



مؤسسة تامر للتعليم المجتمعي  
Tamer Institute for Community Education

Annual Report  
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## Tamer in a Few Words

*“As the soil, however rich it may be cannot be productive without cultivation, so the mind without culture can never produce good fruit”<sup>1</sup>*

Tamer Institute is a national non for profit organization that focuses on community education. It was established in Jerusalem in 1989 in response to the Palestinians need for informal education under the hard social and economic living situations caused by the Israeli occupation. Tamer focuses on creating learning environment in all areas where the institute works through enhancing creativity and transforming knowledge into cultural output. The institute believes in the youth capacity to make the desired change within society so it focuses on building their capacities and establishing youth teams all over Palestine. Tamer has a main office in Ramallah and another one in GS. Yet, many field coordinators follow up the implementation of the institute’s activities at the different locations in the WB and GS.



### *Name and Logo*

The name “Tamer” is stemmed from the date fruit that is considered to be a precious component within the Palestinian culture. The date is the fruit of the palm tree which was the main source of food when no other types of food were available. The date fruit was considered a symbol of the spiritual food, understanding and cooperation within society members and it encouraged them sympathize with those who were poor.

“Tamer” is the person who transforms the date’s seeds from the male to the female palm trees in order to produce dates. This process helps pollinate the female date tree and improves the date product. Tamer Institute transforms knowledge and experience from one to another within the society to develop the capacities of the society members as a whole.

The red windflower is the logo of Tamer institute. This flower penetrates rocks and grows which reflects the institute’s hope and will to make a change within the Palestinian society which is faced by many obstacles and social limitations. For Tamer, this hope is

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<sup>1</sup> A Roman Philosopher, mid first century, AD

manifested in the youth and children who are like the windflowers as they penetrate all the obstacles that face the society development.

## Board of Directors

The general assembly held its first meeting on 10-06-2010 where it approved the financial and administrative report of the institute and the recruitment of an auditor for 2010. Besides, new general assembly members were elected for the coming two years. After this meeting, the board of directors held a meeting through which the following members were assigned to the following positions/tasks:

*Arham Al- Damin* : Chair Woman

*Kamal Shamshoum*: Deputy Manager

*Munir Qazzaz*: Member

*Maurice Bakleh*: Treasurer

*Mahmoud Awad*: Treasurer

*Abla Naser*: Member

*Amer Shoumali*: Memebr

*Denis Asad*: Member

*Mahmoud Al-Atshan*: Member

The board of directors held regular meetings throughout 2010 in order to discuss work progress, the financial and administrative issues as well as other issues related to the recruitment mechanism and other HR issues. The major decisions of the board of directors during this period are as follows:

1. Increasing the salaries of the employees by 5%.
2. Maintaining the old headquarter of the institute and fixing it to be a center for children literature books.

3. Increasing the number of the number of the general assembly members to 11.
4. Changing the percentage of the institute's participation in the employees saving box from 5% to 7.5%.
5. Transferring the award's amount to the Institute's account that can't be spent unless the board of directors decides to.

Besides, the board of directors discussed during the regular meetings other issues that are directly related to the core mission of the institute such as discussing mechanisms that encourage volunteer work among the youth team members at the resources center, the representation of the institute at some of the occasions that took place during the last year, the reception of the delegations that visited the institute and the discussion of the structure of the institute that was approved starting from 2011.

## Tamer Employees 2010

Rinad Qubbaj (General Director)	Alaa' Qaraman	Gehan Abo Lashin	Mahmoud Al-Boubli	Ruba Totah
Abdelsalam Khaddash	Anwar Al-Tatari	Halah Al-Shrouf	Nabila Hasan	Samah Hammoud
Adlin Karajah	Asma' Hadrous	Ihsan Al-Ifrangi	Nisreen Khalil	Samar Qotob
Ahlam Abed	Diala Halayqa	Kamel Suliman	Niveen Shaheen	Shadi Al- Ayassah
Ahmad Amarneh	Fadi Al-Atari	Khalil Ghoug	Osama Esawi	Shaima' Farouq
Ahmad Ashour	Fatina Al-Jamal	Mohammed Abo Sliman	Rimah Abo Zaid	Suzan Za'rour
Ahmad Hneti	Mohammed Zyara	Fyrouz Hmaid	Zakeyyeh Mas'oud	Yousef Abo Jarbou
Rinad Hamed				

## General Director's Message 2010

2010 was the start of Tamer's third decade of cooperation and love. Since Tamer was established in 1989, it has been building a story of social cooperation and development. All children, youth and adults who knew Tamer, helped in gathering the pieces of this story reflecting their experience in the institute and growing with it. We at Tamer believe that through the spiritual communication between us, we can overcome all the obstacles we face because of the Israeli occupation that tries to block Gaza and separate it from other areas of Palestine. Yet, we broke the siege equipped by the power we get from Gaza's children faces and smiles for whom we work trying to light up their lives and provide them with the support they need.

*"We Plant Palms where they Read"* shaped the achievements and work of Tamer during 2010. Many activities were implemented all over Palestine as returning to land reminds us that we all are humans. The land is the source of uniqueness in the Palestinian life. Let's plant whatever we want in this noble holy land. Let's plant palms so that they will embrace the Palestinian children and help them be creative and in order for their dreams to reach the sky in spite of all the obstacles and pain they suffer daily due to the blockage, killing, arrestment, separation and other practices of the Israeli occupation.

It should be pointed out that at the end of 2010, Tamer was able to work at hundreds of spots and reach thousands of children in the neglected areas specifically where libraries were designed and developed based on their needs. Through Tamer's new offices in Ramallah, many children in the neighborhood come daily to the library and hand the employees letters appreciating their work and efforts. The children come looking for new publications to read and dream within their lines visiting new places and returning home with nice images to their warm small house.

Through the different publications, Tamer tries to provide the Palestinian children with pleasure and knowledge to motivate them think and ask about everything assuring them that there will always be someone who supports their dreams and encourage them read more. Tamer published more than 19 different books, 4 of them were written by



members of the young adults from Gaza. Some of the referred to publications managed to win awards at the Palestinian and Arab levels. Thus, Tamer would like to congratulate everyone who participated in making these achievements for the Palestinian children with much love and wish of a better future for them.

Through 2011, Tamer expanded the areas where it works. Thus, it created libraries in the Valley area, Jafflik, Fasayel, the Salateen, and Imm Al-Naser in Gaza. These libraries can be nodes for happiness and hope. Mover, Tamer continued to work with the current network of libraries spread all over Palestine through developing the capacities of the librarians and providing the libraries with whatever support needed to turn them to free spaces for the children and youth.

