



PROJECT HOPE  
Humanitarian Opportunities for  
Peace and Education

# Annual Report

2005



# CONTENTS

	<b><u>Page</u></b>
Abbreviations	ii
Executive Summary	iii
2005 Fact Page	iv
I. Report Outline	<b>1</b>
II. English	<b>2</b>
III. Special Activities	<b>9</b>
A. French and Other Languages	9
B. Penpal	9
C. Art	9
D. Drama	13
E. Palestinian Circus	14
F. Music 4 Music	16
G. Cinema Against Checkpoints	16
H. Photography Class	17
IV. Personnel	<b>18</b>
A. Staff	18
B. Palestinian Volunteers	21
C. International Volunteers	22
V. Locations	<b>26</b>
VI. Cooperation	<b>26</b>
A. Palestinian Organizations	26
B. International Organizations	28

## Annexes:

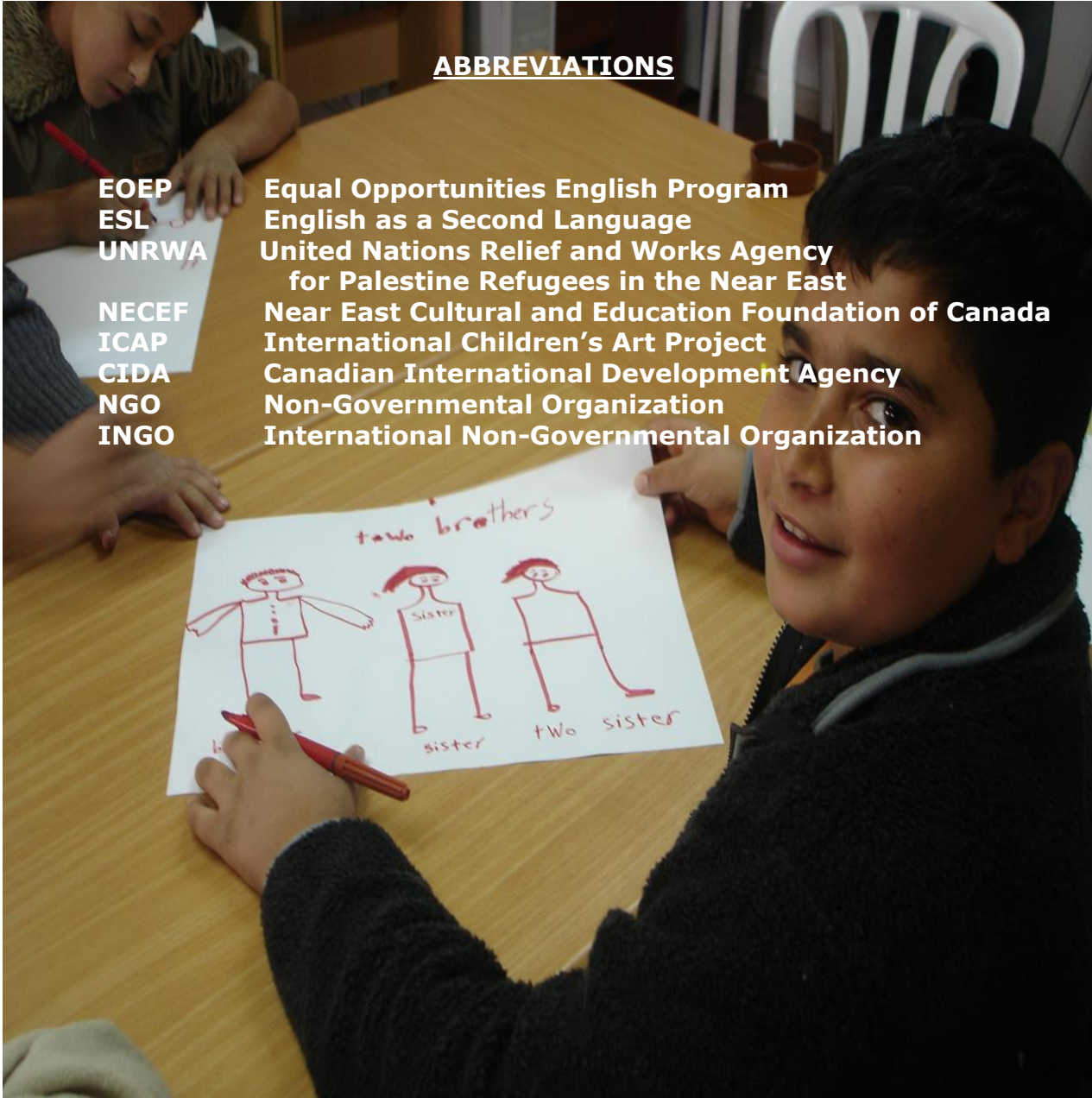
School Holidays in 2005

Principal Donor Foundations in 2005



**ABBREVIATIONS**

<b>EOEP</b>	<b>Equal Opportunities English Program</b>
<b>ESL</b>	<b>English as a Second Language</b>
<b>UNRWA</b>	<b>United Nations Relief and Works Agency for Palestine Refugees in the Near East</b>
<b>NECEF</b>	<b>Near East Cultural and Education Foundation of Canada</b>
<b>ICAP</b>	<b>International Children's Art Project</b>
<b>CIDA</b>	<b>Canadian International Development Agency</b>
<b>NGO</b>	<b>Non-Governmental Organization</b>
<b>INGO</b>	<b>International Non-Governmental Organization</b>



## **EXECUTIVE SUMMARY**

Project Hope successfully carried out its Equal Opportunities English Program (EOEP) in 2005. It was administered in spite of many challenges due to the violence and general unrest of the Palestinian-Israeli conflict. On a monthly basis activities were offered to hundreds of children and youth. The primary component of the program was the courses in English as a Second Language. Native speaking and fluent volunteer instructors together taught classes utilizing communicative and task-based approaches that had psychological as well as educational benefits. The program's growth was facilitated by a geographical expansion of Project Hope's reach and access to improved facilities such as UNRWA schools in the refugee camps. Through progressive growth of the program the English component met its monthly student enrolment of 200.

An accomplishment in itself, the English component was but one aspect of the EOEP program. A number of special activities of significant value and scale were undertaken throughout the year. The larger activities reached hundreds of beneficiaries, through Music 4 Music, the Palestinian Circus and Cinema Against Checkpoints. Others were more modest in scale but highly effective applications of art, drama, photography, Penpal and foreign languages. Combined with the English component, Project Hope reached thousands of children and youth in 2005.

Further, dozens of Project Hope's Palestinian volunteers garnered experience assisting with the administration of the EOEP activities in a pleasant environment of friends. Fourteen were awarded paid cultural and training trips to Europe. All Palestinian volunteers benefited from their day-to-day contact with the dozens of foreign nationals who came to the West Bank to volunteer with Project Hope. The most obvious benefit in this mutual learning experience was a day-to-day use of the English language: some Palestinian volunteers are now fluent with an excellent accent, while others who were once unable to speak now have the basic ability to communicate. More than fifty International volunteers came to the West Bank to volunteer for long-term stays or short-term special activities. There was representation from thirteen different countries as diverse as South Korea, South Africa, Finland and the United Kingdom. The program was administered internationally by a dedicated core of more than a dozen volunteers. It was administered on the ground by a small staff of local Palestinian professionals: community-led development supporting existing skilled personnel with an infusion of international assistance.

Perhaps the most remarkable characteristic was the humble resources available to Project Hope. With a monthly budget a mere fraction of the size of other international non-governmental organizations, the program was nonetheless comparable in scale. This was highlighted by Project Hope's contribution of a 14 person observer mission to the 25<sup>th</sup> January 2006 legislative election at the cost of just 50 \$CDN. This also underlines the greatest challenge, which was maintaining such a program of scale on these resources and the subsequent strain on volunteer resources. Nonetheless, Project Hope looks forward to maintaining its successful program in 2006 through innovative, cost-effective, community-led projects.

