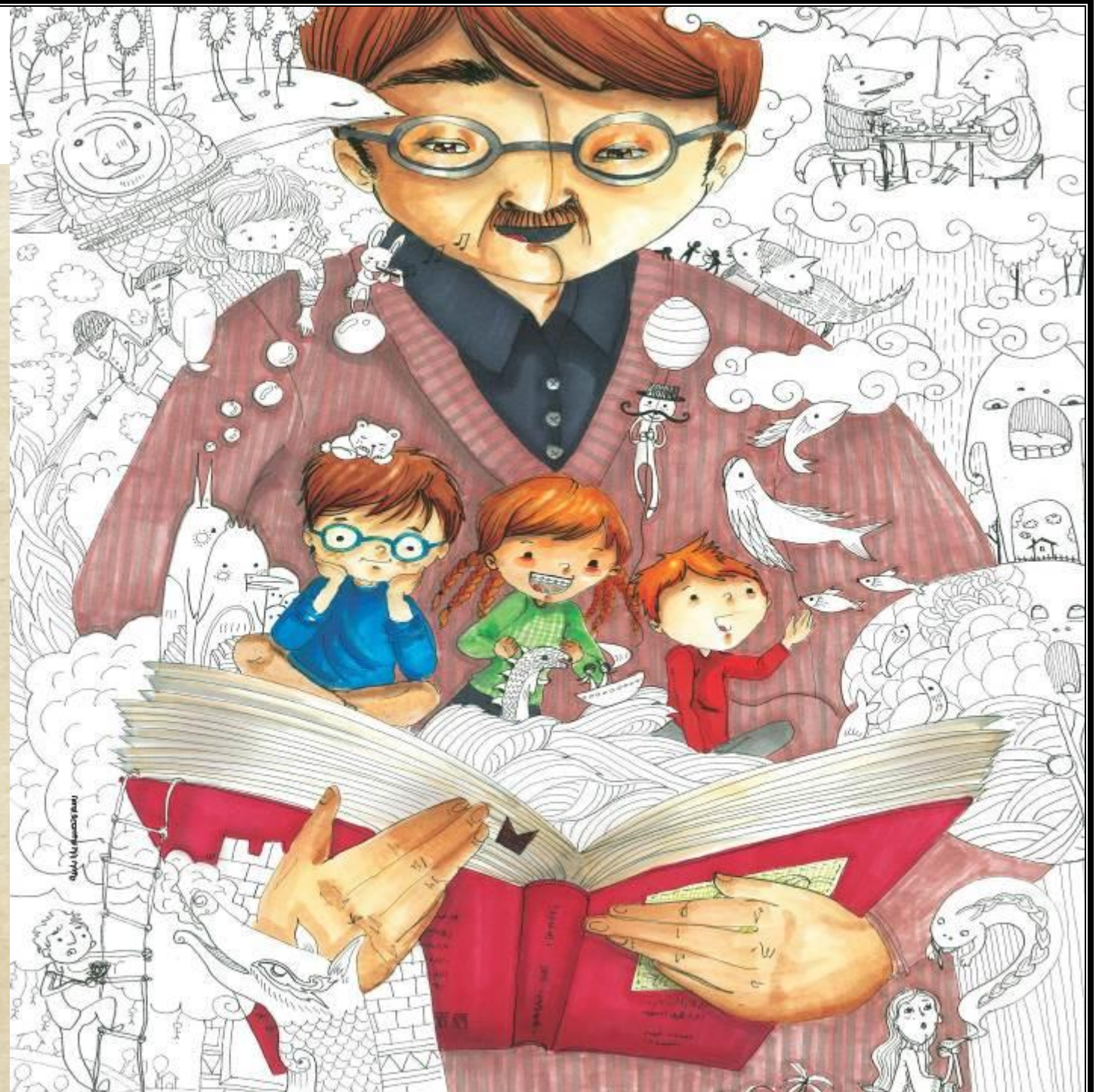


مؤسسة تامر للتعليم المجتمعي  
Tamara Institute for Community Education

# Annual Report 2013



## Words from the Director of the Institute

My heart has mastered all forms  
A monastery for the monks, a prairie for the gazelles  
A temple for the idols, and a ka'ba for the circling pilgrim  
The tablets of the Torah  
The scrolls of the Qur'an

