



Annual Report 2006

مؤسسة تامر للتعليم المجتمعي
Tamer Institute for Community Education



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Word of the Director

Preface

Despite the ongoing misfortunes experienced each day by children and youth of Palestine, especially in the aftermath of the latest Palestinian elections of early 2006, our young people are determined to rise from the ashes. During the last year, Palestinians faced the continuation of Israeli occupation as well as the newly-enforced financial and political isolation from elements within the international community. These isolationist policies greatly influenced the nature of political, economic and social agendas, which in turn have had detrimental effects on the lives of Palestinian young adults and children. The non-governmental sector as a whole has been severely impacted as well, especially due to the unplanned termination of funds by many donors. This sudden loss of support places additional pressure on the Palestinian society, as it drains its resources and impedes civil society's organizations from playing their usual vital role. Tamer Institute for Community Education was no exception as this new political reality also hampered our activities in both the West Bank and Gaza.

To fully comprehend Tamer's role, a historical perspective is needed. Twenty years ago, Tamer was established to help fulfill the basic social needs of Palestinians under the harsh regime of the Israeli occupation. In the ensuing years, Tamer expanded its scope to reach the most marginalized areas and groups of the Palestinian society. Today, Tamer continues along these lines with even more passion and proficiency. As social challenges are growing, Tamer is applying its years of expertise at both the national and local levels; in recognition of the interconnectedness of these two areas.

Through the years, Tamer has maintained its vision of providing open space for a variety of social groups to learn, communicate, articulate unexpressed dreams, grow and prosper. Our longest running program in support of this vision has been the publishing of *Yara't* Magazine. This Arabic-language periodical is written by Palestinian youth for a general audience. We attach the magazine to Al-Ayam daily newspaper and post it on their website, on a bi-monthly basis. For the tenth year in a row, *Yara't* is considered the leading publication through which young adults and children express and communicate their own ideas with each other as well as the broader community.

The promotion of reading is one of Tamer's primary concerns. Our National Reading Campaign (NRC) is the only campaign of its kind in Palestine. NRC encourages children to enhance their intellectual capacities through reading. In particular, it promotes the best qualities in our children by introducing them to inspirational writings focused on life skill development, love and respect for Palestine. Tamer also established a publishing unit to encourage the creativity of children and young adults. In addition to publications by Palestinian authors, we also translate many books for international writers from around the world. Tamer believes that reading books from a variety of regions promotes multiculturalism and respect for diversity. Exposure to new ideas and perspectives improves our readers understanding of different ways of thinking. This in turn helps improve our relations to prevent or resolve conflicts with others. Based on our experience, we believe that a more literate and well-read population contributes to more peaceful and constructive responses to the political, social and economic challenges facing our communities. Although Tamer is not focused on political work, our activities help to prepare educated leaders to implement productive solutions.


This year, Tamer's contributions were especially apparent during the teachers' strike. As a result of the international financial boycott of the Palestinian government, the Ministry of Education was unable to pay teachers for nearly one year. Without their salaries, many

teachers could not afford to pay their transportation costs to travel to the schools. With the increasing financial hardships, teachers went on continued strikes for over three months leading to a dramatic deterioration of the Palestinian educational system. In light of these challenges, Tamer launched several new projects. We initiated psycho-social assistance for the students through provision of arts and crafts workshops and other enriching activities. We also provided alternative learning activities and educational support under emergency conditions. *Friendly Spaces for Adolescents* is one project that establishes educational settings within community-based centers off school campuses. Offered in both the West Bank and Gaza, this program provides facilitated education as well as study guides on key concepts to be covered in each academic year. These efforts have aided in decreasing dropout rates and helped students maintain their academic progress, despite missing months of schooling during the strike

“Through Tamer Institute for Community Education, we discovered the importance of children literature, reading, writing, drama, drawing, theatre, and general health.” – Fairuz Arafeh, Librarian at the Palestine Red Crescent Society

Tamer is dedicated to continuing its commitment to the educational achievement and creative development of Palestinian young people. To this end, we have initiated new partnerships and cooperative networks with other local and regional parties. Together we anticipate being able to serve an even wider range of beneficiaries and address their urgent educational needs.

Renad Qubbaj
General director
2006



The Socio–Economic and Political Situation in Palestine in 2006

The year 2006 brought more challenges for Palestinians. The Israeli withdrawal from Gaza was only from the settlements, as the Israeli army incursions into Gaza Strip continued, the blood shed escalated as the army continued its operations in Gaza. Air strikes against residential areas continued, tanks rolled into the Strip on several occasions to destroy the infrastructure of whole towns and residential areas. House demolitions and political assassinations of active faction members continued during the 2006. The situation in the West Bank did not witness any positive changes in 2006 either. Arrests, assassinations, house demolitions, and numerous checkpoints grew abundantly throughout the year.

