



JUSOOR
2016
ANNUAL
REPORT



Message from the Board

Dear Friends,

This year marks Jusoor's fifth anniversary; and, we are both humbled by how far we have come as an organization and by how much more needs to be done for the future of Syria's youth. In just five years, Jusoor has grown into so much more than a traditional non-profit. We have educated thousands of youth, launched and grown an entrepreneurship program tailored to the needs of Syrian youth affected by war, and expanded our network to new cities and countries around the world. With the support of both local and international organizations, Jusoor has transformed into a hub of hope—the first place people turn to on all issues related to the education and support of Syrian youth. In 2016, students, organizations, non-profits, experts and individuals like you have helped us both delve deeper and broaden our mandate in our effort to help Syria's youth.

Five years ago, Jusoor set out to educate Syrian students through our programs in North America, Europe and the Arab world. In that time span, we educated 490 Syrian university students around the world; and 3,412 children in our Lebanon schools. We also employed and trained 75 Syrian refugees to become teachers in our schools. This year, Jusoor expanded our programming to include high school opportunities in India and a program specifically targeting women. We are sending Syrians with extraordinary potential to all corners of the world to learn from others' accomplishments and to build an understanding of other cultures. Imagine the impact this will have on Syrian society when these youth, armed with new skills and relationships, return to their country one day to rebuild it.

More than ever before, we continue to find inspiration in the very people we are trying to help. Their individual stories are what drive us every day. When Kawthar, an 8-year-old girl, first enrolled in Jusoor's Jeb Jannine School in Lebanon, she could not read or write. After spending two years with Jusoor, Kawthar re-integrated into Lebanon's formal educational system. That year, Kawthar won an international writing competition. The following is a segment from the piece she wrote:

"I am a girl from a country brilliant with the hope of civilization that used to pulsate with happiness. What happened to you? I left you without saying goodbye, with the hope that I would return soon. And now my estrangement has been prolonged, and my sadness has grown. Days and nights, months, I'm waiting to return, my love. Please, hang on. You are my mother and my father. You are my morning and my evening. You are my sunrise and my sunset."

These students could not do what they're doing without the overwhelming outpouring of support that we have witnessed, both big and small. At Wilfrid Laurier University in Waterloo, Canada, the student body agreed to implement a \$4 surcharge, added to each student's tuition, to support Syrian refugees; thereby co-funding four of our "100 Syrian Women, 10,000 Syrian Lives" scholars. We have received donations from large international companies, and from smaller, individual efforts. Indeed, in 2016, Jusoor raised a total of \$2M, a 42% increase from 2015. This extraordinary generosity from around the world sends a strong message to Syrian youth—especially during a time of great discord—that not only will hate not win, but that these Syrian youth are not alone.

Finally, Jusoor could not exist without the hundreds of volunteers who contribute their time, skills and effort to making our initiatives, programs and activities around the world a reality. Our volunteers have spent their summers teaching children in our Lebanon schools; they have helped organize our conferences and have held events around the world; they have mentored Syrian university applicants and helped Syrian youth gain access to prestigious universities such as Oxford, Cambridge and Harvard.

Through our programs, we believe that we have triggered a multiplier effect. We hope that by instilling a spirit of service in these youth, we will produce a generation that will counter the culture of violence that has come to grip our beloved Syria. By educating and empowering Syrian youth, we are investing in their future so that they can be agents of positive change in their own communities, in their country and in the world—so they can build bridges to a brighter tomorrow.

Sincerely,

The Jusoor Leadership Team

Aziza, Dania, Fadi, Iyad, JP, Leen, Maya, Rami, and Rania

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Jusoor Scholarship Program

Building Bridges... to the Future

Jusoor launched the University Scholarship Program in the fall of 2012. Since then, Jusoor has supported a total of 490 university students, which includes 173 students funded directly by Jusoor and 317 students enabled to continue their higher education through partnerships with other universities and institutions around the world.

In 2016, we ran 12 scholarship programs across North America, Europe and the Arab world. In particular, we focused on adding new programs in Europe and the Arab region to ensure that Syrian students have the option of attending universities around the globe.

490

Academic scholarships awarded

317

Scholarships enabled by Jusoor

173

Scholarships funded by Jusoor

63

Different majors completed by Jusoor graduates

57

Schools/ colleges/ universities attended by students

42%

Female recipients of Jusoor-funded scholarships

15

Countries around the world where Jusoor students are studying

IIE Syria Consortium for Higher Education in Crisis

The platform was founded in 2013 by the Institute of International Education (IIE), Jusoor, Illinois Institute of Technology, and Education USA. It encourages universities to commit to providing scholarships for Syrian students, as interested and eligible candidates apply to them directly. This program has supported 333 students to date to continue their higher education at American universities among others. These included the Jusoor-supported IIT students.

100 Syrian Women, 10,000 Syrian Lives Scholarship Program

Jusoor launched this program in 2016 with the goal of leveraging higher education and philanthropic partnerships to address common barriers to educating students during the Syrian crisis. Currently, there are 10 scholars studying in the United States and six in Canada. In addition to receiving full scholarships, students are provided additional support through monthly online mentorship sessions, one-on-one mentorship, resume assistance, and career development workshops. Program partners are IIE, IIT, and EducationUSA.

Jusoor-IIT Initiative for Syrian Students

Now in its fourth year, this program continues to be an astounding success. 43 Syrian students have attended IIT since we launched, 16 of whom Jusoor directly funded. Graduates have gone on to work at some of the leading companies around the world including Goldman Sachs, Intel, Google, Apple, and Motorola Solutions. We are especially grateful to our partners on campus, Vice Provost Gerald Doyle and Program Directors Megan Mozina and Gladis Herst, who had the initial vision to establish this program and who have done so much to nurture and mentor the students.

Jusoor-Chalhoub Scholarship for Syrian Students

The Chalhoub Group enabled us to fund the education of six graduate students between 2014 and 2016. These students completed their degrees at top universities across Europe in fields ranging from Marketing and Entrepreneurship to Mechanical Engineering and Economics. They have gone on to hold remarkable positions including consulting for UN-ESCWA on the National Agenda for the Future of Syria, co-founding a nonprofit organization that focuses on teacher-training in conflict areas, and excelling in the private sector.

Lebanon Scholarship Program

Thanks to the generous support of several Syrian and international donors, including the Asfari Foundation, Jusoor helped educate 22 talented Syrians in Lebanon over the last three years, in fields including Banking, Interior Design, Biochemistry, and Education. Jusoor leaders also mentored students on CV writing, online work and navigating interviews, and helped provide them with the leadership skills they need to become the future leaders of Syria and in their communities.

Scholarship for Syrian University Students in Jordan

Jusoor partnered with Al-Quds College and Luminus Education to provide full scholarships to 8 Syrian refugee students in Jordan for the 2-year International Diploma program. Many Syrian students in Jordan have undergone the l'itilaf baccalaureate degree, which was not recognized by Jordanian universities in 2014. This program was designed to allow these students to gain a higher education degree, and one which would enable them to continue their education further.

Jusoor Hardship Fund

The Jusoor Hardship fund was established to help retain students enrolled in undergraduate and Master's programs at academic institutions outside of Syria who are at risk of dropping out because of financial need. The program is currently supporting 12 students who have been provided one-time financial assistance of up to \$5,000, which the students can use toward university tuition and fees. The funds are awarded as a loan without interest, with an individual repayment plan developed for each student. Returned funds will support new students in the future.

The Jusoor and LSE Scholars at Risk Scholarship

The Jusoor and LSE Scholars at Risk Scholarship offers financial support for one student from Syria for a master's degree at the London School of Economics (LSE). The scholarship has a value of £40,000 and covers full tuition fees and living expenses in London. The scholar is affiliated with the Middle East Centre at LSE for the duration of the program and plays an active part in the intellectual life of the Centre.



Jusoor-Amal Foundation Scholarship

The Jusoor-Amal Foundation Scholarship provides Syrian students in Za'atari Refugee Camp in Jordan with full scholarships to attend Jordanian universities. The scholarship covers tuition until degree completion, and selected students may pursue the degree level and field of study of their choice. Two students have received scholarships since we launched the program. The Amal Foundation seeks to bring 'Amal,' the Arabic word for hope, to refugees and their host communities by giving youth access to education and the opportunities needed to help them realize their potential.

