



مؤسسة تامر للتعليم المجتمعي  
Tamer Institute for Community Education

Annual Report  
2012

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## Tamer in a Few Words

TAMER Institute for Community Education is an educational non-governmental non for profit organization established in 1989 as a natural and necessary response to the urgent needs of the Palestinian community during the first intifada (uprising). The most important of these is the need to acquire means to help people learn and become productive. Focusing principally on the rights to education, identity, freedom of expression, and access to information, Tamer works across the West Bank and Gaza Strip, primarily targeting children and young adults to encourage and deepen opportunities of learning among them. Our program aims to contribute to enhancing reading, writing and all forms of Expression among children and young adults. It also aims at contributing to a Palestinian environment that is supportive to learning processes, and at supporting the literary and scholar production on child culture in Palestine.

### **Our Name**

The name of the Institute is derived from the date fruit, which has an important standing in the Arab and Palestinian culture and heritage. Dates come from the Palm tree and were historically considered a primary source of nutrition, helping people to survive when other food was not available. Dates are seen as a symbol of spiritual food, which helps nourishing, understanding and encouraging sharing and spiritual growth. The Tamer (pronounced ta-amer) is the person who transports the date seeds from the male palm tree to the female palm tree, which produces the fruit. This process fertilizes the seed and improves the female tree's production. This process reflects the Institute's role in society, where it transfers knowledge and experiences from one person to another in order to develop capacity and skills for its beneficiaries at community level. In disseminating knowledge across the community, we help the community grow and learn from its experiences and potentials.

### **Our Logo**

Our logo is a poppy breaking through rocky soil, reflecting the hope in the potential for change within society, which sometimes contains restrictive social structures and thought patterns that hinder development and waste potential. For the Tamer Institute, this hope is embodied in children and young people, who are like the poppy, breaking through these obstacles and contributing to the process of changing and developing society.

## Board of Directors

<b>Ms. Abla (Fadwa) Naser</b>	<b>Chairperson</b>
<b>Mr. Mourice Baqleh</b>	<b>Deputy Chairperson</b>
<b>Mr. Mahmoud Awad</b>	<b>Treasurer</b>
<b>Ms. Amer Shomali</b>	<b>Secretary</b>
<b>Mr. Mahmoud Atshan</b>	<b>Member</b>
<b>Mr. Kamal Shamshoom</b>	<b>Member</b>
<b>Maan Samarah</b>	<b>Member</b>

The general assembly held its first meeting on 04-06-2012, where it elected the new board consisting of six members, including the Chairperson of the Board of Directors. The Board of Directors held seven regular meetings, in addition to several others; meetings solely to discuss issues of strategic planning, meetings to review administrative and financial issues, and meetings to discuss issues of emergency management.

## Tamer Employees 2012

Abdelsalam Khaddash	Ahmad Ashour	Al-Harith Riyaan	Fatima Al-Jamal	Ilyas Yusuf	Lubna Taha	Nisreen Khalil	Shadi Al-Ayassah	Ruba Issa
Adham Niamaa	Ahmad Heneti	Anwar Al-Tatari	Fida' Ghneim	Jehan Abo Lashin	Mohammad Abo Soliman	Niveen Shaheen	Nabila Hasan	Ruba Totah
Ahlam Abed	Ahmad Imarina	Diala Halayqa	Hala Kittaneh	Kamel Suliman	Mohammad Abubali	Osama Hadroos	Ramzi Bousheh	Salwa Jaradat
Ahlam Salman	Alaa' Qaraman	Fadi-Al-Atari	Ihsan Al-Ifrangi	Khalil Ghowj	Mohammad Zyara	Osama Issawee	Rinad Hamed	Samar Qotob

## General Director's Message 2012

“It is not important in this life to learn and educate and live to the highest levels, but it is most important that you have a message to live and preach by. What is the value of science, culture and prestige of the highest levels in society if there is no message? What is your message?”

Khalil Sakakini to his son in secret  
28/3/1935

For the Tamer Institute, our message is consistent with the intellectual and educational vision of Khalil Sakakini. The vision of the Institute achieved over the past twenty-four years has been built upon perseverance, diligence, creativity, and appreciation of freedom, harmonizing what was produced in the Palestinian modernist and post-modernist eras, and addressing the Palestinian memory of the present in culture and the creativity of the material and non-material. For many new mornings, abundant in understanding and hard work, this family institution has persevered and still perseveres till the present day in 2012. The team has acted with a steadfast spirit this year. Working tirelessly and dynamically, its achievements have blessed the Palestinian community with its rationality and mobilized what already exists in this society full of potential. There is no doubt that the humanitarian revolutions has casted its shadow on the current political and social contradictions of human experience. It has knocked on the intellectual walls among workers in the field of culture and the institution has responded actively like an engine to these events. This has shaped the foundation's repertoire with the thought of venturing to define the compass of the Palestinian struggle against neglect and obscurity. This year has been motivated by Palestinian prisoners, the international recognition of Palestine, and the march to the formulation of the Palestinian identity. Meanwhile, the organization's slogan for its reading campaign this year was anchored in language and the integration of parts of the existential Palestinian identity.

In addition to these humanitarian concerns, the institution endeavored on an internal level to review its building and restructuring administratively and strategically. It reconsidered the vision and reaffirmed its mission. Tamer still faces the challenge to preserve and maintain its approach based on the ability of its staff in the production of ideas, initiatives and solutions to enrich the community. This approach relies primarily on the capabilities and initiatives of the staff of the institution. Tamer has focused its efforts on: first, the real development of a culture of learning; second, to enable makers of children's literature and young people; and third, to work on community outreach with groups of children and adolescents. It has developed a strategy for the next three years emphasizing the need to amend the current structure of Tamer commensurate with the strategic objectives.

From here, we make a bid to: build a distinct institution in providing services for the public benefit, contribute to the development of the learning environment in particular and building the rights of the Palestinians in general by optimally utilizing resources available with financial or human investment. We have contracted a consultant to complete an analysis on the structure of current administrative organization and propose modifications that best suit the recently developed strategy.

Tamer Institute provides this annual report for 2012 for all of Palestinian society in order to ensure interaction and integration between its different parts and towards a better future for Palestinians.