According to the report of the Special reporter on the situation of human rights in the Palestinian Territories, Palestine is the only remaining developing country that is denied the right of self-determination and oppressed by a West-affiliated State.

Early in 2006, a major political event on the Palestinian front was the elections of the Palestinian Legislative Council. As Hamas, the Islamic party won the Palestinian Legislative Council election the political, economical and social situation deteriorated; American and European governments adopted a policy of discontinuing foreign aid to Palestinians as a collective punishment taken against Palestinians who have elected Hamas as the dominant party in the Palestinian Legislative council. This policy resulted in drastic economic and social problems that prevailed in the West Bank in general and in Gaza in particular. As the employees in the various governmental sectors were not paid any salaries for several months (as a result of the lack of foreign funding); they decided to organize a general strike particularly in the health and education sectors. The strike affected thousands of Palestinians especially schoolchildren, as the strike resulted in a delay in the beginning of the 2006-2007 school year. Students who were affected the most, were twelve graders who were preparing for the Tawjihi exams. The Palestinian economy suffered to a great extent as the purchase power of the residents declined to extreme levels, resulting in a collapse of the economy. Families suffered from great debts and feared hunger as the breadwinners did not receive their salaries for several months. The situation did not begin to slightly improve until the European Union developed a new mechanism to channel funding to the Palestinians through the President's office.

As for the political situation in Palestine, 2006 witnessed further deterioration both internally between the different parties, generally with the occupation. Internally, Fateh and Hamas brought their differences out and portrayed them violently as fighting was not restricted to television screens but was also taken to the street fights particularly in Gaza. The Palestinian government itself was divided, which was evident in the contradictory decisions and legislations issued from the President's office and the government.

Talks with the Israeli side came to a complete halt during 2006, as a means to boycott the new government, then as another to protest to the kidnapping of an Israeli soldier in Gaza and the killing of three others. The Israeli war on Lebanon in July 2006 caused further tension in the region and took its toll on Palestinians as they watched one of the Arab countries who is to date hosting many of their relatives being demolished and its people being killed by Israeli weapons.

A Glance at Tamer Institute for Community Education

Tamer Institute for Community Education is an independent, Palestinian non-profit organization based in Ramallah, and established in 1989. The Institute works in all parts of the West Bank and Gaza Strip to meet needs in the field of education. The most important educational need, in our view, is to acquire the means to learn and produce. As such, our primary target group is youth and youth with parents, while our secondary target group is schoolteachers. Our aim is achieved by creating learning environments within the target groups' localities and involving them in community action that provides the opportunity for the growth and development of their identity, morals and values, while working for common aspirations.

The mission of our program is to contribute to the developmental process in Palestinian society by creating an atmosphere of learning amongst youth, youth, parents and teachers by focusing on undeveloped aspects of human growth, including social, psychological, spiritual and cultural aspects.

Tamer Institute is committed to the notion that building civil society requires active community participation at all levels. This, we believe, can occur in experimental and innovative ways, depending on available resources. For this reason, our strategy encompasses the encouragement of reading, writing, dialogue and voluntary work amongst youth. Generally, this is facilitated by creating small work groups, each of which is involved in community action, though bound together by a common objective and with tangible results.

The Name behind the Logo

The name of the Institute is derived from "dates" which have a very important standing in the Arab and Palestinian culture and heritage. Dates were a primary source of nutrition, helping people to survive. It was also a symbol of the spiritual food where understanding is part of spiritual growth. The "Tamer" is the person who transports seeds from one Palm tree to another in order to fertilize it and improve its produce. This work reflects the Institute's vision of its role in society where it transfers experiences and disseminates them in order to develop capacity and skills for its beneficiaries.

The Logo is a poppy breaking through rocky soil, reflecting the hope in change in human societies that sometimes contain social structures and thought patterns that hinder development and waste potential. It also symbolizes youth breaking through those difficulties and contributing to the process of changing and developing society.

National Reading Campaign

The National Reading Campaign is one of Tamer's prime programs that captures the essence of Tamer's existence, and has been implemented in all of Palestinian Occupied Territories (OPT) for 14 years now. It is the core of Tamer Institute, tackling one of the greatest needs of society that is the need to acquire means to help people learn and become productive. The campaign aims to encourage reading and writing among children and youth, and hence seeking knowledge. Tamer is very proud of the fact the National Reading Campaign is still running given the strife and struggle of the Palestinian people living under occupation. A lot is being accomplished on a national level despite the difficult situation of the Palestinians.

This year's NRW activities were of wide range and reached many areas in particular after appointing new local area coordinators in areas where there were none in the past. Those activities contributed well in activating many organizations and individuals which lead to empowerment of Tamer's work in those areas. Remarkable were the activities held in remote and marginalized areas, and the re-activation of areas where fewer activities were implemented in the past years due to closures and general circumstances.

