

Tamer Institute for Community Education



Annual Report 2009



Contents

About Tamer.....	
Message of the General Director	
Atmospheres for Expression.....	
Spaces for Reading and Writing	Error! Bookmark not defined.
Children’s Literature.....	
Awards.....	
Cooperation with the Ministries.....	
Emergency Kits in Gaza Strip.....	
Tamer’s Structure.....	
Acknowledgment	

Tamer...

Tamer Institute for Community Education is an educational non-governmental non-profit organization established in 1989 as a natural and necessary response to urgent needs in 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 Palestine, primarily targeting children and young people, and developing alternatives and supplements to formal education. Our programs promote reading and writing on national and regional levels, development of children's literature, and creative self-expression and youth empowerment through advocacy and community development initiatives.

Since 1989, Tamer has successfully formed solid partnerships with international non-governmental organizations and institutions, regional organizations and local grassroots organizations. Following to the establishment of the Palestinian Authority in 1993, Tamer has also worked closely with governmental institutions including the Ministry of Culture and Ministry of Education. In addition, Tamer is a member in a number of local, regional and international coalitions, and host local branches of several networks. Tamer regards such partnerships and coalitions as an asset that benefits the institute in implementing its programs and helps reach a larger number of beneficiaries.

Our Vision

Our vision is of a Palestine where children and young people have reason to hope and dream, where they can attain their dreams by developing their skills and confidence in a supportive environment that understand and respects human rights and democracy. Our vision includes access to quality education for all, access to information and freedom of expression, where children and young people are listened to and feel valued and safe. Our vision is of a Palestine where children and young people can learn together, play together and develop together, with space for sharing experiences and ideas and expressing themselves creatively through writing, dialogue and art.

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 a primary source of nutrition, helping people survive when other sorts of food was not available. Dates were seen as a symbol of spiritual food, nourishing, understanding and encouraging sharing within the community and consideration towards others less fortunate, promoting 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 work 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 itself.

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 like the poppy, breaking through these obstacles and contributing to the process of changing and developing society.



Twenty Years of Reading, Writing and creativity

Message of the General Director

The “Tamer”, the collector of dates seeds from one palm tree to another, has been searching during the past twenty years for the best seeds in the Palestinian society to build on it what is hoped for Palestine, where children and young people have reason to hope and dream, where they can attain their dreams by developing their skills and confidence in a supportive environment that understands and respects human rights and democracy.

This year, the seeds seem to have grown up and blossomed. Two major events have crowned Tamer’s twenty years of organized action to achieve goals and prospects it was established for. One is the reiteration of the Palestine identity through recognizing Jerusalem as the capital of the Arab culture, of which Tamer have employed its network of partners to collect the story of Jerusalem in the eyes of Palestinians. The other one is the Astrid Lindgren’s memorial award, rewarded for the institute for its best practices on children’s literature. Both events have coincided to define the line of interest that Tamer institute tends to incorporate through its mission. Tamer’s interest which is reflected through the National Reading Campaign can better prepare children, youth and adults to support their rights as Palestinian, and the visit to Stockholm to receive the award, proves that what Tamer does is worth spreading to the world and helps voice the identity that the National Reading Campaign has urged to develop among Palestinian children and youth.

Renad Qubbaj
General Director

Atmospheres for Expression

The National Reading Campaign (NRC)

In dedication to the principle of adopting an annual alliance to the activities and events of the National Reading Campaign and since the year 2009 is devoted to a cultural and national celebration of "Jerusalem as the capital of Arab Culture"; the slogan was:

“Jerusalem in a Thousand and One Tales”

Involving related Resource Personnel and organizations from Jerusalem

Two meetings were organized between Tamer’s team and resource personnel from Jerusalem and organizations from Jerusalem in order to discuss specific issues related to the city that should be taken into consideration during the campaign this year.



Networking with the Preparation Committees

Every year, several meetings are held in every governorate in order to prepare for the National Reading Campaign. This year, the theme was proposed and the committees have shown huge interest in joining the national celebration of Jerusalem, through work with children and youth.

Coordination with Ministries

Several meetings were held with the Ministry of Education and Higher Education as well as the Ministry of Culture, in order to introduce the theme Tamer chose for this year. Ministries have shown support and have facilitated the work inside schools and have included Tamer’s schedule of activities within the ministry’s pamphlets and announced programs.

Reading Passport, Poster and Brochure

The poster was inspired from the specific characteristic of the city of Jerusalem, the walls of city and the bread of city to be accumulated all in one book to

Why “Jerusalem in a Thousand and One Tales”?

Shahrazad resisted her death, and protected her social kind, in telling a thousand and one tales, continuously, through a thousand and one nights that she survived under the threat of Shahrayar.

Jerusalem is another Shahrazad, loaded with tales and stories that allow her to resist, survive and grasp under the threat of occupation.