Renad Qubbaj  
General Director

## Summary of Achievements in 2012

The year 2012 passed with merriment and pain over the Palestinian society. The recognition of Palestine as a state at the UN coincided with the glorious battle of hunger among Palestinian prisoners inside the Israeli occupation jails. Tamer Institute did not stand aside from these updates. Battles of hunger run for the sake of dignity and survival are realized as motivating energy flooding among Palestinians to urge their strife for proving their deserved pledge of a formal recognition of their entity. Community development through reading promotion was realized as Tamer's mission towards supporting the Palestinian battle for existence. The Arabic language, a main tool for expression, was added to the humanitarian battle of hunger strike and the political battle of existence to reflect on the contemporary features of the Palestinian identity. The theme of the campaign in 2012 "My Language, My Identity and My Magic Wand", brings Palestinian children and young adults to realize their standpoints of the many updates around them. Whether by expressing their emotions regarding the updates around them or by contributing to the analysis and formation of them, reading and writing remains essential.

During the year, Tamer managed to arrive to more than 300 grass-root partners within the three strategies, of which 150 enroll in the cross-year implemented programs. The activities conducted throughout the year arrives to minimum of 5,000 activities that reached to 200,000 children and Young adults, other than those who read the books published by Tamer Institute, which if each copy was read by 20 children only, the total number of children arrives to 72,000 children and Young adults, among them are children with disabilities. Adding to this number is the Yara'at Supplement that is published bi-monthly and annexed to Al-Ayyam Newspaper with a total number of 5000 copies in each district.

On the level of the other stakeholders, Tamer has been mobilizing and activating the pool of producers of books. A number of 15 Palestinian Writers of children's literature, and another 15 Palestinian illustrators have either been targeted through the capacity building sessions, or by publishing their books, and joining the reading committees of the books nominated for Publishing. A total of 23 publications were produced by Tamer Institute in 2012, 10 titles among them are published in forms that suite children and young adults with disabilities. Moreover, Tamer has committed to providing other titles from Arab countries which produce quality children's literature. In 2012, Tamer managed to select, purchase and distribute a huge number of titles arriving to 600 titles to each of its partners in order to enrich the media where activities and book discussions are organized.

Conducting the above activities and organizing the planned results could not have been achieved without the efforts made by librarians. Librarians of schools and public libraries have been the hard working motivators of the love of reading among children and young adults. In support of the field coordinator and the program staff, Tamer managed to motivate a total of 300 librarians (facilitator, or animator of activities) to involve in reading books, capacity building sessions, meetings for networking, all in order to improve reading environments that are attractive to children and Young adults. In each district, one librarian has committed, with the field coordinator of Tamer, to establish a group of minimum 15 youth volunteers who contribute to the products of Yara'at and Serb, and involve in community voluntary initiatives in their local communities. Those youth groups are the reading community of the library as well.

**Parents** are becoming a focused target group of Tamer in the past years. By encouraging their participation in the National Reading Campaign activities throughout the year, Parents have been also encouraged to join in reading circles and Friends to Libraries Committees, in the Public and school libraries. More than **3000** parents are now regular friends of libraries and support their children's reading habits.

## **Vision**

Our vision is of a liberal Palestinian society that believes in freedom and equality. In order to execute our mission and work philosophy, we rely on the capabilities of our employees as well as the capacity of the community.

## **Mission**

To achieve its vision the institute thrives to create a learning atmosphere in the Palestinian society by promoting reading, creativity, achievements and experiences by transforming these values into cultural products.

## **Strategic Goals (2009- 2012)**

- 1- Creating reading and expressive spaces
- 2- Creating a learning environment
- 3- Developing children literature in Palestine and regionally

## **Values**

In order to achieve the vision and maintain the commitment to the institution, the Public Authority, the Board of Directors and the governing body and staff achieves its mission through a work culture based on an integrated set of values and parameters. As part of the Palestinian Civil Society Organizations, Tamer Institutes contributes in support of local communities to achieve their needs and take their proper role towards the advancement of Palestinian society. Additionally, the Tamer Institute works to raise awareness, raise citizen morale, and encourage resilience.

When designing Tamer programs, the institute is guided by some of the major factors affecting the development of the Palestinian community: the contribution of individuals and institutions in ending the occupation, awareness of the topics of rule of law and human rights, promotion of culture and learning, and the promotion of the concepts of equality among all parts of society. Tamer bases its approach to its work and activities on three values, namely:

National Values: include core subjects such as freedom, national identity, citizenship, the history of Palestine, the Palestinian heritage and resistance to injustice and oppression.

Social values: democracy, morality, equality, justice, pluralism, teamwork, volunteerism, integrating people with special needs, the ability to change the faith, self-esteem, teamwork, minority rights, the value of time and quality of work.

Civic values: belonging to a larger human network, reading, critical thinking (logical and creative), general culture, acceptance of others, gender equality, respect for all religions and beliefs.

## **Target Group**

- The core target group: children and young people in Palestine.
- The target support group: Those who work with children: librarians, book creators, illustrators, parents and teachers.

### **Risks and Uncertainties**

The Israeli occupation is the biggest obstacle to the success of any project in Palestine and thus it constitutes the main source of all the risks that may cause the failure of any creative initiative whatsoever. Tamer has faced these challenges since its inception and will continue to face them until relieved of the Israeli occupation of Palestine. In addition to the occupation, there are limitations based on the social stereotypes of librarians and their work. This pushes the librarians themselves to start looking at their work as a bridge to better employment and opportunities. This unfortunately means that after properly training the librarians, they resign, which then leaves the Institute to search for and train new librarians, a long and difficult process. Another challenge is the social reality of Palestine that limits female participation in the public sphere, which negatively affects their development.

### **Acknowledgement**

Tamer thanks all the local libraries, schools, universities, and other local and international institutes interested in arts, education and different fields of culture that have been helping the institute throughout its journey to make reading a daily habit held by all parts of society and are still there for it in any project it plans to implement.

Tamer Institute would also like to extend its thanks to all the preparatory committees in the reading campaign: writers, illustrators, teachers, universities, community libraries and other regional and global institutions with interest in the arts, education, and other forms of culture, that helped Tamer throughout its existence in any effective activity. In addition, we would like to thank those from the media for their responsible coverage of our programs.

