRC) Summer Camp | 20 Male/30 Female |
| Project HOPE Summer Camp | 100 Male/100 Female |
| Safir Summer Camp | 15 Male/20 Female |
| Social Development Summer Camp | 30 Male/40 Female |
| Yatma Summer Camp | 20 Female |
| Total | 395 Male/495 Female |

| Project Hope Summer Camp Partner 2018 | Male/Female Participants |
|--|---------------------------------|
| Dar Alfunoon Summer Camp | 70 Male/80 Female |
| Etihad School Summer Camp | 35 Male/65 Female |
| Hamdi Aker School Summer Camp | 75 Male |
| Jamal Abdunnaser School Summer Camp | 70 Male/70 Female |
| MCRC Summer Camp | 15 Male/30 Female |
| Old Askar Service Committee Summer Camp | 60 Male/90 Female |
| Safir Center Summer Camp | 50 Male/70 Female |
| Social Development Center Summer Camp | 150 Male/250 Female |
| Total | 525 Male/655 Female |

Nablus Festival

Another key component of Project Hope's involvement in creative activities is its coordination of Nablus Festival for Tourism, Culture and Arts. Project Hope's director, Hakim Sabbah, founded the festival with the aim of not only providing free cultural events for the people of Nablus and the surrounding area but also creating a platform for Palestinian and international artists to meet and collaborate. Accordingly, as well as introducing local Palestinians to international cultures, the festival also enables international artists and attendees to gain a deeper understanding of Palestinian culture. It also helps maintain relationships for Project Hope with both local and international partner organizations. In the longer term the festival aims to forge partnerships across the world to promote Nablus as a cultural destination. The

festival's ability to attract creatively skilled international volunteers is perhaps indicated by the increase in creative courses Project Hope offered around the time of the festival.

The third annual edition of the festival ran from April 11th to 20th 2018. All events were coordinated by Project Hope and in keeping with the organization's ethos of providing equal access to cultural and educational opportunities events were spread throughout Nablus and the surrounding refugee camps and villages and entrance was free of charge.

This year's festival hosted a total of 67 events from a wide variety of disciplines at over 20 different venues. As well as performances from Palestinian musicians including Ala' Al-Jallad there were concerts from musicians from as far away as Chile, England, Japan and Norway. The Nablus Marathon, a highlight from last year's festival, proved to be extremely popular again this year with hundreds of local and international participants running together. Another highlight was Nablus Circus School's performance of acrobatics and juggling to an audience of hundreds at Khan Al-Wakala. Within the festival there was also a French film festival as well as screenings of the films "The Life of a Knife" and "Saed" by local film makers Mustafa Azizi and Ihab Daboos, respectively. Additionally, a screening was held of a filmed long distance question and answer session between local Palestinians and the Astronomer Royal, Martin Rees. In terms of literature, there were cultural meetings to discuss and promote Kamel Abu Hansih and Basam Abu Ghazala's respective novels "The Capsule" and "Al-Ashq Al-Mor". Palestinian poets also performed readings of their works and Palestinian story teller Taher Baker and his American counterpart Al Miller regaled audiences with their stories. There were also exhibitions, cultural meetings and a cooking competition. As well as the more traditional events this year's festival saw Project Hope seek to expand its capacity to encourage more Palestinians not just to appreciate culture and the arts but also to pursue their own creative projects. Accordingly, 17 workshops were held in a variety of disciplines including art, music, theatre and skateboarding.

Section Three: Volunteers

International Volunteers

As perhaps the largest volunteer organization of its kind in Palestine, Project Hope's ability to recruit and support suitably skilled and motivated international volunteers is crucial for it to be able to deliver educational, creative and recreational programs to the people of Nablus. So as to better do this Project Hope has introduced two new initiatives during the reporting period.