Jusoor-Oxford Scholarship for Syrian Students

Jusoor and St. Antony's College at the University of Oxford are collaborating to offer one Master's scholarship per year in 2016 and 2017 for Syrian citizens or Palestinian refugees in Syria who are admitted to a Master's degree program available at St. Antony's College. It covers college fees, course fees, and a grant for living costs of at least £14,057 during the duration of the study program.

Jusoor-Cambridge Scholarship for Syrian Students

Jusoor partnered with the University of Cambridge's Global Leaders Scholarship Program and Clare Hall to provide a fully-funded one year scholarship to one Syrian graduate student to pursue his master's degree. The scholarship aims to provide young Syrian women and men with the knowledge base and leadership they need to contribute positively to Syria's future.

Jusoor High School Study Abroad Program

In 2016, Jusoor implemented the High School Study Abroad Program to support Syrian youth who have demonstrated academic excellence, leadership, and a strong sense of civic responsibility. This program is implemented by Jusoor with support from the UWC Syrian National Committee (UWC-Syria), and leverages existing mechanisms of both organizations to rescue and enable future global leaders. The first three scholars of this program went to Woodstock School in India, Asia's oldest international boarding school.

2016 Jusoor Scholarship Recipients

100 Syrian Women, 10,000 Syrian Lives Scholarship Program

Brown University

Diana Kasem

Harvard University

Nour Mounajed

Illinois Institute of Technology

Wessal Jumma

Middlebury Institute of International Studies

Lama Ranjous

New Mexico State University

Sara AlMidany

New York University

Marianna Al Tabbaa, Zelfa Hamadieh

Northeastern University

Haneen Almohammad

Ryerson University

Roua Alkadi

Syracuse University

Nada Odeh

Valparaiso University

Hala Alzaitoun

Wilfrid Laurier University

May Mahrat, Judy Barazi,

Meera Tawil, Rasha Nasri

York University

May Massijeh

IIE Syria Consortium for Higher Education in Crisis

Grants to 52 students

Jusoor-IIT Initiative for Syrian Students

Illinois Institute of Technology

Farah Abdul Samad

Mossa Hana

Munzer Awad

Omar Alhaj Ibrahim

Lebanon Scholarship Program

Lebanese International University

Marwa Arsheed, Noor Shahin,

Nour Abrash, Hadeel Hamed,

Hanan Al-kamel, Younes Alashkia,

Khaled Almeer, Hayat Mansour,

Salim Aeicha, Mohammed Ajam Fatal,

Asala El-Sayed, Shifaa Al Bokae

Beirut Arab University

Abdullah Shabanye

Arts, Sciences, and Technology, University in Lebanon

Ehab Alwazzour, Zeina Kufoozi,

Taymaa Jalloul

Imam Ouzai University

Ola Sharbaji

Jusoor-Chalhoub Scholarship for Syrian Students

SKEMA Business School

Haneen Raslan

University of St. Andrews

Reem Alkhateeb

University of Warwick

Yasmin Zidan

Jusoor Hardship Fund

Fresenius University of Applied Sciences

Orwa Barakat

Friedrich-Alexander University

Erlangen-Nürnberg

Ismail Barakat

Gaziantep University

Saeed Baroud

Hochschule Wismar

Haian Al Zoubi

Middle East Technical University

Northern Cyprus Campus

Bashar Al Homs

Philadelphia University

Faisal Shahtout

Siegen University

Hasan Abu Rasheed

Universiti Malaysia Perlis

Ehab Kasab

University of Applied Science in Upper Austria, Linz

Hasan Isa

University of Balamand

Hani Rustum

University of Dubai

Abeer Rupert Othman

University of Strasbourg

Ghaith Saad

Ra'eda Hmeidi

Yara Sabra

The Jusoor and LSE Scholars at Risk Scholarship

London School of Economics

Saher Alhusayan

Jordan Scholarship Program

Al Quds College

Alaa' Khaiyrat, Amjad Hariri,

Bayan Mohammad, Fatima Al Shibli,

Hajar Al Awad, Haneen Al Rahhal,

Monzer Alkahel, Yara Sabra

Jusoor-Amal Foundation Scholarship

Al Zarqa University

Yasin Abu Samrah, Nawar Abudaboos

Jusoor-Oxford Scholarship for Syrian Students

Oxford University

Eyad Youssef

Jusoor-Cambridge Scholarship for Syrian Students

Cambridge University

Hamed Masood

Jusoor High School Scholarship Fund

Woodstock School

Nawara Alaboud, Khaled Bagh,

Lea Farah

Other Jusoor Scholarships

Lebanese American University

Mahmoud Khalil

IHC Dubai

Abdulkarim Alothman

Habesha Project

Zain Al Abideen Ali

100 Syrian Women, 10,000 Syrian Lives

Empowering Syrian Women to Become the Leaders of Tomorrow

Over half of Syria's university population has halted their studies because of the conflict in Syria. The Institute of International Education (IIE) and the University of California Davis estimate that between 100,000 and 200,000 Syrian students have had their pursuits in higher education disrupted. In particular, the rate of matriculation for women, once close to 50 percent, has reached the single digits. In Turkey less than one percent of Syrian women refugees are enrolled in universities or other centers for higher education.

These statistics tell the story of a great tragedy facing Syria's youth. These young men and women have worked their entire lives to attend university and succeed, only to be stopped suddenly in their tracks. They simultaneously represent both our biggest hope for peace, and our greatest risk, as terrorist groups prey upon the undirected and frustrated youth of this generation.

Indeed, the impact of these scholarships goes far beyond the individuals supported. Jusoor selects individuals that possess both exceptional leadership skills as well as a deep-seated passion to support Syria's future. As a result, we are seeing a strong multiplier effect. Even just a few years after completing their degrees, the youth we are educating are having a tremendous impact on the lives of other Syrians. They have started nonprofit organizations and are mentoring other youth; they have led fundraising efforts; they have delivered TEDx talks and commencement speeches; they have started campaigns to help other refugees enter the U.S. and have focused their career trajectories on topics related to rebuilding Syria. They have also thrived professionally, receiving job offers from companies like Apple, Google, Motorola, Goldman Sachs, Deutsche Bank, and Deloitte.

With this track record in place, Jusoor launched a new scholarship program in 2016 entitled "100 Syrian Women, 10,000 Syrian Lives." The program aims to educate 100 exceptional Syrian women over the next five years. We believe that by selecting strong and highly driven Syrian women, the multiplier effect will allow those women to impact the lives of 10,000 other Syrians. The first cohort of 16 women scholars was selected in 2016 and began their academic programs in September 2016.

900

Total applications received in 2016

11

Masters degrees being pursued

5

Undergraduate degrees being pursued

12

Universities enrolled in for this program

Nour Mounajed

Graduating with a Master of Education in Technology, Innovation and Education (ED.M) from Harvard University Graduate School of Education

Few people know Syria the way Nour Mounajed does. An engineer by training—she has an undergraduate degree in electrical engineering and a master's degree in computer engineering from Damascus University -- Nour spent years traveling around Syria for the United Nations Development Programme (UNDP) and the Ministry of Communications, setting up technology portals in rural areas to help towns connect to the internet.

"I feel like I didn't know Syria before this," says Nour of her time with Shabakit al-Reef, or the Rural Network. "This project really introduced me to my country. Living in Damascus isn't really Syria."

The technology portals were a success. But when war broke out in Syria, and as travel became more dangerous, the UNDP pulled out and Nour's work came to an end. A mother of three, Nour began to worry about her children's safety. Sending her kids off to school and hearing explosions along the way left her constantly worried. In 2012, her family made the difficult decision to leave Syria for Egypt.

In Egypt, Nour continued flirting with work that blended her love of technology and her new found interest in education. She created mobile apps and produced audio books in Arabic. She even built a free Arabic dictionary app called Mouajem for the iPhone. Then she started investigating ways to use technology to help Syrian refugees, especially in the field of education.

"The refugee crisis was just heartbreaking for me," explains Nour. "Coming from Syria, we are very proud of having really high literacy rates and of being ahead of many countries in our region in school enrollment and university enrollment. Then, suddenly, you have half these refugees outside Syria who are not being educated."

She was comfortable with the technological side, but she felt she was missing the educational pedagogy. So she applied for programs in education and became one of Jusoor's first 16 "100 Syrian Women, 10,000 Syrian Lives" Scholars. This year, Nour will graduate from Harvard's School of Education with a master's in Technology, Innovation and Education.