### **Value Added in 2012**

The value added this year is reflected from the Institute's effort in making sense of the concept of learning through experiences and through reading and through interaction within the atmosphere of the library and community center sports.

### **Strategies**

First strategic objective: create a learning atmosphere in the Palestinian society.

Second strategic objective: to provide make way for expression in Palestinian society.

Third strategic goal: the development of children's literature both locally and regionally.

## **The First Strategic Goal: Creating a Learning Atmosphere in the Palestinian Society.**

### **The National Reading Campaign in the Palestinian Society**

By drawing a sparkle over the beauty of the arabic language, its creators and promoters, the National Reading Campaign for this year invites the Palestinian community to take part in lighting over and interacting with the history of the arabic language, in order to reproduce it for nowadays promoters. By choosing a slogan inspired from the prominent poem by Mahmoud Darwish, “*My Language is My Identity and My Magic Wand*”, gap between written and spoken arabic is downsized. Interaction between the community and written Arabic language is strengthened in manners that overcame rigidity.

The preparation committees in the 13 districts have made efforts to brain storm renewed relationship between the community they serve and the arabic poetry, prose and calligraphy.

Central activities were organized inside streets to encourage participation. “*Reading Streets*” had been organized during the National Reading Week (1-6 April 2012). Those streets were prepared for in a location in each district to invite the population passing by to join with their children, sit in a corner and read with them. At the Street, writers, singers, illustrators were invited to chant and chill with the children and their parents to downsize any ice walls between the population and books. Number of activities organized was **961** with participants arriving to **24907** during this week. Huge cooperation of the police and the municipality was noticed in support for the Slogan of the Campaign.

In general, all 78 libraries involved in activating this Reading Street, and also in organizing similar activities inside their libraries in the different months. Moreover, other partners arriving to **278** were also part of the festivity; among them are representatives of MOE, MOC, MOLG, MOY, and community activists. The main goal was to invite all layers of society to be part of the influence towards reading in the Palestinian community. In **Gaza Strip** Libraries have shown a systematic intention to conduct activities inside the libraries for adults, and it was found that women are more likely to participate than men in the libraries. In **Hebron**, similar vehemence is noticed among libraries and one activity is organized on monthly bases for parents, with more women participating as well. Those workshops are more related to strengthening relations with parents, encouraging them to reading, and suggesting topics that support the bringing up techniques they use with their children. Other locations are still in need for support in this field.

- 1- Read to Me Babba Activities
  - a. Poster, newspaper adds ( in support of Diakonia).
  - b. media coverage and advertising ( in support of SCI).
- 2- I donated a book Campaign
  - a. Sticker ( in support of Diakonia)

- b. Transportation for volunteers. ( in support of Diakonia)
- 3- My First Book
  - a. Editing, printing book ( in support of SCI).

### **Niwar Nisaan Festival**

In early April, Tamer Institute organized the children’s festival “Niwar Nisaan” for the third time after 12 years, working in partnership with the Ramallah Municipality, the Folk Art Center of Ramallah, and the First Ramallah group. The festival lasted three days and was attended by over a thousand children. The children were spread throughout Old City to participate in different aspects of the festival which focused on multiple means of self-expression for the children. In addition, there was a book fair organized on site. Other activities included organizing storytelling sessions, book signings, workshops, drawing, making kites, calligraphy and painting pottery. The goal of the festival is to create a large area for the kids to express themselves and have their families and friends partake in the fun and merriment for hope in the bright future.

### **Book Discussion Movement inside 78 public libraries, 91 school libraries**

Throughout the year, 78 public libraries in the West Bank and Gaza Strip succeeded in conducting **1742** book discussion, in addition to the regular activities conducted in each library throughout the year. Inside the 91 school libraries, **640** book discussions were conducted. In addition, 490 activities on storytelling, drama and creative writing were conducted.

#### **▪ District Children’s Libraries Networks Meetings:**

Community libraries, spread within the scope of 13 districts in the West Bank and Gaza Strip, have clustered in the past 3 years, within 13 sub-networks on the district level. Each sub-network has conducted monthly meetings throughout 2012. A total of **156 meetings** were conducted. The following was achieved as a result of those meetings:

- ✓ Librarians are readers and have input regarding books quality.
- ✓ Librarians have a variety of activities to conduct around books to encourage reading them.
- ✓ Librarians built bridges with other librarians within the same district and mutual activities were conducted.
- ✓ Librarians are motivated and competitive which reflected on their tendencies, perseverance and initiation

#### **▪ Capacity building:**

Capacity building of librarians in the West Bank and Gaza Strip proceeded throughout the year as in the following:

- ✓ Documenting libraries achievements and work in progress.
- ✓ Training on Drama and Puppet making.
- ✓ Training on Creative writing.
- ✓ Library’s days.

- ✓ Training on classification of books.
- ✓ Animating children's books.
- ✓ Extended Drama through Education training, book discussion and creative writing (105 hours) for 40 schools in the West Bank.
- ✓ Extended training (50 hours) on classification, book discussion, photography and puppet making for 19 school libraries in Jerusalem.
- ✓ On Job capacity building for school librarians in 32 schools Library.

The trainings arrived to the following results:

- ✓ Librarians are more skillful in organizing activities inside the libraries.
- ✓ Librarians have produced written material, as their intellectual input to literature.
- ✓ Reports produced by librarians add to their view on progress with regards to encouraging reading.
- ✓ Librarians are more capable of conducting activities inside school libraries.
- ✓ Librarians are able to recommend books for children to read.
- ✓ Librarians are able to create the "Friends to Library Committees" where parents are encouraged to join and attend activities.

The following has resulted from conducting the book discussions:

- ✓ Children attend libraries and borrow books to discuss them, or borrow them after the discussions.
- ✓ Children involved in activities around the books where they expressed their talents and ambitions.

### **Activating Al Hakaya Library in Ramallah, Jerusalem and Gaza Strip**

Those libraries are activated at least 3 days a week with a number of borrowing arriving to 30 books borrowed daily. In the past three years, the Tamer Institute has established three community libraries that aspire to be models in regard to access to learning and knowledge inside. One of them is located at the headquarters of the Institute in Old Ramallah, the second in the sub-office in the Gaza Strip, and the third is in YWCA in Jerusalem. The ideas applied to these libraries are what are applied to other partner libraries: encouraging brainstorming and children and family participation in library activities. Libraries are active throughout the week and have a clear program of activities which is announced at the beginning of each month.