Firstly, a weekly volunteer-led meeting has been introduced. This gives an opportunity for international volunteers to record and put forward suggestions and issues they have in a non-judgmental and if needs be anonymous manner. The minutes of these meetings are then passed on to Project Hope. Another function of the weekly volunteer meeting is it provides an opportunity to introduce new volunteers and for volunteers to discuss questions or handovers that they perhaps did not have time to share in the teaching workshop. It also helps to foster a sense of community, especially during the summer months when the large number of volunteers means that accommodation is spread over a number of houses so otherwise volunteers might not meet.

Also in December 2017 we launched an anonymous online feedback form for volunteers to complete after they leave Nablus. This enables international volunteers to express their opinions on Project Hope's work and suggest changes and improvements in a time efficient, honest and unpressurised manner. The questions and their numerical results can be seen below.

| | |
|---|---|
| 1. Did you enjoy your time with Project Hope? | <i>(On a scale of 1 "I hated it" to 5 "I loved it")</i> 4.10 |
| 2. Did you like your Project Hope accommodation? | <i>(On a scale of 1 "I hated it" to 5 "I loved it")</i> 2.97 |
| 3. How could your accommodation have been improved? | |
| 4. Did you enjoy your Arabic lessons? | <i>(On a scale of 1 "I hated it" to 5 "I loved it")</i> 4.10 |
| 5. How could your Arabic lessons have been improved? | |
| 6. Did you enjoy teaching? | <i>(On a scale of 1 "I hated it" to 5 "I loved it")</i> 3.86 |
| 7. How could your teaching experience have been improved? | |
| 8. Did you enjoy the evening activities? | <i>(On a scale of 1 "I hated it" to 5 "I loved it")</i> 4.28 |
| 9. How could the evening activities be improved? | |
| 10. What can Project Hope do to improve? | |



"I have volunteered twice with Project Hope for a total of four months, and will be returning again soon for another three month visit. I tell everyone that my association with Project Hope has been the greatest experience of my life.

Project Hope does an incredible job of bringing people together for cultural exchange and understanding and matching the skills and interests of the volunteers to opportunities. I was able to do more than I ever expected during my visits there, and I am so grateful for the opportunity!

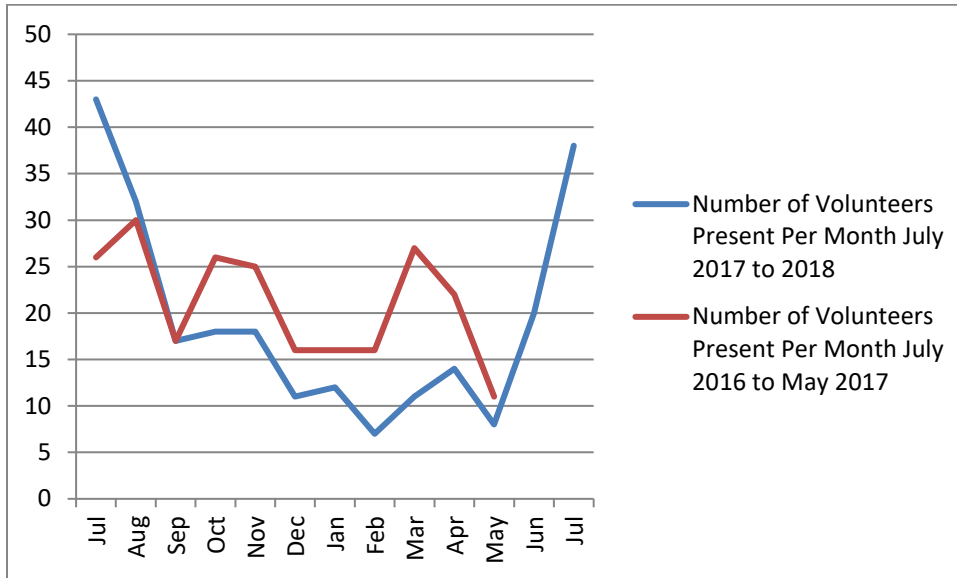
It would take all day for me to list the many highlights of my time with Project Hope and I look forward to coming back. During my next visit, I will teach Astronomy at public schools, lecture at An-Najah University, and assist Birzeit University in expanding their astronomy program to include photometry."