"This area was really needed in our part of the world—education and technology." Nour explains. "We have a really young population. We have a huge refugee population out of school. There are not that many qualified people in education and I felt that this would be an interesting area in the coming years."



Diana Kassem

Pursuing a M.A. in the Department of Modern Culture and Media at Brown University

In 2008, Diana Kassem moved to Damascus from the port city of Latakia to study drama at the Higher Institute for Dramatic Arts in Damascus. She was in her last year of school when the war broke out. The institute, located in a prominent turnabout in the city's center, was at the center of daily battles. So Diana and her classmates would try to time their way through the newly anointed battleground just to get to class.

"It is so absurd. War is really absurd," explains Diana of her life during that time. "It is ironic and tragic and funny at the same time."

Despite the stress of war, Diana and her fellow students focused on their art. In 2012, Diana traveled to Alexandria, Egypt to put on Theatrical Rhythms, a play she had written and produced about the beginnings of theater in the Arab world. The following year, Diana got a scholarship to pursue a master's degree in cinema in Belarus. There, she produced a small film about Damascus. She returned the following year to take a full time position at the institute.

"But it had become very difficult," says Diana. "You want the students to come and study, but everybody was afraid for everybody's safety. And it wasn't just about safety. Financially, economically, it was hard to do anything. A student would come and his home would have been demolished. We had lots of stories like that."



May Massijeh

Pursuing a Master's Degree in Environmental Studies at York University

When May graduated from the University of Damascus in 2014 with a degree in electrical engineering, she decided to pursue a master's degree in the same field. That year, May started working on a research project investigating the way dust and pollutants interfere with the efficiency of solar cells. But when her project stalled because of a lack of resources and mentorship, May decided it was time to look elsewhere.

May applied to a master's degree in environmental studies at York University in Toronto, Canada and to Jusoor's 100 Syrian Women, 10,000 Syrian Lives Scholarship program. She found that her new degree was an opportunity to reignite her passion for community work-- work she had left behind when she was focused solely on engineering.

"My master's degree has been my opportunity to rediscover my hidden talents," explains May, who has been working with groups outside of the university to help refugees who have recently arrived in Canada. "I switched back to social work, community work and environmental work in general."

Over the past year, May worked closely with Culture Link, a resettlement agency in Toronto, as a program manager for their Baraka Bites program, which helps refugees start their own culinary ventures. She has also worked as a research assistant on a five year pan-Canadian study funded by The Canadian Institute for Health Research (CIHR), looking at the long term health outcomes of Syrian refugees.

Her experience as a Jusoor scholar has also helped expand her circle of mentors. Her fellow 100 Syrian Women scholars have provided a new source of support and inspiration. And Nadine Ibrahim, a professor at the University of Toronto and a Jusoor mentor whose research focuses on sustainable cities, has modeled the way interdisciplinary work can be a special space for women to showcase their creativity.

"Her passion is to improve human life and that is exactly what I want to do," says May of her mentor. "This is where we can do that. She is also very inspirational, regardless of whether we are in the same sector. She's teaching and conducting research. She is an empowering role model for me as a woman."

Most of all, May is excited about where her newfound passion will lead her.

"I want to focus on a cause that is bigger than me that will drive me to improve my life and other people's lives," says May. "I want to help Syrians and other Syrian students."



Refugee Education Program

Building Bridges... of Hope

Nearly four years ago, Jusoor opened its first remedial schools in Lebanon to tackle the overwhelming needs of an estimated 300,000 Syrian student refugees. Today, the numbers are not much better. According to Human Rights Watch, more than half of the nearly 500,000 school-aged Syrian children registered in Lebanon are still not enrolled in formal education.

But months before opening our first school, the Jusoor team spent months traveling around Lebanon interviewing principals, teachers, parents, and children about the educational needs of Syrian students. We found that students were having difficulty even reaching Lebanese schools and that a large number were dropping out. So Jusoor developed an educational model to address the specific needs of Syrian children affected by the war, with the goal of getting these students reintegrated into Lebanon's formal educational system.

3,412

Students supported through Jusoor's refugee education program

\$725

Average cost to educate each student per year

200+

Volunteers since 2013

44

Syrian teachers employed in 2016

Michelle MacDonald

Psychological Counselor for Jusoor's Educational Centers in Lebanon

This year, Jusoor welcomed Michelle MacDonald as its first full-time psychological counselor in its three schools in Lebanon. Many of Jusoor's students have faced trauma associated with war, from the loss of a loved one to physical trauma and displacement. According to Suha Tutunji, the Academic Director of Jusoor's Refugee Education Program in Lebanon, the need for a full-time psychological counselor was long overdue.

"The children were exhibiting signs of extreme violence," explains Suha. "They are all refugees; they are mostly living in tents. Some students were traumatized; some wouldn't say a word. Some would wet themselves. They would shout and push. Their drawings showed signs of trauma. Most kids draw houses, trees and birds; they were drawing tanks and blood and swords. And so the teachers were finding them difficult to manage in the classrooms."

Michelle, who has a background in counseling, education and alternative medicine and who lived in London, had been trying to find ways to use her expertise in trauma to help the children in Syria.

"I was taking an International Child Development Programme (ICDP) course at the time, which is about providing psychosocial support for displaced children, and I got a phone call from Suha," explains Michelle, who speaks Arabic and had worked with Suha in Lebanon's schools years ago.

Still, when Michelle arrived in Lebanon, she was shocked by how much the students had suffered.

"The children in Beirut face unique challenges that often result in aggressive behavior," explains Michelle. "In Bekaa, when the students get out of school, they run out into open space. They live in tents, but they have a freedom the children in Beirut do not have. In Beirut,





they're they're cooped up inside small apartments. They come to a school with a very small playground. They have all this energy and they cannot spend it the way they want to."

Since she started, Michelle has seen significant progress in many of the students, and those have been the most rewarding moments.

"Sometimes it takes just a couple of sessions, and there's this shift," explains Michelle. "There was this one little girl who lost her dad, and her brother is missing. She lives with her mom in the Bekaa Valley. She was acting up at school, causing trouble, being rude and defiant. In our first session, I asked her to draw a picture of her dad and herself. Then I asked her to draw a memory box and put in the box all the things that reminded her of her father. When she was done, I said 'every night, you can open this box and talk to your dad, and he will listen. He wants you to do well in school.' The pain was acknowledged, and she saw there was a way out of it. A few days later, she was doing much better. She got a star in her class. When I see that, it gives me hope to continue."

Michelle has not only been helping the children. She has also focused her energy on supporting Jusoor's teachers and parents, many of whom are refugees themselves, with one-on-one sessions as well as group sessions. In particular, Michelle has been using ICDP training methods, which focuses on the need to rebuild healthy relationships between caregivers and children—relationships that naturally break down under the stress of war, migration, loss, severe deprivation or catastrophe. The

training aims to teach "empathy in action," so that the teachers can develop the skills to offer psychosocial support to their students and restore a sense of normalcy to their lives, despite their displacement. Her goal is to develop the ICDP course so that the teachers become facilitators in the community at large.

"Originally, the plan was to work with teachers and their relationship with the students," says Michelle. "But your personal life has an impact on your professional life. So, I have one-on-one sessions with the teachers too. I'm amazed by their courage. They're so young; and they have nowhere to go...Yet they get up in the morning, they go to work diligently, they deal with very difficult children, and they do their best. I'm personally in awe of them."

It is in this expression of hope where Michelle sees the most opportunity for change. Michelle sees many opportunities for more change. Her work in the schools, with the teachers, the students and the parents, has only just begun.

"I would love to have a martial arts class to channel their energy and aggression, and a bigger playground where they can run and roll around," says Michelle. "But more than that, I would like to teach them communication skills so conflict doesn't result in physical aggression. Changing that has been a challenge...But I see Jusoor being a hub, a focal point, where people from other institutions can come and train in new methods."

“ The children were exhibiting signs of extreme violence...Their drawings showed signs of trauma. Most kids draw houses, trees and birds; they were drawing tanks and blood and swords. ”

Mustafa Zakreet

Elementary School Teacher at Jusoor's Jeb Janine Educational Center, Lebanon

Before Mustafa fled Homs, Syria, he never thought he would find satisfaction in being a kindergarten teacher. Up to that point, his sole dream was to be an environmental engineer, and he was well on his way to becoming just that. He had graduated at the top of his class in high school; and, at university, he finished first in his major in the department of engineering.