I profess the religion of love  
And regardless of which direction  
Its steed may lead  
Love is my religion  
And my creed

-Ibn Arabi

قامت مؤسسة تامر للتعليم المجتمعي بتنفيذ مراجعة ذاتية لجوانب عديدة من عملها، بما في ذلك الرؤية والرسالة، والفلسفة والاستراتيجيات، بالإضافة إلى القضايا الادارية من حيث الاجراءات الادارية والمالية التي تعمل عليها المؤسسة. تمكنت تامر من خلال هذه المراجعة أن تعيد قراءة وتحليل الواقع، ونقد وتقييم الذات، والخروج بتصوير أفضل للتحرك نحو المستقبل.

إن مسارات تامر ما هي إلا مسارات تتشكل بصحبة شركائها الأطفال والشباب والمكتبيين والمكتبيات في المدارس والمجتمع ككل، لتخرج عنهم بواسطة المعرفة والمحبة والتحرر الإنساني، أساسه "حب الحياة". لقد استطعنا من خلال هذه التجربة أن نعيد بناء المفاهيم التي تترابط بها ذواتنا تشير إلى بنوية ما متعلقة بالاتجاهات والأولويات في العمل، تخدم أساساً الخطاب الانساني الحر، القائم على منهج احترام الشركاء، والبناء على ما هو موجود في المجتمع وعند اطفالنا.

وفي الاطار الأوسع، إن المراجعة والتأمل يعكسان قدرة انسانية عالية على الوقوف على التجارب، والتي هي اجتهادات انسانية تصيب احيانا، ولا تصيب احيانا اخرى . فما لا نصيب به هو الاله والاقدر على مساعدتنا في خلق حيز جديد للتعليم، والذي بدون تصحيح الحياة شاحبة وبدون روح. فالتجربة والتجريب والمواصلة بدون كلل تدعم التطور والنمو والوضوح في الرؤية ضمن ضبابية السياق الذي نعيشه في ظل الاحتلال والانقسام، والتغيرات في المنطقة العربية. تترك كلها الكثير من الالم والارباك، والتشويه والقسوة.... نعمل على التجاوز من خلال عملنا واجتهادنا مع شركائنا لنكون إحدى النقاط المضيئة، نموذجاً يبنى لواقع آمن وحر لنا ولأبناءنا.

Renad Qubaj  
General Director





**The Tamer Institute for Community Education**

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مؤسسة تامر للتعليم المجتمعي مؤسسة وطنية غير ربحية تهتم بالتعليم المجتمعي، تأسست في القدس عام 1989 استجابة لحاجة المجتمع الفلسطيني الملحة لاكتساب وسائل ناجعة تساعد في التعلم والإنتاج في ظل ظروف اجتماعية واقتصادية صعبة خلقها الاحتلال الإسرائيلي. وتتخذ المؤسسة رؤية راسخة لها منذ نشأتها، " من أجل مجتمع فلسطيني تعليمي حر وأمن"، وتوظف رسالتها وفلسفة عملها وقدرات العاملين فيها وكذلك قدرات المجتمع من أجل تحقيق هذه الرؤية.

### اسم المؤسسة

للاسم دلالاته، فاسم مؤسسة تامر مشتق من اسم فاكهة التمر؛ تلك الفاكهة ذات الحضور والقيمة في الموروث والثقافة الفلسطينية والعربية. والتمر يأتي من شجرة النخيل التي كانت تاريخياً المصدر الأساسي للتغذية وللحفاظ على الحياة عندما لم يتوافر طعام آخر، مما جعل التمر -على الدوام- رمزاً للغذاء الروحي والتفاهم، ومعبراً عن المشاركة داخل المجتمع ومحفزاً للنمو الروحي.