## **2005 FACT PAGE**

### **ENGLISH AS A SECOND LANGUAGE COURSES**

<b>Average Monthly Enrolment:</b> 205.5	<b>Total 2005 Enrolment:</b> 2 466
---	------------------------------------

### **SPECIAL ACTIVITIES**

<b>Activity</b>	<b>Description</b>	<b>Participants</b>
<b>Art</b>	Four Major Multi-Week Projects	<b>200+</b>
<b>Drama</b>	2 Month Course	<b>38</b>
<b>Photography Course</b>	1 Month Course	<b>20</b>
<b>Palestinian Circus</b>	Youth run circus group with a membership of 15 – 20	<b>1000+*</b>
<b>Music 4 Music</b>	Musical workshops and performances	<b>1000+*</b>
<b>Cinema Against Checkpoints</b>	Cinema presentations for public audiences	<b>600</b>
<b>French and Other Languages</b>	Small French program modeled on the English program; Spanish course	<b>100</b>

### **WHERE PROJECT HOPE WORKED 2005**

Nablus City (including Old City)  
Refugee Camps: Balata, New Askar, Old Askar, Al Ein  
Special Activities: Jericho, Sulfit, Beit Dajan, Tel, Assira Shamalieh, Jayyous, Masha

### **OTHER FACTS**

- Average Number of Palestinian Volunteers per month: 20+
- Training and Cultural Opportunities for Palestinian Volunteers in Europe: 14
- 50+ international volunteers for regular or special activity from 13 countries
  - Average 6+ per month for 3+ month stays
  
- Worked with 30 local organizations, 6 UNRWA and 3 public schools
- Worked with 6 different international organizations on projects

\* Some Music 4 Music and Palestinian Circus activities were combined

\*\* See the Annexes for a monthly comparison of the Project Hope budget to two other INGOs working in Nablus

## **I. REPORT OUTLINE**

In 2005 Project Hope implemented its Equal Opportunities English Program. Anchored by a sizeable English component that utilized native speaking foreign volunteers, the program included a number of different special activities such as drama, music, art, film and circus. The target group was the marginalized children and youth suffering from the effects of the longstanding conflict, economic disaster and trauma. The goal was to assist them in their skills development while providing them with valuable instances of structure and normalcy for support psychologically. At the same time, countless Palestinian youth volunteers benefited from participating in the administration of the program.

This work was successfully undertaken within the context of the general unrest associated with an unrelenting Palestinian-Israeli conflict. Though the conflict became less violent in purely military terms with a general drop in the number of monthly deaths, the situation for the Palestinian civilian population showed little if any improvement in 2005, the fifth year in the most recent Intifada. The situation within the West Bank was characterized by restrictions on movement due to the new Israeli wall and armed checkpoints, military incursions, night raids and arrests, indigenous factionalism and a devastated economy.

The following report details the implementation of the EOEP program in 2005. Section II details the establishment and development of the English component. The section details the difficult conditions and challenges of implementing it, but also the success of a growing program that has become a popular mainstay in Nablus. Section III surveys the many special activities that Project Hope was able to innovate in 2005. In particular, the Palestinian Circus, Music 4 Music and art projects that were at times comparable in scope to the English program. The survey encompasses eight such special activities: French and Other Languages, Penpal, Art, Drama, Palestinian Circus, Music 4 Music, Cinema Against Checkpoints and a Photography Class.

Section IV deals with the personnel that made Project Hope function. It remarks upon the small staff that was paid to work on the EOEP program, and in the process the transition Project Hope was making from being a purely volunteer-driven organization with only occasional paid stipends, to the development of a regularized core staff. It also remarks on its limited size and the general strain on available human resources. This is followed by a discussion of the role of Palestinian and International volunteers to make the program possible. Finally, Section V details the locations Project Hope worked in and the its geographical growth, Section VI speaks about the organizations Project Hope worked with on the community and international level and Section VII contains a financial report.



## II. ENGLISH

The English component slightly exceeded the monthly target of 200 students.

**Table 1, Monthly English Enrollment**

<b>Date</b>	<b>Students</b>
28 February 2005 (Hajj - Eid al Adha)	282*
30 April 2005	209*
31 May 2005	120
30 June 2005	170
31 July 2005	125
31 August 2005	165
30 September 2005	164
31 October 2005 (Ramadan - Eid al Fitr)	230
30 November 2005	258
31 December 2005 (Christmas)	252
<b>Monthly Average</b>	<b>205.5</b>
<b>Total Placements</b>	<b>2 466</b>

\* These figures are revised from the 6 month report, which did not include student numbers in Jayyous for the beginning of 2005.

There was a dip in enrollment in the summer, which was the result of three factors: the discontinuation of the program in Jayyous, ongoing development of the English program and many external exigencies which make work in the Palestinian Territories difficult. The program displayed resiliency in spite of these factors, while there was an unexpected autumn increase in enrollment. Normally there is a drop in the number of International volunteers and a general slowdown during the fasting month of Ramadan. Ramadan actually was one of our busiest months.

Initially the English courses were organized on a two month schedule. From May each class was scheduled on a one month basis, subject to renewal at month's end. A renewal decision was taken following a review of the evaluations completed by the partner organization, students and instructor. Classes were held 5 days a week on the Muslim calendar week, which runs from Saturday to Wednesday with weekends constituting Thursday and Friday. From May approximately one quarter of the courses were two-week intensive courses which took place everyday. All courses were held through the facilities of local organizations and schools. The schedule was organized to take account of the Palestinian administrative and religious holidays consistent to both the Gregorian and lunar Islamic "Hijri" calendars. Already a complex schedule, the program had be strong enough to cope with frequent disruptions due to external exigencies such as military incursions, curfews, restrictions on movement, indigenous factional disputes and general unrest.

We demanded that every classroom meet our basic requirements for a positive learning environment that simultaneously could provide the students with a

psychological sense of structure and normalcy. This meant that every classroom had to have the basic requisite facilities: a chalk- or whiteboard, desks, chairs and adequate space for the students. If a local partner center was not able to meet these conditions on a regular basis, we were forced to discontinue the courses and find another center in that location. Generally these conditions were met, but there were examples where we were forced to discontinue the courses with an organization. For example, at the Askar Youth Center in Old Askar Refugee Camp two of three classrooms did not meet the necessary standards. One room provided was a meeting room and general administrative office. Primary seating consisted of large couches while half the room was occupied by furniture. The second room was very narrow and filled again with couches instead of desks. The couches sat across from each other, meaning the students faced one another instead of the instructor. Only one room was really adequate, while we needed several available classrooms. Meanwhile there are many other organizations in Nablus interested in hosting our English courses, while our program was enhanced when we gained access to local schools towards the end of the year.

The English curriculum used the New Headway "English as a Second Language" (ESL) series. However, our approach was not to teach by lecture or wrote, where students simply memorize the grammar out of the text but never truly understand how to use the language. We used the New Headway series as a frame while basing our program around a communicative and task-based learning approach. Teachers were encouraged to use art, drawing, mimes, acting, role playing, tongue twisters and flash cards. In addition, many of our special activities (Section III), while not English courses, were organized and led in English.

Class size was typically limited to a manageable number of ten to twelve students. Palestinian children suffer from abnormally high rates of psychological trauma. The disorders make it difficult for them to concentrate and/or cause them to act aggressively. With so many children suffering psychological difficulties and frequent disruptions, the large class sizes common to their schools make it very difficult to actually learn. This is especially true for a foreign language that is taught with antiquated methods, yet is so important to gaining meaningful employment. Our reasoning was to keep the class sizes small and manageable so that at least some students received the attention they needed and showed progress, rather than none at all. For this reason we kept our class sizes to a manageable number where the children learn, rather than having a large class where nobody learns.

This philosophy sometimes led to problems in organizing class and activities with other Palestinian NGOs, which normally try to have large groups. Even with small class sizes, our instructors faced regular challenges besides the mental health problems. On occasion children came to class when the previous night their home was invaded by soldiers and perhaps a family member arrested. Sometimes class was disrupted by an Israel military incursion. One Scottish volunteer was teaching in the Old Askar Refugee Camp during such an invasion, when one of the female students asked if she could leave class to throw stones. Fortunately Project Hope's instructors could rely on support from the Head Teacher, Project Hope staff and

volunteers and the staff of the local Center. Teachers shared their experiences at a weekly meeting where they can speak about any problems they are facing. At the same time, the vast majority of students have been highly receptive to the classes and the opportunity not only to learn English but to interact with the instructors.