Robert Hendryx, a 63 year old volunteer from USA who taught Astronomy, Teaching Methods, Rock and Roll Music Workshop, American History and Entrepreneurship.

Another important aspect of the volunteer experience is to expose international volunteers to Palestinian culture and have them engage in dialogues with local actors. One way in which this is done is the evening and weekend activities organized by Project Hope. These include talks from the likes of Samer Khwairah, a journalist from Hayat radio station in Nablus, Professor Saed Abu-Hijleh, a lecturer in Geography and Political Science at An-Najah National University and Nasser al-Shaer, the former Education Minister of the Palestinian National Authority. Some talks are more culturally focused, for example, Taher Baker "the last storyteller in Nablus" spoke to our volunteers three times during the reporting period. There were also visits to the villages of Qusra and Yanoon and the refugee camps of Balata and New Askar where the international volunteers had the opportunity to meet and talk with local actors such as the respective mayors, Abdaladeem Wadi, Rashed Marar, Ahmad Shamekh and Amjad Refa'ai. Furthermore, during the reporting period international volunteers twice had the opportunity to visit and camp at Arab al-Rashayida, a Bedouin village in the Behtlehem Governate. This is provided an opportunity to experience another dimension of Palestinian culture and society which sadly is often overlooked. Finally, there are also weekly movie nights where volunteers can watch Palestinian movies.

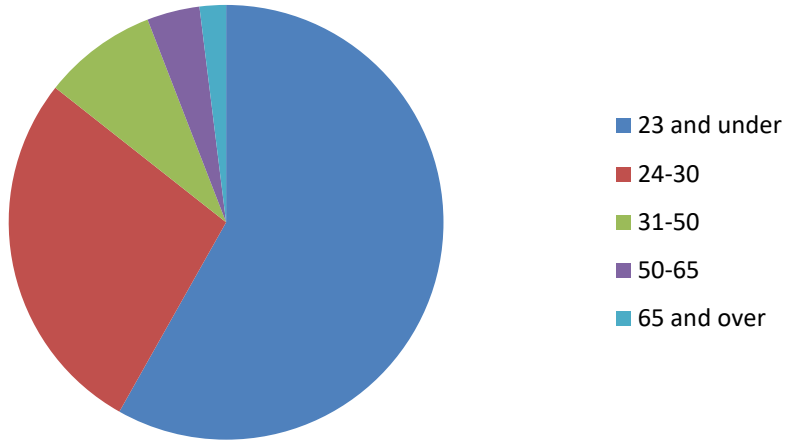
The below graphs and tables indicate that the pattern of the numbers of active international volunteers during each month of the reporting period broadly matches that of the preceding year. This is not only a result of there being a higher demand for classes in Nablus during the summer months due to summer

camps but also because as the following table indicates a large proportion of our volunteers are of university age and as such are available during their summer holidays. It is also worth noting an increase during March and April in both years which indicates the festival’s ability to attract volunteers. Furthermore, our volunteers come from all over the world and as such provide a wide variety of cultural exchange opportunities for locals. It is also worth noting that the majority of our volunteers are native English speakers