The Holy City has a long traditional history. It has old markets and neighborhoods, and it has children waiting for someone to believe in their passion and devotion to talk about their city so the city will stay alive forever.

preserve those characteristics in memory. The reading passport was inspired from the reading passport of Tamer, hence; containing pictures and drawings of Jerusalem, characters and some information about places in Jerusalem.

Children were encouraged to search for information about the pictures through stories. A visit was organized to Jerusalem after the search was complete to connect what they wrote to what they read and what they see.

Focus on Media Coverage and Grass-root Expansion

This year a special attention was given to spread the theme of the campaign, especially activities of the national reading week. For the first time, the activities of the week in Palestine, Lebanon and Jordan were posted annexed in colors at Al-Ayyam news paper, in addition to organizing two interviews on national Palestinian TV channel and on the most popular Radio station in Palestine. Tamer was intending through wide media coverage to involve as many participants as possible in the process of collecting stories about Jerusalem.

The National Reading Week (NRW)

Demonstration of activities at each of the governorates:

Location	No. of beneficiaries	No. of activities	No. of partners
Gaza Strip	5506	250	75
Jerusalem	1250	48	15
Bethlehem	2800	80	20
Ramallah	3000	100	37
Hebron	3550	100	30
Salfeet	400	15	3
Jenin and Tubas	3240	55	50
Toulkarem	4786	103	24
Nablus	4720	144	36
Jericho	150	5	2
Qalqilia	1500	27	12
Haifa	100	2	2
Total	30932	929	306

Tamer Institute chose the 4th of April to be "Jerusalem Season" day in which many activities took place and attended by associations and children from all areas in the West Bank, in Siriyeh Ramallah in Ramallah city.

Total number of activities of the week: 929

Total number of partners: 306

Total number of beneficiaries: 30932 Children, youth and parents participated in the activities of the national reading week.

Literature Days 2009

I. Literature Days in the West Bank

The first day:

- Icebreaking activity.
- Trip into the forests.
- Creating Writing.
- Cultural night including music and singing.



The second day:

- A trip with Munir Fasheh to Bethlehem and Beit Jala.
- A visit to a British family living in Bethlehem where members of this family demonstrated the work they do in agriculture around their house.
- All participants evaluated the two days activities, exchanged their contact information and were ready to leave.

II. Literature Days in Gaza Strip

In cooperation with the Palestinian Youth Association for Leadership and Rights Activation (PYALARA):

The first day:

- Introduction about libraries and their significance in any society.
- The process of selecting books (mechanisms, criteria).
- “Reading” as a natural habit.

The second day:

- “Book of my life” & “Yara’at experience”
- Each participant talked about a book he/she has read and considers it as the book of his/her life. Participants talked about how significant this book has been for the progress and development of their personalities. They also focused on expressing themselves through writing. Yara’at was discussed. There was an introduction to Yara’at work, its strategy and techniques as well as its strengths and weaknesses were raise.



In The West Bank

More than 45 youth gathered in Taletha Qoumi- Bethlehem to participate in this camp.

Literature days were important in enriching youth’s knowledge about their talents in the different fields. It also supported youth’s interaction with writers and among themselves.

In Gaza Strip

A group of 20 (10 members of Yara’at and 10 from PYALARA) gathered in al Azhar Library in GAZA.

The three day event can be considered as a cultural forum for all participants and was an opportunity for discussion, dialogue, reading, knowledge, criticism and a space for experience and cultural exchange.

Youth Teams

Nakheel members volunteer their time participating in Tamer's campaigns and activities, such as collecting books door to door during the "I donated a book" campaign, launched by Tamer annually to collect books in excess of household use, and donate them to newly established libraries in diminished or needy location throughout the West Bank and Gaza Strip. This year's campaign took alliance with the National Reading Campaign's theme and was given the theme "*I donated a book and a Tale Campaign*". **6000** tales about Palestine were collected.

Three groups of Nakheel youth in Tubas, Bethlehem and Gaza City participated in the "**Summer Days**" camp during August 2009.

End Results:

- Collected stories from the visits and the interviews the youth made were all discussed with the help of Jihad Shuwaikh to emphasize best environmental practices. The pictures taken by youth were also selected and discussed in relation to the experiences. The overall work will be published in a book.
- A film was produced by the youth groups from the three locations. Focus will be on three experiences of three youth.

Nakheel Teams also include three teams

Yara'at

A bi-monthly supplement with Al-Ayyam newspaper, written and edited by youth for the purpose of encouraging youth aged 12-21, to express themselves and reflect on their lives through creative writing and drawing.

Yara'at aims to:

- Motivate youth to express and talk about issues that concern them, and their rights to participate and enhance their writing skills.
- Discuss issues which concern youth by youth themselves.
- Support learning through experience.

From the beginning of the year, Yara'at Team was busy with the updates on the political scene. Members of the team as well as members from voices teams have translated their feelings through a demonstration declaring their refusal, as youth, of the offensive on the people of Gaza Strip. They have spontaneously started a candles walk in Ramallah city which encouraged many people to join them from the streets.