In its ongoing effort to establish reading as a habit in the Palestinian society, Tamer tries, year after year, to come up with new ideas and methods to encourage reading, and to focus its work with new groups. This year, the theme for the NRW focused on promoting expression amongst children and youth, where diverse means of expression were introduced and promoted such as illustration, writing, poetry, reading, puppet shows and theatricals, ...etc.

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The National Reading Week 2006

The National Reading Week takes place from 1-7 April of each year, when efforts are focused in all directorates in the West Bank and Gaza to hold reading and writing promotion activities in public libraries and grass root organizations.

This year, planning for the NRW began by holding a series of meetings with the NRW work team in the organization and the community. Tamer allowed enough space for the team to voice their suggestions and opinions for the purpose of enriching this year's NRW, and to draw the general policies for work this year. After setting the general direction of the campaign, a work plan was set to guide the overall work.

The week was significant this year for more than one reason. First: Partnership with the various organizations "The National Reading Week is an action initiated by Tamer".

The organizations participated in the various preparatory committees which were formed in all locations. The principal of seeking participation of the different organizations is one of the core principals at Tamer, where despite the passage of years, the partnership with governmental and non-governmental organizations has increased, as in 1997, 39 organizations participated in the National Reading Week, while in 2005 about 257 organizations took part. This year the number of partnering organizations totaled 267 organizations which constitute a positive reflection of the development of community work compared to previous years.

Promotional Materials:

Poster of the National Reading Campaign 2006

The Poster imaged a group of children with the integration of children with special needs, holding books and reading.

Booklet

A small booklet was designed and published, listing seventeen reasons to read books.

Bookmarks

Just like in 2005, the 2006 stickers were replaced by a Bookmark. It had on it the image on the NRC's Poster and "National Reading Week 2006" phrase, in addition to reading promotion quotes and slogans.

All the promotional materials were distributed to participating schools, organizations, clubs, associations, individuals and campaign partners.

Activities of the National Reading Week

The activities of the National Reading Week witness an increase each year. This year's activities reached 1183 activities in comparison with 2005 activities which reached 1063, and 1997 which reached 77 activities.

This year's activities also witnessed a variation, where activities were organized to vary from librarian workshops, to storytelling, games, creative writing, learning tours, illustration, educational movies, and arts. The purpose behind organizing such a variation is to allow space for children to express themselves through attending libraries, which leads to promotion of literacy. The organization of shared activities between organizations was important and noticeable, characterized by positive spirit ; it enhanced the principals of partnership and promoted unification of efforts. Most of the organizations provided all necessary means to accomplish the overall goal of the campaign.



An Activity for the Children / Tulkarem, April 2006

Children are the main target group during the National Reading Campaign. There are some activities during the week which were held with the aim of targeting the youth, men and women. The overall number of the beneficiaries of the National Reading Week reached (30,600) beneficiary.



Activity for children / Salfeit, April 2006

It is with no doubt that the functions and activities of the National Reading Week this year can be characterized to be extensive and widely spread, especially after the appointment of Coordinators for Tamer in areas where Tamer had previously no coordinators. These activities

helped in activating organizations and individuals in these areas, which enhanced Tamer's relations in these locations even further.

A "Thank you" letter was drafted to all the organizations who took a role in the National Reading Week, in addition to a general thank you note to all partners through the newspapers.

Difficulties faced during the week were in moving and communicating between the different cities and villages within the Palestinian Territories. Though, despite the difficulties, the National Reading Week was coupled with an international recognition of the efforts and work done by Tamer during the NRW, through the nomination of Tamer Institute for Community Education for the Astrid Lindgren Award, which is a recognition that contributed to encouraging the campaign team and the remainder of the staff, and all the participating organizations.

Workshops to Activate School Libraries

In coordination with the Ministry of Education, a number of workshops were held for school librarians in various locations. These workshops were organized to activate the school libraries during our National Reading Week and for the remainder of the school year. A number of librarians benefited from these workshops, and the workshops were evaluated positively, as they contained information about activating libraries.

The training included:

1. The effect of the library on children
2. How to utilize the library
3. Developing the relation between the student and the library
4. The role of the local organizations and the parents in enriching the library
5. The role of the principal, the counselors, and the librarians in activating the library.

The activities which occurred in deprived areas constitute a large portion of the overall activities, where they reached 85% of the total activities.