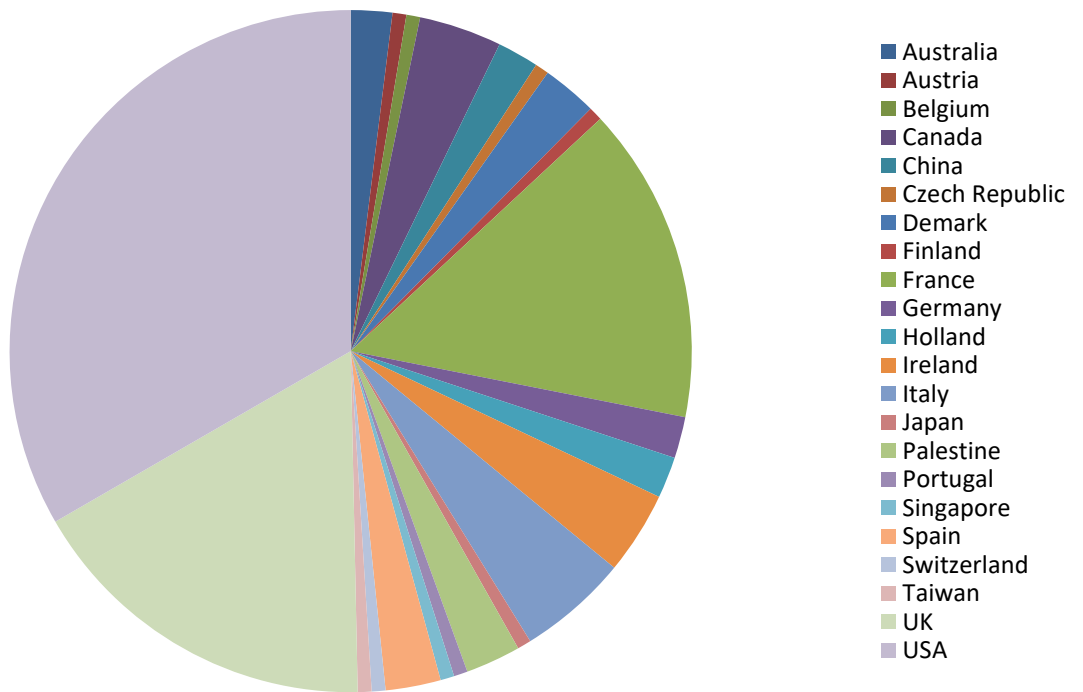


| | Number of Volunteers Present Per Month July 2017 to 2018 | Number of Volunteers Present Per Month July 2016 to May 2017 |
|------------|---|---|
| Jul | 43 | 26 |
| Aug | 32 | 30 |
| Sep | 17 | 17 |
| Oct | 18 | 26 |
| Nov | 18 | 25 |
| Dec | 11 | 16 |
| Jan | 12 | 16 |
| Feb | 7 | 16 |
| Mar | 11 | 27 |
| Apr | 14 | 22 |
| May | 8 | 11 |
| Jun | 20 | |
| Jul | 38 | |

Volunteer Ages



| | Volunteer Ages |
|--------------|----------------|
| 23 and under | 89 |
| 24-30 | 42 |
| 31-50 | 13 |
| 50-65 | 6 |
| 65 and over | 3 |



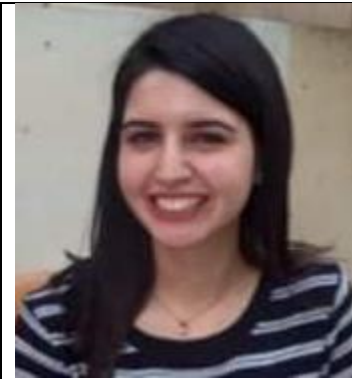
| | |
|-----------|---|
| Australia | 3 |
| Austria | 1 |

| | |
|----------------|----|
| Belgium | 1 |
| Canada | 6 |
| China | 3 |
| Czech Republic | 1 |
| Demark | 4 |
| Finland | 1 |
| France | 23 |
| Germany | 3 |
| Holland | 3 |
| Ireland | 6 |
| Italy | 8 |
| Japan | 1 |
| Palestine | 4 |
| Portugal | 1 |
| Singapore | 1 |
| Spain | 4 |
| Switzerland | 1 |
| Taiwan | 1 |
| UK | 26 |
| USA | 51 |

Local Volunteers

Just as important as our international volunteers are our local volunteers who dedicate their time, skills and energy to helping Project Hope. Having been established over fifteen years ago Project Hope has built up a network of reliable and skilled local volunteers. Their long term support and hard work enables Project Hope to run smoothly and efficiently despite the inevitably high turnover of international volunteers.