After the Offensive on Gaza Strip, they resumed many apprenticeships on creative writing on different issues related to Gaza Strip and to social issues.

Corners of the

Summer Days

* First day:

Introducing youth and adolescents to each other to break the ice.

* Second Day: The community

campaigning: how to discover, plan and implement the campaign.

* Third Day: Visit to Tubas district, get introduced to the area and the environmental problems in the area.

* Forth Day:

Organize a campaign about the environment in Tubas.

* Fifth Day:

Arrange the youth roles and

Voices from Palestine

This is a youth-based advocacy group, where youth are able to write in English about their experience as living under occupation. The writing is then disseminated to an international audience, raising awareness of life for children and young people in Palestine.

Serb Team

This group focuses on drama and photography. The group often goes on trip around Palestine and documents their visits through writing and photography. The output produced helps to build Palestinian identity, for example by photographing local flora and revisiting history by re-tracing the historical journey Jesus made from Bethlehem to Nazareth. Both works have been published and disseminated locally.

Regional participations of Youth

They participated in the yearly summer camp coordinated by Al-Jana Center, “The Arab Resource Center for Popular Arts”.^{*} This organization mainly works with communities that face marginalization in Lebanon, engaging them in documenting their rich and empowering experiences and cultural contributions in the production of learning and cultural resources. This camp is an annual tradition conducted by this organization. It gathers around 120 youth from different Palestinian refugee camps in Lebanon and other Lebanese youth. Different cultural activities are held for participants focusing on expressive workshops.

Yara’at group have participated in this camp in order to share their creative experience with other institutions and youth groups in the Arab World.

This is the first time where groups of Palestinian youth who live in Palestine have been involved in such an event with other Palestinian and Lebanese youth.

Resource Persons involved in Apprenticeships with youth.

- * Malek Remawi.
- * Adania Shibly.
- * Emad Farajien.
- * Nibal Thawabteh.
- * Waleed Ihsheish.
- * Arabia Mansour.

* www.al-jana.org

Creating Friendly Spaces for Adolescents

Achievements:

In order to support learning opportunities among adolescents, 154 training hours were provided to Arabic, Math, Life Skills facilitators in the West Bank centers, as well as 230 hours provided to the Arabic, Math, Life Skills, Sport and Art expression facilitators in Gaza Strip centers. In addition, a total of 50 hours were provided to the local management committees in the West Bank and Gaza Strip.



A hundred and ninety (190) initiatives were planned and implemented by the adolescents in different areas. The initiatives revealed and discussed different issues and topics that relate to the social community the adolescent belong to, some of the initiatives were:

- Brochures, posters, hosting doctors and social workers to implement workshops about Swine flu, smoking, drugs, girl's early marriages, and nutrition.
- Educational trips to factories, local community institutes, centers in different areas for knowledge and experience exchange.
- Cultural activities, storytelling, and drama sketches that demonstrated different issues related to the adolescents' community.
- Environmental National Campaign implemented in the centers in different areas and districts of the West Bank and Gaza Strip which included various activities such as cleaning of the center and the surrounded areas, planting trees, drawing in relation to environment on walls, workshops and brushers about the advantages of clean environment and disadvantages of unclean environment.

Tamer aims to elevate the level of academic gain for students ages (12-17) falling behind the literacy and numeric levels, and those who have already dropped out of schools.

At least 5760 children directly benefited from the activities conducted.

Success Stories

Improving the academic performance in Arabic for a 13 years old child named Islam who was forced to join the center by his mother. This child disliked school and learning in general, his main focus was playing, fighting with kids and receiving low grades. The facilitator focused on the child, studied his personality and provided him with the activities that correspond to his situation which finally improved his skill in Arabic.

Protective Sphere for Children

Achievements:

Protective Sphere for Palestinian Children Phase I

(2006- Mid 2009)

Reducing Violence and Increasing Protection within Children's Schools and Communities, is a 40-month project that began in January 2006, with the overall goal of enabling increased access to quality education and improved quality of life for Palestinian children.

Focus of intervention was on children, parents, teachers, counselors, administrators, and community members to improve the protective environment for children in schools and communities. The key mechanism for working with schools and communities was the establishment of children's committees and school based educational committees (SBECS), which involved the participation of school administration and faculty, parents, and community members in 15 schools. Nine of the schools are in the West Bank and six in Gaza Strip. The committees helped plan necessary interventions and designed policies for reducing violence in their schools, with training and facilitation from implementing partners.

Protective Sphere for Palestinian Children Phase II

(Mid 2009-2012)

This phase has employed previous interventions, as well as key results, to develop ways in which education can promote the physical protection of children, facilitate teachers and peers as support, and acts as a distraction from the fears and worries of children's lives. We look forward to strengthening the ways in which the school can support the families and the community to *expand* the "protective sphere" for children.

Work is targeting 13 Government Schools, and 6 UNRWA schools in the West Bank. (9 schools are the same schools of the Protective Sphere Project Phase I in addition to 4 new schools).