## CHALLENGES

The Palestinian Territories is a difficult location to work in. It is a violent region plagued by factionalism, corruption, repression, poverty, checkpoints and frequent Israeli military incursions. It can be nearly impossible to follow an exact schedule. At the same time, these adverse conditions are the very reason we work in the devastated Nablus governate and for this reason we were prepared to face such difficulties. It is simply the nature of the situation, and what has become normal there. Several negative exigencies interfered with the efficacy of the EOEP program, complicating its overall development.

There was a general deterioration in the sociopolitical situation during the summer related to the Gaza withdrawal. The main result was more restrictions imposed upon the Palestinian civilian population. It became more difficult to move past the numerous checkpoints, particularly for the International volunteers. Though in 2005 most Israeli military incursions were early morning raids and arrests, it was still not unusual to see armed incursions during the day, especially into the Old City and Refugee Camps.

Much of Project Hope's courses were in Nablus' adjacent refugee camps. Besides the general unrest, it was already difficult organizing our activities there around the split shift schedule of the schools that is necessary to accommodate all the students. One of the bigger obstacles was a teachers' strike at the end of the school year in all the refugee camps of the West Bank. This left the schools closed for approximately forty-five days and occurred during the important period when students are focused on studying for their final exams.

Without the strike we already found demand for our program had dipped in this time, when the Tawjihi exams are written. Tawjihi is of vital importance in Palestine, not only because their academic future of the students is based upon their results, but also because English accounts for *one-third* of their final grade. The English mark is mostly determined by grammar and writing skills. Our instructors were not able to assist the students in the way they wanted to be prepared for the exams, which was approaching the exam not necessarily understanding English but knowing the right answers for specific grammatical structures - much in the same way mathematics questions are answered. This is part of the systematic problem we have found with English teaching in the Palestinian Territories. It is not effective and does not teach the children how actually to communicate in English, leaving it largely a privilege of the small local elite that can afford quality private schooling. With so much importance placed on the examinations, the strike and scholastic uncertainty in the refugee camps at the end of the school year prolonged the real examination period by almost two months.

## SUCCESS AND DEMAND

Project Hope's English classes were and are still in high demand with our available pool of English native speakers and fluent instructors. Besides working with many marginalized children and youth, Project Hope is filling a niche in the community largely abandoned with the disappearance of the British Council and similar ESL schools. On occasion we have even been approached by professional institutions in Nablus requesting English classes, such as the Al Quds Open University and local police. Most often these did not fit within the mandate of our 2005 EOEP program and we refused their requests in order to maintain the structural integrity and educational quality of the program, while ensuring all classes remain free and focused on the more marginalized populations.

Our work was enhanced when in October the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) agreed to allow us access to their schools in the refugee camps. They have better school facilities compared to our typical partner organizations, which allows us to provide multiple classes in a positive learning environment. We were granted limited access for a set period of time after school, and as noted the schools run on a double shift to accommodate the students of the camps. The reason this was such an achievement is because UNRWA is notoriously guarded in with whom it works, due to frequent problems with the Israeli military and government. We had already been fortunate since the spring of 2005 to have the cooperation of some UNRWA school headmasters with the selection of students for the English program.

During 2005 our program expanded geographically. Prior to 2005 we worked mostly in Nablus, the New and Old Askar refugee camps, and Balata refugee camp. In 2005 the program expanded to include Al Ein Refugee Camp, with limited activities in villages outside of Nablus, such as Jayyous and Masha village. Our only retraction was eliminating the regular programs in Jayyous, which was simply too difficult to maintain and evaluate on our limited budget because of the many checkpoints that exist between the village and Nablus. Full details of the locations of our English courses and the organizations or schools we worked with are as follows:

**Table 2, English Course Locations**

<b>Time Period</b>	<b>Location</b>	<b>Center/School</b>
January - April	Old Askar Refugee Camp	Askar Youth Center
	Nablus Old City	Multipurpose Community Resource Center
	Jayyous	
May - June	Old Askar Refugee Camp	Al Lod Society
	Al Ein Refugee Camp	Women's Program Center
	Balata Refugee Camp	Balata Youth Center
	Nablus	Palestinian General Federation of Trade Unions
	Nablus	Child Cultural Center

July	Nablus	Al Manhal Society
	New Askar	As Safir
	Al Ein Refugee Camp	Women's Program Center
	Balata Refugee Camp	Disabled Committee
	Nablus	Worker's Union
August	Nablus	Child Cultural Center
	Nablus	Jothour
	Nablus	DARNA
	Nablus	Iskan Roujeeb
	Balata Refugee Camp	Balata Popular Committee Services
September	New Askar	As Safir
	Nablus	Jothour
	Nablus Old City	Multipurpose Community Resource Center
	Nablus	Al Andaleeb Nursing College
	Nablus	DARNA Centre
	Al Ein Refugee Camp	Women's Program Center
October	Nablus	Ministry of Youth
	Balata Refugee Camp	Balata Childhood Center
	Al Ein Refugee Camp	Women's Program Center
	Nablus	Al Mustakbal
	Nablus	Al Andaleeb Nursing College
	Old Askar Refugee Camp	Women's Program Center
	Nablus	Al Rawda School (French)
November	Balata Refugee Camp	UNRWA Balata Refugee Camp Boys and Girls Schools
	Old Askar Refugee Camp*	UNRWA Old Askar Refugee Camp Boys and Girls Schools
	Al Ein Refugee Camp	UNRWA Al Ein Refugee Camp Boys and Girls School Schools
	Al Ein Refugee Camp	Women's Program Center
	Balata Refugee Camp	Happy Childhood Center
	Nablus	Al Majal Center
	Masha Village	Qalqilya
December	Balata Refugee Camp	UNRWA Balata Refugee Camp Boys and Girls Schools
	Old Askar Refugee Camp*	UNRWA Old Askar Refugee Camp Boys and Girls Schools
	Nablus	Nablus Resource Center
	Nablus	DARNA Centre
	Masha Village	Qalqilya

\* New Askar Refugee Camp is an official refugee camp and under the responsibility of UNRWA, but there is no UNRWA school.

## EVALUATIONS

Overall we feel that our work has had a very positive impact in mitigating the severe psychological, educational, and social conditions that prevail. Feedback recorded from evaluations by the centers and students would tend to support this. A few sample opinions follow:

*The Popular Committee of Services in Balata Camp* commended the work done by the volunteers of Project Hope: "It is a great pleasure for us to continue the work with you. The children of the camp are showing high interest in your classes, indicating to us the good quality of your work."

In one of its evaluations of our work, the Women's Program Center in Al Ein camp stated: "You have sparked the imagination of our children, and you have reminded them that a better world can be created. Our children started looking for the parts of this life that they can create now, even under our awful conditions, we will be grateful to you if you can provide us with new volunteers who can continue this great work."

A student from the Old City said: "As a student, I have become able to participate in my English class at school. I can also exchange a short dialogue with the International volunteers who have come to support us."

Project Hope conducted regular evaluations of the English program. This consisted of questionnaires to be completed for each course by the host organization or school, the instructor and the students. This allowed us not only to evaluate our program but decide at the end of a month whether or not to renew a course. Overall 84% of our classes were renewed while 85% of the evaluations gave a positive evaluation of the English program. This qualitative analysis of the program was complemented by the quantitative analysis of course enrolment, maintained by attendance sheets by the teachers.

Tracking the improvement of the English efficacy of the students is one area where our qualitative analysis could have improved. There are two reasons. One was our realization that a simple exam-based analysis might lead to our program becoming mired in the typical problem of focusing on grammar as mathematics. For this reason we discontinued the simple exam-based analysis implemented by the first Head Teacher. A second reason is that with the existing socio-political conditions the psychotherapeutic effects of our program are as important, if not greater than, the statistical improvement of a students grasp of grammar. The classes should not be onerous, but fun, providing a sense of normalcy, structure and a means of temporary escape.

Our evaluation forms allowed us to get a glimpse into the minds of our students and observe how our program might be helping. We would have preferred to conduct large-scale evaluations of the overall scholastic improvement of our participants, based on carefully crafted creative exams combining oral and written material. It would have also been productive to conduct a survey at students'

schools to see if there was an overall improvement in their performance in their English classes. However, our resources were quite limited while the overall EOEP program was probably already far outperforming the expectations of any program of similar funding. We simply did not have the staff or resources to carry out such in-depth evaluations<sup>1</sup>. The evaluation and records of our English program were further retarded by our limited computer resources. For much of the year Project Hope had just a single two-year old computer available for general administrative use, as well as the private computers of certain staff and volunteers. While the Internet Café we have access to in our new office location, explained in section VI A, has alleviated some of administrative burden, these are public computers and not appropriate for all uses.

