



Annual Report 2011

مؤسسة تامر للتعليم المجتمعي
Tamer Institute for Community Education



كما طفلة تحبو على أربع كانت تامر، تتحسّس الأشياء، تتلمّس رائحتها والطعم، تُقلقل نظام الأشياء، تبتدع آخر غيره.. ترتل ثم خطواتها وثقة. تقف على اثنتان، وتكبر كأنها حياة، تدفع بها قيمها، ويميّزها شدة غنائها، حذرها والرقى. لم تكذ تحبو حتم، انطلقت تر كض علم، قدمين.



	1
Cover	
Table of Contents	2
Tamer Institute's Team and Staff	3
The General Director's Message	4
Tamer in a few Words	5
Mission	5
Vision	5
Values	5
Challenges and Uncertainties	6
Acknowledgements	6
Added Values of 2011	6
Awards	6
Strategies	7
First strategy: Creating a Learning Environment	8
Second strategy: Creating Spaces for Free Expression	11
Third strategy: Developing Children Literature	15
Our Donors	19
Appendix	20



Tamer's Staff

Board of Directors

Arham Al- Damin : Chair Woman

Kamal Shamshoum: Deputy Manager

Abla Naser: Member

Maurice Bakleh: Treasurer

Amer Shoumali: Memebr

Denis Asad: Member

Mahmoud Awad: Treasurer

Mahmoud Al-Atshan: Member

Munir Qazzaz: Member

Tamer Employees 2011

Renad Qubbaj (General Director)

Abdelsalam
Khaddash

Diala Halayqa

Mahmoud Al-
Boubli

Samar Qotob

Adlin Karajah

Fadi Al-Atari

Mohammed Abo
Sliman

Samer Al-Sharief

Ahlam Abed

Fatina Al-Jamal

Mohammed
Zyara

Shadi Al-
Ayassah

Ahmad Amarneh

Fyrouz Hmaid

Nabila Hasan

Shaima' Farouqi

Ahmad Ashour

Gehan Abo
Lashin

Niveen Shaheen

Suzan Za'rour

Ahmad Hneti

Hala Al-Shrouf

Osama Essawi

Yousef Abo
Jarbou



Alaa' Qaraman	Ihsan Al-Ifrangi	Rimah Abo Zaid	Zakeyyeh Mas'oud
Al-Hareth	Nisreen Khalil	Rinad Hamed	
Rayyan			
Anwar Al-Tatari	Kamel Suliman	Ruba Totah	
Asma' Hadrous	Khalil Ghouj	Samah Hammoud	

Word of the General Director

A spring, blooming lands and the miracle of grass reshapes itself with the start of each spring forming the same luscious colors, standing and proudly raising its head to breathe the warmth and the fresh air. Spring revives the spirit of freedom, that has been much sought after and has been absent for decades, reflecting on the needs and demands to reshape the society's self image, as witnessed in the Arab Spring Revolutions . The Arab spring carried different mottos that cannot only be shortened by the term “Freedom”, which embodies a whole concept on the ground, in thoughts and in one's self. Freedom is always associated with the desire to build a free society that enables individuals to read and analyze life and their surroundings, and to question and waken the spirit of knowledge and the seed of understanding within these individuals.

There is always light within those who lead and those who encourage change in their societies, much like Tamer's work in 2011. Tamer's National Reading Campaign's logo “We Read, Rejoice and Build” was inspired by the revolutions around the Arab World keeping up with the spirit of what is true, vibrant and human within Palestine and the Arab countries.



The National Reading Campaign was launched this year stressing the importance of reading and expression in the creation of spaces of inspiration and knowledge, which constructs any society. Hence, with these tools at hand we help create children, youth and humans find joy, comfort and hope at heart which would push them into a responsible, positive interaction that enables initiation, dreams and change. For expression is a broader concept which is not to be confined to writing a few words here and there, or reading a book, expression is a case of continuous interaction and identification with our daily actions as individuals and peoples. As surrounding situations are of importance, civil and official institutes should delve into discussions on educational policies and regulations as these should be subject to change with regards to the surrounding circumstances. The child's daily life and educational process is not to be separate from the surrounding situations. The challenge at hand essentially lies within the official institutes to keep their dreams and visions alive; Encouraging liberation, diversity, creativity and creating a safe environment for the child- allowing him to analyze and question attentively, rather than being a passive receiver of information.