Key quantitative results

Phase One

* Most students (90% of younger children and 70% of older children) would talk to school administration or faculty, if exposed to violence in the school.

* Most of the younger students (68%) talk to the counselor when they feel afraid at school. However, there is a major gender gap, as 91% of boys talk to a counselor vs. only 57% of girls.

* 85% of younger children and 90% of older children agreed that there was a system for monitoring violence at their schools.

* 90% of younger children said their parents can protect them from all forms of violence and 80% said they spend quality time talking about issues with their parents. Among older children the figures were 76% and 82%.

* However, older boys were less confident that their parents could protect them: 29% said they could not, compared with only 6% of girls.

Spaces for Reading and Writing

Enhancing Literacy through Libraries

Activities

- 20 librarians and assistant librarians received training:
 - 20 hours of training on classification and indexing.
 - 30 hours of training on animation.



- 269 titles were purchased and distributed to the 10 libraries. The books were put on the shelves in each library and children were encouraged to borrow from them. Trainers used the titles in the activities they conduct. The books varied between children's literature, education, computer and simplified psychology.
- 202 workshops with children were conducted in 10 libraries.
- 101 workshops with mothers were conducted in 10 libraries.

No. Beneficiaries	females	males
children	1934	1901
Parents	1831	0
Librarians	13	7

Objective

The main objective of this project in Gaza Strip is to develop 10 community libraries through conducting workshops and activities targeting children and mothers, and providing them with books that address their learning needs.

After the recent offensive on Gaza Strip, need to work with children and mothers on art therapy activities increased, which stressed the objective of this project.

This project is in its third phase of implementation after completion of implementation in Hebron and Nablus during the first two years. The third phase is originally designated to Gaza Strip and further importance was considered this year.

Tales Clubs

Activities

The group of trained storytellers presented several theater performances in several Palestinian districts, devoting the theme to the cultural and national celebration of "Jerusalem as the capital of Arab Culture"

Five of Tamer's storytellers participated in performances at "Souq Al Hakaya" in Jordan in partnership with the AEF, focusing on stories related to the social and cultural life of Jerusalem and the most popular characteristics of Jerusalem.

Children were encouraged to collect tales from adults and elderly, and then narrate those stories in front of other children and documenting them in their own booklets. They managed to visit Elderly centers in Salfeet, Nablus and Jenin.

Jawad Al Aqtash: is a storyteller who received training in story telling provided by Tamer Institute.

Jawad says:

"I was trained to implement social workshops and events to children and youth in storytelling, the experience had an unusual effect on me, it reflected hope and wonder at the eyes of listeners, and provided me with an extra energy to perform better.

I was intending to travel to the United States after completing my education for work purposes, since I believed our country lacks job opportunities, but the storytelling experience illustrated the depth and richness of our inherited culture".

Tamer aims through this project at activating children's libraries in the deprived areas of West Bank and Gaza Strip by providing activities promoting values of nonviolence, dialogue and self expression as well as helping them document or publish their productions. Aware of the need for reading, the institute has developed some of its publications: the reading passport and the reading note books; into new version: "My Passport for Tales" in order to urge children to read and listen to stories from elderly as well as the trainers and document them, then to write their own tales and share it with community. By

Remedial Education:

Achievements:

A sum of 60 training hours were provided for the Arabic and Math centers facilitators, 30 hours for Arabic and 30 for Math.

Conducting 4 remedial sessions per day where each session includes 45 minutes for Arabic, 45 minutes for Math as a learning experience, and 30 minutes for recreational activities.



Tamer aims through this project to elevate the level of academic gain of students falling behind the literacy and numeracy levels of their grades, and those who have already dropped out of schools.

Success Stories

“I’m Reda from Bethlehem, Joining the center was one of the best things that have ever happened to me. I’m a good student, I get very good grades in all the subjects except in math. I heard about the center and the assistance they provide in different subjects and so I decided to join. The math facilitator started the following up, and started helping me strengthen my weakness in math. After a while I had a math test in my school and I got a better grade of what I used to get through my previous tests grade. The teacher thought I cheated on the test and made me retake the test alone. I got the same grade and told her about the center and how it helped me improve my math skills.

”

Children's Literature

Tamer is hosting the program on developing Children's literature implemented on a regional level and aiming at:

- Empowering and supporting children's literature infrastructure.
- Promoting activities related to children, and reading promotion

Children's Literature Resource Center

The Children's Literature Resource Center is considered as the heart of the children's libraries in Palestine which supervises the children's libraries network that includes Tamer's library.

▪ Researches Related to Children's Literature

Four researches have been triggered to enrich references on Children's Literature:

- I. "Values and the Image of Child in the Children's Literature Publications in Palestine".
- II. "The experience of Dar el Fata Al Arabi as a publishing house for children.
- III. "Tolerance, accepting the other and violence issues within the same community in the local Children's books.
- IV. "Study on the evaluations of 101 books on Children's literature".