**General Director  
Rinad Qubbaj**



### Tamer through 2010

It is amazing how knowledge and the power of expression within a normal context can make miracles and so is the case for the human mind and spirit. Tamer doesn't make miracles but it tries to build the human ability to transform knowledge and experiences among the society members to achieve the self learning of the Palestinians far away from dependency and knowledge consumption.

Through cooperation with the Palestinian society during 2010, tamer managed to create up to 320 lifelong partners including cultural, education and development associations. This emphasizes the importance o the local partnership with society to achieve the institute's mission which was never possible without the cooperation of the different local parties. Tamer worked with 125 society and school libraries and 100 society centers to implement around 2000 book discussions and 1600 workshops about expressive arts. More than 110700 children participated in the referred to activites.



The Publishing Unit published 19 different books. Besides, 6 books were produced as Braille books. 4 of them are of Tamer's publications, one is of Badeel's publications while the other one is of Ugarit's publications. 5 of Tamer's publications were produced as audio visual books on CDs. It is expected that each one of the children will benefit from the institute's programs, activities and books as the books are distributed for free to the schools and libraries. More than 200 of the children participated in "My First Book" competition through submitting their scripts and drawings, out of which 7 were selected to be published in "My First Book".

Concerning the youth, they implemented many initiatives that were impressive among the Palestinian society members. Some of them were creative in writing poetry and articles so they enriched Yara'at supplement. Besides, the youth experiences were reflected in "Sweet Oranges". Others were creative in acting and photography. Through 2010, communication was enhanced among the youth teams' members so they got to know each other's talents. Yet, the most important added value of the institute during 2010 was the love and appreciation of the local society. The relationship between Tamer staff and the local society members is characterized by cooperation which positively affected the work of Tamer.

### Mission

"Participating in building an open Palestinian society that believes in learning, justice and equality".

### Vision

"Participating in building the palestinian society through creating learning environemnt for the children, youth and teachers through focusing on developing cultural, spiritual and social attidutes needed to achieve the social human growth".

### Tareget Group

*"We cannot always build the future for our youth, but we can build our youth for the future"*<sup>2</sup>

- Children from 6- 13 years.
- Youth from 14-18 years.
- Youth from 19-23 years
- Librarians and parents
- Producers of books sector (writers, illustrators, editors and translators)

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<sup>2</sup> Roosevelt

## Values

*“Today a reader, tomorrow a leader”<sup>3</sup>*

Tamer institute participates in supporting the local community in meeting its needs and fulfilling its roles in the development of the Palestinian society. Thus, Tamer disseminates awareness of different issues that are related to society development. There are many main factors that have an impact on the Palestinian society that are taken into consideration when the programs and activities are designed such as the individuals and associations participation in ending the occupation, spreading awareness about law and human rights as well as promoting the reading learning and equality values. There are three types of values the different programs run by Tamer focus on including:

**National Values:** freedom, national identity, Palestine history, the Palestinian heritage and resisting oppression.

**Social Values:** democracy, equality, justice, social work, volunteering, integrating people with disabilities in society, believing in the ability to change, considering the minority’s rights, appreciating the value of time and work quality.

**Civil Values:** belonging to humanity, reading, logical creative thinking, accepting the other, equality among females and males as well as respecting all religions and other beliefs.

## Risks and Uncertainties

The Israeli occupation which is the ultimate obstacle any project implemented in Palestine faces is considered to be the major source of risks that may lead to the failure of any creative initiative. This has been a challenge that Tamer faces each year and will be so in the future till the Israeli occupation is ended on the Palestinian land.

The social habits limited the implementation of mixed activities especially in GS. Thus, the librarians implemented the same activity twice, one for females and another one for males. Besides, many of the libraries and society centers infrastructure is weak which negatively affected the design and implementation of the planned activities.



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<sup>3</sup> Fuller

A few human resources are available in the areas of scientific research and children books production especially concerning the technical and knowledge levels. The researches prepared about children literature consumed much time than planned. Tamer believes that conducting researches about children literature is not within its area of expertise. Yet, the need to develop a criticism movement concerning children literature highly participates in supporting the self development of children through the books he/ she reads that should be of high quality. Besides, producing audio/ visual books for disabled people took extra time and effort from the publishing unit employees. Yet, the need for providing all sectors of the Palestinian society especially the disabled ones is considered very important in order for them to be integrated in society.

The lack of income-generating projects is one of the main challenges that face the institute. The human resources are not prepared for such a step. Yet, providing human resource that are able to design and implement such projects needs huge time and financial resources that are not part of Tamer's priorities currently taking into consideration the political situation and its effects on the Palestinian economic status.

## Acknowledgement

Tamer thanks all the local libraries, schools, universities, and other local and international institutes interested in arts, education and different fields of culture that have been helping the institute throughout its journey and are still there for it in any project it plans to implement. Your understanding and cooperation is highly appreciated.

## Strategic Goals

Since its establishment in 1989, Tamer has been focusing on three ultimate strategies shaped by the hands of the staff here. The emphasis of Tamer lies within three main dimensions:

- 1- Create reading and expressive spaces
- 2- Create learning environment
- 3- Develop children literature

The First Strategy: Create Reading and Expressive Spaces

The National Reading Week, “We Plant Palms where they Read”

### The National Reading Week (NRW)

Inspired by the name of the institute, “Tamer” worked with the Palestinian society through 2010 to emphasize on the importance of reading. The palm tree is considered very spiritual for the Palestinian society and so reading is the best way to maintain the culture of the Palestinian society and the national identity as well. Thus, all activities implemented during 2010 focused on reading. Tamer worked with huge children groups in cooperation with the local theater associations in order to build their abilities in expressing themselves through performing sketches that are related to their daily life and other children stories. Many book discussions were also held at all community libraries at the different areas within the WB and GS as well as many other various activities including reading stories, open days, Palestinian folkloric games, display documentary movies, drawing, puppet shows and designing magazines.

The 2010 NRW was characterized by implementing the activities at the public spots in some cities as Hebron and Ramallah. The librarians and the children went to public squares where they read stories and distribute books to the people of children and parent. In Nablus, a train was hired from an amusement park for a day. The train was called the *Knowledge Train*. Many of the children rode it and were taken to visit some of the ancient and historical places in the city guided by a professional tourist guide from the Palestinian Ministry of Tourism and Antiquities.



### “My First Book” Competition

Throughout the competition, more than 200 stories were sent to Tamer’s literature committee that finalized them to 7. Themes illustrated in the stories are focused on the War on Gaza especially in the stories received from Gaza, friendship, animals, family relations, brotherhood, imagination, folkloric values, struggle between good and evil and persistence to success.