Open Days for Children

10 open days were held for children, in different areas of West bank and Gaza, where they were gathered and activities, and theatricals were held. The number of participants was 2040

Youth participation during the week

Tamer's Nakheel teams volunteers and a number of Yara'at friends participated in the National Reading Week this year, where it witnessed an increase in the number of Yara'at participants. Yara'at held over 30 hours of training during the week in various topics including: creative writing, drama, reading skills, Arabic writing, storytelling, folkloric story, and book discussions as follows:

Yara' Season: the name was used for the number of workshops on creative writing by the youth to the youth. The first training workshop concluded was held for university female students. The number of participants was 6 participants, and the evaluation of it by the participants ranked 72%.

National Reading Week in Numbers

Area	Activities	# Organizations	Direct Beneficiaries
1948 Occupied Territories	5	5	100
Tulkarem District	129	22	3870
Jenin District	122	25	3050
Nablus District	65	11	1800
Qalqiliah District	67	21	1670
Salfeit District	71	15	1775
Ramallah District	52	18	1750
Jerusalem	40	17	100
Bethlehem	65	15	1625
Hebron	67	23	2010
Jericho	10	2	430
UNRWA Schools in Palestine	150	32 schools	3000
Northern Gaza	121	20	2308
Central Gaza	77	20	1680
Southern Gaza	142	21	2498
Total	1183	267	28566

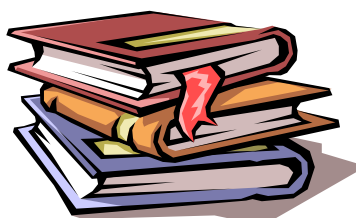
The activities in deprived areas constitute a large portion of the overall activities, where they reached 85% of the total activities.

“My First Book” Competition

Writings were collected and the ones to be published have been chosen. The selection committee took more time this year in choosing the best stories for publication, which caused the delay in the printing of the book. This year four stories were chosen for publication.

“I Donated a Book Campaign”

The campaign was launched this year under title “Everyone teaches everyone”. It took place between 14-17/11/2006. It was unfortunate this year to see the campaign being launched under difficult economical, political and social circumstances, which resulted in lack of payment of salaries to governmental employees for over 8 consecutive months. The campaign comes to encourage community education through various community activities by Tamer’s volunteers. The volunteers also conducted a book collection campaigning from door to door to collect books from households, to donate to newly established, or needy libraries. The held activities were as follows:



District	Activity	Time	Location
Qalqiliah	General discussion about importance of books in our lives	1-3	Qalqiliah Municipal Library
Tubas	Storytelling	10-12	Tubas Charitable Society
Nablus	Workshop on reading and knowledge	2-3	Darna Center
Ramallah	Workshop "play and learn"	2:30-4:30	Kufur Ni'meh – child Center
	Free illustration as means of expression Workshop	1-2	Bir-Zeit Municipal Library
Jerusalem	Workshop on importance of books in our lives	2-3	Sarayah Center
Bethlehem	Workshop on the importance of reading and methods of encouraging it	2-4	Dawha Child Center
Hebron	Workshop about heritage in Hebron	2-4	Is'ad Al-Tufuleh Center
Gaza	The journey of Mahmoud Darweesh	12-2	Women Activity center/Rafah
	Seminar about the need of East Khan Younis for libraries	11-2	Future generation society/Rafah
	Drama about writing	1-3	Sharek society/central Gaza
	Discussion "Reading mechanisms and how to encourage them"	12-3	Qattan Center
	Reading workshop by illustration	12-2	Al-Asriya al-thaqafi Center
	Reading Skills	2-4	Jabalia services society
	Psycho-social discussion about the relationship of the child and the book	12-2	Sharek Society/Rafah

Other Reading and Writing Promotion Activities in 2006

Supporting Literacy through Psycho-Social Activities in Local Libraries

The major purpose of this psycho-social project is to encourage reading and active learning through animation of libraries and have these activities as tool of stress release. We concentrated on creative writing, story telling, puppet making and puppet show, learning through drama and art i.e. painting. Such skills are essential tools for dealing with children's growth and development; reinforcing their self confidence, self expression, critical thinking and stress release. The project also aims to expose the children to concepts of democracy, human rights, citizenship, voluntarism, community participation and mobilization. Hence, Tamer will be participating in creating some of tomorrow's leaders who believe in good governance and a liberated society.

Quality of Education Days

For the third year, Tamer has implemented this project with funding from UNICEF. The project is centered on providing 5 days of non-formal and active learning activities to 100 children in each of the 5 chosen locations in the West Bank and Gaza. The participating children are aged 8-13. The children get divided into two groups according to their age; 8-11 and 12-13. The first group, 8-11 years of age, participated in storytelling and puppet making activities, while the second group, 12-13, participated in creative writing activities. The outcomes from the children

are then displayed in an open day, to provide an opportunity for the community, and the parents of the participating children to familiarize themselves with the project.