Further evaluations of the EOEP program were conducted by Project Hope members from North America. In early January of 2005 Project Hope's volunteer Webmaster visited Nablus and conducted an evaluation of our activities. In late March and early April a Canadian Director conducted an evaluation, focusing on the English component of the EOEP program. Throughout the year the Program Manager/Executive Director monitored and evaluated the program. There was also a brief assessment carried out by a member from the Near East Cultural and Education Foundation (NECEF) of Canada.



---

<sup>1</sup> We have available on Mini DV a camcorder video of students learning English, but did not have the budget to convert this to a North American system and onto DVD.

### **III. SPECIAL ACTIVITIES**

The scale of the EOEP's English program was complemented by equally impressive array of special activities.

#### **A. FRENCH AND OTHER LANGUAGES**

French classes are on demand in the Palestinian Territories because fluency facilitates employability with the numerous French NGOs working there. Programs taught in French give students the chance to establish social relations with French speakers while increasing students' awareness of other cultures. French education has normally been a preserve of the elite, despite the advantages fluency accrues. Given our decision to hire a local Administrative Coordinator and Head Teacher that were fluent in French, by mid-year a French language component modeled on the English program was added to the program. In addition to French, we made a small offering of non-curriculum classes in Spanish. Though the scale was limited, we still taught 100 students.

#### **B. PENPAL PROGRAM**

The Penpal program is designed as a practical complement to the English program, connecting Palestinian students with other students from around the world through the medium of English. Our sole exchange in 2005 was with "St Patrick's Parish School" (Catholic) in Cooma, New South Wales, Australia<sup>2</sup>. Project Hope was simply not able to find the desired number of partners to exchange with, while our resources to advertise the program were limited.

#### **C. ART**

Art classes are relatively inexpensive and easy to organize while being highly beneficial and popular with children. Clinical experience and a large body of literature has demonstrated that artistic painting and the analysis or interpretation of those paintings can provide the opportunity for children to formalize, express and transform potentially traumatic experiences into a creative and enriching activity. Art is also a flexible a means to instruct English in a fun way, from simple games such as "pictionary" to more complex drawing exercises. Outside of its English classes, Project Hope offered four major art activities that benefited more than 200 children and youth in 2005: i) Art Therapy Project (NECEF), ii) Old City Doors Project, iii) International Children's Art Project (ICAP), and iv) The Walls Around Me.

---

<sup>2</sup> The Australian exchange is expected to be renewed with the start of the 2006 Australian school-year in February. It may include different or more schools.



i) ART THERAPY PROJECT (NECEF)

This modest project was designed by professor of psychology Dr. Federico Allodi of the Near East Cultural and Educational Foundation of Canada. It began in 2004 with a small seed fund from NECEF and is modeled on a much larger project from the mid-1990s that NECEF conducted in conjunction with several Palestinian organizations, financed by the Canadian International Development Agency (CIDA) funding. Project Hope was able to continue this valuable project in 2005 by placing it within the larger EOEP program. Child participants were given good quality art materials and, in a safe and secure environment, taught basic technical art skills by the Project Hope instructor. With instruction limited to technical skills, participants were asked to draw universal concepts such as love, fear, peace, and anger. Samples were sent to Canada for future use by NECEF and were included in an art exhibition in the summer of 2005 in Victoria, British Columbia, Canada.

The project was carried out in the New Askar refugee camp, Old Askar refugee camp and in Jayyous village. The activities in New Askar Camp ran for multiple weeks and were the best run. The Old Askar Camp class ran for a more limited period. In Jayyous village a large number of children participated in the project during a one week period. However, local assistance for the Project Hope instructor was limited while the classes were plagued by the recurrent problem of the local organization placing an unmanageable number of children in a program. There was good representation by both sexes for all activities.

**Table 3, Art Therapy Project**

<b>Course Location</b>	<b>Duration &amp; Frequency</b>	<b>Sex</b>	<b>Age</b>	<b>Number of Participants</b>
New Askar Refugee Camp	March/April (7 weeks): two times per week	Male	9 - 12	8
	April (4 weeks): two times per week	Male	14 - 16	8
	April/May (6 weeks): two times per week	Female	9 - 12	8
Old Askar Refugee Camp	April/May (4 weeks): two times per week	Male	10 - 13	8
	April/May (4 weeks): two times per week	Female	13 - 15	14
Jayyous Village	19 - 22 June: 3 hours per day	Mixed	10 - 13	55

ii) HOMELESS DOORS PROJECT

Children and youth used their imaginations to paint doors from homes, churches and mosques that were damaged during fighting in Nablus. The project took place in the Old City of Nablus at the Sheikh Am Arafat Foundation, an ancient soap factory being renovated as a community center. The participants had several

themes to choose from: "family and friends," "meals and celebration," "where I live," and "my hopes and fears." First they drew an outline of their drawing on paper, and then on the doors which were subsequently painted. They selected their own colors, and were asked for the meaning of the drawings and colors they were using. The Italian instructor was assisted by a Project Hope Palestinian volunteer with a university psychology background.

This project took place over a four week period in the month of May, twice a week. The doors were provided by the Sheikh Amr Arafat Foundation. The other art materials such as paints were paid for by a donation from "Art's Alive" in the United Kingdom, while the overall program was developed in cooperation between the Sheikh Amr Arafat Foundation and Project Hope. Nine boys and girls painted together, while one girl participated alone in an intensive daily program the last week of May. One female orphan participant was actually an adult, who however suffered from a mental disability. The children came from different areas of Nablus.

**Table 4, Homeless Doors Art Project**

<b>Participant's Home Region</b>	<b>Sex</b>	<b>Age</b>	<b>Number of Participants</b>
New Askar Refugee Camp	Male	13 - 16	6
Nablus Orphanage	Female	12, 17, 27	3
Nablus Old City	Female	15	1

iii) INTERNATIONAL CHILDREN'S ART PROJECT (ICAP)

The coordinators of this international project are an American and Finn who live, work and study in Barcelona. The idea behind ICAP was to combine art and pedagogy, based on their experience in multicultural work environments and project coordination. Their aim was to create an international network of art groups composed of children of seven to twelve years of age. They could be a school class or a group that gathers in a school, an after-school activity group or any other group that is based in an institution dedicated to children's artistic education. By suggesting universal themes to children from many different countries and continents, the aim is to create a collection of artworks that reflect the similarities and differences in the institutions that are most familiar to all children in the world. "My family," "My day," "The perfect day" and "My city/town" are themes that are easy to approach for children from different cultures. The topics were identical for all participants. ICAP contacted groups in Barcelona (Spain), Finland, New York (USA), Namibia, Palestine (Project Hope) and Amazonas (Brazil).

The home base of ICAP is in the "Cultural Centre Cal Ninyo" in Sant Boi de Llobregat, Barcelona, Spain. Cal Ninyo was opened in 2004 to strengthen the cultural life of the area which is on the outskirts of Barcelona. Sant Boi de Llobregat faces many demographic and social challenges, such as immigration and unemployment. Therefore, cultural and social initiatives are very important. All

artworks were sent to Cal Ninyo in Barcelona, from where the project was coordinated. The art was gathered for an exhibition at the local partner institution Cal Ninyo. The exhibition should visit all the collaborating institutions in each participant country. The project's most important audience will be the children who created the art and other children who live in their community.

The ICAP project was completed in collaboration with Project Hope in partnership with the Yaffa Cultural Center in Balata refugee camp. It took place over five weeks in the month of July, three days a week with separate groups of boys and girls. Only the boys' submission was made to ICAP though, because the girls' group simply did not want to follow the guidelines of the project precisely enough. The art instructor of course did not want to force them to do anything.

**Table 5, ICAP Art Project**

Location	Sex	Age	Participants
Balata Refugee Camp	Male	10 - 12	5
	Female	8 - 13	5

iv) THE WALLS AROUND ME

This was Project Hope's final major art project of the year, carried out from November to early December in cooperation with An Najah University and its Fine Arts College. The target group was campus students, of which 80 participated. The theme of the project was "The Walls Around Me" and refers to the profound effect of the Israeli Separation Wall on the Palestinian Territories. The subject was very broad and could be about any barrier or limitation that the participant, as an individual, has had to confront or accept in their everyday life: physical, mental or spiritual. It could be a wall not of their own choosing, or it could be one that they created around themselves to protect their vulnerability. Ten prizes of dissimilar value were awarded from £500 as prizes at the final public exhibition at An Najah University. The funds were raised by the British volunteer instructor.