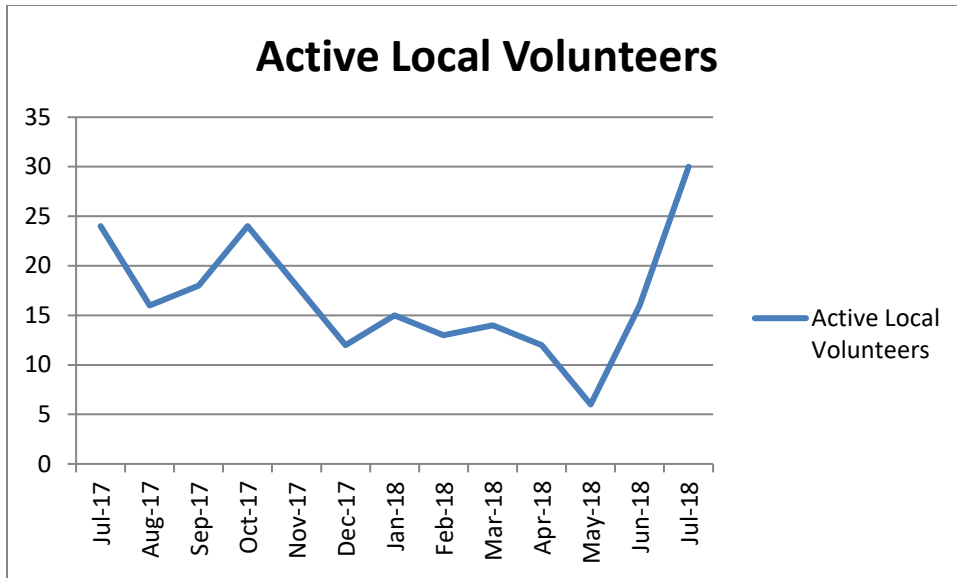
Primarily they work as teaching assistants for the international volunteers' lessons but they also often help international volunteers acclimatize to and learn about Palestinian culture and society on an informal basis. These relationships provide opportunities for cross cultural dialogues and international friendships to form through which the Project Hope family and impact grows both in terms of size and reach around the world. It also provides an opportunity for local volunteers to gain valuable work experience in an international and primarily English speaking working environment.



"I started volunteering with Project Hope for many reasons. I wanted to practice my English and gain work experience but most importantly I wanted to help my community. Project Hope not only provides educational opportunities for the people of Nablus but it also enables both students and volunteers to meet and interact with people from other cultures and societies. I am so grateful to have had the opportunity to work with them and I look forward to continuing to do so in the future."

Hiba Arafat, a 25 year old Local Volunteer

As would be expected, and as the below graph and table demonstrate, the number of active local volunteers per month broadly correlates with the number of active international volunteers and courses.



| | Active Local Volunteers |
|---------------|--------------------------------|
| Jul-17 | 24 |
| Aug-17 | 16 |
| Sep-17 | 18 |
| Oct-17 | 24 |
| Nov-17 | 18 |
| Dec-17 | 12 |
| Jan-18 | 15 |
| Feb-18 | 13 |
| Mar-18 | 14 |
| Apr-18 | 12 |
| May-18 | 6 |
| Jun-18 | 16 |
| Jul-18 | 30 |

Project Hope would like to take this opportunity to recognize and give thanks for the hard work of our local volunteers by listing them by name below.