But in 2012, Mustafa left Homs for Lebanon after a bomb was dropped on his home, killing his mother and brother. For three years, Mustafa lived in an informal tented settlement in the Bekaa Valley. While there, he learned English and passed a first-year university course in English. It is then that he began to notice the enormous gap in education available to Syrians like himself. In Lebanon, 300,000 Syrian children under the age of 14 are out of school. Mustafa watched as the children all around him fought and spoke about war. He wanted to do something for them, but he was unsure what he could do to help.

That is when Mustafa started volunteering at Jusoor. When an opening was posted for a full-time kindergarten teacher at Jusoor's Jeb Janine school in the Bekaa, Mustafa applied. On his first day as a teacher, he asked the children to draw a picture of what Syria would look like in the future. They drew guns and planes dropping bombs on buildings, and people getting hurt.

Mustafa couldn't stop thinking of one eight-year-old boy who was completely withdrawn. He could tell something had happened, but he was unable to get through to him. After a few weeks of trying different things, Mustafa went up to the boy and gently placed his hand on his shoulder. The boy broke down and started crying. He told Mustafa of how his father and brother had died right in front of him. It was then that Mustafa knew that he was in the right place. He knew what the children were going through because he had experienced the same thing.

As a first-time teacher dealing with a classroom full of students with very special needs, he turned to his father, who was a principal of a school in Syria and a teacher, for advice and mentorship.

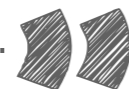
"Many of these children lost one or both of their parents during the war, so I really had to learn how to be a father and a teacher at the same time," says Mustafa. "My dad was my greatest mentor. He answered all of my questions and gave me a lot of great advice."

Even though the children had been through so much, Mustafa was astounded by how motivated they still were. One of his favorite students was a young boy named Ahmed. Ahmed was older than the other students, but he had never attended school before. Every day, Mustafa would show the students flashcards in English, and Ahmad would memorize them immediately. After a week, he had not only learned all the words, he knew them well enough to tell a story, in English, of a bear living on an island.

"There was one child who wasn't even able to hold a pen when I first started," explains Mustafa. "Within two months he could write a full sentence in English. For me, it felt like my son is doing that, my brother is doing that."



Because I lost my mother and brother when our house was bombed, I had the same feeling as the children I was teaching, Because I was able to give back to them, I finally felt happy that I could do something. It's the one thing in my life that I'm still proud of.



In Their Own Words: Sally Itani

Volunteer with the Summer Volunteer Program in Beirut in July and August

Today was the 13th day with the kids, and it's our last week together in the summer program. Various emotions are arising inside of me as we are approaching the final goodbye. It has honestly been a hectic journey, yet an absolutely beautiful one. A lot has happened, but in this post, I want to share the story of Firas.

Firas is thirteen years old. When I first met him, he was such an energetic, quite aggressive child, but he smiled a lot. He didn't come everyday to class, which is the case with many students, and thus I didn't really get the chance to bond with Firas as I would've liked. By the end of the second week, I realized that Firas hadn't shown up for quite a while. His friends told me he had found a job and dropped out of school. It saddened me, and I knew it was the fate of many kids at school.

“By the end of the second week, I realized that Firas hadn't shown up for quite a while. His friends told me he had found a job and dropped out of school.”

Yesterday, Firas came into class. I asked him why, and he said that he was only here to get his report card, which we were distributing today. We all sat down in a circle and started talking, and this is when Firas opened up. He told me his parents forced him to leave school to work at a car garage, where he would spend the day scraping cars. He said he hated it, and that he wanted to come back to school, but his parents wouldn't listen to him. I didn't know what to say, honestly. But I promised him that Miss Hiba (the principal) would talk to them. Today, Firas came to school again. I heard from his friends that he left his job and was back in school. As much as I wanted to believe it, I didn't, because I knew that Miss Hiba hadn't spoken to his parents yet. But Firas confirmed the news to me, and I don't know how it happened or what made his parents change their mind, but in that moment I was so happy I hugged him. It doesn't end here. Today was the day the kids got their report cards. I already knew the results, but it was quite fascinating to see the kids' excitement once they got them. I never would've expected it when I first met the students, but Firas was the first in his class. The joy on his face and on his friends' faces was indescribable. To think that this bright student who has so much potential was so close to permanently drop out of school broke my heart into pieces. But I am absolutely grateful that that isn't the case, and that he is back in class. He has a great future ahead of him, and it brings me great comfort to know that he isn't leaving, at least not anytime soon.



In Their Own Words: Michael Barrett

Volunteer from the UK and Denmark with the Summer Volunteer Program in Beirut



Ranim, a girl from my class of 9 to 11 year olds, said this to me today at the end of our lesson: "Mr. Michael, I want you to take this with you to your house."

We'd spent the morning colouring in various animals and the places where they live and finished off by writing sentences about them in English: 'The fish lives in the sea,' 'The cow lives on the farm,' 'The monkey lives in the jungle' and so on. Ranim managed to write five different sentences all by herself and when she gave me her animal collage at the end of the lesson I felt a sense of satisfaction, and got the impression that she did too.

Today was my third day volunteering at Jusoor's school in Beirut. The school is located in the neighbourhood of Tariq al-Jdideh, a working class quarter packed with cafés, bakeries, charging mopeds and local and Syrian people going about their day. In short – teeming with life, and a macrocosm of the staff and students at the school.

It's not a normal school. Many of the children are traumatised and know nothing of the norms for classroom behaviour that are so familiar to the rest of us. Fistfights between students are common, moments of complete calm rare. We were given three days of well-organised and thought-provoking training by the Jusoor team after our arrival. But for those of us who – like me – have no prior teaching experience, standing in front of your new class feels rather like looking over the edge of the deep end of the pool on your first ever swimming lesson. The learning curve for children and teachers alike seems to be steep.

My Syrian co-teacher, Rwaida, mentioned to me recently that the students had found it difficult so far to put English sentences together in writing or in speech. During last week's introductory days, Mohammed, Jusoor's project manager, mentioned that the team had chosen the structure of the volunteer programme in part because of a belief in its lasting impact on the students. Today, when Ranim gave me her collage and five sentences, I understood what he meant.

Entrepreneurship Program

Building Bridges... of Innovation

Entrepreneurship is a cornerstone of any strong economy. And given Syria's history at the crossroads of global trade routes, it's a natural fit for Syrian youth. However, since the start of the conflict in Syria, and according to the Syrian Center for Policy Research, more than 2.1 million jobs in the country have been lost, nearly 53 percent are now unemployed, and the unemployment rate has reached an astounding 78 percent amongst youth.

To top that off, as the violence escalated across Syria over the years, the war not only wreaked havoc on the countries' industries and jobs, it arguably turned into the country's biggest employer amongst Syria's youth. That is why Jusoor started an entrepreneurship program, tailored to the needs of youth in conflict areas.

\$150k

In prizes awarded to entrepreneurs

200+

Applications from Syrian startups around the world

64

Entrepreneurs trained through Jusoor's bootcamp

30%

Female applicants

In 2016, Jusoor held three entrepreneurship bootcamps, two in Beirut and one in Berlin, with 38 participating teams and a total of \$48,000 in cash prizes awarded. We received more than 200 applications from Syrian startups from across the Middle East, North Africa, Europe and North America, with over 65 percent of applicants coming from inside Syria, followed by 14 percent from Lebanon, and 6 percent from Turkey and Egypt. This year, we were especially excited to see the number of female participants nearly double.

But Jusoor's growth is not limited to its numbers. In just two years, Jusoor's Entrepreneurship Program has bloomed in terms of its content and its ability to specifically address the needs of Syrian entrepreneurs.

In 2016, Syrian entrepreneur Karim Samakie, a former investment manager with Oasis500 who has advised and trained start-ups and entrepreneurs across the region for years, joined Jusoor to help tailor-make a program to specifically address the challenges facing Syrian entrepreneurs.

"Culturally, even with the Lebanese mentors or trainers, there is still a gap," explains Dania Ismail, Jusoor Co-Founder and Director of the Entrepreneurship Program. "The youth are embarrassed to ask the most basic questions of the Lebanese trainers because they cannot fully relate to them."