**Table 5, Walls Around Me Art Project**

Course Location	Sex	Age	Number of Participants
Nablus (An Najah University Campus)	Mixed	University Youth	80

## D. DRAMA

For two months in the spring of 2005 Project Hope was able to offer a drama program for boys and girls in Beit Iba and in Balata refugee camp. Control over one's body and voice is a vital ingredient in ownership over one's life, confidence in one's self, and understanding of one's actions and interactions with others. For these reasons, drama and the voice and movement aspects of drama training can play an essential role in the well-being of the child. This is all the more important when a conflict situation has shattered a child's confidence in the world around him or her, placed the child's physical and emotional self in harm's way, and disturbed the child's mental peace.

There were three goals for the project: 1) to introduce the students to basic level drama techniques of speech and movement and to exercise the student's imaginative capabilities; 2) to impart real-life skills and serve a therapeutic process; and 3) a long-term goal, to assist the students to be confident, creative and comfortable with themselves. The classes were conducted in English over 8 weeks for 38 boys and girls in Beit Iba, a village suburb and Israeli military checkpoint in the West of Nablus, and in the Rehabilitation Center in Balata Refugee Camp.

The children were highly receptive to the drama classes, while the Rehabilitation Center seemed to appreciate the activities the most because it shared the same philosophy for drama, art and education as a means to empowerment. In Beit Iba the women who ran the center thought the program was valuable, and would like to try it again, although it was cancelled before the final class because of the concerns of a few families that the girls "might" be learning dancing. Despite concerns that it would be problematic to hold this course, we had thought such problems could be avoided by virtue of the presence of two interpreters, including a psychologist, and the two women who ran the center. The Irish American instructor remarked how he was disappointed because the children in Beit Iba seemed to be the most talented and enthusiastic. He also felt it was no coincidence the problem emerged during a local municipal election. The center, like much of civil society, was politically aligned. The directors of the center knew that there might be difficulties, but had wanted the program.

**Table 6, Drama Program**

<b>Course Location</b>	<b>Time Period</b>	<b>Sex</b>	<b>Age</b>	<b>Participants*</b>
Beit Iba	8 weeks	Girls	13	18
Balata Camp	8 weeks	Girls	13	10
Balata Camp	8 weeks	Boys	13	10

\* Please note these numbers were revised up from 24 in the 6 month report, upon a review of the data with the original instructor.

## **E. PALESTINIAN CIRCUS (AS-SIRK AS-SAGHIR)**

"As-Sirk As-Saghir" is a Palestinian youth acrobatic circus troupe. It was established under the Project Hope umbrella from early 2004 to the spring 2005. The circus stages live acrobatic circus acts for children. The circus was popular with local children, while its membership was a program supporting fifteen to twenty youth from different parts of Nablus. With our limited resources we supported the Circus because it met our goal to provide psychological relief for children within the special activity guidelines of the EOEP program. The primary activities were training sessions carried out with the support of the German Circus Cabuwazi, which played a crucial role in the establishment of the Circus. This connection was first made in December 2003 following a Project Hope speaking tour in Germany. In March and August of 2005 the Circus Cabuwazi visited Nablus, followed by an invitation for a Nablus delegation to attend a circus exposition in Berlin in October.

The year began strong with the March project, where despite some coordination problems, 85 child participants were trained in acrobatic circus skills over a two week period, followed by a final public presentation to the community. Project Hope's International volunteers played a significant role administering the events, while extra financial support came from the Palestinian National Beverage Company (Coca Cola). The circus rode this early momentum, following up on its success with several local shows and some "music circus" shows with Music 4 Music.

However, early success may have been intoxicating and a reason that their momentum derailed and productivity tapered off. They should have trained local children with the acrobatic skills they learned from the Circus Cabuwazi, but organized few such sessions. They did not plan well for the August return visit by Cabuwazi, lacking internal coordination with disputes amongst members, and focusing only on an October trip to Germany. They were very guarded about their independence as a group too, with some members appearing to insist on believing that Project Hope wanted to control their circus. This despite the clear support by Project Hope to create an independent and self-sustaining circus group that would benefit the local community in the long-term. In fact, until March of 2005 "As-Sirk As-Saghir" did not even exist, and was just a coalition of different groups and individuals working under the Project Hope banner. Only in the spring of 2005 and with our express support did they select a name and begin creating an independent group. A low point came during the Germany trip where, with their visas sponsored by Project Hope, they allowed only very limited acknowledgment of Project Hope's support while during the month of Ramadan acting in ways considered scandalous in Nablus society, such as heavy drinking by some members.

With already over-strapped resources, a decision was taken to quit supporting the circus at the end of 2005, forcing them to become independent immediately. We simply had more successful programs to focus on, while the circus was proving very difficult to work with. This does not preclude working with them on individual projects in the future. Further, our Administrative Coordinator gave them a connection to a French organization that wants to fund Palestinian circus activities. Ultimately, despite many difficulties, a large number of children benefited from the

circus in 2005, as did the youth members of the circus. They may yet develop into a strong and independent member of the local civil society.

**Table 7, Recorded Circus Activities**

The number of As-Sirk As-Saghir youth members fluctuated between 15 and 20 throughout the year.

<b>Date</b>	<b>Description of Event</b>	<b># of Children</b>	<b>Location</b>
25 March – 7 April 2005	- Training of As-Sirk As-Saghir by the Cabuwazi Circus of Germany - Joint training sessions by both groups for local children	85	Nablus
12 April – 22 April 2005	- A music group hosted by Project Hope for music workshops and shows was spontaneously joined by As-Sirk As-Saghir to perform live music with circus - The Music 4 Music group worked with approximately 1000 children, of which perhaps 40% involved shows with the Circus	Approx. 400 + 400	Nablus & Jericho
May 2005	- Two day workshop about juggling for our As Sirk As Saghir members from a French troupe, thanks to a connection from the Centre Cultural Francaise in Nablus	15 (As-Sirk As-Saghir members)	Nablus
May 2005	- Performance for children suffering from the blood disease Thalassemia	200	Nablus
May 2005	- Two shows at local kindergartens	150	Nablus
August 2005	- Training of As-Sirk As-Saghir by the Cabuwazi Circus of Germany - Joint training sessions by both groups for local children	30	Nablus
October 2005	- Training of As-Sirk As-Saghir by the Cabuwazi Circus of Germany - Joint performances at international Circus Festival	10 Project Hope/ As-Sirk As-Saghir members	Berlin, Germany

## F. MUSIC 4 MUSIC

Music 4 Music was created in 2004 as a way by which students attending the "Koninklijk Conservatorium den Haag," a Dutch conservatory, would be able to use their music skills in conjunction with Project Hope for the benefit of children in the Palestinian Territories. Following a successful program in 2004, they returned from 12 to 22 of April, 2005. The 2005 group was of mixed nationality with two original and four new members: British, American, Dutch, French and Australian. Their activities consisted of music workshops and performances. Many of the performances were a successful ad hoc combination of circus and music. More than 1000 children took part in Nablus, Sulfit and Jericho. Currently Music 4 Music is attempting to register as an official NGO and may travel to regions other than the Palestinian Territories, marking the entry of another successful grassroots movement into the not-for-profit world.

**Table 8, Music 4 Music 2005 Program**

<b>Location</b>	<b>Number of Performances</b>	<b>Total Number of Children and Youth</b>
Nablus	5	500
Jericho	3	500
Sulfit	NA	NA

\* Most activities consisted of large numbers of children where only a general estimate of the audience/crowd was possible.

## G. CINEMA AGAINST CHECKPOINTS

A collaborative project between the DARNA Centre and Project Hope, it took place during the Islamic Holy Month of Ramadan. Films were screened for a public audience in Nablus and the nearby villages of Beit Dajan, Tel and Assira Shamalieh. The four films were the Palestinian film "Bab el Shams" and American films "Kingdom of Heaven.", "War of the Worlds" and "I, Robot." The latter three were presented in English with Arabic subtitles.