The project which has been implemented by Tamer and funded by UNICEF has been carried out over the past few years. This year, it was implemented in Al-Ata' Charitable Society in Beit Hanoun/Gaza, Future Home Society in Khuza'ah, Illar society in Tulkarem, Al-Yaqathah Elementary School in Hebron, 'Askar Youth Center in Nablus.

Children aged 8-10

The following activities were implemented for the children taking into consideration the suitability to the age:

- Discussing schools and their environment
- Reading and analyzing three stories per day
- Role playing and theatre
- Puppet making and puppet shows
- Storytelling
- Illustration

Children aged 11-13

The following activities were implemented for this age group:

- Discussion about schools
- Learning through Drama
- Creative Writing
- School journals and bulletins
- Reading and discussing stories

Quality of Education Days in Tulkarem

The idea of this project came as a response to the general strike and the delay in the start of the 2006-2007 school year, to help children and parents adjust to schools and be able to go normally about their schooling. The project would also help in decreasing the levels of violence amongst children, as they learned to engage in peaceful activities and interact with each other effectively; in a secure, safe environment to overcome the pressure they would feel from the overall surrounding situations. The project also aimed to enhance the quality of education which is being affected especially now due to the attempt in making up for the lost time and delay in starting the school year, by quickly rushing through the curriculum. The general condition of stress and uncertainty, in addition to the lack of payment of salaries, is leaving its toll on the teachers' and their abilities to teach, which will eventually lead to the deterioration in the quality of education.

The project was implemented in five locations in Tulkarem: Tulkarem Municipal Library, The Palestinian Child Club's Library-Thinabeh, Kufr Zeibad Athletic Club's Library, Anabta Municipal Library, Al-Birqawi Fort – Shufeh, for three months starting December 2006.



Promoting Literacy in the Deprived Areas of Nablus, Hebron and Gaza

In cooperation with the UNESCO, Tamer implemented this project, which involved the participation of 25 youth, between the ages of 13 and 17, to develop their literacy levels through collection of historical information about their cities. The collection of information as a form of oral history, involved interviewing the seniors in the cities, and ensuring the accuracy of information by researching available documents. The youth also received training workshops on illustration, photography, interviewing skills and creative writing. The project output was a book about the three cities with unique information and pictures collected by Tamer's youth.

Youth Empowerment

“Youth for Tomorrow”

This project is one of the most important projects in Tamer Institute, which holds the vision of empowering youth and providing them with an active role in their society through different activities to play a role in deciding their future. In 2005, the project focused on decentralization in planning and implementation, where each of the groups received 20 hours of basic training, and then only 100 of the best performing youth received 50 hours of intensive training in four main topics. As for 2006, Tamer decided to focus the intensive training in two topics for each of the areas to create more focused, better trained groups. The group in Hebron focused on drama, and human rights, while the Tulkarem group focused on creative writing, and advocacy which also applied for the Gaza groups.

2006 also witnessed the integration of a new component to the project: the youth forum. The youth trained in 2005 in Nablus and Gaza, organized a forum to discuss important issues of the youth in their areas with the participation of a relevant official. The forum was taped, televised, and attended by youth to enrich the discussion, and obtain answers to their questions

Yara'at

A bi-monthly supplement with Al-Ayyam newspaper, written and edited by youth aged 8-21, to express themselves and reflect on their lives through creative writing and drawing.

Yara'at aims to:

- Motivate youth to express themselves and talk about issues that concerns them, and their rights to participate.
- To bridge the gap between the journalistic reporting, poetry, creative writing and drawing.
- To discuss issues which concern youth by the youth themselves.
- Enhance the writing skills of youth and elevate it to a professional level.

VOICES

Voices from Palestine, is the voice of Palestinian youth reaching out to international youth with their reflections about the Palestinian situation and living under occupation. Articles of voices are downloaded on Tamer's website www.tamerinst.org



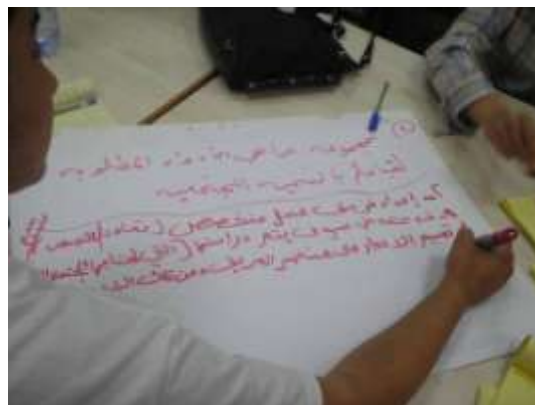
It is important for Tamer Institute to mention the success of this project in developing youth, which is particularly reflected in the youth through their participation in Yara'at and Voices and in conducting the forums. The youth participants improved their values, and attributes through participating in the various activities held by both Voices and Yara'at, and through participating in the discussions and workshops. Their qualities and differentiation can easily be identified. Tamer Institute is proud to present these youth as the product of the “Youth for Tomorrow” project, as they now hold the attributes that lead them to become the leaders of tomorrow.