### “I Donated a Book” Campaign

Under “I Donated a Book” Campaign, many children collected more than 7270 books and 260 stories to assure the importance of the cultural and social participation in promoting the reading habit in the Palestinian society and motivate the Palestinians disseminate it

and pass it from one generation to another. For example, the friends of Aqabet Jaber library in Jericho including children and adults collected 450 books from the refugees in the camp and the surrounding neighborhoods. Some of the books gathered were kept in the library while others were distributed to newly established libraries in Al-Jaftlik, Nowe'meh and Oja towns.

### "Read to Me BaBBa" Campaign

This campaign is considered a cultural node within the Palestinian society for it to achieve its cultural freedom and accumulating knowledge on the social and national development initiated originally by our ancestors. This experience coincides with our Palestinian roots that deepen the children's relationship with their land and culture.

For the first time in Palestine or in the Arab World, fathers are encouraged to participate in reading for their children at the libraries. For decades, it has been the mother's duty to encourage children to read. This year the Institute thinks of fathers as main promoters of reading. Whether a carpenter, a shopkeeper, a teacher or a decision maker, all fathers were encouraged to join "Read to Me BaBBa" campaign. The campaign witnessed a noticeable participation of official representatives in reading books for children at the libraries in Jericho, Bethlehem, Hebron, Tubas, Jenin, Qalqilyah, and Jerusalem.

#### *The Society's Cooperation Makes the Campaign a Success*

"A young daughter of an uneducated police man from Yabous Charity Association asked him repeatedly to come to the library and read her and her colleagues a story once she knew about the campaign. She managed to convince him to visit the library. The father contacted the librarian and asked him to be one of the participants in reading for the children. "At Al-Obaydeyyeh municipality library, one of the children said to the director of the municipality: "my father has never read me a story. I will go back home and tell him that the municipality director read us the story of "the Paper Dress Princess" and you have to read to me too." One of the children in Al-Khader town said: "my father is in the Israeli occupation prison and no one reads me stories but my mother. Today I came to hear the story the minister will tell us and I hope that my father will read me a story one day".

### The Community Libraries' Network

The children libraries' network was launched during 2010. The librarians expressed their willingness to form a body that represents them in order to reflect their interests. Accordingly, a series of important field visits was implemented in order to assess the needs of the libraries. Later during the year, the Tamer managed to

launch a united program including holding two book discussions selected from the list of books the institute provided the libraries with (70 and 40 community and school libraries respectively).

Besides, Tamer managed to draw a policy in working with the librarians that is based on two methodologies: to build the capacities of the librarians in books indexing, classification and holding activities with the children as well as to provide the librarians with chances of self development in many cultural aspects that will enable them to work with the children properly.

### A Cultural Node, the 25 Group

Tamer's staff couldn't find another name for this group which was launched during 2010. 25 of people interested in the cultural movements from all the Palestinian areas joined in the group and implemented many book discussions at the community libraries. The group held monthly meetings throughout 2010 supervised by Tamer. This experience motivated the majority of the librarians to implement activities with the libraries visitors of the children and youth. The librarians enjoyed the discussions and were very impressed with the opinions of the children and their critical and analytical skills.

Other book discussions were then held among the librarians at each city on regular monthly basis where they met to discuss issues related to their libraries or books that they find interesting. The librarians' trainings were considered very important in the majority of the projects implemented during 2010. Besides, an evaluation was conducted in parallel with the referred to trainings to make sure they fulfilled the training needs of the librarians taking their recommendations into consideration to modify the training content based on their needs.

### Literature Days

It is a summer camp targeting the librarians. This year the librarians didn't organize the camp. On the contrary, the Tamer did in order to provide them with the chance to get to know the members of the network and share their experiences together. The camp included workshops related to build the capacities of the participants which will be reflected positively on the activities they implement with the children at the libraries where they work.

### *A Special Mark*

“Because the librarian is part of the sectors within society whose ideas and attitudes are shaped by the general attitudes of society, the majority of the librarians admitted they never read children literature books before. They also said that all they do in this area is related to book classification, indexing and circulating books.

When the book discussions were kicked off at the libraries facilitated by an external animator, the majority of them decided to take this initiative and facilitate the book discussions at their libraries. This means that they read the book before the round was held. The book for them was not just a number and a cover page anymore. It turned to be a story, a theme and a new aspect in their life. Besides, they started to evaluate the books they receive in terms of content, drawings and design”, the Community libraries Network Coordinator.

## *Theatre Days/Jefna*

At night, 'Dalia Taha' a former member in Yara'at team visited the group in Jefna. She has just finished a residence scholarship in Paris in playwriting. She shared her experience with the group and read a sketch she wrote.



## Tamer Youth Teams

Believing in the abilities of the youth to make a change in society, Tamer has been working hard on building the capacities of the youth in the majority of the areas within Palestine in order to equip them with the tools needed to build their personalities and capacities through creating expression spaces for them. Tamer youth teams include three teams: Yara'at<sup>1</sup>, Sirb<sup>1</sup> and Voices<sup>1</sup>. Through 2010, the teams' members implemented many activities including:

-*Apprenticeship*: the youth groups participated in series of events held at Haddad Village in Jenin district including reading/writing activities, walking and many other activities.

-*Day of Earth, March 31*: the youth visited one of the Palestinian villages "Safa". They helped people there in cleaning the village, planting trees and many other social activities. They reflected their feelings and opinions of the experience through writing pieces that will always be laying in their memories.

-*"Semicolon"*: a set of activities including performing plays, singing and reading poems where many of the youth were able to reflect their point of views about different topics.

-*The Magic Carpet, Whenever Possible*": the youth teams visited many villages during 2010 where they implemented many volunteer works. The referred to villages include: West Jerusalem villages, Emmaus, Qubeibeh, Bait Enan and Qattanna.

-*Meeting of Yara'at team members*: more than 50 meetings both in the WB and GS were held by the team members of Yara'at in order to discuss the pieces they intended to publish in Yara'at newsletter and the different activities that were implemented during the year 2010.

- *Theater days* in Jefna where around 50 members of the teams went to camp in Jefna to implement many creative activities.

## Impact

Through 2010 Tamer tried to find new issues that the children like to express through reading and writing in order to motivate them to express the issues they think are important. This in turn enhances their expressive abilities. It should be pointed out that the number of children who visited the libraries increased a lot

during 2010 in order to participate in the different activities implemented at the community libraries' network. This percentage was more than 60% at some libraries.

### Recommendations

- ✓ Emphasizing the role of the mass media in order to spread more awareness among people about the importance of the reading and writing campaigns. This will in turn encourage more people to participate in the different activities in future.
- ✓ Increasing the number of facilitators, storytellers and field coordinators working within the different projects in order to guarantee the implementation of the activities the best ways possible.
- ✓ Motivating the librarians of the libraries networks more through connecting them with the staff of the resources center to enhance the exchange of experiences.
- ✓ Holding more trainings for the referred to librarians in areas related to books indexing.
- ✓ Emphasizing the role of Tamer and the Mass media in disseminating awareness among society members concerning the importance of children literature aspects.
- ✓ Emphasizing more on the deprived ignored areas through implementing more projects related to building the capabilities of children living there to provide them with the chance to release stress through creative ways.
- ✓ Providing the libraries and centers with equipments and tools they need to improve their infrastructure which will be positively reflected on the quality of projects implemented in future there.
- ✓ Distributing more books to the libraries to enrich them.