Within its National Reading Campaign, Tamer has maintained and built partnerships across the country. These partners help and support us by sharing dreams, vision and experience. Our work with the partners enables the community and school libraries to function as hubs to create free societies by interaction on a professional and human level. Tamer continuously supports the libraries by arranging monthly meetings, working on the infrastructure, and providing these libraries with books published locally, regionally and internationally.

Our continuous efforts do not end with building a cadre or a helping library grow. Tamer is home to diverse activities; authors, illustrators and storytellers are regularly hosted, their work is always a center discussion and debate, which helps enforce our children and young people to vividly read through their cultural product, which develops insight that contributes to achieving their rights and dreams of freedom.

In the end, we would like to say thank you to all of our partners who inspire us and enrich our experiences, helping us move steadily together for a new tomorrow; whether they were children, youth, authors, illustrators, librarians, and of course our employees and volunteers.

Renad Qubbaj, 2011.



Tamer Institute is a national non-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. Since its establishment Tamer has had a solid vision "For a free Palestinian society that believes in freedom and equality". Tamer employs its mission, work policies, staff's and the society's capacity to achieve this vision.

Mission

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

Work Philosophy

1. Encouraging the work of small groups that stems from personal initiatives by helping these groups network with other partners in the society.
2. Investment into the available resources to meet the basic needs of the Palestinian society.
3. Working with the youth as they are a core stone in the community growth.

Values

Tamer Institute participates in supporting the local community meeting its needs by playing a role in the development of the Palestinian society. Thus, Tamer raises awareness of different issues that are related to the development of the society. Many factors leave an impact on the Palestinian society; these are always taken into consideration when the programs and activities are designed such as the individuals and associations participation in ending the occupation, raising awareness on the law and human rights as well as promoting reading, learning and equality as core values of the Palestinian society. There are three types of values the different programs run by Tamer focus on including:

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



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

Civil Values: belonging to humanity, reading, logical creative thinking, accepting others, equality among females and males and respecting all religions and beliefs.

Risks and Uncertainties

The ultimate obstacle any project implemented in Palestine faces is the Israeli occupation as it is considered the major source of risk that may lead to the failure of any creative initiative. This has been a challenge that Tamer faces each year and will continue to face in the future until the Israeli occupation of Palestinian lands ends.

Added to the occupation, there are limitations based on social stereotypes of librarians and their work, this pushes the librarians themselves to start looking at their work as a bridge to better employment and opportunities. This sadly implies that after properly training the librarians- they resign, leaving the institute to search for and train new librarians— a long process that deserves such effort.

Acknowledgements

Tamer thanks its General Assembly Board members, its staff and volunteers for their contribution to keeping the institute's vision and mission alive, for their support of Tamer and its work in Palestine, and for their efforts in making reading a daily habit- being role models for their society.

Tamer also thanks the National Reading Campaign preparatory committees, authors, illustrators, schools, universities, community libraries, and other local and international institutes interested in arts, education and different fields of culture that have been supporting the institute throughout its journey and are still there for it in



any project it plans to implement. Also thanks to the local media teams and programs for their efficient coverage and responsibility. Your understanding, efforts and cooperation is highly appreciated.