Summer Days 2006

The Summer Camp was held at Ibad Al-Rahman School in Gaza between 29/7-2/8/2006 as part of the "Youth for Tomorrow" project activities. Lack of funds did not allow us to hold a summer camp for the West Bank group. The camp was special this year in all aspects whether the location, the participants, the mechanisms of the training, the food...etc. Topics used for training in the Summer Camp were creative writing, psycho-social activities, drama, music, critical thinking and book discussions.

Water As a Human Right

In cooperation with the Heinrich Boll Foundation, Tamer worked on a multi-phase project relevant to water in Palestine as a human right. The project comprised of 45 hours of training in various subject relevant to water such as human and child rights, water issues in Palestine; history, resources, environmental problems, how the water issues are being tackled in Palestine, How to run a water campaign, community research and community work. The second phase is for the participating youth to develop initiatives with relevance to water issues faced within their localities, and to use these initiatives to create awareness in their communities of that particular water issue. The developed



material with relevance to the initiative and other material collected was used to establish a "mini knowledge center" in the public library or the library of the organization where the activities are taking place. The last phase included the selection of 10 youth of the participants to attend the opening of the JREDS water center in Aqaba/Jordan.

Adolescent Friendly Spaces Project

In cooperation with UNICEF, Tamer identified twenty community centers in the West Bank and Gaza to turn into adolescent friendly spaces, where a coordinator was hired for the duration of one year for each center, in addition to eight facilitators in various adolescent relevant fields such as music, drama, athletics, computers, etc to encourage adolescents to attend these centers and to make use of the facilities provided for their education and recreation.



This project aims to elevate the level of academic gain for those students falling behind the literacy and numeracy levels of their grades, and those who have already dropped out of school. By working closely with those students to elevate their knowledge and skills and bringing them to the level required for the grades they are in, it is hoped that they will be motivated to continue their education rather than fall behind and drop out.

Other Projects

"Protective Sphere for Children"

Palestinian children have the right to be protected and allowed to play, learn and live in a safe and nurturing environment. In an effort to help create such an environment, Tamer Institute for Community Education in partnership with Save the Children/UK and with funding from the European Commission, has designed a three year project entitled, 'a protective sphere for

Palestinian children: reducing violence and increasing protection within children's schools and communities'. The project began early at the beginning of the year but was interrupted in April as the European aid was suspended, and then the project resumed in December. The project aims to provide Palestinian children living under military occupation with the protective sphere necessary to ensure their physical and emotional well-being.

The project focuses on developing alternatives to corporal punishment and child-child violence, improving the physical/ protective environments of schools, and enhancing the participatory and decision-making skills of children who are often prevented from participating in decisions that affect them at the school level. The project will also advocate for different stakeholders (schools, communities, families, Palestinian Authority, Israeli government and the international community) to take responsibility for the protection needs of children.

“Environmental and Water Awareness”

In order to create awareness within the Palestinian community and encourage children to take on the initiatives of preserving their environment in cooperation with the German Technical Office of both water and solid waste sections Tamer took the initiative to implement an environment and water awareness project. The project has a steering committee made up of direct project partners such as GTZ, Tamer, the Ministry of Education, and Environmental Quality Authority, and a second committee; a technical committee, made up of environmental and water organizations in Palestine which gives direction and assistance in implementing the project. The project involves creation of environmental clubs in eight schools within the Ramallah Directorate, and eight schools within Gaza. The purpose of the creation of the environmental clubs is to find the seed which is to flourish later and spread its knowledge to the remaining students about environment and water preservation. These clubs are to receive around 24 hours of training in various topics concerning environmental, and water preservation practices and solid waste management. Part of the training received involves creative writing and illustration for each environmental club to start a school magazine through which communicate proper solid waste and water management practices to their peers.

The second phase of the project is to conduct practical training, in cooperation with the members from the technical committee, over the summer vacation through holding summer camps at the schools.

The project's output is four environmental stories, which were published by holding workshops at Tamer's library for children, whereas the idea for the environmental stories and their illustrations was derived from these workshops.

Children's Literature and Publishing Unit

Publishing Unit

Tamer's publishing unit is Tamer's contribution to children's literature in the Arab world. It is worth mentioning this year that Tamer has managed to continue with its publishing unit although there was a loss in its budget due to the difference in currency transfers. Tamer is grateful to the writers and editors who accepted to be paid only 50% of their regular rate for such writing and illustrations this year.