## The Second Strategy: Create Learning Environment

Under this strategy, Tamer implemented various activities that aimed at creating safe environments both for children and young adults in order to provide them with a fruitful learning environment where they can learn and be creative. This strategy aims at improving the academic level of the target group members at their schools. The activities implemented under this strategy can be divided into two major dimensions including: creating adolescent friendly spaces and creating protective spheres for the Palestinian children. Detailed description about each one is provided in the following sections.



### Creating Adolescent Friendly Spaces

As part of its policy, Tamer works on creating learning environment for children and young adults in order for them to improve their academic level both inside and outside schools. Thus, Tamer designed and implemented many relevant activities under this component to meet the needs of adolescents concerning building their capacities in Arabic and Mathematics. Besides, Tamer focused on applying the different learning techniques such as expressive arts in order to help adolescents be creative and reflect their needs and ideas. 100 community centers were involved in this component spread in the WB and GS.



### Specific Objectives

- ✓ Improving the academic level in Arabic and mathematics of adolescents whose ages range from 10-18 at schools through arranging relevant activities at 100 centers in the WB and GS.
- ✓ Building the capacities of adolescents to apply expressive arts as a creative learning methodology.
- ✓ Helping the adolescents apply entertaining activities such as sports activities to reflect their needs and feelings.

### Activities for the Adolescents

Many activities were implemented at the community centers to improve the academic level of adolescents in Arabic and mathematics including theater, workshops, acting/ drama, work sheets, creative writings, sports activities and other

activities. Besides, many contests also took place in order to improve the adolescents' ability to reflect their feelings and entertain them as well. The academic performance of students increased at schools which in turn encouraged other participants' parents to send their sons/ daughters to the centers too. More than 16000 adolescents participated in the referred to activities. The improvement of the academic level of the participants motivated the parents of other students to encourage their sons/ daughters to join in the activities implemented at the community centers.

### Documentary Films

Moreover, 34 initiatives were implemented at the different centers out of the adolescents various ideas suggested. Adolescents' capacity in logical thinking and other relevant skills were empowered to enable them come up with the ideas and implement them. Besides, they were provided with enough space to implement their ideas at the centers. Concerning the project's staff and animators who worked with the adolescents, they received a 104 hours orientation training program.

### Field Visits

Groups of children who are involved in many activities implemented at the community centers that represent some of Tamer's partners conducted many field visits to some Palestinian villages during 2010. The trips aimed at creating the space for the involved children to visit areas they have never been to before in Palestine and enabling them meet with some old people who have many of the Palestinian folkloric stories saved in their memories in spite of the passage of time. The experience was very interesting for the children who wrote down the stories they heard and were excited to pass them to their peers, friends and relatives. Besides, the referred to trips helped them emphasize their Palestinian national identity.

### Open Days

Open days were arranged at different locations in the WB and GS during the open days, children got the chance to express their feelings and opinions about different things around them and more importantly release the stress they feel. Children presented many expressive works including puppet shows, storytelling, paintings and other activities. The open days helped attract the attention of the local society members to the Palestinian heritage which helped emphasize their Palestinian identity.

3 films were produced to document the experience of children, storytellers and other involved parties concerning the different activities they implemented both in the WB and GS. More than 700 children participated in the production of the referred to movies.

### *Quotes*

*"I think that my participation in the life skills sessions was also of a great benefit for me because I have overcome the shyness problem", Ja'far Faleh, a participant.*

*"I think I can realize my dreams while being here in the center", Saber Abu Laila, a participant.*



## A Protective Sphere for Palestinian Children – Reducing Violence, Increasing Protection within Children’s Schools and Communities

The healthy safe environment is the core foundation for children, youth and adults to have the opportunity to learn, think and be creative. Through this dimension, Tamer worked on improving the surrounding environment of children who study at many schools in the WB and GS. The Institute worked closely with the community members, schools staff and children in order to create protective spheres for them where they can have a productive fruitful life with minimal degrees of violence practiced against them.

### Specific Objectives

- Increasing the ability of children to defend their right to protection and reduce violence within their schools and communities
- Strengthening the ways in which families and communities can expand the “protective spheres” for children.
- Enhancing the children’s capacity to monitor, document, report and advocate on child rights and protection issues.

### Training School Based Educational Committees (SBECs)

36 hours training sessions took place during 2010 targeting 100 of the SBECs to increase their awareness of the alternatives to violence and conflict resolution. Besides, the training was designed to build the capacity of the school teachers and directors involved in terms of how to deal with students. The training highlighted the effects of corporal punishment on the mentality and behavior of students which can lead to more violence practiced. The trainings were implemented at different schools spread at the different areas of Qalqilyah, Hebron and Salfet as well as Gaza strip.

### Small – Scale Interventions

To enhance the role of both SBECs and Continuous Learning Groups (CLGs) members at the targeted schools, the facilitators held meetings with them at each school in order to identify the mostly needed interventions at their schools. This initiative aimed at meeting one of the most urgent needs of the schools to make them better and safer places for children to learn at.

### Activities for Children

More than 5000 children with the help of the SBECs members at schools planned and implemented open days at the i Open days were divided into two parts. During the first part, children implemented many various activities while the dedicated to the launching of the campaigns. Both types of activities highlighted major issues related to violence

### *Some of the Campaign Titles*

“Stop Discrimination and Verbal Violence at our School”

“Mom, Dad Come to my Second Home”

### *A Success Story*

In Al Zawia (Salfet Governorate), a group of students used to be very annoying to their classmates. However, now after participating in the activities of the project they become calm, understandable and helpful.



children at schools. The activities that took place varied from singing, dancing, performing dramatic plays, delivering speeches, holding open discussions, launching cultural competitions, drawing, face painting and performing puppet plays. Issues reflected in the campaigns and activities included themes related to children protection, needs, problems, relationships and other issues. Many parties participated in the open days including representatives of the Ministry of Culture, MOEHE, municipalities and SBECs members.

### Facilitators Trainings

Facilitators at schools who were involved in the activities received an 8 hours training program on topics related to campaigns management, communication skills and mediation to build their capacities in planning and implementing the campaigns. This enabled them help the CLGs at schools to implement their campaigns the best way possible. After the trainings were completed, facilitators went back to their schools and started to work with children in identifying the action plans for implementing their campaigns.