Documents of the researches are currently available at the Resource Center.

▪ Creative Reading Sessions

Through a series of 13 reading sessions attended by around 15 young and established authors, editors, translators and illustrators, who analyzed and discussed many children's books. Documents of the sessions are currently available at the Resource Center.

▪ Contest on Children's Literature

In a step to encourage creativity in the children's books, the institute coordinated for a contest for best text and best Illustrations in Children's books, organized by the Ministry of Culture. The Writer Zakaryya Mohammad received the award on the best text for the book "First Flower on Earth" and Eman Abu Elhaj received the award on the best illustration for the book "Eman and the Kite".

Recourses and the Library

* The data entry program (Libsys) has been updated. More than 624 new books were classified, indexed and integrated in the system. There are 14200 books available in the library right now. New shelves were bought also and filled with books

* 1606 books were borrowed from the library.

* 246 members have been active participants in library activities

* 1681 visitors have visited the library

* 2000 new titles were received as a donation from the Book Aid International.

* 60 copies of one title were distributed to institutions dealing with visually impaired children.

Network of Children's Libraries

In a conference to reactivate the network of children's libraries in Palestine, 70 children's libraries have joined the network and are now linked to the data base developed electronically www.tamerinst.org/rc. Tamer is involving the network in its programs and has been empowering its competencies.



- **Workshops on animation of children's activities and libraries management:**
 - 25 community activists have joined an apprenticeship on children's literature, specifically on books discussion organized in December 2009. These activists shall resemble messengers of reading in the different communities who advocate for reading as a habit among children in libraries.
 - 40 libraries from the network have joined a routine of exercises in a one year period in order to enhance Librarians capacities in conducting activities related to the National Reading Campaign.
 - 102 librarians participated in trainings in three locations in the West Bank and another three in Gaza Strip.
 - 30 libraries received books and needs, especially in Gaza Strip.
 - 60 libraries of the network conduct monthly activities and attend bimonthly meetings for exchange of experiences.
- **Books discussions:**
 - 600 children benefited from books discussion inside 6 libraries of the network.
 - 87 kindergartens teachers and librarians from books discussion inside 6 libraries
 - 30 young adults benefited from books discussion in Gaza strip.
- **Contests and Prizes (among children)**
 - 450 children benefited from participating in the contests organized inside 5 libraries. 19 winners received prizes.
- **Training Teachers**
 - 60 teachers/supervisors from MOE and UNRWA received refreshing training on activities and storytelling for children.
 - 48 Supervisors from MOE and UNRWA were training on Analyzing illustration of children's books.
 - 2000 children in 43 schools benefited from activities and storytelling for children.

Sameh Aboushi animated the apprenticeship since he joined the developed workshops on children's literature organized by the ministry of culture.

Development of competencies

20 resource persons benefited from books discussions, and workshops on editing and critic, as well as on creative writing at the Children's literature Resource Center.

10 young adults benefited from writing sessions on children's literature.

Focus of the workshop on "Editing and Critic":

- Analyzing books for children: the different elements that have to be examined.
- The critic of books: Can critics be objective? Can the same tools and criteria be used with all kinds of books?

Focus of the workshop on "Advanced Writing":

- The training included working on writings in children's literature done by the participants. These writings were translated into English before the training, and were read and discussed and developed throughout the training.
- The trainer discussed with the participants published books in children's literature and the reasons that make them successful.

Focus of the workshop on "Young Writings"

- Focusing with the young writers on daily life details, using the newspapers and some texts in children's literature that were written by other young writers.
- Rereading the texts of the young writers that were created throughout the training from a psychological point of view.

Focus of the workshop on "Supporting Storytellers capacities"

- Training subjects included the differences between the tales, novel and story, methods for collecting tales, stories as essential tool of communication, theatrical methods and body gestures as well as applying sound and visual tools to storytelling for children.
- Tamer's storytellers presented several theater performances in several Palestinian districts, devoting the theme to the cultural and national celebration of "Jerusalem as the capital of Arab Culture".

Resource Persons Involved in Developing Competencies

*Zakaryya Mohammad: A Palestinian Writer.

* Maha Sader: trainer at the Early Childhood Center.

* Munir Fasheh, Sonya Nimer, Nabeel Alqam, Ya'coub Abu Arafah and Dr.Shareef Kannaneh offered training in storytelling to Tamer's storytellers in all locations.

*Sameh Aboushi: Palestinian writer of children's literature and a member in the children's literature committee at Tamer Institute.

* Marianne Weiss(Head of the Children Library- Institute of the Arab World in Paris.)

* The Canadian Children's books writer, Anne Carter.

* The French storyteller Bralin Gibara.

* The Swedish trainer on storytelling Agneta Regell.

* The German Storyteller Sita Freihold from Germany.

* The French illustrator Nadia Buda.

The training material was mostly from the children's books available at the resource center, and some others were foreign children's books brought by resource persons and kept at the resource center for future use.