### **Supporting Infrastructure of Libraries (RC, Public and Schools libraries)**

- 1) Tamer coordinated the providing of cupboards, coolers, curtains, stationary and signs of 78 public Libraries in West Bank and Gaza Strip, and 59 school libraries to public libraries.

- 2) Tamer purchased and provided 600 titles of books to school libraries and public libraries as well as the Resource Center Library in the following, a total of 600 titles to each library.

### **On the Policy Level**

Advocacy on the policy makers' level was mainly focused through:

- 1- **Mayors:** Meetings made by field coordinators as well as the Libraries Network coordinator in order to advocate for better administrative conditions around the libraries managements. Meetings were conducted with Mayors and Village councils.
- 2- **MOC:** meetings and coordination with the Minister of Culture succeeded in changing working hours of libraries to be open after school. Tamer managed to gain approval from both the ministry of Culture and the Ministry of Local Governance to enroll late working hours in action.
- 3- **MOE:** regular monthly meetings were held with the technical sections directors at each governorate to evaluate work during the past period and follow work progress. Challenges at some schools were discussed and suggestions offered to overcome them. At the national level, a central workshop was held in Ramallah, Tamer's Resources Center where all directors of the technical sections participated in addition to the general director of the technical section at the MOEHE and Tamer management and field staff members.

### **Youth Teams**

Tamer youth teams Yara'at, Serb and Voices from Palestine have run actively during 2012 in the West Bank and Gaza Strip. The following was achieved.

- Regular meetings and capacity building of Teams.
- Summer Days "Literature Days" activities.
- Jerusalem youth Team activities.
- Yara'at Supplement.

**Rafiki film:** Through cooperation with the Norwegian Film Institute, the Norwegian Ministry of Foreign Affairs has prepared a set of Norwegian films which can be screened abroad. Through its partnership with Tamer Institute for Community Education, The

Norwegian Representative Office arranged for the screening of “Rafiki” (2009) by director Christian Lo to take place in Gaza City on 14 November 2012. The discussion took the educational material prepared by “Film & Kino” as its point of departure.

***Living in Gaza short movie:*** in cooperation with TVBIT, a short movie was created by the group of youth in Gaza Strip “Voices from Palestine”. The movie came across the life style of youth and the public in Gaza Strip. Produced in Sept 2012 and shared with peers at Tromso in Norway. After then, the youth groups showed interest in movie making and managed to produce two other movies and are now nominated for a youth film making forum with the British Council. Films come as in the following links:

- 1- [https://www.youtube.com/watch?v=O\\_FWWCEtDTA](https://www.youtube.com/watch?v=O_FWWCEtDTA)
- 2- <https://www.youtube.com/watch?v=wc9ldEnGwaM>
- 3- <https://www.youtube.com/watch?v=4gripbcrgdU>
- 4- <https://www.youtube.com/watch?v=Kyhdox3eueQ>
- 5- [http://www.youtube.com/watch?feature=player\\_embedded&v=arPP31NAIgu](http://www.youtube.com/watch?feature=player_embedded&v=arPP31NAIgu)

Short description of films:

- **Between the Sky and Earth (Bayn Il Sama wel Ard)**

Gently lift from his shadows the soil. Don't scratch his dreams. He did not inherit his hand's roughness because of wars, or the laughter of swords. He uses his hands to make life possible, to dream, to dare, to live he uses music and a cart pulled by a donkey.

- **If ..... (Laow)**

Yusuf has a dream. His dream always includes pencils, rainbow and white pages to immortality. Yusuf draws a reality better than the one he lives... If only can people understand his dreams... If...

- **We Live like this (Heck Beneish)**

Narrow lanes dusting off happiness, coarse pillows birthing coarse dreams, shadows steal the laughter, the sky falling on my head now, my shoes ... these are all the things that bother me, but will be very hard to change.

- **Gaza 2012**

We study. We watch TV. We live in a prison but we make of our lives roses, we roam the streets and search the sea for answers. We gather late in the evening singing for Fairuz. We exist, we fight to live and we are alive..

- **The Pole**

Some things we pass by and take for granted. Why would one lonesome pole on the way be a burden on so many people? Tangible things relate to people, things and sometimes they even have emotions...

## **Oral History and Writing**

Youth teams from schools and universities participated in initiatives of collecting and documenting oral history through biographies. The initiatives published two titles “From Ebal to the Shores Singing our Songs” and “Letters to the Present.”

### Letters to the Present

Taking place over nine months, a group of university students in their first years of university visited Palestinian sites to emulate historical experiences of those who have written biographies. Additionally, the Institute hosted individuals that served as a source of inspiration during these visits. They also agreed to reading groups carried out by the youth throughout the program, with people like Najib Naser, Sahar Khalifa, Fadwa Tukaan, Ibrahim Nasrallah and others. They then divided the lives of the paths into reading, discussion, dialogues, visits and others like that. We also hosted specialists from writers to critics to other literary figures to display the youth’s writings and critique them throughout the project. They also benefitted from a series of meetings related to writing, literature, and the use of language to mimic history in order to produce links to the past through their own literary work. This will be published in July 2013 as a book containing the results of the youths’ literary experiences within this initiative.

### From Ebal to the Shores Singing our Songs

Students from five Palestinian schools (in Hebron, Turkalem, Ramallah, and Gaza) participated in this initiative with the goal of linking the community to the education process and to teach the students from these schools to understand the concept of oral history. Two authors took part in this initiative: Khaled Juma worked as a supervisor for the schools in Gaza in regards to oral history and Sonia Nimr served in the same role for schools in the West Bank. Librarians from each school participated in meetings to contribute to the development of their teaching methods inside the schools and addressed Palestinian neighborhood history built on the interests of the children and their experiences. It also urges children to creative writing and expression through music and singing. Participating students received workshops on oral history and creative writing and then used some of these skills under the supervision of Khaled Juma and Sonia Nimr while visiting villages and interviewing. The students in Gaza addressed the topic of the sea, fishing seasons, and types of fishing nets through meetings with fishermen. In Hebron, the students addressed the topics of the Cave of the Patriarchs, the Hospice, the Old City and other historical places. The students of Shufa touched on topics such as the Barqawi Castle and other archaeological sites in their area. The Institute then presented a book compiled of the children’s work as a process of learning through several stages, leading to the evolution of thought on several concepts, including oral history, Palestinian society memory, the importance of ordinary details and finally the importance of the lives of every person in our own. This includes what is what is information known and unknown that contributes to a view of history and potentially writing it for the future in a way that is different from the ways presented currently.