| | | |
|-------------------|------------------|-----------------|
| Abdulkarim Adawi | Iman Hamad | Odai Wann |
| Abdurahim Dardouk | Iman Hijawwi | Ola Amer |
| Abdurahman N'erat | Inas Shtayeh | Omar Anabtawi |
| Ahmad Hneni | Israa Lefdawi | Omar Zawawi |
| Aisha Modalal | Iyad Alawneh | Qusai Abu Eishe |
| Ali Barham | Izziddine Qassis | Rami Imran |
| Ameed Asma | Khalil Younes | Ramz Zayed |

| | | |
|-----------------|--------------------|-------------------|
| Amjaad Shaheen | Lama Shakhshir | Rawan Sayed |
| Anas Sayeh | Lujain Masrouji | Rawan Shahwan |
| Aseel Mtawe' | Malak Allawne | Raya Laham |
| Ata' Shaqour | Marah Shareef | Reem Sawalha |
| Aysam Ayrout | Maria Barakat | Saji Khawaja |
| Aysha Kitane | Masa Mtawe' | Sally Dababseh |
| Baha' Hamadne | Masa Tubeleh | Samah Aqel |
| Bakiza Saifi | Moath Ali | Sameh Anabtawi |
| Baraa Eliyyan | Moath Qadous | Sandra Al Bana |
| Baraa Elyyat | Mohamad Animer | Sewar Abdulhadi |
| Basel Hijawi | Mohamad Asmar | Shamekh Sha'ban |
| Basma Hijjawi | Mohamad Masri | Shayma Sharafe |
| Batoul Abdullah | Mohamad Zourba | Sujoud Dmairi |
| Darwish Musmar | Mohammad Nimer | Taima' Hajje |
| Diana Inab | Muath Qadoos | Tamara Taha |
| Fatima Afane | Muhamad Taslaq | Wala' Abu Shalbak |
| Ghada Shalabi | Muhammad Masri | We'am Khater |
| Haitham Nofal | Muhanad Shana'a | Wi'am Imter |
| Hala Abuzant | Munther Abu Baker | Yaqoub hawash |
| Hamza Oude | Mustafa Abu Kharme | Yara Jabi |
| Hanadi Awwad | Mustafa Hmouda | Yara Shana'a |
| Hiba Arafat | Nada Ibrahim | Yasmeen Al'aze |
| Hiba Daraghme | Nadia Dweikat | Yasmeen Rajab |
| Hiba Dweikat | Nadim Samaro | Yazan Masri |
| Hida' Haboub | Nawal Shaheen | |
| Husam Basalat | Nuha Aghbar | |