The Publishing Unit in 2008



“My Code Name is Butterfly”

Written by Ahlam Bsharat
Illustrated by Bashar Hroub

This story revolves around a Palestinian girl who lives in a village. This girl experiences a case of discovery through questioning the family, personal and patriotic realities. She keeps her questions in her imaginary created pocket. While she thought that she is the only one who doesn't have the answers she discovers also that the adults don't have the answers for these questions as well. She concludes that the questions construct the selves and they grow with people as they grow.



“On the Café's Pavement”

Written by Seba Tawfiq
Illustrated by Sharif Sarhan

The 16 years old Mohammed starts to think about his life and how to make it better after he meets Dala' at his friend's house Ayman, and shared with him all his problems and concerns. This was the beginning of a beautiful friendship between him and the girl.

This friendship gives each of the two what they both lacked. Mohammed gets into the music world and its beauty, and Dala' gets into the world of reading and writing. One day Mohammed meets an old man who opens his eyes to things he used to run away from, and he helps him to face his fears and make decisions.



“The Photograph”

Written by Najla' Atala,
Illustrated by Sharif Sarhan

Karim, like all other boys, loves football. Unfortunately, he is a fat boy, and always suffers at the physical education class since he is always forbidden from playing. He tried hard to find a shirt and a short that fit him, but he never found, so Mr. Hassan always forbids him from playing. Karim hates to look at the mirror because of his fat appearance and thinks that everyone hates him. He gets into a sequence of troubles that lead him to prison, where he gets stabbed and goes to hospital.



“A little of light”

Author: Ghaid Al- Hissi

Illustrator: Sharif Sarhan

A diaries of a 16 years girl named Hala, who lives in Al-Shate' refugee camp in Gaza, and whom the Israeli bombardment at their house killed her father and left her a scar on her face. The novel talks about the challenges Hala face because of this scar, and the psychological troubles it causes for her, and then the changes in her life.

“From Jerusalem the Story Begins”

Written by Nakheel Youth Team



Photographs of youth

Edited by: Sonia Nimer

This book represents the experience of a group of young boys and girls from the city of Jerusalem in documenting the oral history of this city to spot the light on its life through the different historical period, in details, colors and scents, through a series of live interviews with the people of the city, its traders

and inhabitants.

The story in this book takes its place in the markets of Jerusalem, and especially in the gift and herbs shops. As it documented for the old baths which were a part of Palestinian daily life, it also focused on the cultural and civilization variety and the life of the minorities in this old city.

“Mister Seraphin”



Written by Gitte Vancoillie

Illustrated by Brigitte Minne

Translated by Sedar De'ebis

This story is originally published by Abimo Publishers in Belgium. It revolves around “Mister Seraphin” who collects dreams, writes them all down and uses them to make people happy. But whilst everyone else is tucked up in bed dreaming sweet dreams, Mister Seraphin lies awake awaiting the dreams that never come.



“A bird and a fish”

Author: Eiad Maddah

Illustrator: Akram Halabi

This story is about a beautiful warbler bird and the shining fish that waits every morning to listen his singing. They fall in love, but life faces them with the hardest question: where will you build your house?

Tayf: It is a Palestinian magazine on children’s literature that includes subjects about writers, editors, artists and individuals interested in children literature.



“The Rain Song”

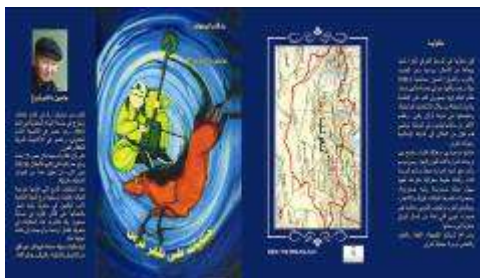
Author: Zakaryya Mohammed

Illustrator: Ahmad Khaldi

The donkey always thought that his voice is not beautiful, so he never sang, although everyone else did: the birds, the cocks and even the horses.

One day he broke the silence, stopped being shy and sang. All around him were surprised and wondered what would he sing for: Fatigue, patience or strong hooves? Oh... No...

he sang for rain. And suddenly the rain started to fall, and everyone cheered and sang and danced with the falling hail.



“Tales on the Horse Back”

Author: Jamben Dashdonog

Translator: Mahmud Shuqair

Reviewer: Samar Abu Zaid

This Mongolian translated book contains nine stories, each one about a certain indirect educational and moral theme. The stories are very exciting and have a big influence that enriches the child’s imagination. It motivates the child, indirectly, to love his homeland and to stay in it no matter what. It has a great amount of imagination and motivates to live the adventure and to think about the amazing creatures and phenomena exist in this world.

“The Dreams of the Thin Boy”

Author: Mahmud Shuqair

Illustrator: Yara Bamia

This novel is about a Palestinian child during the fifties of the twentieth century, and who witnessed the Palestinian Nakba in 1948 and the massacre of Dir Yassin that was committed by the Zionist gangs against the Palestinian villagers. This novel mixes between the real and the fantasy, and describes the different attitudes of the teenage boy, his hopes, desires and visions.