### **My First Book Competition:**

This year, the institute has announced the competition during the National Reading Week, 147 stories were received, and district contribution came as in Table5. The writings are being screened and the writings which are suitable for publishing will be announced in September

Region	No. of submissions
Hebron	26
Jericho	4
Jerusalem	8
Ramallah	2
Bethlehem	2
Nablus	1
Jenin	5
Tubas	15
Gaza	60
Jahalin Bedwins	24
Total : 147	

### **Eighth International Palestinian Book Fair**

During the *Eighth International Palestinian Book Fair*, held in Ramallah between the 11- 22/10/2012 three book signature sessions were organized. A relatively massive participation of children, school students and internationals was witnessed:

- The first session was held on the 10/15/2012, with the writer Mahmud Shuqair. It was held for the general public present and mostly the children. A number of visitors turned out to sign their books and talk to the author, the session was successful and more than 60 books were signed.
  - The second session was with writer Abla Toubassi on Wednesday 17/10/2012; Ms. Toubasi told the story “The School Uniform” and signed the books for school children visiting the book fair. At the end of the session the children signed more than 25 books.
  - The third session was with artist Sameh Aboushi and illustrator Yara Bamieh - on Thursday 18/10/2012, the activity was a great success it even exceed the one hour time frame for the session. Many children came over to talk to the artists and to buy books and sign them about 50 books were signed for children and their parents.
- During the 8<sup>th</sup> International book fair, parents hurried to join the activities with their children. They showed interest in selecting quality and valuable books for their children. Some sat down at the Tamer Institute stand to read with their children and waited in lines for books signing by authors and illustrators.
- In many reports received by field coordinators, number of parents who not only borrow books for their children, but also for themselves are increasing and more attention is given from their side to attending activities of book discussions with their

children in order to raise their skills when in dialogue with their children. In many districts, most noticed in Tubas and Gaza Strip, activities are organized inside libraries for parents.

- During the 8<sup>th</sup> Palestinian international book fair, the Ministry of Culture Coordinated with Tamer to produce 6000 copies of one young adults history book to be distributed to children who visited the book fair.

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### **National Reading Week**

National Reading Week was launched from 1-6 April 2012 in all regions with a variety of organized activities to celebrate children's poetry, young adult stories, and influential in the development of language in educational and national contexts. It also celebrates the origins of Arabic calligraphy at the hands of the children as an initiative to support their discovery and interaction with details. 961 activities were conducted this year compared to the 709 activities in 2011 in 270 institutes and libraries. 24907 people directly benefitted from these activities compared to 23940 in 2011.

### **"I Donated a Book" Campaign**

563 volunteers, compared to 538 in 2011, participated in this campaign and were able to swap and collect approximately 2933 books compared to 3029 last year.

What is especially noteworthy is the fact that youth groups were prevented from starting the campaign in 2012 because of the latest Israeli aggression. However, they were able to implement the campaign in early 2013.

### **"Baba Read to Me" Campaign**

We can say that 169 activities were implemented in all the provinces. 324 fathers directly participated in these activities by interacting with the children, school libraries, community centers, and associations. The impressions were beautiful and positive and 6191 participated from the activities of the campaign.

## **The Second Strategic Goal: Create reading and expressive spaces**

Detailed objectives:

### Activating Palestinian Adolescents in Adolescent-friendly Spaces

For the seventh year in a row, the program “Learning Centers for Adolescents” targeted boys and girls aged 10-18 in 70 community centers throughout many areas. The Tamer Institute for Community Education lead the program with key support from several organizations, such as the Council for Youth and Sports, Ma’an Development Centre, and the National Committee for Summer Camps. Each of the angles falls within a professional discipline. Within this framework, the Tamer Institute for Community Education is responsible for the supervision and follow-up of 17 centers in the areas of Bethlehem, Jenin, Tubas, Tulkarem, and Gaza. In all centres, it has contributed to raise the capabilities of this group specifically in Arabic and mathematics in addition to expressive arts.

The project focused on training and supporting the skills of a group of facilitators in the areas of learning to develop models based on active learning through using stories and other expressive arts such as drawing, music in learning mathematics, and Arabic. It also used the context of reflecting on life to provide a different style of learning various life skills to support peer learning in the large younger age group. Adolescents became involved in the learning corner, especially in regards to Arabic, mathematics, expressive arts, life skills and sports. At this corner, the adolescents collaborated with illustrators, worked in music, theater, and movies as well as on the production of plays, songs, and movies that embodied their reality and shed light on the issues they live with: early marriage, child labor, traffic accidents, heavy school bags, relationships with family members and other issues. Adolescents developed with the project initiatives that aimed towards the sharing and transferring of experiences to other schools. In addition, they networked within their local community through the implementing volunteer days that improved the environment of the centers and other areas. However, the most significant initiative was the **“The Young Writer and the Young Illustrator,”** where the adolescents wrote a number of stories and drew pictures and participated in a contest **“My First Book.”**

### Significant Outcomes

- Equip 17 centres with sports equipment and technology to create a learning environment safe and appropriate for adolescents.
- Build the capacity of 3 facilitators in each of the 17 participating centers. Each employed the active learning approach in teaching mathematics and the Arabic language by using expressive arts and life skills. Used 7 specialists in the areas who offered technical support necessary for the facilitators

### Participation in Expressive Art

- Created a creative writing and illustrating initiative that the youth carried out and were significantly engaged with. The free space allowed for the adolescents to partake in the competition “My First Book” that Tamer organizes annually. It is worth mentioning that the participation of adolescents this year affected the number of editions.
- The project contributed to the spirit of volunteerism, both between the adolescents and the team working on the project as well as the local community. One remarkable example that a facilitator volunteered was from the expressive arts section of the social youth club at Tulkarem refugee camp. He shared his story with colleagues in other clubs to support the adolescents in composing songs that worked to shed light on their ambitions, dreams and fears.

through training and intensive workshops over the course of the project. Trained 75 facilitators throughout the project, half of which were female.