Section Four: Partners

Partner Organizations

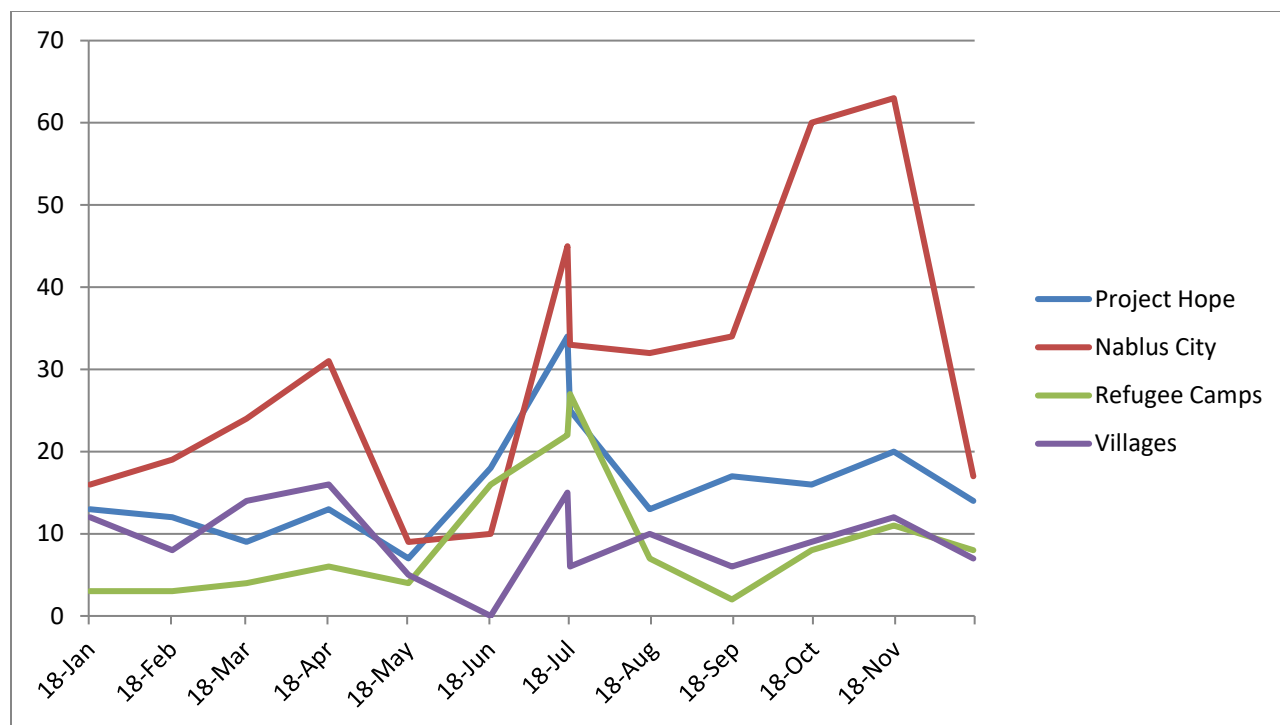
As well as the generous and crucial support offered by Unifor Project Hope also has a wide network of local partners throughout Nablus and the surrounding area with whom it works on a daily basis. As Project Hope has now been established for over fifteen years it has developed reliable working relationships with a number of these organizations thereby ensuring that lessons are delivered efficiently and effectively.



"As the director of the Social Development Center in New Askar Refugee Camp I have worked with Project Hope for over ten years. Their ability to attract talented and motivated international volunteers to Nablus to help us with teaching, administration and our summer camps is invaluable. We are lucky to have such a reliable and supportive partner organization."

Amjad Rfaie, Director, Social Development Center, New Askar Refugee Camp

Although upon its foundation Project Hope's work was initially limited to serving Nablus's refugee camps but in the intervening years the scope of work has expanded to include running courses in Nablus, the surrounding villages and even in Project Hope's own training center. In fact, to increase classroom capacity in January 2018 Project Hope's training center was relocated to Nablus's Old City. As the below graph and table demonstrate courses are spread far and wide throughout Nablus and the surrounding villages and refugee camps.



| | Number of Active Courses in Each Location | | | |
|---------------|---|-------------|---------------|----------|
| | Project Hope | Nablus City | Refugee Camps | Villages |
| 17-Jul | 34 | 45 | 22 | 15 |
| 17-Aug | 13 | 32 | 7 | 10 |
| 17-Sep | 17 | 34 | 2 | 6 |
| 17-Oct | 16 | 60 | 8 | 9 |
| 17-Nov | 20 | 63 | 11 | 12 |
| 17-Dec | 14 | 17 | 8 | 7 |
| 18-Jan | 13 | 16 | 3 | 12 |
| 18-Feb | 12 | 19 | 3 | 8 |
| 18-Mar | 9 | 24 | 4 | 14 |
| 18-Apr | 13 | 31 | 6 | 16 |
| 18-May | 7 | 9 | 4 | 5 |
| 18-Jun | 18 | 10 | 16 | 0 |
| 18-Jul | 25 | 33 | 27 | 6 |

Nablus City

1. Abd Almogheth Alansari School
2. Abduraheem Mahmoud Girls School
3. Amr Bin Al'as Boys School
4. An-Najah National University