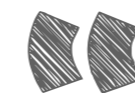
Karim, along with Ahmad Sufian Bayram, Techstars' Regional Manager for Middle East and Africa and Jusoor Entrepreneurship Program Manager, helped tailor a curriculum for Jusoor's 10 day bootcamps that included the usual topics covered in most entrepreneurial trainings -- such as how to finance your startup,

understand your market, build a team, and pitch to investors -- but that also included sessions that specifically addressed issues facing Syrian entrepreneurs.

"Obviously Syrian startups have bigger challenges than other startups in the Middle East just because they are based in Syria," explains Dania. "They have licensing and registration issues. They are restricted with their market. We look at these things and take them into consideration. So if you're marketing your product in Syria, but you can't use Facebook in Syria, what are your other marketing options? In terms of registration, let's explore the ten different countries where you can register your company off shore if you are a company based in Syria"

For many of the entrepreneurs, just attending the bootcamp was a challenge because of the logistics and danger associated with traveling. One entrepreneur, Louay Otba, of Nobelchemist, traveled more than 24 hours on dangerous roads from Aleppo to Beirut, amidst explosions and ISIS checkpoints, to attend the bootcamp and competition. To many of Jusoor's entrepreneurs, what may be the most valuable thing of all is the space that Jusoor has carved out for these entrepreneurs to convene and to share their frustrations, their successes and their stories.

"We've taken things to another level," explains Dania. "We're not just holding a competition, giving prizes and saying goodbye. We're building this community around this competition. We are activating a whole community of Syrian entrepreneurs."



We are activating a whole community of Syrian entrepreneurs.



Lean Darwish and Muhammad Sultan

Remmaz: First Place Winners in the Startup Track of the Entrepreneurship Competition

When Lean Darwish, now 23, was studying artificial intelligence at the University of Damascus's computer science department, she quickly realized that their curriculum was outdated. "We were learning old things and we didn't want to depend on what the university was offering us," explained Lean. "But the internet revolution has opened up the possibility of learning whatever anyone is interested in learning. There has been an open source revolution that has helped the whole world."

So Lean, along with some friends, began teaching classes with a non-profit organization called Wikilogia, a collaborative learning space in Damascus, in open source technology. "We were holding workshops in advanced development technologies, but we had a maximum capacity of 15-25 students," explains Lean. "So, we thought, as engineers why don't we use the technical tools we have to make this educational experience more scalable."

So Remmaz, the Arabic slang for "coding," was born. Lean and Muhammad Sultan, her co-founder, built a platform that would teach students how to code online, not using videos or an online teacher, but interactively. "It's an intelligent engine that interacts with the student in Arabic," explains Lean. "When the student makes a mistake, it gives him hints. And it understands the results the student provides. So the student is in an interactive challenge, going from challenge to challenge. He or she is learning by doing."

Lean and Muhammad launched the first course on Remmaz in 2016. Within a few weeks, the course, called Front End Development, had 500 users. As they began to grow, they decided it was time to apply to Jusoor's entrepreneurship bootcamp and competition. According to Lean, they not only learned how to start a business, build ideas, create feasibility plans and pitch in front of investors, they met a network of their peers that they now see as invaluable.

"We are from the same Syrian ecosystem," explains Lean. "We face the same problems; issues with electronic payments or registering a company, for example. It's a community of the best startups in Syria." Today, Remmaz has more than 8,000 users, mostly from Morocco and Egypt, and is preparing to launch its first paid course online.

"We hope Remmaz will be the first destination for the Arab world when people want to learn software development," says Lean of their team's vision for the future. "The culture of startups that is popular now in the world is very well suited to us in the Arab world, to the problems we are facing. The people it mostly touches is us, the youth. So instead of waiting for organizations or waiting for the government to solve things, why don't we let the youth come up with intelligent, small solutions. It's better than waiting for the big solutions."

» So instead of waiting for organizations or waiting for the government to solve things, why don't we let the youth come up with intelligent, small solutions. It's better than waiting for the big solutions. »



Qussai Maklad, Bushra Mrawed and Hussam Nasr

Share: First Place Winners in the Social Track of the Entrepreneurship Competition

During the conflict in Syria, Qussai Maklad, 24, spent a lot of his time working with relief and humanitarian organizations to help those affected by the war. Qussai, a graduate from Damascus University in Electrical Engineering and Communications Engineering, spent a lot of time thinking about the needs of Syrian youth, especially in his hometown of Sweida in southern Syria.

“We wanted to work on the development side of things—to work on the people and how they think, rather than on their basic, emergency needs,” explains Qussai of how he began the process of becoming an entrepreneur. So he and some friends distributed questionnaires and held focus groups with youth in Sweida to find out what they needed.

“After we gathered the data, we started to understand that some of our problems were economic in nature, some had to do with individual skill development, and some had to do with opportunities,” says Qussai. “And we noticed that there were no spaces to help youth. Most of the places available to youth in Sweida or Damascus were coffee shops or training centers, which were often expensive. There were no co-working spaces.”

So Qussai, along with a dozen other friends, came up with Share—a co-working space where youth could trade services using a time banking system.

“In Sweida, there are fewer opportunities and few competitors than in Damascus,” Qussai explains of his reasons for starting there. “We felt like if we succeeded in Sweida, we could then continue to Damascus.”

They found space in an already bustling movie theater and set up Share to include different “halls” that focused on music and art and architecture. Another hall functioned solely as a co-working space with high speed internet and opportunities for networking. For a nominal fee, members were given a credit card filled with hours, rather than cash, that they could use to take a class from other members, or to teach a class to accrue more hours. They also had a café where members could use their “hours” for coffee and snacks. Within a month, they had 290 active members.

By then, Qussai’s core team had dwindled down to three. That is when they decided to apply to Jusoor’s bootcamp and competition. With his two partners, Housam Nasr and Bushra Mrawed, Share won first prize in the social track of the entrepreneurship competition.

“We now know more about how to expand on our idea and the difference between a small business and a startup,” says Qussai. “We know more how to manage our ideas and our customers, as well as our financial issues. And the network that Jusoor provided in the bootcamp was important. There were people like Abdulsalam Haykal, who has turned into a mentor. There were events like Arabnet, which we attended and which were good for us.”

Qussai and his team are still learning about the difficulties of being a startup.

Although they plan to expand to Damascus next, they’re facing new roadblocks that are forcing them to reexamine their financial model.

“We were figuring out how to do a website,” explains Qussai of their newest challenges, “but we started to have a lot of problems in Syria. We have the problem of electronic payments. Most of the developers have left, so we have to work with people outside the country and that is expensive.”

Qussai is now considering an advertising model for their social startup and creating new plans to offer new courses online.

“For now, it will have to be all for free,” says Qussai, who says he wants to get their website just right. “We will have to work on a business-to-business model, not a business to customer model.”



Jusoor Leadership Team



Aziza Osman, Board Member

Aziza is a social entrepreneur and startup advisor. She started a social enterprise in health and wellbeing across Dubai and holds idea cultivation workshops for startups in the region. Prior to pursuing entrepreneurship, she worked in marketing intelligence and strategy for Philips Middle East. At Jusoor, she runs the Career Development Program and works closely with the Entrepreneurship Program, mentoring social startups on scaling, and measuring impact in Syria.



Dania Ismail, Board Member

Dania is the co-founder of Third Eye Agency, a performing arts-focused company based in Dubai. Prior to starting her own company, she held the position of Strategy and Business Development Manager at MBC Group for ten years. Dania is passionate about working with Syrian communities on projects that accelerate the growth and realize the potential of the country. She directs Jusoor's Entrepreneurship Program.



Fadi Salem, Board Member

Fadi is a PhD in Public Policy candidate at the University of Oxford. Previously, he was the Director of the Governance and Innovation Program at the Dubai School of Government, Associate with the Belfer Center for Science and International Affairs at Harvard Kennedy School and Fellow with the I+I Policy Research Centre at the Lee Kuan Yew School of Public Policy in Singapore. He is a graduate from the London School of Economics and Aleppo University. His areas of expertise include digital transformation and contemporary governance as well as technology policy and new models of government-citizen interactions in the digital age.



Iyad Duwaji, Board Member

Iyad is a business entrepreneur and managing partner of different investments vehicles. Prior to that, he was the CEO of SHUAA Capital, a publicly listed company in Dubai that won many distinctions. Iyad holds an MBA in Finance from the University of Texas at Arlington and has served as a director of different public and private companies in Europe and the UAE. He is a passionate supporter of community activities, education, and self-help initiatives.