Added Values of 2011

The value added this year revolves around the following:

- The Reading Campaign's slogan "We Read, Rejoice and Build" harmonized with the Arab Spring and the rise against oppression and inhumanity, reflecting the importance of reading in liberation and re-constructing the society.
- 2011 witnessed a great interaction between the library network's branches in the different districts, which contributes to building a young team of volunteers who take part in the library network's activities and interact during the various activities organized in their areas.
- Mobilization of the cultural scene in the Gaza Strip: After a long halt due to the aggression and the Israeli blockades on Gaza, Tamer and the preparatory committees of the National Reading Campaign organized the "Bait Ya Layit" book fair which aimed at the Gazan authors, illustrators and poets participation in the many activities organized around the book fair.
- Encouraging the males in Palestinian society, especially fathers to participate in the library's activities, it was noticeable that fathers participated better in "Baba Read to Me Campagin", with an increase of 5 fathers per library.
- Tamer's contribution and desire to support Palestinian children literature was crowned by nominating and short listing the book "A Bedtime Story" for the Etisalat Children Book Award 2011. As well as the IBBY Honor List for the books "Barzakh" for its quality translation , "My Code Name is Butterfly" for its quality writing, and "Omar and Haha" for its quality illustration.

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- Creating reading and expressive spaces
- 2- Creating learning environment
- 3- Developing children literature



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

National Reading Campaign in the Palestinian Society

This year's logo was "We Read Rejoice and Build", as reading is always a space that provides children with a lot of joy. To read means that we know more, as our knowledge builds up, our thirst for reading becomes even greater; reading is a continuous process to satisfy our needs of knowledge. Reading is a tool of knowledge; when we say we read life, this embodies all the things learnt as our knowledge is not limited only to reading the texts but it is associated with a reciprocal interactive process to acquire such knowledge. To read means to rejoice, to have fun- a kind of joy that only reading can waken in each one of us. Reading is a path to knowledge, joy, imagination, dreams, hopes, friendship and cultural interaction.





Read to Me Baba Campaign.

The campaign started on 26/11 in all Palestinian districts, the parents and children met to dream and build worlds made of pieces of paper. The activities witnessed much interaction, parents responded to the announcement published in newspapers, thus the campaign was launched in the Palestinian governorates. The activities were attended by important personas on different social levels. A range of partners also attended these were: municipalities, civil society institutes, clubs and libraries. Around 169 activities were implemented in all districts, attended by parents, children, libraries, school, clubs, centers and participating associations.

324 fathers participated in the campaign and had positive impressions. In general, 6191 participant have benefited from activities implemented at the campaign.

I Donated a Book Campaign

This year the campaign was launched with a new theme: exchange of books. Youth teams in all areas visited the houses with the campaign's sticker that says: "This book is donated by --- to ---". The youth who played a key role, had great impressions of the campaign. The work wasn't easy, as the teams were received with encouragement and a bit of surprise. Some of the people in the houses thought that Tamer's team is collecting donations for a certain organization; people did not expect that someone would come to the house to collect books. Some families did not have books other than the Quran or the Bible, these were donated as well. **The campaign involved around 538 volunteer who were able to trade and collect around 3029 books.**

Literary days

Tamer organized its second librarian's camp for the librarian working in different districts of Palestine, to share experiences and expertise in a space for reflection, thinking and creativity. The atmosphere was diverse and full of activities to enrich experiences, communication and interaction on work. **The four day camp embodied the work spirit 56 librarian lived together for 4 days and took part in the discussions, debates and even listened to the inspiring experiences and testimonies.** The camp is a space for the librarians to express themselves, and discover their abilities and initiatives.

National Reading Week

The major activities of the week were launched in different districts on Saturday, 2-4. A variety of activities and events were implemented; writing, drama, workshops, art, theater and storytelling. Other cultural activities such as drawing, art, and book discussion activities were also implemented within the partner libraries.

709 activities were implemented during the week in participation of 270 institutes and libraries. 23,940 people benefited from the events and activities during the week.