5. An-Najah National University Faculty of Education
6. An-Najah National University Sport Faculty
7. Banat Rafedia Girls School
8. Boys Rehabilitation Center
9. Children's Cultural Centre (CCC)
10. Christian National Kindergarten
11. Circus School
12. Dawhet Aleman Kindergarten
13. Fatimiya School Summer Camp
14. Haja Rashda Girls School
15. Hamdi Aker School Summer Camp
16. Hamdi Manko
17. Jamal Abdunasser Girls School
18. Jamal Abdunnaser School Summer Camp
19. Jardane Boys School
20. Khalifah Center
21. Khlifah Rehabilitation Center
22. MCRC
23. MCRC Clinic
24. MCRC Kindergarten
25. MCRC Summer Camp
26. Mothers' School
27. Najah Faculty of Science
28. Najah Faculty of Science, Faculty of Education and Faculty of Arts
29. Najah University Language Resource Centre
30. Najah University Language Resource Centre LRC and Education Department
31. Rubic Community Center
32. Tanwiri
33. Tanwiri Forum
34. Women's Library

Refugee Camps

1. Al Wafa Kindergarten, Old Askar
2. Al-Ein Boys School, Al Ein
3. Askar Youth Center, Old Askar
4. Autistic center, Al-Ein
5. Dar Alfunoon, Old Askar
6. Happy Childhood Centre, Balata
7. Khalifah Rehabilitation Center, Old Askar
8. Old Askar Service Committee , Old Askar
9. Oli Alazm, Balata

10. Safir, New Askar
11. Safir Summer Camp, New Askar
12. Shams Alamal Kindergarten, New Askar
13. Social Development Center, New Askar
14. UN Boys School, Balata

Villages/Cities/Outlying Areas

1. Aqraba Municipal Council, Aqraba
2. Athenes Center, Qabalan
3. Awarta Boys School, Awarta
4. Balata Village Public Club Summer Camp, Balata
5. Beit Wazan Elementary School, Beit Wazan
6. Beita Municipal Council, Beita
7. Beita Community Center, Beita
8. Boys Rehabilitation Center, Balata
9. Creativity Cultural Center, Huwara
10. Elite Academy Kindergarten, Balata
11. Etihad School Summer Camp, Beit-Eiba
12. Huwara Organization, Huwara
13. Juneid Mothers School, Juneid
14. Juneid Municipal Council Summer Camp, Juneid
15. Mother's School, Beit Foreik
16. Palestine Kindergarten, Iraq Tayeh
17. Public Library, Asira
18. Qabalan Boys School, Qabalan
19. Qusin Elementary School, Qusin
20. Qusin Girls Middle School, Qusin
21. Qusin Girls School, Qusin
22. Training Center of Ministry of Education, Huwara
23. Women's Center, Balata
24. Yatma Municipal Council, Yatma

Section Five: The Future

Key Goals and Objectives

As well as maintaining the progress achieved over the last year during the next reporting cycle our attention will be focused on the following key objectives.

1. Develop links with sending organizations

- a. Ensures that international volunteers are appropriately skilled and experienced to take on their teaching assignments.
- b. Enables more efficient recruitment of volunteers with in demand skills e.g. creative activities teachers.
- c. Strengthens international partnerships and Project Hope's network.
- d. Enables Project Hope to maintain a core of active international volunteers throughout the year and avoid shortages such as the French Program suffered in December 2017.

2. Search for international partners

- a. Secures funding in order to sustain core program components.
- b. Enables collaboration on projects such as Nablus Festival for Tourism, Culture and Arts.
- c. Helps to recruit appropriately skilled and experienced international volunteers.

3. Improve promotion of courses

- a. Ensures courses reach as broad a cross section and as large a number of Nablus's citizens as possible.
- b. Boosts Project Hope's profile and engagement with the people of Nablus.
- c. Improves international volunteer morale as it avoids empty classrooms.

4. Maintain improved data collection practices

- a. Since December 2017 the exact number of hours taught per course per month has been collected. Once this practice has been maintained for a full year it will enable more thorough and accurate statistical analysis of Project Hope's course provision.