JP Chilazi, Board Member

JP is an MBA Candidate at Harvard Business School. Prior to that, he worked as a Private Equity Associate at Bain Capital in Boston and as a Business Analyst at McKinsey & Company in the New Jersey and Dubai offices. JP holds an A.B. in Economics from Harvard College. At Jusoor, he oversees the organization's financial operations.



Leen Al Zaibak, Board Member

Leen is a Senior Policy Advisor for Policy Planning and Coordination at the Office of International Relations and Protocol for the province of Ontario. Previously, she served as a Policy Advisor to the Ontario Minister of Children and Youth Services. Leen holds an Honors Bachelor of Arts from the University of Toronto, Trinity College and a Master of Arts in International Relations from the University of Manchester. She is a leader in supporting Syrian refugees resettled in Canada to succeed, and directs Jusoor's partnerships and programs in Canada.



Rami Zayat, Board Member

Rami is a Senior Legal Consultant in the Abu Dhabi office of DLA Piper. He represents a broad range of clients from startups to mature publicly traded companies, IT companies, investment companies and private equity firms. Rami has a broad practice and has extensive experience advising clients across a range of industries in connection with local and cross-border commercial, general IT and services contracts, intellectual property, data protection and corporate matters. Rami is passionate about preserving Syrian cultural traditions while developing an educational system and economic forum that provides the structural basis for the development of youth.



Rania Succar, Board Member

Rania recently joined Intuit to lead QuickBooks Financing. Prior to that, she held several roles at Google over the course of five years, most recently serving as the Director of Brand Solutions for North America at Google. Before joining Google, Rania worked with McKinsey & Company in the US and Dubai. Now based in San Francisco, Rania co-founded the Harvard Arab Alumni Association in 2001 and served as President until 2008. She received an MBA from the Harvard Business School, an MPA in International Development from the Harvard Kennedy School of Government, and an BA in economics from Harvard College.



Maya Alkateb-Chami, Director

Prior to joining Jusoor, Maya ran Al Makan Art Association, a cultural nonprofit in Syria, co-founded and led the UWC scholarship program for Syrian adolescents, and later joined UWC-USA as Director of Admissions. Prior to that, she served as a consultant and trainer for Maastricht School of Management and UNRWA in the areas of NGO capacity building and youth engagement. Maya has an MSc in Education from Indiana University Bloomington and a BA in Political Science from Damascus University. Author of several books on cultural heritage, her Fulbright Scholarship-supported research focused on youth empowerment through the arts.

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* Including donations made to Illinois Institute of Technology (IIT) for the Jusoor-IIT Initiative for Syrian Students

We would like to extend our gratitude to the hundreds of Jusoor donors who donated less than \$5,000 and/or who have donated their time and expertise. Donations included above are accumulative up to March 2017.



Jusoor Financial Statements for the Year Ending on December 31, 2016

Combined for Jusoor (USA), Jusoor UK, and Jusoor Canada
Presented in US Dollars

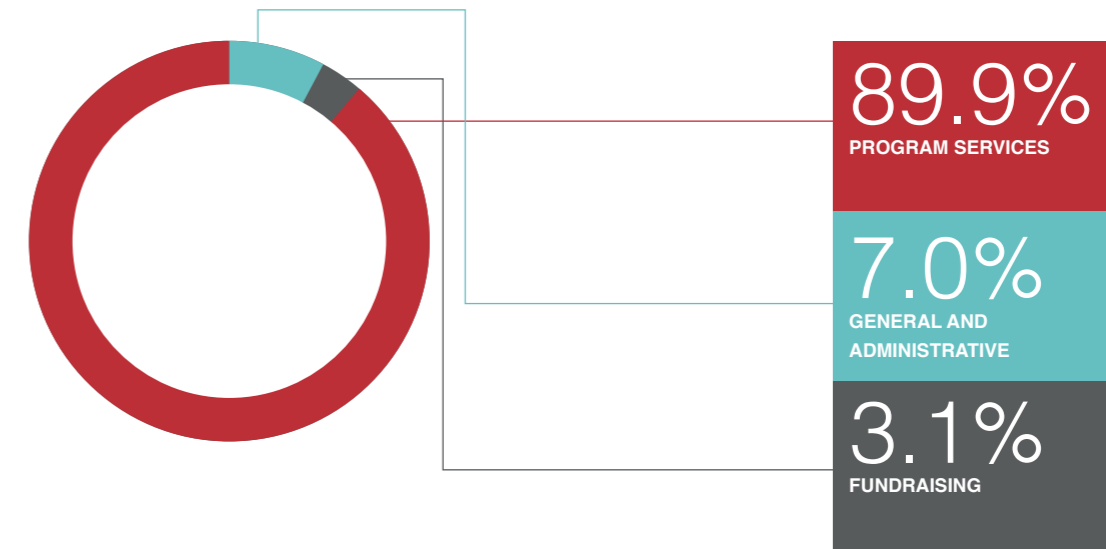
Consolidated Statement of Financial Position

Assets	
Current Assets	
Bank Accounts	470,255.68
Fixed Assets	
	122,200.83
Total Assets	<u>\$592,456.51</u>
Liabilities and Equity	
Liabilities	
	0
Equity	
Retained Earnings	394,695.39
Net Revenue	197,761.12
Total Liabilities and Equity	<u>\$592,456.51</u>

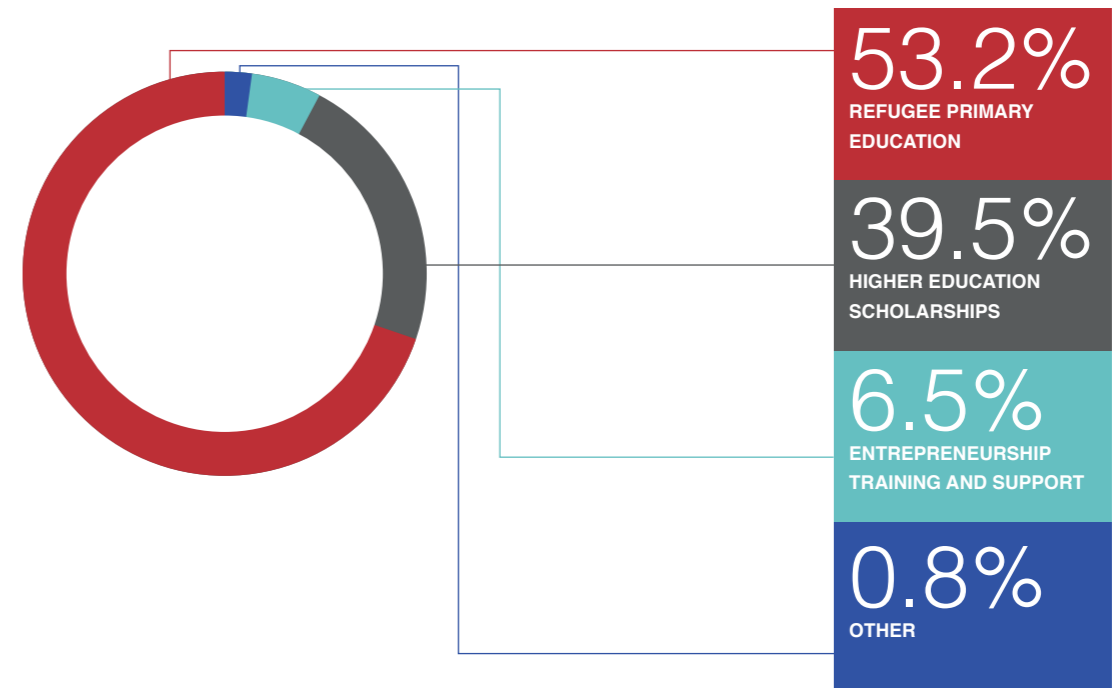
Consolidated Statement of Financial Activity

Revenue	
Direct Public Support	
Individual Contributions	1,102,026.61
Corporate Contributions	565,539.74
Foundation Contributions	230,478.34
Gifts in Kind	148,719.50
Total Revenue	<u>\$2,046,764.19</u>
Expenditures	
Program Services	
Refugee Primary Education	884,168.18
Higher Education Scholarships	655,998.24
Entrepreneurship Training and Support	108,433.00
Annual Global Conference	11,327.70
Mentorship Activities	2,522.00
Total Program Services	<u>1,662,484.12</u>
General and Administrative	
Management and General	102,097.98
Accounting and Legal Services	25,013.15
Other Supporting Services	2,353.27
Total General and Administrative	<u>129,464.40</u>
Fundraising	
	57,054.54
Total Expenditures	<u>\$1,849,003.07</u>
Net Operating Revenue	<u>\$197,761.12</u>
Net Revenue	<u>\$197,761.12</u>