Specific Objectives

Activating Community Libraries

Tamer's work in the community libraries is based on capacity building of the librarians working in 70 community libraries in both the West Bank and the Gaza Strip. The training mainly works on the librarians' capacities to enable them to draw attention to the libraries and to encourage children to participate in the activities held in the libraries; these activities are designed to promote reading, writing and expression in an inspiring learning environment which adds to the intellectual and cultural production of Palestine. These libraries are considered core centers for the implementation of the institute's community-based campaigns, thus, the institute seeks to support its communication with the wider community by which the library functions; to support the self- reliability and self-development of this community which in turn becomes a productive society of knowledge and interaction. Tamer supports the infrastructure of some of the libraries, to ensure these libraries are both healthy and engaging for the child to use. The Institute also provides the libraries with a collection of books, whether these are Arab, Palestinian or Tamer's own publications to enrich the variety of books available at the libraries. The libraries receive a number of children, youth (from both sexes), parents and even individuals who are interested in reading. The institute is following up on the network of children's literature libraries, created in 2009 the network is interested in promoting cooperation and networking between community libraries in Palestine to form a cultural body that supports and promotes the culture of the Palestinian child. The Ministry of Culture is a main partner who supports these libraries in terms of planning, policy development and evaluation. Hence the focus of the network for the year 2011 was as follows:

Book Discussions

- The book discussion activities were not limited to the National Reading Week, these preceded and followed in school and community libraries on monthly basis especially within the library network a major pioneer in children libraries in Palestine, which encompasses about 124 library. In addition to monthly meetings for the librarians, these deal with a book or issues related to their work with children.,

Distribution of 116 titles to libraries

56 - title of the rare collection of Dar Al- Fata Al- Arabi.

30- Title of Ghassan Kanafani Foundation's publications.

30 -title on refugee children from Al- Jana Foundation, in addition to a selection of fine



- Enhancing the relations with the local community, to ensure confidence in and support of the libraries and their activities.
- Encouraging effective Participation of libraries in the institute's reading promotion campaigns throughout the year.
- Working on updating the library, its material, books and strengthening the capacities of the librarians.
- Reducing the reliance on the facilitators and volunteers from abroad: the institute tries to rely on the capacity of members, trainers and facilitators from within its network and contacts.
- Enhancing communication with children book illustrators and authors. The institute has arranged a series of meetings for these authors and illustrators in community libraries, to enabled communication between the artists, authors and their audience of librarians, children and young people.
- Implementation of book discussion activities in the district's libraries and cross districts.

Activating School Libraries

The work with school libraries is based on supporting Palestinian cultural within the educational process. The institute has worked last year with 40 school library and has worked this year with an additional 40 different school libraries. This year the new libraries were chosen to be close enough to community libraries; to create a state of support, cooperation and networking which engages children in the area to come visit these libraries more often. Tamer is also working with another 18 libraries in Jerusalem. The institute supports learning methods the school librarians have which in turn increases the students' opportunities to access the school library. The schools are either elementary or secondary, this year through our work with 40 governmental schools we were able to achieve the following:



- Promote reading by focusing on regularly held book discussions with the children; encouraging reading and analysis.
- Listing book discussions as a main focus within the school teacher's yearly plans and leaving room for one of their regular classes to be used for a book discussion activity in the library.

Impact

In 2011, it became evident that a learning atmosphere has started to develop in the Palestinian society; this was reflected in the libraries' performance. 15 libraries in Hebron and Bethlehem reflected awareness with regards to the role of the library in promoting reading and child's participation in various activities, which provides opportunities for learning through reading and by experience. It was also evident that the libraries in Nablus, Ramallah, and Salfit (also 15 library) significantly changed from past years. The libraries of Jenin, Jerusalem, Tulkarem and Gaza Strip (the remaining 47) have shown development but these still need support and focus to develop even more along the course of the coming years

Challenges and Uncertainties

The most significant challenge was the librarians' inability to work for extended hours after school. This was a goal achieved in about 40% of the libraries, but the challenge still stands and the institute intends to work on it in the coming years.

Recommendations

The recommendations were centered on three issues:

1 - Encouraging relevant ministries to support the implementation of national campaigns, and initiating with ideas and actions on the same level/context.

The Dar Salah Library

At the period of September - December, 200 borrowing moves were recorded, in reference to 30 permanent subscriber; The number has increased from what was recorded previously (January - April) at an estimated rate of 100 percent with the same number of subscribers.