- Build the capacity of facilitators in regards to their Arabic language skills, life skills, expressive arts in the context of using music, film, and theater in learning to highlight the issues that affect adolescents. This process of building capacities was achieved through centralized training and field visits to the regions about the practically applying the various concepts on a monthly basis.
- Integration of more than 4770 adolescents between the ages 10-14 in the project activities of the various campaigns, initiatives, and learning activities in corners, volunteer work, and so on. They played a leadership role in terms of planning activities, design and implementation.
- The integration of more than 1750 adolescents between the ages of 15-18 in the project activities focusing on the cultural output of films, plays, and songs that reflect their reality and their dreams that they are seeking to achieve.

#### Support Safe Environments for Children in Palestinian Schools

The idea of this project is to reduce the margin of violence against children in their schools and communities by creating an environment of learning and culture to help them promote this at home and at libraries as a safe space for children to express themselves. “Safe Environment” was based on achievements from the past seven years including the formation of committees consisting of parents, teachers, counselors, school administrators and community institutions in every school as well as student committees educated and aware of violence and its effects. They were then trained on communication, networking, lobbying, and advocacy skills to plan campaigns related to violence and alternatives as to mobilize support on issues related to their rights and call for a halt to violations against them. Currently, the project is working on building a library as a gateway to sustainable expression for children within the school. The project started in September 2012 and will continue until the end of 2013 aiming to:

1. Support social interaction towards reading in 31 school libraries, including guaranteed quality of learning and identifying violence.
2. Support the quality of children’s literature produced for Palestinian society.
3. Support the role of the Center of Resources for Children’s Literature in starting the process of reading for children.
4. Support self-growth for librarians and their work in libraries.

#### Support learning opportunities for children in conflict with the law through literature and expressive arts.

The organization has expanded its activities to encourage the habit of reading in Palestinian society, develop community relations books and their contents, and to reach centers of children in conflict with the law and protection in Ramallah and Bethlehem. For the third year in a row, Tamer aims to encourage children who are in conflict with the law from both the Dar al-Amal and the Girls’ Home to discover their abilities and talents and development of their personality, and to be able to express their needs and weaknesses by way of expressive arts activities. [The number of the children and adolescents in the centers varied, but was about 45 young men and women between the ages of 8-18.](#) Because of that, Tamer not only targeted the skills of children in conflict with the law, but also worked with

30 counselors and probation officers working in the centers. Tamer also worked to provide a set of books to centers in order to support existing libraries, helped “Dar al-Amal” with the indexing of their existing offices, and encouraged children and young people to read books through discussions. It also worked to provide the centers with musical instruments and stationery. Activities included:

- Drama for self-expression, bringing out the inner clown
- Working with agriculture and the protection of plants daily in an educational and therapeutic manner
- Drawing to promote aesthetic and expressive learning set up in centers. In addition, it expanded to include handmade art, such as mosaics.
- Storytelling and book discussions in order to expand intellectual space
- Volunteer activities to restore confidence with the surrounding committees.

### **Project Evaluation and Maintaining the Oral History of the Jahalin Bedouin**

This project was carried out with the cooperation between the Tamer Institute for Community Education, the Italian organization “Vento di Terra,” and the Palestinian National Theatre. The project aims to preserve the oral history of the Bedouin Jahalin by publishing a children’s book that contains drawings and stories of their popular creative stories that will be distributed in Palestinian schools and libraries. These were also translated to Italian and published in Italy.

The experts of the Tamer Institute, including the storyteller Denis Assad, gave several workshops on narrative tales and collected them from children and their families in cooperation with teachers at the school in Khan al-Ahmar, an encampment of the Bedouin Jahalin.

This workshop was remarkable in terms of the interaction between the children and the storyteller and it increased the ability to express themselves through storytelling.

Another workshop was given by Abdullah Qawiq on painting, where children expressed themselves, their daily lives, habits, traditions, dreams and concerns through drawing.

Anas Abu Rahma gave a workshop on creative writing where he had the children express themselves through poetry, writing, compiling popular Bedouin anecdotal stories and discussing them. Through this workshop, the children invited Bedouins in Wadi Abu Hindi to discuss the topic of oral history and the importance of preserving it.

The workshops witnessed significant interaction with Bedouin children who live in Palestinian areas but are marginalized and lack access to such cultural activities.

### **Impact of the Second Strategic Goal**

#### **Beliefs driving the Path of Critical and Creative Writing in Palestine**

1. Palestinian children’s literature that is originally inspired from the vision of Palestinian National Children’s Literature
2. There are many distinguished Palestinian authors in the field of children’s literature
3. There is a clear nucleus of the critical movement in the field of children’s literature and it needs support.
4. Drawings contained in the children’s books constitute an essential part to the process of literary criticism

In the year 2012, the Institute carried out this strategic objective of cultural products by discovering and utilizing the capabilities of Palestinian youth in different regions to promote awareness about the issues in surrounding communities to members of those communities. Additionally, it continued working on communication between different generations to learn and express the Palestinian historical experience. The past and contemporary history of the area is considered fertile ground for interacting with children and young adults and expressing themselves either through writing or through the body in drama and photography. The output of such work has been highlighting the strengths of the Palestinian youth. The main motivation for participation in Tamer's programs was the inspiration to search for components of identity while still utilizing humanitarian needs and skills throughout the programs' production. During these activities, the children experience self-discovery and are able to interact with the learning process within a safe environment.