### Impact

More adolescents come to libraries and *community centers* to participate in the different activities implemented there. The trained adolescents become more heavily involved in the development society making use of their acquired thinking and analytical skills. More importantly, the academic level of the adolescents involved improved noticeably.

Many activities were implemented at the targeted *schools* helped in creating awareness among children, families and school staff about the violence effects and consequences. Besides, the trainings provided the involved parties with alternative tools to violence in order for them to achieve their goals. SBECs including parents and teachers at schools as well as CLGs including children were established to guarantee that the implemented activities would benefit all members of society and truly make a change. The activities helped in reducing the degree of violence practiced against children at their schools and communities.

### Recommendations

- ✓ Increasing the level of coordination and communication among all partners to ensure maintaining easy flow of information and implementing the activities the best way possible.
- ✓ Targeting other groups within the community with the alternative to violence training in order to expand the impact of it all over the society.
- ✓ Holding more workshops and trainings in order to improve the relationship between children and their parents to help them solve their problems.
- ✓ Increasing the training hours dedicated to alternatives to violence and conflict resolution in order to cover more topics.
- ✓ Producing a training manual covering the referred to topics to be followed at schools.
- ✓ Planning and conducting awareness campaigns for the promotion of alternatives to violence.

## The Third Strategy: Develop Children Literature

In spite of all the national efforts that are directed to promote for the reading habit among the Palestinian society members, reading is not emphasized yet among them and so is the case in the other Arab countries. This is mainly because of the lack of scientific researches conducted in areas related to children which means that society consumes knowledge rather than produces it. This in turn negatively affects the quality of the literature outputs presented, the criticism movement that accompanies it and children books industry. Thus, children books are presented in most cases as a preaching method which is part of the cycle of the oppressive teaching cycle applied at schools. Through this program, Tamer tries to produce interesting books for the Palestinian children.

### Specific Objectives

- ✓ Publishing more books either written in Arabic or translated into Arabic to make them available for the children.
- ✓ Designing and implementing more activities that are related to children literature at the resources center.
- ✓ Enhancing the cultural exchange through participating in international literature conferences and events as well as hosting writers.
- ✓ Developing Palestinian children literature through conducting researches in this area.

### The Publishing Unit

Through 2010, the publishing unit published 19 books, 4 of them were translated from other languages. The majority of the scripts published were selected from a group of stories received. It should be printed out that Tamer provides writers with the chance to publish their scripts through an announcement it publishes during March on yearly basis. The translated books are chosen from the books that presented in the international book fairs held around the world. He scripts and books are sent to professional committees specialized in children and youth literature including writer and illustrators who provide their recommendations in this area.

The published books were distributed to 78 public libraries, 40 school libraries and community centers with which Tamer works both in the WB and GS. 9000 copies of the publications were distributed (for free) to the

### *The Publishing Unit Supports the Local Community*

The publishing house that published “*Come Play with me*” considered it the best book it has ever published in terms of design and drawings.

Since the local society liked the books Tamer published, the institute decided to contract a publishing house to produce 30 thousand copies of *Come Play with me* and distributed it to the 1948 families.

Some books were produced as audio visual books which supported Al-Quds Educational TV and proved the ability of the local society to produce high quality audio visual books. Moreover, it enhanced the volunteering spirit within film producing sector related to social issues.

schools of the WB and GS based on an agreement with the MOEHE in order to guarantee that the publications will reach as many children as possible and promote for the reading habit among the Palestinian children.

Moreover the institute produced many books as audio, audio- visual and Braille books and distributed hundreds of copies to the community and schools libraries. Besides, copies were sent to community centers that host children with special needs in the WB and GS. The process of producing and distributing the books has strengthened the skills of the institute staff in terms of the steps of producing the best quality of books (content, language editing and design) and was reflected well locally and internationally.

Some of the regular publications of the resources center and the publishing unit include “Tayef” magazine which is a semi-yearly publication that is specialized in criticism in the field of children and youth literature. The topics the magazine highlights vary among criticism articles, experiences, stories, translated scripts, cultural activities and others. Tayef for this year includes a special report about “my Code Name is Butterfly” which includes many articles that were written about the story especially after book copies were withdrawn from some of the school libraries. It also includes another report about “Little Piece of the Land”, a report about the experience of the book jointly written by Sonia Nimer Elizabeth Lerd, the experience of young writers during literature days and some translated pieces of children and youth literature.

The following section illustrates the publications of 2010. (for more details, please check Annex 2).

### List of Publications

#### *Local Publications*

- ✓ My First Book
- ✓ Tayef 2010
- ✓ Aunt Zayoun and the Olive Tree
- ✓ Omar and HaHa
- ✓ Come Play with me
- ✓ The Jar in the Well
- ✓ The Thin Boy’s Dreams
- ✓ The Song of the Well
- ✓ Hetalieh
- ✓ The Last Closed Door
- ✓ The Rainbow Kids/ play script
- ✓ Moses Khan/ play script
- ✓ The Piano Boy/ play script
- ✓ Al-Termal/ play script

### *Great Improvement in Children Drawings*

Tamer hosted the illustrators Amal Karazai and Raouf Karray through 2010. Through the workshops they implemented, children were able to improve their drawings through applying new techniques in this area. Besides, they helped build the capacity of other illustrators and staff members who work in this area.

Karazai and Karray implemented workshops with the librarians in order to highlight some aspects related to evaluating the books drawings building the children analytical skills.

Later, Tamer started to work with the schools librarians in order to build their capacity in analyzing the children books drawings. Accordingly, Tamer conducted a research related to the portrait of the children in the Palestinian children books.

- ✓ *The Translated Books*
- ✓ All his Ducks
- ✓ The Bear and the Wild Cat

- ✓ The Odd Demon and Sharba, t
- ✓ Barzakh
- ✓ Wolf of the Sands

It should be pointed out that “Come Play with me” won a prize as the second best book in the *Best Arabic Book* competition that was arranged by Itesalat in the UAE. Besides, “Aunt Zayoun and the Olive Tree” were included within the list of the best 10 books among 101 books for children in the Arab World. “Dream”, “the Thin Boy’s Dreams”, the “Photo” and “the Tale Starts from Jerusalem” were included within the 101 books.

### Resources Center

This Center is considered to be the major provider of children literature books. It is open for all sectors of children anytime. The resource center provides continuous support to the libraries network through distributing children literature books. This helps children to find new books of better quality to read.

Various activities were implemented to develop the Palestinian children literature including books discussions, distributing books and training on various topics related to building the capacities of the librarians through 2010. Many librarians from the community libraries network developed a schedule of the dates, times and books titles and published them in order to create the chance for many people interested in this field to join in the discussions which were held bimonthly (14). The referred to book discussions also took place at the schools libraries so that children who can’t go to libraries outside schools can benefit from them as well.