2 – Working on the performance quality of employees in the field of children's culture by providing opportunities for detailed literary knowledge and taste.

3 – Encouraging the local community to take practical action to support reading by supporting libraries.



The Second Strategic Goal: Creating Reading and Expressive Spaces.

Tamer Institute seeks to provide a vital cultural role for youth by creating a healthy cultural atmosphere that allows them to become aware, thus strengthening their relationships, talents and potentials. Being around other youth in a cultural institute allows the opportunity for these individuals to take part in the youth teams, by willingly accepting to join the team to improve or work on talents the young adult wants to improve with other youth. This applies to the Nakheel teams in all districts and both Serb and Yara'at in Ramallah.

Yara'at

Yara'at is still published as a bi-monthly attaché/ supplement to Al-Ayyam Newspaper. It includes a diverse range of material that varies from poems, prose, stories, thoughts, drawings and photography. The material is sent to different teams around Palestine where it is edited and checked and then coordinated to be published. This year seven issues of Yara'at were published; the latest was "Yara'at 537" which was distributed in the West Bank and Gaza.

The Ramallah Yara'at team has been preparing for the upcoming issue since the beginning of the year, the editorial board sent the teams in the areas to continue collecting material from those who wish to publish,

Youth teams

The youth regularly meet at Tamer Institute and continuously discuss texts, books, drawings, photography, and movies. They work on what directs and develops their personalities. The number of participants in each regional team is 15 young men and women, and in total there are 160 permanent members in the youth teams.



whether personally or by e-mail. In addition, the Ramallah editorial team met with the Gaza team to prepare for issue, its distribution, material, and technicalities agreeing on the deadlines and steps of publication.

Summer Days: 28-30/07/2011

Tamer organized a literary camp between 28 to 30 July in Jifna, for 40 youth teams' members from different districts in Palestine. The camp had a variety of workshops and meetings; the youth participated in an evening of presentations at Al-Qaser public garden in Al- Tira, an evening with the singer Reem Al-Banna and debated on a film they watched. The “Summer Days” camp aims at providing these young people with skills to express themselves, share experiences and develop their life skills. The activities were carried out in the West Bank. The 40 participants took place in the different workshops and activities related to creative writing, theater, and of the relationship between theater and written texts. The youth shared experiences with regards to drama and theater.

Literary Days

The activity was implemented in both Gaza and the West Bank, focusing on the youth and children involved in writing by giving them guidance and techniques of creative writing in a series of workshops these youth attended.

Specific objectives:

Activating Adolescent Friendly Spaces

Six years of continued support

After years of work, 2011 is time to harvest with the Adolescent Friendly Spaces project. The year has been crowned with achievements that have been implemented to wrap up events and activities of the project. The most important achievement is the creation of a protection system for children in 19 schools. Open days, summer camps and the trainings were solely prepared by the schools and supervised by Tamer Institute. This year the number of beneficiaries in the project was **100 committee member and 5,000 children from the participating schools.**



For the sixth consecutive year, the “Adolescent Friendly Spaces Learning Centers” targets youth aged 10 - 18 years in 70 community center, prevalent in the different Palestinian districts including Gaza Strip and Jerusalem. The program is also led with key partners such as the Ministry of Sports and Youth, Ma’an Center for Development, AL-Nayzak Foundation and the National Committee for Summer Camps. Each partner handles a certain developmental aspect of the center – an aspect that falls within its professional capacities and scope of work. Thus, Tamer Institute for Community Education is responsible for supervision and follow-up, and helping build capacities related to Math, Arabic, and expressive arts (a space for expression that is being worked out in 12 centers). The project targets youth and kids whose academic achievement and work is not satisfactory by working on active learning, focusing on creating an atmosphere that motivates these youth to work harder and achieve better in schools.