2016 Expenses by Type



2016 Expenses by Program



Consolidated Statement of Functional Expenses

	PROGRAM SERVICES						GENERAL AND ADMINISTRATIVE			FUNDRAISING	TOTAL	
	Refugee Primary Education	Higher Education Scholarships	Entrepreneurship Training and Support	Annual Global Conference	Mentorship Activites	Total	Management and General	Accounting and Legal Services	Other Supporting Services	Total		
Amortization Expense	19,568.57				722.00	20,290.57						20,290.57
Bank Service Charges	2,191.13	104.51	225.00	42.63		2,598.27	115.24	1,665.51	353.69	2,134.44	920.14	5,652.85
Business Expenses							276.31	49.00		325.31		325.31
Enrichment Activities for Students	20,681.68	3,390.63				24,072.31						24,072.31
Facilities and Utilities	104,232.68					104,232.68	1,770.75			1,770.75		106,003.43
Equipment and Supplies	48,869.87					48,869.87						48,869.87
Fundraising Costs*	43.33	1,211.50				1,254.83	9.10			9.10	49,768.00	51,031.93
Grants	47,531.00		50,000.00			97,531.00						94,531.00
IT Services							568.00	7,054.75	989.76	8,612.51	1,151.40	9,763.91
Personnel**	328,705.52				1,800.00	330,505.52	96,716.84	1,000.00		97,716.84		428,222.36
Professional Services	20,035.65	1,464.00		500.00		21,999.65	1,344.00	15,243.89	1,009.83	17,597.72	5,186.00	44,783.37
Scholarship, Travel & Student Fees	1,000.00	649,538.08				650,538.08						650,538.08
Training and Speaker Expenses	4,026.31		58,208.00	10,785.07		73,019.38						73,019.38
Transportation for Children	191,260.66					191,260.66						191,260.66
Transportation for Management	22,630.86	203.14				22,834.00	1,297.74			1,297.74	29.00	24,160.74
School Construction***	47,949.44					47,949.44						47,949.44
Miscellaneous and Other Expenses****	25,441.48	86.38				25,527.86						25,527.86
Total Expenditures	\$884,168.18	\$655,998.24	\$108,433.00	\$11,327.70	\$2,522.00	\$1,662,484.12	\$102,097.98	\$25,013.15	\$2,353.27	\$129,464.40	\$57,054.54	\$1,849,003.07

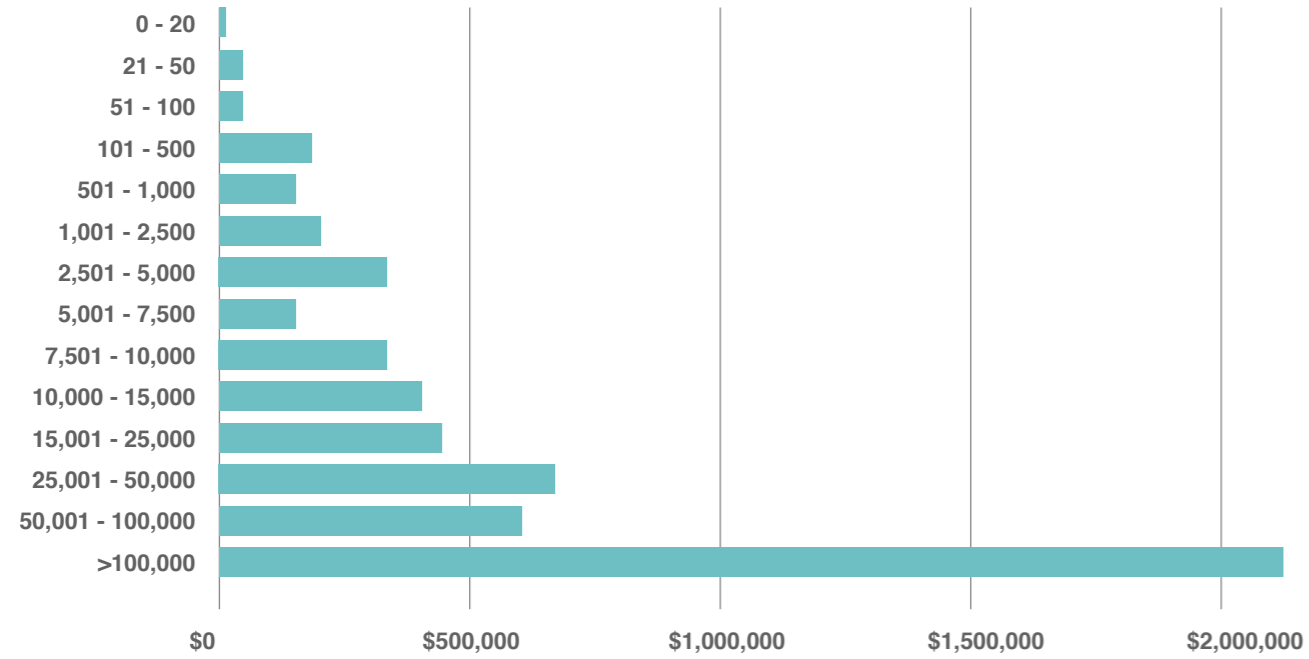
* These are mainly expenses associated with Jusoor's Fourth Annual Conference and Fundraising Dinner.

** Most of the personnel expense is spent on teacher salaries in Lebanon, under the Refugee Primary Education Program.

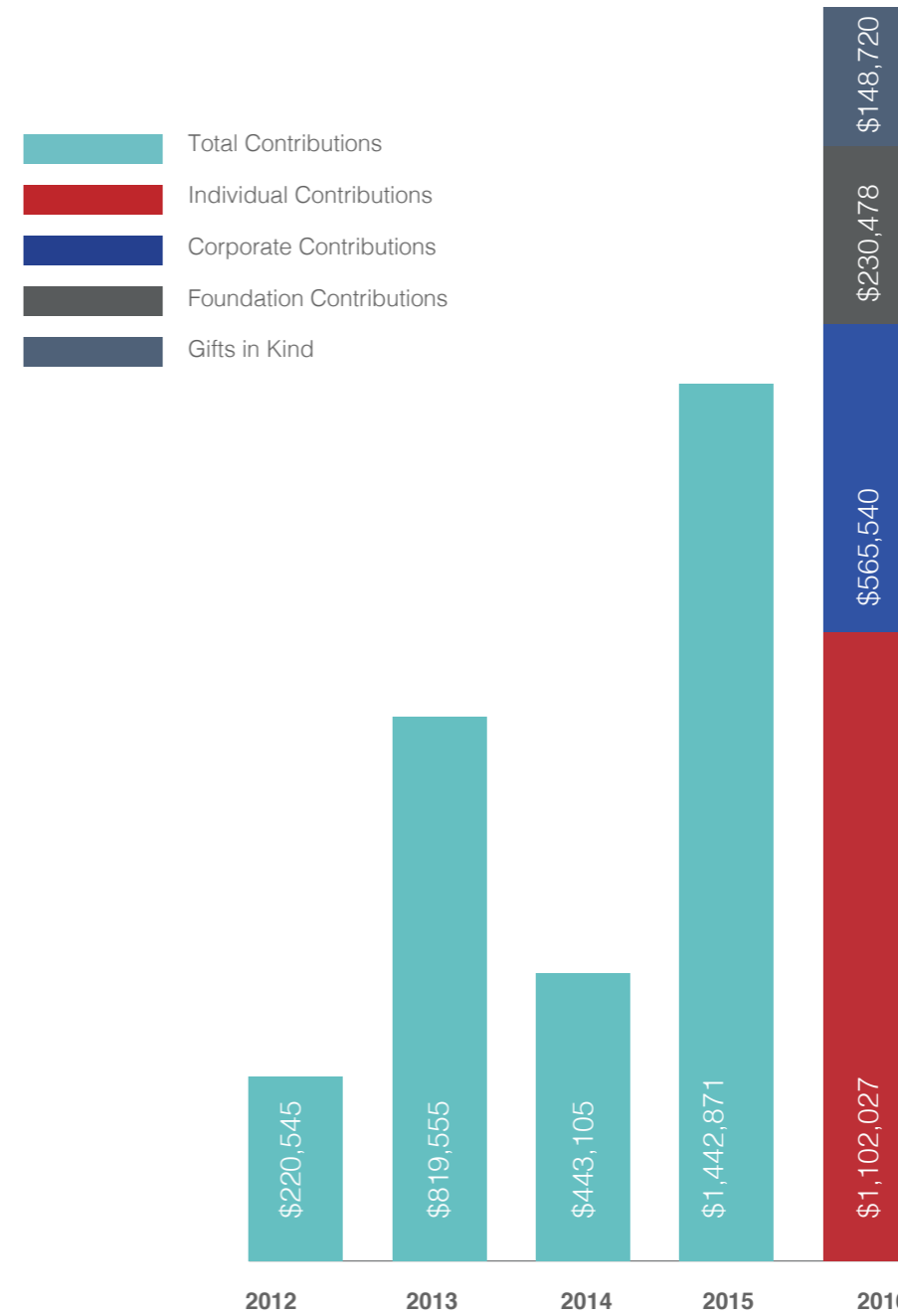
*** Cost of building a school in Jurradiyah Camp in Lebanon and a playground in Jusoor's school in Jeb Jennine.