Tamer is keen on hosting the writers/ illustrators in the discussion round when their publications are discussed. Thus, the report of the discussion round is sent to the writer/ illustrator after the session is done in order for him/ her to review the recommendations provide taking into consideration that the majority of the attendance is writers and librarians who are interested in children literature or other individuals who provide consultation in evaluating the Palestinian literature outputs. It should be pointed out that the notes the participants provide the writer with are taken into consideration. This was the case in many occasions during 2010. For example, concerning “the Last Closed Door”, the writer Ibtisam Abo Mayyaleh attended the session and considered the notes provided to her by the audience and so was the case for Ibtisam Barakat.

### *A Revolution within the Resources Center*

When the Resources Center was established 14 years ago, Tamer was not able to identify a mechanism for purchasing books. Besides, there was no friends committee for the Center since many administrative managerial issues were not clarified back then.

In 2010, the institute was able to identify the mission of the Center which in turn facilitated the process of books inventory. The books related to children literature were kept there as a step in turning the Resources Center to a center specialized in children literature.

10000 books are available at the Resources Center. 120 books are lent to children each month. More than 50 children visit the Center monthly.

The Resources Center provided 70 community libraries with 280 books. Besides, it provided 40 school libraries with 135 books each.

This series of book discussions will be approved and held regularly especially concerning the new books before they are published. They aim at creating a criticism movement in the children literature industry sector which will develop children literature in Palestine in terms of content and design.

### Researches

Through 2010, Tamer conducted 7 major researches that are related to developing children literature. The institute believes that it is very important to build its strategy and activities in this area based on actual scientific results that reflect the major trends in Palestinian literature and the reading attitude among the Palestinian individuals. Tamer cooperated with special experts in applied research to conduct the referred to researches. After they were finalized, discussion rounds were arranged at some of the libraries to discuss the researches and present the findings. The titles of the researches are provided as follows:

- ✓ “*Reading Habits among Children*”<sup>4</sup>, by Birzeit University.
- ✓ “*the Palestinian Children Writings*”<sup>5</sup>, by Ibrahim Hashhash
- ✓ “Book Industry in Palestine”, by Wisam Rafeedi.
- ✓ “Children Literature Bibliography”, by Mari Fashah.
- ✓ “The Portrait of the Palestinian Child in Children Literature”, by Waleed Ihshayyesh and Sadeq Il-Khadour.
- ✓ “Children Literature in Palestine”, by Waleed Hashayesh.
- ✓ “The Portrait of the Palestinian Child in the Palestinian Books Drawings”, by Waleed Ihshayyesh and Laila Al-Batran.

### Hosting Writers

Through 2010, Tamer hosted many well-known writers and illustrators. Amal Karazi was invited for 4 months to deliver training sessions on children books illustrations. A group of librarians were invited to this training in order to build their capacities to help develop children literature. Tamer also invited the American writer Elsa Marston to Palestine. She conducted 4 meetings with the children literature writers and other cultural exchange workshops at many local cultural centers and universities. Besides, Tamer invited the Tunisian illustrator Raouf Karray, the Swedish writer Ulf Stark, the publisher Mona Henning and the Norwegian writer Simon Stranger, the author of “Barzakh”. The fact that Tamer hosted Arab and foreign writers helped enrich the book discussions that were held and encouraged the Palestinian



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<sup>4</sup> Ages of the children targeted in this research range from 10-18.

<sup>5</sup> Ages of the children targeted in this research range from 8-16.



children and youth to develop their capacities in writing and reading. Besides, it provided them with the chance to meet creative people from other cultures and be inspired by them.

### Participating in local and International Book Related Events

Many activities including training, conferences, apprenticeships, festivals and so many other events took place during 2010 that helped the participants build their capacities in many areas within illustrations, reading, writing, coordination for events and so forth.

- ✓ Bologna book fair where Tamer presented the activities it implemented and the books it published as a winner of the Astrid Lindgren Memorial Award 2009. During this event, the institute was able to search for books that might be translated to Arabic from different languages and cultures. Besides, the institute participated in Frankfurt annual book fair.
- ✓ An activity to support the idea of a web network to link organizations that promote reading. This activity took place in Spain through the French organization “MediaKitab”.
- ✓ The steering committee meeting of Hakaya activity in Tunisia
- ✓ A visit to the Norwegian literature festival in Lillehammer. This visit gave Tamer a space to demonstrate its experience in the field of children literature under occupation.
- ✓ A workshop on children literature management where 3 librarians and 3 staff members of Tamer participated. The referred to workshop took place in Amman, supported by Anna Lindh Foundation.
- ✓ The General Director of Tamer visited *IBBY* congress in Barcelona. The visit facilitated the participation of 2 staff members from GS office in a workshop on film making for youth in Norway in January 2011



### Impact

Through the referred to activities, Tamer managed to reach neglected individuals such as people with disabilities through producing audio, audio-visual and Braille books and distributing them to many libraries. Besides, the institute provided the resources center with many new books which encouraged children to read more. Moreover, the capacities of the field coordinators were built in many aspects related to children literature which enabled them to provide children who visited the libraries with more support.

## Recommendations

- ✓ Improving the infrastructure at the involved libraries.
- ✓ Recruiting more staff members or field coordinators to enable them implement the activities planned in the best way possible.

## Tamer and the Mass Media

The Palestinian mass media including TVs, newspapers and radio stations published news about Tamer and the activities the institute implements. The relationship between Tamer and the mass media is considered to be very important in the development path of Tamer and participates largely in the success of events of the institute. Besides, it has a noticeable role in spreading awareness of the importance of reading, writing and the other activities implemented by Tamer which helps it meet its goals. (Samples of news published through the mass media are provided in Annex 1)

## Annex (1)

### News about Tamer/ Samples

#### Tamer Launches “Read to Me BaBba” Campaign in the West Bank and Gaza Strip to Motivate Children to Read

*November, 2010- Al-Ayyam*

Tamer Institute for Community Education launched “Read to Me BaBba” Campaign at the different cities in the West Bank (WB) and Gaza Strip (GS) yesterday. In Tulkarem, the campaign was launched at the Municipality Public Library. Tulkarem’s governor (Talal Dwekat), Municipality head (Iyad Jallad), Education and Higher Education Directorate head (Mohammad Al- Qubbaj) and the acting director of police station narrated stories for schools children. This initiative aimed at motivating the parents of the children targeted through the campaign to be more involved in the activities with their children. Many activities were held at the library that day for the children who noticeably interacted with the principals while they were telling them the stories.

The children asked the principals “storytellers” many questions while they were narrating the stories and got honest answers which enhanced the relationship among the involved participants. The children expressed how happy they were to join this campaign highlighting the importance of the role their parents must have in order to support them during their childhood/ to enable them face the different challenges and obstacles they may face in the future.