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

The healthy safe environment is a core foundation for children, youth and adults to have the opportunity to learn, think and be creative. Based on this belief, Tamer worked on improving the surrounding environment of children who study at many schools in the West Bank and Gaza Strip. The project mainly aims to reduce violence against children in schools and communities to create a learning environment that helps children grow and build the culture of Palestine. The project is based on the creation of new methods of dealing with the concept of violence and reducing such violence; a committee was formed to raise awareness on violence; it was made up of parents, teachers and mentors educators, school headmasters and community organizations and these committees were based in each school. The student body also spoke about violence and its effects, and the youth were trained to gain communication and advocacy skills which enables them to find alternatives to violence and to initiate with campaigns relating to mobilizing support on issues relating to their rights.



Since its inception the project held daily session with children to motivate them to express themselves by reading and writing. The project has contributed to reducing violence against children in the targeted areas, which was evident from the committees and the children's opinion. There was a noticeable difference on the parental and the communal role as well; there is an evident support of the rights and demands of children in general and better attendance of their summer camps, activities and theater performances by both parents and community members.

Oral History in Schools: “We Sing Our Songs from Ebal to the Meena”

In efforts to promote cultural integration in education Tamer launched the project: “We Sing Our Songs from Ebal to the Meena”. The project aims at encouraging reading the oral history of the Palestine; this is achieved by discovery and experience through visits to different areas in Palestine, and by supporting young talents in singing and music. This project involves 150 student from five public schools in the West Bank and Gaza Strip. 90 students will participate in research activities on the collective memory of Palestine by reflecting on their experiences of visiting three Palestinian villages. The remaining 60 students will participate in discussion and analysis of their peer's writings and will also write songs to be recorded, filtered and reviewed by specialists in the field. On a different level five teachers from the participating schools will participate in sessions aimed at developing their teaching methods to address the Palestinian history, based on the concerns of children and their experiences. The project also urges the children to work on creative writing and artistic expression through singing and music. The material will be reviewed by a team of professionals and then be published and presented in books and CDs.

Supporting Learning Opportunities “Protecting Children who are in Conflict with the Law by Literature and Arts”



The institute expanded the scope of its activities in encouraging reading in society to reach out to children conflict with law and protection in Ramallah and Bethlehem. The project targets children - in conflict with the law- who live in the juvenile rehabilitation and protection centers "Dar Al-Ammal" in Ramallah, "Dar Re'ayat Al Fatayat" and "Dar AL Hemaya" in Beit Jala. The project mainly aims at encouraging children in conflict with the law to show their skills and abilities and express themselves, their needs, demands and vulnerabilities through literature and expressive arts (music, writing and theater)- as means to encourage the expression.

The number of children came close to 33 young girls and boys aged from 8 to 18 years in the three centers. The institute also works with 30 counselors and probation officers who work in these centers. Tamer has also worked on furnishing the centers with a series of books to support the libraries, and helped "Dar Al-Amal" index the books they had in an attempt to encourage children and teenagers to read and attend book discussions. The institute provided the centers with musical instruments and the needed stationery.

Impact

In 2011 the institute expanded its scopes and areas of work with the community. In addition to working on oral history, the institute addressed students as a main focus to support cultural integration in the educational process, considering the school's role in supporting learning process by research experience and generational conversation.

What the youngsters say

"The Math corner is nice and we learn a lot from the activities and ideas, each activity has its own game which is always fun." Sumaya Wael Rajab

Dina Kilani, another youngster from the same center says: "I like to come to the center and attend the trainings. The material is hard, but the facilitator makes it easier and enjoyable."



Moreover, Tamer began to support three protection and rehabilitation centers of children in conflict with the law. This initiative continues to extend Tamer's youth teams' support of these children, who are deprived from spaces to learn and express themselves. It is through the establishment of a heart of young readers at the centers libraries and implementation of activities that these youth are integrated with other members of the society- which in turn allows them enough space for self- development and expression.

Challenges

This year's major challenge was in relation to the parent's feasibility to allow their children- particularly the females- to participate in the centers activities or the oral history research visits. In its relation with schools, the institute turned to parents to convince them to see the work done with their children and in many cases to take part in these activities.

Recommendations

The recommendations were centered on two issues:

- Focusing on the youth teams' methods to produce a cultural product that reflects their reality and aspirations.