**Table 9, Cinema Against Checkpoints**

<b>Locations</b>	<b>Participants</b>
Nablus, Beit Dajan, Tel, Assira Shamalieh	600

## H. PHOTOGRAPHY CLASS

This was a one-time project for two groups of ten girls in the New Askar Refugee Camp in collaboration with the Social Development Center. In the first part of each class, the instructor taught the girls basic theory about photography, such as how to put the picture into focus. General theory about portrait photography was taught in order to choose the best shot and to choose the color combination. The second part of each class was practice. The girls took pictures that were commented on by the instructor and participants in the following class.

**Table 10, Photography Class**

<b>Location</b>	<b>Age</b>	<b>Number of Participants</b>
New Askar Refugee Camp	13 (average)	20





#### **IV. PERSONNEL**

Project Hope is a uniquely transnational organization that is not limited by cultural, geographic or even physical barriers. It is unified by a vision to work together in support of those who are in need. With great innovation and commitment, it is directed by a large body of volunteers and a limited staff. Individuals apply and come from all over the world to join Project Hope as volunteers in the West Bank. This high quality work is monitored and supported by the volunteer-driven Canadian and British branches, while being administered on the ground by local professionals as a locally led, community based initiative. Project Hope is not engaged just in capacity building; it backs already skilled local professionals who understand the problems their community faces.

Project Hope's membership was even more diverse in 2005 than in the past, representing people of many different backgrounds. Besides our state-based associations in Canada, the United Kingdom and the Palestinian Territories, International volunteers came from many different countries to volunteer in our program in the West Bank. Our membership consisted of secular individuals working alongside people of Muslim, Christian, and on occasion other faiths such as Baha'I, Mormonism and Judaism. It is difficult to conceive of Project Hope in traditional categories, because it is a truly global people-driven organization that brings together all types of people to carry out humanitarian activities.

There are a large number of Palestinian and International volunteers involved with Project Hope. The success of the 2005 program was made possible by this large pool of volunteer manpower that displayed admirable commitment and professional conduct working in the midst of the dispiriting Israeli-Palestinian conflict. Such voluntarism was evident in three forms: the numerous local Palestinian volunteers of Project Hope; the International volunteers that make the difficult decision to volunteer in the West Bank; and the core of long-term professional volunteers located around the world who support Project Hope in a professional capacity, in their spare-time, to administer the organization on a global level. This latter group includes the Webmaster, Recruiter, Executive Director, Canadian and British board members, advisors and specialized volunteers. It is this large pool of volunteer manpower that has driven Project Hope from its inception.

#### **A. STAFF**

##### **PRIMARY**

The EOEP program was administered by a small but highly capable staff of local professionals. Their dynamic and innovative approaches at the community level were a reason we were able to provide so many high quality activities with such a minimal amount of resources.

**Table 11, Project Hope EOEP Staff**

<b>Staff in 2005</b>
1. Program Manager
2. Treasurer
3. Administrative Coordinator (April – December)
4. Head Teacher
5. General Coordinator (December – July)
6. Logistics Officer (April – December)
7. Teacher 1
8. Teacher 2 (September to December)
9. Assistant Head Teacher (June to September)
10. Advisor (June to September)
11. Program Manager

Our initial challenge was assembling the best possible team to carry out the EOEP program. The primary difficulty was the establishment of the Head Teacher position. We had not previously had a Head Teacher in Nablus, while our desired selection withdrew his candidacy for personal reasons. He did help initiate the EOEP program and in the hiring of the Head Teacher. Unfortunately, despite past credentials, this hiring did not work out. He was not as hard working as other personnel and volunteers, while he often passed along work to less qualified personnel. His relations with almost all members of the organization became poor, in part due to resentment over his work ethic and approach. Upon an evaluation of the program by a Canadian director, she made a recommendation to release the Head Teacher. Upon review by the Program Manager/Executive Director, the decision was taken.

The search for a replacement led to not one but two quality additions to the team. One filled a newly created Administrative Coordinator position and the other became the Head Teacher. Both were qualified trilingual (Arabic, English and French) local professionals who had experience working with foreign nationals. The Administrative Coordinator was hired to absorb much of the field work in administration and coordination from the Program Manager/Executive Director. The Head Teacher had an advanced background in Teaching Methodology which ensuring quality assistance for our volunteer instructors. He is from a refugee camp with community contacts that facilitated our work. Both hirings were made to strengthen the program while also strengthening the quality and assertiveness of our community-level leadership, as well as the long-term potency of the organization. Both remained with the organization at the end of the EOEP program in 2005. However, this move necessitated the reallocation of funds which was only made possible upon a decision by the Program Manager/Executive Director to release himself from paid employ mid-year, aware he would nonetheless have to continue his role without support and with a great commitment of time.

## OPPORTUNITIES FOR PALESTINIAN YOUTH VOLUNTEERS

We did our best to provide opportunities for internal advancement and professional development for the Project Hope youth volunteers. In 2005 small stipends were given to four different personnel, two men and two women. The two women worked in the English program. One was hired at the beginning of the year as an assistant as well as a teacher, but simply was not able to handle the work and her role was reduced. The other female was provided with a stipend to be a teacher and assistant from September. One of the male youths was given a role to coordinator non-English activities. He was probably responsible in good part for some of the early success of the Circus, including extra funding for the March event, but was not as successful with or was neglectful of other activities. He resigned in July for personal reasons, which was probably best at that time considering our limited resources and lack of ability to train him for a wider role when the special activities were growing. The final male youth was recognized for his talent and significant commitment to Project Hope. He was largely an assistant to the Administrative Coordinator, as a Logistics Officer. A capable addition, we kept finding ways to increase his meager compensation and he was ask to join the Steering Committee.

It is important to bear in mind with these four that we had only very limited finances available to support them. The Logistics Officer could not have been hired without the release from pay of the Program Manager/Executive Director. Even then, we could only offer funds comparable to half or less of a part-time role at similar NGOs. This meant working at a professional level took mental fortitude, commitment and a desire to help their community. In fact, all Project Hope personnel held second jobs due to our budget limitations. The only difference is that some were paid for more hours than others.

## OTHER

For several months in the summer a long-term British volunteer was given minimal funding, the basics for survival, to extend her stay with Project Hope and support the Head Teacher. She assisted with curriculum development, class coordination, teaching and the organization of a weekly teachers' meeting. In April the cofounder of Project Hope from Nablus committed herself to the voluntary role of Advisor and as a member of the Steering Committee. She put aside a set amount time weekly to assist with the management of our 2005 program. She had previously taken a leave of absence from Project Hope for personal reasons.

## STEERING COMMITTEE

The highest decision-making body for Project Hope in the Palestinian Territories was the central Steering Committee, established in April of 2005. The committee met weekly and was chaired by the Administrative Coordinator, and included the members in Table 12. The Program Manager/Executive Director received minutes

weekly from the meeting, or attended the meetings when in Nablus. He had the authority to reverse a Steering Committee decision, which did not happen. The Steering Committee had a simple majority format, but operated on a principle of consensus that determined nearly all decisions in 2005.

**Table 12, Steering Committee Membership**

<b>Steering Committee Members</b>
1. Administrative Coordinator
2. Treasurer
3. Head Teacher
4. Logistics Officer
5. Advisor

## **B. PALESTINIAN VOLUNTEERS**

Project Hope's base lies in its large volunteer body, which has an International and a Palestinian component. Project Hope's many Palestinian volunteers not only help facilitate activities, but benefit themselves from an opportunity for work experience, skills development and cultural exchange all while having the opportunity to enjoy themselves doing something constructive for their community. These opportunities lie in stark contrast to the massive youth unemployment and underemployment that plagues the Palestinian Territories. As such, and considering the size of this volunteer body, it could be considered a program in itself.

As of year's end, six 4<sup>th</sup> year students from the French Department and five 4<sup>th</sup> year students from the English Department of An Najah university were volunteers with our program. This was a progressive increase from July when there were no French volunteers and six English volunteers, of various backgrounds. In the first few months there were only four volunteers in the English program and there was no French component. Thus throughout the year there was a steady increase in the number or quality of volunteers.

There were also many volunteers involved in Project Hope's non-language activities. Few had the linguistic skills to participate in the program as a teacher or classroom assistant. They got involved in the special activities. Volunteer numbers were particularly high when the As-Sirk As-Saghir Circus was officially part of Project Hope. Its membership fluctuated between 15 to 20 youth per month. If not for a membership separation in June, encouraging the circus' development as an organization, our volunteer numbers would have been completely unmanageable.