Tamer has a volunteer literature committee which scans and approves the texts for publication by Tamer. After having the literature committee read a number of books, the Institute decided to print the following books (which have been in process since the end of last year):

Taif: a magazine issued by Tamer about Children's literature, detailing the bibliography of children's writers and how they started writing for children, different articles about children's literature in Palestine, and about the Palestinian section of IBBY. A new edition was published in July 2006.

Al-Qamlah: a Palestinian folk story preserved from the folk stories told by oral history. Illustrated by Ansaf El-Haj Abed. The story was published by the end of July.

Shubak Rasha: written by Abla Tubasi, and illustrated by Faten Tubasi. It was published in November.

The Fat Prince and the Wise Man: written by Deema Sihwail, and illustrated by Bashar Hroub. It was published late November.

The Adventures of Hdaydoun: written by Zainab Habash, and illustrated by Majeda Hamdan. It was released at the end of December.

The Far Away City, The Adventure of Kayous and Kayousah, Kayous in a Media Conference, The Finals for the Cup of the Neighborhood: are four stories published by Tamer Institute and financed by GTZ. The stories came as a result of two workshops held at Tamer for children; one for creative writing, and the second for illustrations, where the outcomes of the workshops formed the basis of the story writers and illustrators' work. The stories are about solid waste management, and are aimed to create awareness of good practices. They will be used for distribution to school students in the framework of a GTZ project with Tamer.

Children's Literature Resource Center

Membership increased from 28 members to 120 members until the 31 December 2006. The children regularly attend the activities held at the resource center, and regularly visit on Thursdays and Saturdays to read. The number of activities which took place is around 90 activities.

The library's visitors was about 493 visitor out of which two thirds are children and one third are college students and parents inquiring about the various activities of the library for their children. As for the children with membership who take books home with them were informed that they can take up to 3 books for the duration of a week, these books are recorded in the book lending registry at the library. The number of lent books was 493 books for this year.

Activities: Weekly activities on Thursdays and Saturdays of every week are being held at the Resource Center. These activities were financed by Canada Fund until Mid June 2006, while Tamer managed to continue many of the activities afterwards by drawing on its resources of volunteers and organizing its human resources. Two workshops were financed by GTZ which were a creative writing and illustration workshops. The outcome was used by professional writers and illustrators to draft 4 environmental books for the use in a GTZ financed project to be implemented by Tamer in 2007.

The Palestinian Committee for Children's Literature and the Palestinian Section of IBBY

Members of PBBY meet regularly to discuss children's books and titles that may be published locally or are translated from foreign titles to enrich the Resource Center and Palestinian Children's Literature. PBBY participated in the 30th IBBY World Congress which took place during September in China.

Hosting International Writers

Workshops by Writer Burte Muller:

The German writer/illustrator Burte Muller was hosted and gave 5 workshops of around 15 children a workshop. Hosting the writer was jointly in cooperation with the German Cultural Center Goethe. One of the workshops was hosted at Goethe Institute, where Tamer participated in selecting the participating children. The second workshop was at the Literature Resource Center. The third workshop was at the UNRWA school in Al-Am'ari Refugee Camp/Ramallah, the fourth was at Jenin Refugee Camp, and the fifth was held at Al-Sarayah Center in Jerusalem. During the workshop the writer explained to the children the concept of writing a story, selecting a topic, how the story events are connected. The children were then allowed to choose a certain topic, each wrote a sentence of the story and illustrated his/her writing and passed it on to the next child to continue. At the end of the workshop which took about 2 hours, the children produced a fully written and illustrated story, which Burte binded.

Workshop by the Writer Esmeralda Santiago

The Brazilian/American writer Esmeralda Santiago gave a workshop on writing techniques for professional and potential writers during the month of November. The workshop took place at Tamer's Resource Center.

Workshop By Najwa Barakat "How to Make a Writer"

Tamer Institute for Community Education hosted writer Najwa Barakat, who is a French/Lebanese writer in November to hold 2 "How to Make a Writer" workshops, one in Ramallah and one in Nablus. The workshops were held in coordination with Khalil Sakakini Center and funded by Diakonia. The workshops involved mechanisms of writing children's stories, and touched on the subject of editing as well.

Governing Board and Staff

Board

A new board was elected during the general assembly meeting on 27/4/2006. The new members of the board include:

Arham Damen/Chairman
Abla Naser/ Deputy Head
Iyad Masrooji
Janette Michael/ Treasurer
Mounir Qazaz
Veollette Fasheh
Maurice Baqleh
Kamal Shamshom

The board met nine times during the year to follow up on Tamer's work and progress.

Employment

A new director, Mrs. Renad Qubbaj, was hired on 17/2/2006 following the resignation of the previous director, Mrs. Jihan Helou.