- Working on the performance quality of the trainers and mentors of youth teams by supporting the opportunities of literary knowledge and taste.



Third Strategy: Developing Children's Literature

Children literature is developed based on the institute's mission to support cultural products provided to Palestinian children, these products promote and support the child's abilities of expression and being creative. Developing children literature stems from the need to invest in resources available in the Palestinian community, meeting the basic needs of the Palestinian society; learning, knowledge and leadership.

Specific objectives:

- Activating the Children's Literature Resource Center
- Providing children with Palestinian children's literature, and providing local, Arab and international literature for partners and libraries.
- Networking with relevant authorities/parties on local, regional and global levels.

Activating the Children's Literature Resource Center

The Resource Center is considered the sole Palestinian center nurturing the children's literature project/ program by its contents of local, Arab and international children literature. The books at the center are selected based on a specific criterion/ standards by a specialized committee, these standards take into consideration the intellectual product in Palestine and the Arab World. The selection criteria investigates the following: (Awards- if possible, special/





distinctive illustration and texts, use of the books as references for workshops related to the development of the children literature sector in Palestine, form and content).The Resource Center currently holds about 7000 books and about 12 periodical relating to children literature in Palestine and the world.

The Resource Center's Activities

- In September Tamer hosted the German writer **Christian Duda** and German artist/ illustrator **Julia Frise**. The author and illustrator conducted 15 workshops, for public schools and the library network's community libraries around Palestine; in Gaza, Khan Younis, Jerusalem, Ramallah, Beit Jala, Nablus, Bethlehem and Hebron. The workshops discussed two books for author and illustrator; these books were translated from German and published by Tamer under the titles "All his Ducks" and "A World of Scraps".
- Tamer also hosted the winner of the 2010 Astrid Lindgren Award, Belgian illustrator **Kitty Crowther**. The illustrator conducted a workshop for 18 Palestinian illustrators; she also administered activities in 5 schools in Jerusalem and met with individuals and scholars interested in the children's literature sector in Palestine where she talked about her experience in working as an author and illustrator.
- Various book tours were organized for the books "The Last Closed Door" by **Ibtisam Abu-Mayyaleh** , the book "The Taa that flies" by **Ibtisam Barakat** and "Isthmus/ Barzakh" by Norwegian author **Simon Stranger**. The authors were present when the books were discussed in various districts by children, youth and university students. In cooperation with the Palestine Writing Workshop, Tamer hosted a creative writing workshop with Canadian Palestinian author Randa Abdel-Fattah
- Field specialist carried out workshop/ activities with mothers and children abroad: Board of Director member **Dennis Asad**, Author **Safa Omeir** and illustrator **Lubna Taha** participated in a 3-day volunteer activity in Amman, the activities were addressed to mothers and children with special needs as to benefit from audio and visual products made by Tamer the last year.



- Organizing various activities in Palestinian universities to familiarize the students and researchers with the Resource Center, book and research discussion sessions were held- scholars were encouraged to submit their work to be added to the collection of research at the Resource Center. Tamer also explored the children literature material taught at different universities, this material was evaluated, and it was advised to focus on children's literature at the universities by giving courses on creative writing or children book illustration.
- An exhibition of 101 books from the Arab world was organized in 20 libraries both in the West Bank and Gaza Strip, the books were displayed for a week in each library and activities were implemented during the week.
- Tamer participated in the Bologna Book Fair, as well as a workshop on children's literature for people with special needs which was organized by the Anna Lindh Foundation.

Providing Palestinian Literature for Children

Tamer's Latest Publications.

The Publishing Unit at Tamer Institute for Community Education has worked on a number of books varying from local to translated books including young adult books, picture books for children, and a number of researches by specialized researchers aiming to develop the children literature sector in Palestine.

Since August the institute worked on the following titles (A Bedtime Story, Mukhtar Abu Deneen Kbar Mara and Things, A World of Scarps , Zaloota ,Sha'shabon, the Lilies Swamp, A Girl and Three Boys, The Red Bird, The School Uniform, My First Book 2011, and the second issue of Tayef 2011).