One difficulty in managing the volunteer body was the copious amount of work has more or less fallen to the Administrative Coordinator. All Project Hope personnel were overworked, so in future years it would be desirable to free up capacity for a staff member or create a professional position to be responsible for the Palestinian volunteer body. In 2005 the primary result was a lack of resources to keep records

of and evaluate the volunteer-body in a comprehensive manner beyond our immediate needs.

## OPPORTUNITIES

Many volunteers are drawn to Project Hope as a free place where, as men and women, they can meet with their peers and new friends from abroad. All Palestinian volunteers benefited from their contact with our International volunteers in improving their English skills. This is most evident in long-term volunteers, some of whom speak fluent English with an excellent accent. Others can now speak after having initially joined Project Hope with absolutely no English fluency.

In 2005 Project Hope was able to provide 14 training or cultural trips to Europe for the Palestinian volunteers. Three different opportunities were made possible thanks to support from three different European organizations:

1. Placements for 10 volunteers in Germany for a two week circus festival in October, including skills training, courtesy of the Circus Cabuwazi.
2. A placement for one Project Hope volunteer with Society Civil International (SCI-D) in Germany September for their annual North-South solidarity exchange. The so-called "Incoming Programme" lasted one month, with participants from Asia, Africa and Latin America. This year's topic was "Water – Source of life?"
3. A placement for three Project Hope volunteers to travel in November to Dundee, Scotland, as part of a delegation for the 25<sup>th</sup> Anniversary Celebration of the Dundee Nablus Twinning Association. One volunteer was refused a tourist visa by the British Consulate and was not able to attend.

## C. INTERNATIONAL VOLUNTEERS

### PALESTINIAN TERRITORIES

International volunteers were involved with Project Hope in two ways: as members of its support branches in Canada and the United Kingdom, and as volunteers with the EOEP program in the West Bank. Twenty-seven regular International volunteers joined the program in the West Bank in 2005, staying on average nearly three months. The majority participated in the English program, though many became involved in other activities such as art and drama. From February/March there were always six or more volunteers, and the average was even higher towards the end of the year. There was almost an equal number of Internationals who joined Project Hope for the circus and music projects, for stays of two weeks. There were a small number of visitors conducting evaluations of our activities from Project Hope and one from NECEF in Canada, while we also helped host a delegation from the Dundee Nablus Twinning Association. The volunteers came from many different countries, as per Table 13.

**Table 13, Countries of Origin of the International Volunteers**

<b>International Volunteers' Countries of Origin</b>			
South Korea	Canada	United States	United Kingdom
Spain	Germany	Austria	Netherlands
Italy	South Africa	Finland	France
Australia			

While few volunteers were specialized or had experience in ESL teaching, the volunteer body was highly educated.

**Table 14, International Volunteers' Education**

<b>Educational Background</b>	<b>Number of Volunteers</b>
PhD	1
MBChB, MRCP (med)	1
BMed (candidate)	1
MA/MBA/MEng	3
LLB	1
BA/Bsc	16
Technical or Arts	3
High School	1

\* In some cases the volunteers were still studying.

The International volunteers were highly integrated into the EOEP program, working alongside their Palestinian colleagues on a daily basis. The International volunteers infused Project Hope with skills that are often hard to find in the local community. The International volunteers gave our students the chance to interact with a fluent speaker of English from a foreign culture. International volunteers with a background in the creative arts were of particular value because of the general dearth in skilled arts personnel in Nablus.

International volunteers cover their own expenses, including a small fee for the volunteer accommodation. However, the cost of living is low in the Palestinian Territories and it is possible to live off two dollars a day. The biggest expenses are transportation from their home country, usually a flight<sup>3</sup> and travel inside Israel/Palestine. Until June, the volunteer accommodation and the office were combined. Our success in recruiting International volunteers meant the space was inadequate. First we rented a small separate apartment, before finally opting for a large separate apartment that could accommodate more than a dozen volunteers.

Most International volunteers traveled out of Nablus on weekends. Many were drawn to the countless historical, religious and contemporary sociopolitical sites of

---

<sup>3</sup> One British volunteer hitchhiked across Europe and the Middle East to get to Nablus.

Israel and Palestine. It was also advisable for them to have a break from the general stress of violent, repressed and conservative Nablus. There were difficulties with travel due to the heavy restrictions on movement imposed by the Israeli military checkpoints. There was always the possibility of their being denied entry into Nablus, often on the whim of a teenage Israeli soldier. On a number of occasions foreign nationals were denied entry, though we coped with this with relatively little disruption to the EOEP program.

During the school year most EOEP activities took place in the afternoon and early evening. Evenings normally consisted of social gatherings between our Palestinian and International volunteers. This left mornings largely open for the Internationals to do as they pleased, with the exception of the summer when the day started earlier. On occasion volunteers opted to volunteer with other organizations in Nablus during the spare morning hours, such as a medical doctor/professor who taught CPR courses at a nursing college in the morning. An American volunteer spent part of the week with a human rights organization in Jerusalem, an Israeli rights group called B'Tselem. The International volunteers also had a very unique opportunity to volunteer with Project Hope as observers in the Palestinian municipal election in Nablus governate on December 15<sup>th</sup>. Eight international volunteers participated on the mission in total. On 25<sup>th</sup> of January 2006 Project Hope further contributed a fourteen person mission, with twelve international volunteers, for the equivalent of 50 \$CDN (42 \$USD). Project Hope was able to draw on its available pool of International volunteers to assist in the monitoring process at nearly no cost, unlike other multi-million dollar observer missions.

## INTERNATIONAL

An international body of volunteers was responsible for the international administration of the EOEP program and Project Hope. These were the Canadian Directors, British Trustees (Directors), Canadian Advisors and some unassociated volunteers. Four Trustees (Directors) in the United Kingdom and one Director in Canada were former volunteers with Project Hope in the West Bank prior to 2005. The volunteers contributed large amounts of their free time as volunteers in support of the organization, filling essential roles administration, regular meetings, program design or assistance, fundraising, International volunteer recruitment (including interviews), translation, international communications and media, and maintenance of the Website.

Some members had to commit larger amounts of time on a weekly basis. The Los Angeles-based Webmaster needed to regularly update and maintain the Website. The Canadian Director who acts as the Recruiter dealt with International volunteer applications on a weekly basis. Directors regularly provide support with International volunteer interviews, fundraising, text editing, media and proposal writing. The most extreme example is the Canadian co-founder of the organization, the volunteer Executive Director who was also the EOEP Program Manager. He spent 2005 traveling between Canada and the Middle East with work meetings in Europe and the United States. He was only funded on a part-time basis for 7.5

months of the year, though working 1789 hours. As a result, he worked for approximately 600 hours while volunteering nearly for 1200 hours, not mentioning time lost to frequent travel and the inconvenient lifestyle associated with it. His role in monitoring, directing and coordinating the program was essential, while he needed to simultaneously take on roles in communications, external relations and fundraising.

In addition their time, a number of them paid costs associated to Project Hope. The Webmaster covers the costs of Project Hope's website, occasionally makes financial donatives and used his Airmiles to fly the Executive Director to Los Angeles for a week to overhaul the website, while providing the housing. The Recruiter covered her own costs to fly from Vancouver and attend an annual board meeting in Toronto in September. There are many cases of volunteers covering the costs of meetings and small administrative duties such as mail. The Executive Director is again probably the most extreme case, covering many small costs associated with Project Hope and his travel, while having had to purchase a modern laptop solely to meet the needs of his role in Project Hope.

## CHALLENGES

There were three significant challenges regarding the international volunteers: two volunteers who did not work out and the theft of a volunteer's laptop. The two volunteers who did not work out were a German and a Canadian. Considering the many people with mental health problems that are attracted to the Holy Land and the Palestinian-Israeli conflict, it could have been much worse and seems that our volunteer application screening process was effective. However, within a few days of his arrival a German volunteer clearly had psychological problems we did not detect. He was simply too strange for life in a tense and culturally sensitive environment.