“Aunt Zayyoon”

Author: Fatima Sharaf Eddin

Illustrator: Sinan Hallaq

In the small village there is a small mountain, and on this mountain lives an olive tree and an old woman in her little cottage. The tree is three hundred years old and knows the secrets of all the grandfathers, fathers and sons of village. The old lady is one hundred years old and knows all the secrets of the grandfathers, fathers and sons of the village. No one knows these secrets but them, the tree and the old lady.

The tree is resistant and asks for no more, so is the good old lady.

A research on Tolerance, Accepting the other and violence issues within the same community in local children’s literature.

Preparation: the Palestinian writer Mahmud Shuqair.

This research overviews a hundred of Palestinian children’s books focusing on the themes of tolerance and accepting others in the Palestinian society. He found that this quality exists in the Palestinian children’s literature and is handled deeply within the texts. It is reflected through the social and human values presented for children in these books that form a motivation for them to hold on this human value, which is tolerance.

Yara’at Supplements

أولاً ١٠٠٠ العدد ٢٢٢

مجلس التنمية المجتمعية الفلسطيني والجمعية الفلسطينية للتربية

يراعات للفتيات والفتيان

من هذا العدد

- لؤلؤتهاي سوكوك
- رحيلين
- أفكار
- عصير حبة
- بر تمام على غيايتك يا دويشنا
- هكذا يعيش الفتيان يراعات التجربة

لاية لآمن كلمة

مجلس التنمية المجتمعية الفلسطيني والجمعية الفلسطينية للتربية

أولاً ١٠٠٠ العدد ٢٢٢

مجلس التنمية المجتمعية الفلسطيني والجمعية الفلسطينية للتربية

يراعات للفتيات والفتيان

من هذا العدد

- أعداء لها موعد مع الموت...!
- دمعة وكلمة
- أبيل شتوي
- سجرة
- الفرجة على أرضي
- يراعات التي تقرأ... بعد العذوان

دروس

مجلس التنمية المجتمعية الفلسطيني والجمعية الفلسطينية للتربية

Awards

The 2009 Astrid Lindgren Memorial Award has been awarded to Tamer Institute for Community Education



Ms. Renad Qubbaj the general director's speech at the award ceremony:

"You're Royal Highness, Minister of Culture, excellencies, honorable guests and audience.

The text I am going to read is perhaps not appropriate at such a joyful moment, but it reveals the reality the Palestinian children have to face and the importance of giving them the possibility to express themselves... which is the core of Tamer's work.

The text I will read was written by a 15 year old girl, during the recent Gaza tragedy.

She presents herself by saying:

I am Noor, a Palestinian teen; I lived in Ramallah all my life. I joined "voices" (Tamer's English writing group), to try to make some changes by writing, to spread the pain Palestinians go through every single day, especially in Gaza Strip, but I am writing because I know it is worth the trouble.

Please LISTEN TO what NOOR WROTE:

"I'm not hunting for identity; my wills are only to embrace reality.

I live within a start and I lie beneath an ending.

I have neither ideology nor a philosophy, I create my own astrology.

Life is a matter of time; a quadratic possibility.

I'm a criminal in my own eyes, I hide between lies and I do vows.

I shiver whenever I transit a smile to high held face that encourages mine.

I have gone beyond simplicity and imaginary, I froze to my hardest entity.

I no longer believe in humanity, it was banished by cruelty.

I never continue because expectations are stupidity.



The jury's reasons

"With perseverance, audacity and resourcefulness, the Tamer Institute has, for two decades, stimulated Palestinian children's and young adults' love of reading – and their creativity. Under difficult circumstances, the Institute carries out reading promotion of an unusual breadth and versatility. In the spirit of Astrid Lindgren, the Tamer Institute acknowledges the power of words and the strength of books, stories and imagination as important keys to self-esteem, tolerance and the courage to face life". www.alma.se

The Astrid Lindgren Memorial Award (ALMA) is the world's largest prize for children's and young people's literature. The prize totals SEK 5 million (equivalent to approx. USD 578,000, 445,000 EUR) and is awarded annually to a single recipient or to several. Authors, illustrators, storytellers and those active in reading promotion may be rewarded. The prize aims to strengthen and increase interest in children's and young people.



And I, I cannot say any more because dying is a possibility.”

“First Flower on Earth” for Zakaryya Mohammed is nominated for the “Etisalat Prize” for children’s book 2009.

At the opening ceremony of the Sharjah International Book Fair, the Arab Forum of the child’s book publishers announced the winner of the Etisalat annual Prize. “The First Flower on Earth” by the Palestinian writer Zakaryya Mohammed and the Palestinian illustrator Ahmad Khaldi, was one of the three finalists nominated for this prize.