**** This is mainly the cost of winter coats and supplies for students in Lebanon.

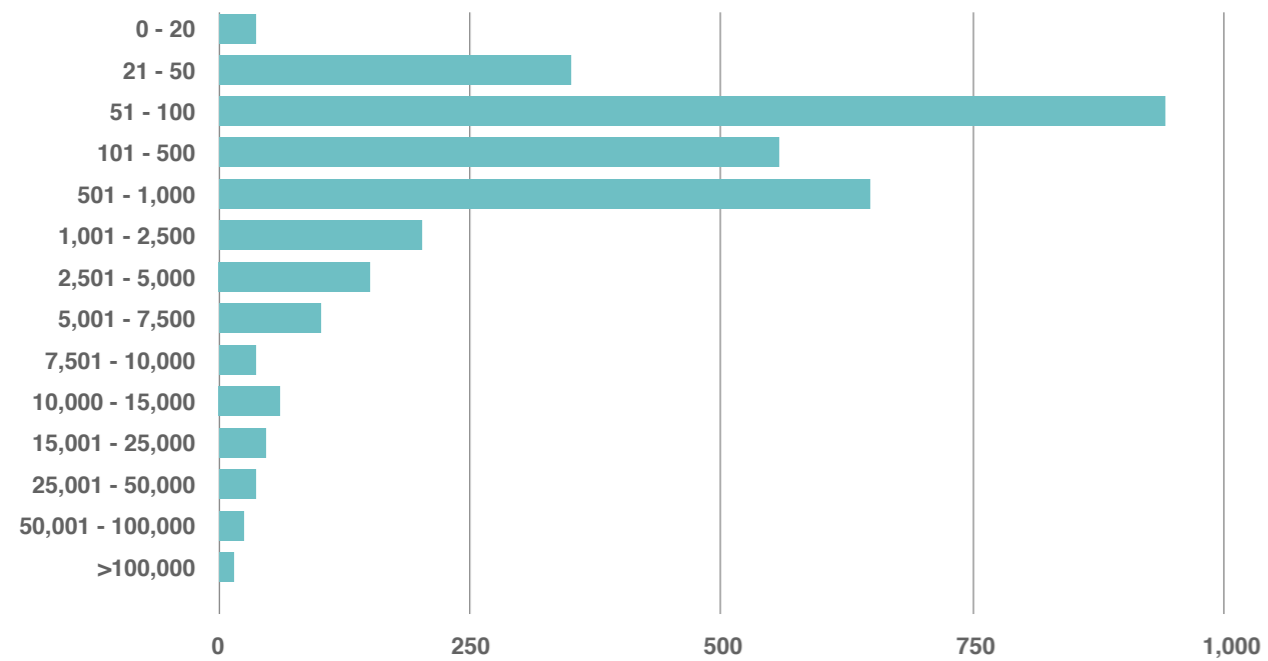
Donations per Amount up to March 2017: Total Donated per Amount










Donations over Time

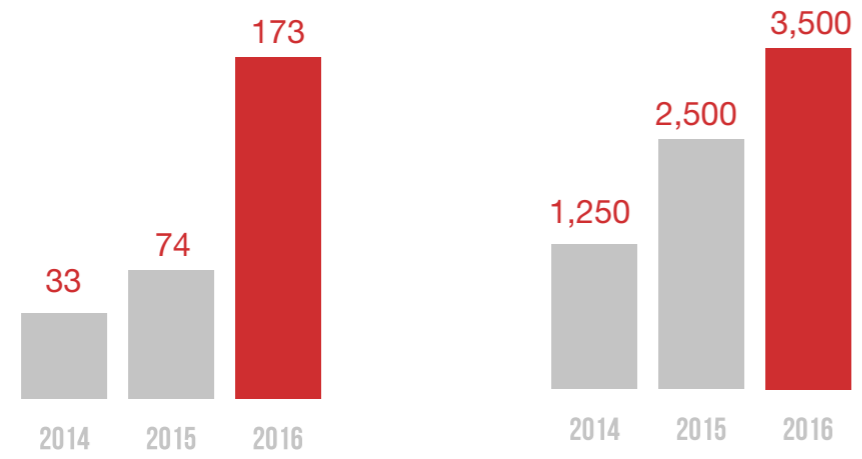


Donations per Amount up to March 2017: Number of Donations per Amount



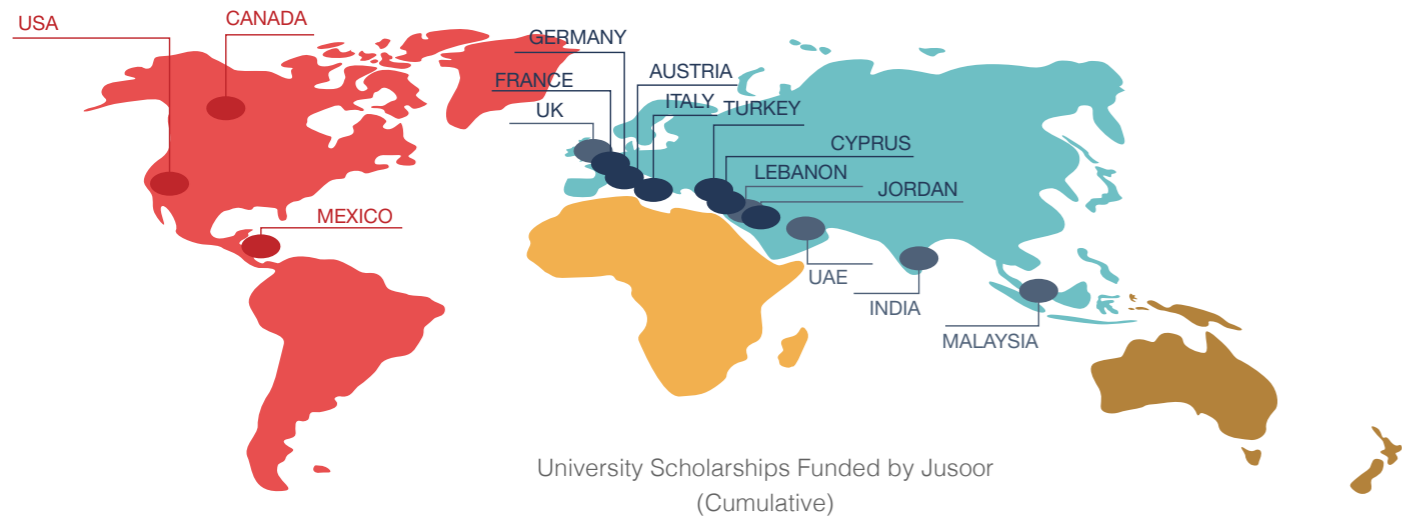
-  75 Syrians employed as teachers and administrators since 2012
-  173 Jusoor-funded university students since 2012
-  200+ volunteers since 2013
-  490 academic scholarships enabled by Jusoor since 2012
-  600 mentored students since 2012
-  3,412 Syrian children enrolled in our schools since 2012
-  126,000+ Community Members since 2012

Jusoor's Global Impact



Number of Jusoor-funded university scholarships (cumulative)

Children graduating from Jusoor's schools (cumulative)





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