Due to the need to activate the library and follow up the children's resource center, a part time librarian was employed to take responsibility of categorizing and shelving an enormous number of books, and coordinate the children's activities every Thursday and Saturday.

An Increase on number of employees and field coordinators resulted from the expanded number of projects implemented by the institute. The number of the employees in both West bank and Gaza totals 40 including part-time coordinators.

Improvement on Bylaws

A draft on a new administrative constitution was updated, discussed by the employees and is to be submitted to the board for ratification.

Statement of Income and Expenses

- [Statement of Financial Position](#)
- [Statement of Activities and Change in Net Assets](#)
- [Statement of Functional Expenses](#)

Local and International Networking, Memberships, Book Fairs and Conferences

- Tamer continues networking with the different Palestinian organizations, especially through the national reading campaign NRC. Such networking with ministries, CBOs and other central organizations is of a top importance to the work of Tamer.
- PNGO: Tamer is a member in the Palestinian Network of Organizations.
- Tamer is currently the lead partner in a joint project with Al-Mawred Center and Bibliotheca Alexandrina in Egypt funded by Anne Lindh Foundation with the aim of enhancing the presence of literature material for youth.
- Tamer is also a member in (CCNGO/EFA) since 2001 where it coordinates the branch of education for all under poverty, war and armed conflicts. We prepared a data base that includes all the information about the activities and successes of the societies and organizations related to the field. In Gaza, a workshop was organized as part of the international campaign for education for all, titled "education in face of poverty". Many organizations participated in the workshops and the following issues were discussed: effect of deteriorating economic situation resulting from occupation on education in Palestine, education as mean to prevent child employment, education as mean of youth and woman empowerment to overcome poverty.
- Multiple meetings were set with a group of donors to follow up chances of funding like the Swedish, UNDP, the Canadian, UNICEF, UNESCO, Welfare, Save the Children/UK and many others. Many resulted positively; others may have positive result on later.
- Tamer hosted the international organization ESCWA in the presence of the Educational forum organizations which are:
 - Tamer institute for community education.
 - Teacher's creative center.
 - Almaured organization.
 - Early childhood resource center.
 - Educational coordination and media center.

ESCWA is seeking to fund the educational organizations, based on a jointly developed project proposal, which the organizations are to develop together.

- Tamer Institute is the focal and coordinates for the International Board of Book for Youth IBBY / Palestinian Section.
- Tamer Institute has participated in the 30th IBBY congress in Macau, China between 20-24 September 2006.
- Tamer Institute has participated in three book fairs, in Cairo/Egypt, Frankfurt/Germany and Marseille/France, and has participated in others through Abu Ghosh, the book distributor, such as Sharqah Book Fair, Lebanon, and Jordan.

Awards

(ALMA)

The Astrid Lindgren Memorial Award, established by the Swedish Government in 2002, is the world's largest children's and young people's literary award. The object of the award is to increase interest in children's and young people's literature, and to promote children's rights on a global level. The award is administered by The Swedish National Council for Cultural Affairs

Tamer was nominated for the second time for the Lingred Award 2006, which was named after the anniversary of the great Swedish writer for children. Two judges were supposed to visit the institute but were unable to due to the deteriorated internal political situation. The institute did not win the price 500000 euro, nevertheless it may be nominated next year.

Donors and Partners

Tamer Institute would like to extend its heart warmed appreciation to the following partners, donors and supporters of the Institute, who without, our work would only be ideas:

Consulate General of Belgium
Belgian Technical Cooperation
Book Aid International, UK
British Council
CC NGO/EFA
Diakonia – Sweden
Frankfurt Book Fair
French Consulate
French Cultural Center
Goethe Institute
Heinrich Böll Foundation
IBBY
Ministry of Culture
Ministry of Education & Higher Education
Norwegian Peoples Aid – NPA
PNGO
Save the Children, UK
SIDA
UNESCO
UNICEF
GTZ



Appendix I

Tamer's 2006 Publications

Taif

A magazine issued by Tamer about Children's literature, detailing the bibliography of children's writers and how they started writing for children, different articles about children's literature in Palestine, and about the Palestine section of IBBY. A new edition was worked on and released in July 2006.



Al Qamlah

A Palestinian folk story being preserved from the folk stories told by oral history. Illustrated by Ansaf El-Haj Abed. The story was published and released by the end of July. Suitable for age 5-12

The Adventures of Hdaydoun

A cute children's book, written by Zainab Habash, and illustrated by Majeda Hamdan. It was released at the end of December. Suitable for age 4-8.



The Fat Prince and the Wise Man

_written by Deema Sihwail, and illustrated by Bashar Hroub. It was published in late November. It is suitable for age 6-10



Shubak Rasha

A children's book written by Abla Tubasi, and illustrated by Faten Tubasi. It was published in November. The book is suitable for age 8-13

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