In Toubas and the North Low Areas, Dr. Marwan Toubasi participated in the launching of the campaign. Dr. Toubasi, the Education and Higher Education Directorate head (Mohammad Zakarneh), Detainees Club director (Mahmud Sawafta), representatives of Tubas Municipality, police station and Tamer Institute visited many schools at the governorate in Toubas. The governor read stories to the children such as “Come Play with me Daddy” and discussed it with the children in terms of its theme, events, and characters and so on. Dr. Toubasi called children to read more books especially during their free time in order to turn it to a habit practiced daily with the support of their parents as well.

In the Municipality Library of Jenin, the campaign was launched yesterday. Jenin’s governor, many educational specialists, many students and representatives of Mahmud Darwish Foundation, Sharek Youth Forum as well as Tamer Institute for Community Education attended the launching. The governor emphasized the importance of communication between children and their family members through reading activities because reading is what makes good leaders in the future. Musa empathized that the Palestinian woman has a major role in raising up the Palestinian children and spreading awareness among them concerning various issues directly related to their life and national identity. The governor read stories for the participating children. Then he distributed many copies of stories published by Tamer Institute to the participating children. The events of this campaign will take place till the 5<sup>th</sup> of the current month.

In Hebron, Tamer launched the campaign yesterday. First, the policemen organized the traffic. Then, many policemen read stories to the children which was very well received by the children and changed the tough image of policemen children have in mind.

In Jericho, the campaign was launched yesterday at the Child Center of Jericho Municipality. The municipality head (Hasan Saleh), the Education and Higher Education Directorate head (Mohammad Al- Hawwash), the field coordinator of Tamer, the public relation of the police, representatives of different associations and crowds of children attended the activities that took place.

Tamer Institute director, Rinad Qubbaj, emphasized that “Read to me BaBBa” campaign launched in the WB and GS aimed at strengthening relationships between children and their parents, “male parents” particularly.

### Palestine Wins the Anna Lindh Award for Children Literature

*December, 2010-Al-Ayyam*

Cairo- Associated Press: the Euro-Mediterranean Anna Lindh Foundation for cultural exchange announced yesterday the winners of the children literature prize in the Middle East. Many Arab countries including Egypt, Palestine and Lebanon participated in the competition.

The head of the judges committee (Shwekar Khalefa) said that she and the committee members who are specialists in children literature, including Yumna Al- Batran (from Palestine), the Egyptian artist (George Fekri) and Hala Barazi evaluated 27 books submitted by 12 publishing house from all around the Arab world.

“The committee members chose the winning books including: “Animals Dreams”/ Egypt, “Ta’ Marbouta Tatir”/ Palestine, Al-Ein/ Egypt, “Tamsaheyyah”/ Lebanon as well as “Laughing and Crying”/ Lebanon”, Khalefa added.

Anna Lindh will hold a festival during March, 2011 to hand the awards to the publishing houses representatives, books' authors and illustrators of the winning books and those that won honorable awards. The referred to awards were granted under the program “I Read Everywhere” that was started on 2006 to motivate the production of Arab children books. The Regional Arabic Children Literature Program of Anna Lindh is implemented in 5 Arab nations up till the moment including Egypt, Jordan, Lebanon, Palestine and Syria.



## Launching “Read to Me BaBBa” Campaign in Jerusalem

*December, 2010- PANET*

Tamer Institute for Community Education launched yesterday “Read to Me BaBBa” campaign. Many activities were implemented targeting the children of the Palestinian detainees in Jerusalem. The clown implemented many activities to entertain the children. Many of the Palestinian Legislative Council members who are under the threat to leave Jerusalem by force participated in the referred to activities too through reading stories to the children as a gesture reflecting their support of the children whose parents can’t read them stories because they are detainees at the Israeli prisons. The referred to activities took place at the Red Cross Headquarter in Jerusalem.

One of the participating children delivered a speech about their parents who are at the Israeli prisons demanding the Red Cross to immediately take actions to free them or at least to improve their conditions there.

The activities of the campaign will be implemented at Sheikh Jarrah area, at the Lobby Camp in Selwan, at the Motale’ Hospital and other locations including schools, associations and community centers to emphasize the role of society in supporting the children of detainees and reduce the suffer they face.



### Partners and Volunteers

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

- Frankfort Book Fair
- The French Consulate
- Goethe Institute
- Bologna Book Fair
- MPDL
- The Arab Fund for Culture and Arts
- The Norwegian Representative
- COBIAC
- SC/UK
- The French Cultural Center
- The International Council for the Youth Books
- The Swedish General Consulate / SIDA
- UNESCO
- The Ministry of Culture/ Sweden
- The Swedish Council for Arts
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## Annex (2)

### The Publishing Unit Catalogue for Children Literature Works

#### The Publishing Unit Report for 2010

Through 2010, the following publications were produced:

***Come Play with me:*** 3000 copies of the book were produced. Many copies were distributed to the school and community libraries the institute works with which are members in the Children Literature Libraries Network (CLLN).

Author: Safa' Omer

Illustrations: Nadine Saydani

This is a story of a boy who keeps pushing his busy father to play with him, but an interesting change happens at the end. It is a poetic book with a simple language and pages of creative colors and illustrations.



#### ***The Dreams of the Thin Boy***

Author: Mahmud Shukair

Illustrations: Yara Bamieh

This novel is about a Palestinian child who lives in the fifties of the twentieth century. He witnesses 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 reality and fantasy and describes the different attitudes of a teenage boy, his hopes, desires and visions.

Theatrical Scripts, under Improving the Fresh Writers project in Gaza: through 2010, some theatrical manuscripts were produced and evaluated by a committee specialized in children literature. The committee members selected four scripts to be published which are: the Rainbow Children by Nismah Jaber, Al-Termal by Nismah Al-Alkouk, the Piano Boy by Nour Ba'loushah and Moses Khan by Ahmad Shehadeh. Copies of the referred to scripts were distributed to the school and community libraries the institute works with which are members in the CLLN.



***Hetalieh***: from “The First Well” for the Author Jabra Ibrahim Jabra

Editor: Sameh Abboushi

Illustrations: Amal Karazi

This book is one of the childhood stories that the author Jabra lived in Bethlehem in the thirties of the twentieth century. The mother of the child in this story makes him “Hetalieh”, rice with milk, and leaves it to cool so that the family can eat it when the father comes back from work in the evening. This white delicious dish and the naughtiness of children seduce Jabra the child to invite his friends from the neighborhood to his house in order to prove that he was telling the truth by seeing the delicious dish with their eyes. Then, unexpected exciting events happen. 11000 copies of the book were produced, 9000 copies were distributed to the schools both in the WB and GS. The rest of the books will be distributed to the community and school libraries that are members in the CLLN.