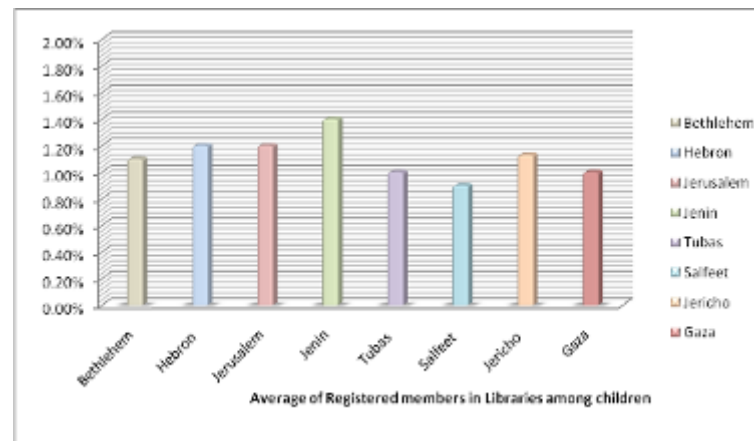
### Challenges

The main challenges this year stemmed from parents allowing their children, especially females, in participating in center activities or in research trips regarding oral history. In these cases, the Institute has gone to these parents, through the relationship with the schools and community centers, in order to show them the work done with their children and in some cases, the parents participate.

### Recommendations

Two recommendations for the second strategic goal:

- Focus on the path that engages the youth teams in order to produce a cultural product that better reflects their reality and aspirations
- Improve the quality of employee performance with the youth groups through support opportunities and opportunities to share their literary appreciation and knowledge.





## **The Third Strategic Goal: Supporting Children's Literature in Palestine and the Arab World**

### Strategic Goals

#### **Support the Path of Creative Writing and Literary Criticism**

The year 2012 is considered an important entryway for Tamer Institute's path in literary criticism. Inspired by the needs of employees with children to enter the writing experience, the Institute took the initiative to start shaping a long course in the field of creative writing for libraries, writers, and children themselves. At the same time, the Institute supported the National Reading Campaign activities, regular book discussions, storytelling, and many literary activities to encourage reading, dialogue, and analysis. Literary criticism finds itself in the important areas of libraries for children and adolescents. In regards to criticism for the older ones, the Institute currently distributes a quarterly magazine that contains important and emerging articles regarding analysis and literary criticism. The Institute requested a number of articles to be written while others were submitted as individual contributions. While the organizers are concerned with the development of children's literature in Palestine and increased attention towards participation and types, there is an urgent need to provide greater opportunities for criticism and analysis.

A workshop was presented in late March 2012 to provide a good opportunity to restart good literary production support. It has provided a creative writing teacher and both the theoretical and practical opportunity to interact and increased the opportunities than were previously available. These new efforts, added to previous ones in this field, allowed us to think about and create a more long term program about criticism and writing in Palestine. In regard to books, Palestinians have the capacity and enough interest to engage with this project; from there, their path emerges from the following convictions to build:

#### **The Overall Objective of the Course**

The aim of this track, in essence, is to support the movement of writing and criticism of children's literature in Palestine and in the world, based on distinction regional and international experiences.

#### **Sub-goals**

- Support the exchange of knowledge and skills in regard to the production of children's literature between Palestinian writers, Arabs, and non-Arabs.
- Support the interest in opportunities for criticism and writing in Palestine and the Arab world.
- Support the expansion and spread the message of national Palestinian children's literature.

Among the most important achievements from this path in 2012:

#### **First: Creative Writing Workshops for Librarians**

The resource center for children's literature at the Tamer Institute for Community Education organized a creative writing workshop for those involved in the network of libraries in children's literature in Palestine from January until March. The creative writing workshop was supervised by writer Ahlam Bisharat and was attended by 15 librarians from a number of regions in the West Bank. As a result of the workshop, the writings expressed the life experiences of the librarians which shows the role of the librarian. It also noted the other

experiences of librarians in Israeli prisons. Tamer Institute values these writings and is working to format these for publishing through our publishing unit.

#### Second: Creative Writing Workshops for Writers

In March of this year, the resource center for children's literature at the Tamer Institute for Community Education hosted Norwegian writers Dag Larsen and Kristine Orjastier of the Norwegian Institute for Children's Literature. The two of them carried out the workshop with tools and theories in creative writing for children. A number of writers, intellectuals, librarians, and teachers participated in the two-day workshop. During the workshop, the participants learned about the most important theories of children's literature and writing styles, as well as techniques for writing for children. Currently, the Institute is planning on building a complete program from the workshop, based on the needs assessment from the workshop itself.

#### Third: Seminars in Children's Literature

- Seminar on **translating children's books**: The Tamer Institute for Community Education's Resource Center for Children's Literature organized a seminar on the topic of translating children's books. The seminar included a presentation of two experiences in the field of translating: the first presented by German translator Kristiania Nord and the second presentation by Palestinian translator Samar Qutob. The seminar was held on Monday, 20 February 2012, from 10am-12pm at the Children's Literature Resource Center.

- Seminar on **trends and ideas in reading and writing for children**: The Institute presented a seminar with specialized research conducted by the top researchers as well as students from the departments of education and Arabic language at Palestinian universities, including An-Najah National University and Al-Quds University. The seminar was supervised by professors specializing in the field of children's literature. The seminar was held on 3/4/2012 from 1-4:10 pm in the Children's Literature Resource Center and was attended by a group of writers, translators, teachers, students and other concerned parties.

- Seminar on **"The First Rain" research**: The Resource Center in the Gaza Strip organized a seminar in order to discuss questions and research outcomes on 23 April 2012. 16 participants from different backgrounds -librarians, writers, publishers and critics in the field - took part in the symposium and then released observations about the value of research.

- Seminar on **research on the image of the child in Palestinian children's literature**: The Resource Center in the Gaza Strip organized a seminar in order to discuss questions and research outcomes on 30 April 2012. 12 participants - librarians, writers, publishers, and critics in the field - took part in this symposium and then released observations about the value of the research.

#### Fourth: Book Launches

- Book launch of **“The Journey of the Beautiful Bird”**: Palestinian writer Leena Badr and Palestinian illustrator Dima Abu Haj were present at the launch of the book, published in cooperation with the Ministry of Tourism and Palestinian Antiquities. It took place on 5/4/2012 at the Jericho Municipal Library in the city of Jericho. A book review was presented by Palestinian Writer Mahmoud Shukair.