The books that were published in 2011 were:

Mukhtar Abu Deneen Kbar





Author: Sonia Nimr & Souad Naji

Illustrtor: Abdullah Qguariq

Mukhtar, narrates the story of a gifted boy Mukhtar, who was intelligent, active and a witty Oud player. Yet Mukhtar was always sad because of his large ears, which made him a laughingstock of the children of the neighborhood. None of Mukhtar's attempts to cover his ears succeeds. It is much later when the village and its people know Mukhtar's value, only then, the children stop bothering him.

Mara and Things

Author: Tina Morter

Illustrtor: Katie Vermeer

Translator: Abla Toubassi

This picture book tells Mara's story. Mara is a small child who had a great friendship with her grandmother. Mara is faced with many conflicts, defining death, illness and other issues. It is a story of the human ability to overcome obstacles, and to make people smile no matter how small one is.



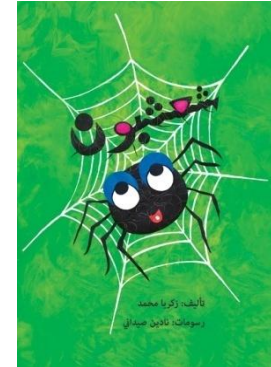
Zalotaa

Author: Sonia Nimr & Souad Naji

Illustrtor: Manar Enairat



Zlota is a small fly, living in a dumpster among waste. Zaloota's problems begin when a blue fly occupies her place at the dumpster. She asks her friends for help, only to discover later that her life turned upside down because of these friends. How did this happen? What is awaiting Zaloota next?



Sha'shabon

Author: Zakariya Mohammed

Illustrator: Nadine Sidani

Sha'shabon is the story of a small spider called Sha'shabon, who has many adventures in hunting for the first time. Sha'shabon first hunts large animals, only to discover later, after a series of events that he must only be satisfied with insects. He learns valuable lessons along the way.

A Bedtime Story

Author: Maya Abu-AlHayat

Illustrator: Lubna Taha

This book tells the story of Manal, a blind girl who challenges her disability and sets an example for her brothers and sisters, by providing much love and happiness. Manal tells





her brothers and sister a bedtime story every evening. Her stories are fun and the kids wait impatiently for such stories. It is a human story that deviates away from didacticism and presents the events in an easy manner full of imagery.

Impact

The impact seems obvious with regards to this goal. There was an obvious increase in the number of texts submitted for publication, the number of young adult novels submitted for publication increased from 1 to 3 novels in 2011-regardless of the quality of the texts provided. 5 poems were submitted in 2011 as opposed to one in 2010. After expanding towards the Arab World, Tamer currently receives texts from Nazareth and Al-Teera as well as texts from Syria and the UAE. There is a plan to implement a series of specialized workshops in creative writing.

Challenges and Uncertainties

The most prominent challenge this year was buying children books from outside of Palestine and distributing books at different libraries in Palestine. The Israeli occupation is the primary constraint on our work. The challenge is evident in the children and young adults' interest and thirst for more books to read.

Recommendations

The recommendations were centered on two issues:

- There is a need to increase the interest of investors to invest in the publishing and promotion of books.
- There is a need to increase the interest of book-makers to read and to get to know of Palestinian, Arab and international experiences in book-making.

Partners and Volunteers

- WELFARE association
- Belgium General Consulate/ Jerusalem



- DIAKONIA- Sweden
- Anna Lindh Foundation
- Frankfurt Book Fair
- The International Board on Books for Young People (IBBY).
- The French Cultural Center
- Goethe Institute
- Bologna Book Fair
- MPDL
- The Norwegian Representative
- The Ministry of Sports and Youth
- International Book Aid/Britain
- The French Cultural Center
- The European Union (EU)
- UNESCO
- UNICEF
- Save the Children Sweden
- Save the Children UK
- The Palestinian Ministry of Culture
- The Ministry of Education and Higher Education.