### ***The Last Closed Door***

Author: Ibtisam Abu Mayyaleh

Cover Illustration: Tahani Sweidan

This novel takes place in the seventies of this century. It is about Iman who is married to her cousin against her will. Iman’s mother sends her on a dangerous journey with strangers from Amman to Jerusalem. Iman realizes from the beginning that she was sold to preserve the legacy of the family and their house in Jerusalem. She realizes also that this journey was enough to change the destiny and the course of her life forever. Through her journey, Iman lives a love story and passes through many exciting and complicated events. This is an exciting and deep novel that reshapes Jerusalem in the minds of the readers in its most beautiful forms, and presents a painful but triumphant destiny for Iman. 11000 copies of the book were produced, 9000 copies were distributed to the schools both in the WB and GS. The rest of the books will be distributed to the community and school libraries that are members in the CLLN.

### ***The Well Song***

Author: Anas Abu Rahmeh





Illustrations: Lubna Taha

This book includes short stories (for young adults) about love, homeland, childhood, human relations and nature. The book is written in a poetic language and a deep human spirit. 1500 copies of this book were produced and will be distributed to the community and school libraries that are members in the CLLN.



### ***My First Book***

Author: Children from Palestine

Illustrations: Children from Palestine

This book includes many stories that were written and illustrated by creative children from Palestine. It is published annually by Tamer. My First Book is considered an open expression space for the Palestinian children everywhere. 2000 copies of the book were produced and will be distributed to the community and school libraries that are members in the CLLN.



**Tayf:** a magazine published annually by the Resources Center at Tamer, specialized in local, regional and international children literature. Tayf 2010 included some reports about books as “My Code Name is Butterfly” and “a Little Piece of Land”. Besides, it includes articles translated from other languages about young adults literature and reports about the most recent publications of Tamer.

### ***Aunt Zayoun and the Olive Tree***

Author: Fatima Sharaf Eddin

Illustrations: Sinan Hallaq

Co-publication: Asala Publishing house- Beirut.

In a small village, there is a small hill where an olive tree and an old lady live. The lady is a hundred years old and the olive tree is three hundred years old. The olive tree and the old lady know the secrets of the grandfathers, the fathers and the sons of the village that no one else knows. The olive tree is standing and doesn't ask for much, so is the good old lady.



**Catalogue of Tamer's Publications:** it includes a detailed list of the publications of the Tamer 2008 - 2010 with a brief overview of each publication both in Arabic and English. The catalogue was distributed to the community and school libraries that are members in the CLLN and other associations interested in children.



## Translated Books

### ***Isthmus “Barzakh”***

Author: Simon Stranger

Translation: Zakieh Kheirhoum

Origin: Norwegian

This story is about “Samuel” who emigrates from Africa with a group of people on a poor boat to Europe. The novel is about illegal immigration and the pain that faces immigrants as they reach their destination. 3000 copies of this book were produced and distributed to the community and school libraries that are members in the CLLN.



### ***The Sand Wolf***

Author: Asa Lind

Illustrations: Kristina Digman

The book tells the Story of “Zackarina”, the curious girl who meets a weird imaginary creature at the beach close to her house. A beautiful friendship grows between them during the summer time. 3000 copies of the book were produced and distributed to the community and school libraries that are members in the CLLN.



### ***The Odd Demon and Sharba, the Beautiful***

Author: Ali Asghar Sayyed Abadi

Illustrations: Beman Rhemi Zadoh

Translation: Ablah Toubasi

Origin: Iran

This book is about beautiful Sharba who is kidnapped by demons and the odd kind hearted demon who can't be evil or e committed to the evil commands stated in the demons' book. The odd demon falls in love with beautiful Sharba and is transformed gradually to a human being who lives with humans in the town. A very exciting story that is full with imagination and creativity. It is told by four different narrators. 11000 copies of the book were produced. 9000 copies were distributed to the government schools both in the WB and GS. The rest of copies were distributed to the community and school libraries that are members in the CLLN.



### ***All His Ducks***

Author & Illustrator: Christian Duda & Alle Seine Entlein

Translation: Amina Aurt.

Origin: Germany

The book tells the story of Konrad, the hungry fox who searches a meal to put an end to his hunger. However, he finds an egg of a duck. An exciting story about the relationship between the fox, his son “Laurence” the duck and his ducky grandchildren. It includes many feelings and internal conflicts. 11000 copies of the book were produced. 9000 copies were distributed to the government schools both in the WB and GS. The rest of copies were distributed to the community and school libraries that are members in the CLLN.

### ***The Bear and the Wild Cat***

Author: Kazomi Yomoto

Illustrations: Komako Ski

Translation: Abla Tousbasi

Origin: Japan

This book is about a bear that was not settled with the idea of being separated from his friend, the bird. Thus, he puts the bird’s dead body in a box and carries it with him wherever he goes. Suddenly, the bear meets a cat who plays violin for him. Then, the bear decided to bury his friend. The cat too has a friend that he lost. Yet, life doesn’t stop after his death. That’s why the cat decides to play music to cheer people up. The cat offered the bear a tambour to play music with him while travelling from one place to another.

### ***Audio Books***

Two of Tamer’s publications were transformed into audio books which are “The Well Song” by Anas Abo Rahmeh who recorded the book too and “The Thin Boy’s Dreams” by Mahmud Shqiare recorded by Saed Karazon. 1000 CDs of each book were produced and will be distributed to the schools, associations and institutes that work with people who have a disability in their eyes both in the WB and GS. The rest of the copies will be distributed to the community and school libraries that are members in the CLLN.

### ***Audio Visual Books***

Five publications of Tamer were transformed to Audio Visual Books including: “Come Play with me”, “the Rain Singer” and three other folkloric stories taken from the Palestinian heritage and published by Tamer as well as “the Thin Boy’s Dream” and “the Well’s



Song”. The CDs will be distributed to the schools, associations and other institutes that work with the disabled people both in the WB and GS as well as the community and school libraries that are members in the CLLN.

### ***Braille Books***

Some of Tamer’s publications, Dar Al-Muna, and Badeel Center were transformed to Braille Books including:

- ✓ “My Code Name is Butterfly”/ Tamer Institute
- ✓ “The Election Day in Sabana”/ Tamer
- ✓ “Iman and the Paper Kite”/Tamer
- ✓ “Can you Whistle Joana”/ Dar Al-Muna
- ✓ “Jenan in the Wishes House”/ Dar Al-Muna
- ✓ “Searching For the Moon”/ Badeel Center

100 copies were produced and distributed to the universities and schools for students who suffer from disability in their eyes all over the WB and GS. Besides, 60 copies of each on the publications were sent to the MOEHE so that they will be distributed to schools where there are students who suffer from disabilities in their eyes.