Regional Networking

- **Regional Workshop on Children’s Literature**

Alahliyyah School, Amman- Jordan, 12-16th July 2009

The workshop allowed participants to communicate with writers and critics from Lebanon and Jordan concerning publications from the Arab world. The participants had many exercises in writing for different ages; these writings were discussed and criticized.

- **The Palestinian- Jordanian cultural week in Jordan**

The institute was invited to present its National Reading Campaign’s theme and activities which revolve around Jerusalem the capital of Arab Culture in 2009.

- **“Promoting Children and Young People in Cultural Activity”**

The European Union Parliament, Sweden

- **“Investing in Adult Learning: Building Knowledge and Learning Societies in the Arab States”**

Preparatory Regional Conference for the Arab States, hosted by the Tunisian Ministry of Social Affairs

Putting forward ideas for education; and specifically the education of adults, the development and understanding vision about the issues and challenges that the Arab world is facing to achieve the goals of education on a national and international level as well as suggesting strategy for new policies on education.

- **The Sub-Regional Seminar on “Enhancing the Role of NGOs in EFA-for Arab region Cairo”.**

- **“Living and Learning for a Viable Future – The Power of Adult Learning” Belém do Pará, Brazil.**

The conference aims to highlight the central role played by adult learning and education in International education and development programmes, especially those concerned with sustainable development.

Arab & International Book Fairs

Tamer institute was invited to participate in Regional and international book fairs. The institute's participation served the international support of the institute's work in Palestine, especially after receiving the Astrid Lindgren Memorial Award, through stressing the importance of encouraging reading and creativity under the very severe situation that the Palestinians are facing under occupation. In another respect, the institute visit book fairs in order to introduce the world to the Palestinian children's literature written by Palestinian children and authors, as well as exploring the world literature that is worth translation for the Palestinian reader. In 2009, the visits were to:

- Bologna book fair, Italy: where the institute received the news about the Astrid Lindgren Award.
- Gothenburg book fair, Sweden.
- Frankfurt book fair, Germany.
- FIL book fair, Mexico.
- Sharjah book Fair, UAE
- Cairo Book Fair.
- New York Book Fair, USA.

Tamer's Structure

General Assembly members:

Arham Al-Damen, Kamal Shamshum, Abla Nasser, Dinees Assad, Janet Micha'el, Ghassan Faramand, Violet Fasheh, Morris Baqleh, Sameh Aboushi, Sammar Odeh, Eyad Marsooji, Bassem Khoury, Fayha' Abed Al Hadi, Faraj Ghneim', Munir Qazaaz, Mary Fasheh, Ma'an Samara, Dima Sihweel, Laila Atshan, Mahmud Shuqair.

Board of Directors:

Elected by the General Assembly in June 10th, 2008:

Arham Al-Daman (President), Abla Nasser (member), Munir Qazaaz (Treasurer), Kamal Shamshum (Deputy), Mary Fasheh, Eyad Marsooji, Violet Fasheh, Sameh Aboushi, Ghassan Faramand.

The Board of Directors met 6 times in 2008. Meetings covered:

- Developments in programs and projects
- Framework for implementation of office renovation
- Recruiting new members to the General Assembly
- Preparation for the General Assembly meeting.

The Board of Directors also participated in various activities organized by Tamer or its youth volunteer teams throughout the year.

Staff

- * General Director: Renad Qubbaj
- * Program staff: Abed Al Salam Nakhleh, Niveen Shaheen, Ruba Totah, Adleen Karajan, Hala Al Shrouf.

- * Office manager in Gaza Strip: Mohammed Baloosheh.
- * Finance staff: Shadi Al A'iseh, Ahlam Abed
- * Logistics: Nisreen Khalil
- * Office assistance: Fadi Al Atari
- * Librarian: Nawal Abu Hadeed
- * Field Coordinators: 60 coordinators in the West Bank and Gaza districts.

Acknowledgment

Tamer Institute would like to extend its acknowledgments to all local and international Partners. Also to Youth who volunteer for a better community...

- | | |
|--|---|
| * Diakonia – Sweden | * Riwaq center for Architectural conversation |
| * Anna Lindh Foundation | * Bologna Book Fair. |
| * Consulate General of Belgium- Jerusalem | * Mexico Book Fair. |
| * Belgian Technical Cooperation- Jerusalem | * Movement for Peace MPDL |
| * Book Aid International UK | * Spanish Agency for international development AECI |
| * British Council | * Save the Children UK & SE |
| * CC NGO/EFA | * UNESCO |
| * Frankfurt Book Fair | * UNICEF |
| * French Consulate | * Norwegian Representative Office. |
| * French Cultural Center | * COBIAC. |
| * Goethe Institute | * Ministry of Culture-Sweden |
| * Heinrich Böll Foundation | * Swedish Arts council |
| * IBBY | * Children's Literature Committee. |
| * Welfare Association | |
| * Arab Fund of Arts and Culture | |
| * Consulate General of Sweden / Sida | |