- Book launch of **“The Girl and the Three Boys”** by Palestinian writer Mahmoud Shukair and illustrator Hosni Radwan. It took place on 30/9/2012 in the Jericho Municipal Library in the city of Jericho where the author and illustrator were present. A book review was presented by Palestinian writer Safaa Amer.

-Book launch of **“Santa Claus in Baghdad”** by American writer Elsa Marston during her visit in the month of November. It was held on 13/11/2012 in Hebron in the Anwar Al-Ibrahimiya library concurrently with a seminar on the book which was attended by members of the Resource Center on Children’s Literature, a group of writers and researchers, and other concerned parties. A book review was presented by Palestinian writer Dima Abu al-Hayat.

### **Children’s Publications**

1. A Little Secret
2. Catalogue of publications
3. Tayef magazine
4. The King of Tales
5. Fantastic Journeys in Foreign lands
6. The School Uniform
7. The Lilly Swamp
8. The Boy with the Cuckoo-Clock Heart.
9. Santa Clause in Baghdad.
10. The Mad Wheel
11. A Girl and Three Boys in the City of Our Forefathers

### **Braille Books:**

The institute has transformed 7 titles of its books to Braille language, in 150 copies for each:

1. Bed Time Story.
2. Sha’shaboun.
3. Moukhtar with Big Ears.
4. The School Uniform.

5. The Red Bird.
6. A Girl and Three Boys.
7. Zalouta.

#### **Audio Books:**

- A Girl and Three Boys.
- My Code Name is a Butterfly.
- A Little of Light.

#### **Books Launching and Books Tours**

The children's literature Resource Center has conducted a series of book discussions, book launchings and book signings in various occasions. Activities around children's books with the non- children public is considered an asset for the children's literature critic community, in as much as it adds to the community awareness regarding encouraging of reading:

- During the *Eighth International Palestinian Book Fair*, held in Ramallah between the 11- 22/10/2012 three book signature sessions were organized. A relatively massive participation of children, school students and internationals was witnessed:
  - The first session was held on the 10/15/2012, with the writer Mahmud Shuqair. It was held for the general public present and mostly the children. A number of visitors turned out to sign their books and talk to the author, the session was successful and more than 60 books were signed.
  - The second session was with writer Abla Toubassi on Wednesday 17/10/2012; Ms. Toubasi told the story "The School Uniform" and signed the books for school children visiting the book fair. At the end of the session the children signed more than 25 books.
  - The third session was with artist Sameh Aboushi and illustrator Yara Bamieh - on Thursday 18/10/2012, the activity was a great success it even exceed the one hour time frame for the session. Many children came over to talk to the artists and to buy books and sign them about 50 books were signed for children and their parents.
- The American writer *Elsa Marston* visited Palestine from 12-19<sup>th</sup> of November 2012 for a book tour around the Arabic edition of her book "Santa Claus in Baghdad". The book was launched in Hebron on 13-11-2012. The Resource Center hosted the writer on 15 -11-2012 for a seminar for the general public which was attended by writers, scholars, the public and Tamer institute's staff.
- The Norwegian storyteller, Torgrim Stene visited Tamer aiming for storytelling sessions and a workshop for Palestinian storytellers and the general public interested in children literature and storytelling. The narrator visited public and school

libraries in Jenin, Tamoun, Bethlehem and Eizaryeh where he told stories to students, children and parents. The sessions and the Resource Center workshop were a success and were attended by many people and students.

- The book “A Girl and Three Boys” by Mahmoud Shuqair was launched on 30/9/2012 in Jericho, with a critic document by Safa’ Omair.
- The book “Trip of Beautiful Bird” by Liana Bader was launched on 5/4/2012 in Jericho with a critic paper presented by Mahmoud Shuqair.

### **Contests, Honor Lists and Awards**

Tamer’s books were sent to three **Contests** during 2012:

- Itesalat Award, where three titles were sent from Palestine which are Zalouta, The little secret and Sha’shaboun.
- Outstanding Books for Children; a book exhibition of the most remarkable books for young people with disabilities around the world, an initiative by IBBY in Italy. All books selected will tour as many countries around the world. My First Book 2011 was selected to represent Palestinian children’s books.
- Kitabi Awad, by the Arab thought forum, in favor of promoting Arabic language among children.
- In July 2012, a story written by a 13 years old Palestinian girl received the Hans Christian Award on Child fiction, among 1200 texts submitted. The girl was part of the creative writing program organized for children at schools of the Jahalin Bedouin communities in Khan Al Ahmar and Wadi Abu Hendi. Following the winning of the story, ESCWA proposed documenting her story in their annual report containing spotlights over creativity under hardships, under Palestine’s part.

### **Visitors and International Participants**

- 1- Jan and Gary Casper
- 2- Elsa Marston
- 3- Dag Larsen and Kristine
- 4- Torggrim Stene

### **Contributions to International Participation (conducted with a total budget of 3200 USD)**

- 1- Participating in Bologna Book Fair 2012 (in support of Diakonia).
- 2- Bethlehem’s Coordinator participates in library activation training in Marseille- France, invited by COBIAC.

- 3- 2 Youth participated in intercultural dialogue in Tanzania (in support of Diakonia)
- 4- Participation in Coalitions for Regional Action Learning Workshop in Jordan (in support of Diakonia).
- 5- Participation in a Brain Storming workshop with Anna Lindh Foundation in Egypt (in support of Diakonia).
- 6- Participation in the Brain Storming session in the Education for All meeting in Egypt (in support of Diakonia).

## Partners and Volunteers

- Children literature committee
- The youth teams
- WELFARE association
- DIAKONIA- Sweden
- Anna Lindh Foundation
- Belgium General Consulate/ Jerusalem
- International Book Aid/Britain
- CC NGO/EFA
- Action Aid
- AECI

- Frankfort Book Fair
- The French Consulate
- Goethe Institute
- Bologna Book Fair
- MPDL
- The Arab Fund for Culture and Arts
- The Norwegian Representative
- COBIAC

- SC/UK
- The French Cultural Center
- The International Council for the Youth Books
- The Swedish General Consulate / SIDA
- UNESCO
- The Ministry of Culture/ Sweden
- The Swedish Council for Arts
- TVBIT

**Annex (2)**

The Publishing Unit Catalogue for Children Literature Works