The Canadian volunteer who did not work out may just have been too immature. For his first classes in Balata refugee camp, he did not attend an initial meeting with a local NGO and school headmaster to set-up his classes. Further, he did not return from a trip to Jerusalem in time to teach his first class. He did not in any way attempt to contact Project Hope to alert us beforehand, or to let us know what happened and that nothing was wrong with him. Only after repeated attempts to contact him did we find he was safe and sound in Jerusalem. To make matters worse, he was a prime suspect in the theft of a laptop that was stolen around the same time. He was one of the last people to see it and he knew the password. His strange behavior only made him look guilty in an investigation we involved the Nablus police with. It was probably the mistake of both the Executive Director and Recruiter to accept him, because they had previous doubts about the applicant. In Canada he repeatedly missed meetings with the Executive Director, once even standing outside of a café they were supposed to meet at rather than entering. While claiming that he was an experienced world traveler, he posed an odd question to the Recruiter asking if he could fit enough things into one backpack to volunteer for multiple weeks. Perhaps the reason we gave him the chance to



volunteer ultimately came down to an earlier stay with Project Hope in October 2004 that was cut short after one day by a health scare with his mother in Canada. The laptop stolen was from an Italian volunteer and contained nearly three months of photographs, journals and other work relating to her stay. It is the only such incident in nearly three years for Project Hope, though laptops and other small high tech items are regular victims to theft in Nablus.

## **V. LOCATIONS**

With the EOEP program Project Hope’s geographical reach expanded in 2005. We made the addition of Al Ein refugee camp to Nablus, Old Askar refugee camp, New Askar refugee camp and Balata refugee camp as a regular location for our work. Special activities were held nearby in Beit Dajan, Tel and Assira Shamalieh, and further away in Jericho, Sulfit, Masha and Jayyous. The only reduction was discontinuing Jayyous as a part of our regular program. This was due to its distance past several difficult checkpoints that made support and monitoring difficult. It was much more realistic to focus our limited resources on the Nablus governate.

**Table 15, Where Project Hope Worked in the Palestinian Territories**

<b>Regular Program</b>	<b>Special Projects</b>
Nablus	Masha
Nablus Old City	Jayyous
New Askar Refugee Camp	Beit Dajan
Old Askar Refugee Camp	Tel
Balata Refugee Camp	Assira Shamalieh
Al Ein Refugee Camp	Jericho
Jayyous *	Sulfit

\* Discontinued activities in the spring

## **VI. COOPERATION**

Cooperation between individuals in Project Hope is mirrored at the organizational level by our partnerships with local NGOs in Palestine. We also receive substantial support from international NGOs for specific projects.

### **A. PALESTINIAN ORGANIZATIONS**

Project Hope provided services to or together with thirty NGOs, six UNRWA schools and three public schools in the governate of Nablus. Collaboration with the schools could consist of either the use of their facilities or assistance in selecting students for the EOEP program.

**Table 16, Palestinian Organizations Project Hope Worked With**

<b>Location</b>	<b>Organization</b>
Nablus	DARNA
	An Najah National University
	Sheikh Amr Arafat Foundation
	Child Cultural Center
	Municipality Child Center
	Palestine General Federation of Trade Unions
	Multipurpose Community Resource Center (MCRC)
	Palestinian Counseling Center (PCC) Nablus
	Al-Andaleeb Nursing College
	Society of Iskan Roujeeb
	Al Manhal Society
	Jothour
	Worker's Union
	Iskan Roujeeb
	Ministry of Youth
	Al Majal
	Nablus Resource Center
Balata Refugee Camp	Women's Program Center
	Balata Village Women's Center
	Al-Warsha Center
	Disabled Committee
	Balata Popular Committee Services
	Happy Childhood Center
Askar Refugee Camps (New and Old)	Askar Women's Center
	Askar Youth Center
	Askar Boy's Center
	Al Lod Society
	As Safir
	Women's Program Center
Al Ein Refugee Camp	Women's Program Center, Al Ein Camp

We worked with the following UNRWA schools:

- Askar refugee camp boys' school and girls' schools
- Balata refugee camp boys' school and girls' schools
- Al Ein refugee camp boys' and girls' schools

We worked with the following public schools indirectly:

- Al Ansary school
- Adel Zueiter school
- Al Rawda school

## OFFICE

At the beginning of the year Project Hope moved into a new office at an advantageous location in central Nablus. Upon our decision to separate the accommodation and office, and due to exorbitant office and utility costs, we decided to find a new office. We made an advantageous deal with the French-funded DARNA Centre to have an office space on their premises. For 50 \$US per month we were given a private room as an office, along with full access to all facilities and equipment in the center, such as classrooms, a lounge, the Internet café and the cafeteria. There were no utility costs.

DARNA was established by a French NGO and receives half its funding from the French Ministry of the Exterior. Its purpose is to provide low cost facilities to poor university students and local NGOs. Project Hope is one of the local organizations which sits on DARNA's Steering Committee. The relationship has been mutually beneficial, with Project Hope the most active of DARNA's local partners. At any given time at least half of all the people present in DARNA are part of Project Hope or participants in one of its programs.

## **B. INTERNATIONAL ORGANIZATIONS**

Project Hope worked with or had the support of organizations for specific projects in 2005 from the Canada, the United Kingdom, Italy, Germany and Australia. This is not taking into account the various international organizations and individuals who funded Project Hope's EOEP program in 2005.

### 1. Service Civil International (SCI), Italy

This Italian based organization has worked with Project Hope since early 2004. The current agreement holds that SCI Italy will select a well-qualified volunteer to spend 6 months with Project Hope in Nablus, acting as an International volunteer coordinator. Project Hope provides free accommodation and SCI Italy a small stipend. The current agreement commenced in October 2005, meaning it is as of yet premature to evaluate it. However, a similar volunteer from SCI Italy in 2004 performed very well in a similar position.

## 2. Service Civil International (SCI), Germany

For the second consecutive year SCI Germany invited Project Hope to select a Palestinian volunteer to participate in its "Incoming Programme" in Germany. It is defined as a joint North-South solidarity exchange. Our selection participated alongside eight other selections from Asia, Africa and Latin America in September, with this year's topic being "Water – source of life?" SCI Germany covered all expenses with the exception of 20% of the airfare Project Hope had to cover.

## 3. Near East Cultural and Education Foundation of Canada (NECEF)

Project Hope has been working with NECEF since 2004 on a modest art therapy project in Nablus. In 2005 we were able to include it within the EOEP program in Nablus and Jayyous in order to extend it into another year. Details can be found in Section III. C. i. Samples from this work were sent to Canada and included in an exhibition in Victoria, British Columbia. Project Hope also assisted NECEF in the evaluation of one of the latter's small projects in the New Askar refugee camp, the funding of a chicken coop.

## 4. Circus Cabuwazi

There were three circus events facilitated by Project Hope with the As-Sirk As-Saghir and the Circus Cabuwazi. Members of the Circus Cabuwazi twice visited Nablus, in March and August, for circus workshops and training sessions. Ten As-Sirk As-Saghir and Project Hope members attended an international circus festival in Germany in October. For details, see section III. E.

## 5. Dundee-Nablus Twinning Association

The Dundee Nablus Twinning Association has twice been a Project Hope donor, in 2003 and 2005. In April 2005 Project Hope hosted a small delegation from the association in Nablus. In November of 2005 three Project Hope members were invited alongside a member of the Zajel Youth Exchange of An Najah University, and a member of the Al Andaleeb Nursing College, as a delegation to Dundee, Scotland for the celebration of the 25<sup>th</sup> Anniversary of the twinning.

## 6. St Patrick's Parish School (Catholic), Cooma, New South Wales, Australia

This school participated in a Penpal exchange with Project Hope, as an adjunct to the English program, expected to continue in the new Australian school year at the end of their summer, February 2006 (though not necessarily with the same school).

## **ANNEXES**

### **Palestinian School Holidays in 2005**

<b>New Year</b>	<b>1 January</b>
Orthodox Christmas	7 January
Winter Break	7- 28 January
Eid al Adha	20 – 24 January
Hijri (Muslim New Year)	9 February
Prophet Mohammed's Birthday	20 April
Summer Vacation	1 June – 25 August
Israa and Miraj (religious)	31 August
Ramadan	5 October – 3 November
Eid al Fitr	4 November
Christmas	25 December

### **Principal Donor Foundations in 2005**

<b>Donor</b>
Canadian Auto Workers (CAW) "Social Justice Fund"
P and K Smulders Foundation
Zatoun Canada
Icelandic Music for Palestine
Dundee-Nablus Twinning Association