والتامر: جامع التمر، وهو الشخص الذي ينقل بذور التمر من شجرة نخل ذكر إلى شجرة نخل أنثى لإنتاج فاكهة التمر، وهي عملية تلقح البذور وتحسن من إنتاج شجرة النخيل الأنثى، وهو ما يتقاطع ضمناً ودور مؤسسة تامر في المجتمع، حيث أن المؤسسة تنقل المعرفة والتجارب من شخص لآخر لتطوير قدرات المنتفعين ومهاراتهم على المستوى المجتمعي، علاوة على أننا في المؤسسة نساعد المجتمع الفلسطيني على النمو والتعلم الذاتي من خلال نشر المعرفة فيه.

### شعار المؤسسة

شعارنا معبر، فهو زهرة حنون تنمو مختربة التربة الصلبة، لتعكس الأمل والقدرة على التغيير داخل المجتمع، والذي يكون أحياناً مليئاً بقيود مجتمعية وأنماط من التفكير قد تعوق التقدم وتضيع الطاقات، وبالنسبة لمؤسسة تامر؛ فإن هذا الأمل يتجسد في الأطفال والشباب الذين يشبهون زهرة الحنون في اختراقها لكل العوائق ليشاركوا في عمليتي التغيير والتطوير المجتمعي.

## The Board of Directors

السيدة عيلة ناصر  
السيد مورييس بقلّة  
السيد محمود عوض  
السيد عامر الشوملي

رئيسة مجلس الإدارة  
نائبة رئيسة مجلس الإدارة  
أمين الصندوق  
أمين السر

الدكتور محمود العطشان  
السيد كمال شمشوم  
السيد معن سمارة/ السيدة جانيث ميخائيل

عضو مجلس إدارة  
عضو مجلس إدارة  
عضو مجلس إدارة

عقدت الهيئة العامة اجتماعها السنوي في 2013/6/10 تم فيه اقرار التقرير الاداري والمالي، كما تم تكريم للسيدة أرحام الضامن على مسيرتها التطوعية وعطائها للمؤسسة. وتشكلت خلال الاجتماع لجنة الاستثمار وتضم كل من عبلة ناصر، وجانيث ميخائيل، وسامح عبوشي، وعامر الشوملي.

عقد مجلس الادارة 7 اجتماعات دورية خلال العام، بالإضافة إلى اجتماعات أخرى لنقاش قضايا الخلوة المتعلقة بالتخطيط الإستراتيجي للمؤسسة ومراجعة الأدلة الإدارية والمالية، واجتماعات لنقاش قضايا إدارية طارئة. وقدم معن سمارة استقالته من المجلس، وعلى ضوء ذلك وضمن الاجراءات التي يسمح بها النظام الداخلي، فقد قرر المجلس بالاجماع ترشيح السيدة جانيث ميخائيل لعضوية المجلس، وقد وافقت على الانضمام.

**Tamer  
Institute  
Staff**

إحسان الافرنجي
احلام عابد
احمد حنيطي
احمد عاشور
احمد عمارنة
اسلام صريفي

**Summary of  
Achievements**

## **of the Year 2013**

The most important achievement worthy of mention in the year 2013 is community partnership. Throughout the year, initiatives emerged calling for literacy as a path to the liberation of Palestinian society. Secretaries, librarians, and trustees read for change!

In the folds of this achievement we find many subsidiary achievements – the most important of them being the staff's close relationship with and continued presence in the community. This facilitated our understanding of the conditions and practices inside libraries, schools, and youth centers and helped us to discover solutions regarding the educational process. Each book discussion with the working masses and the children/adolescents produced change. The change was the result of readings and an exchange between the wisdom of the adults and the experiences of the children and adolescents. Safe learning environments are beginning to accept the idea of a dialogue about what is in the best interests of the child, and this is what we refer to as an achievement - an achievement we consider to be a platform for our investigation of other goals. Among the 150 school libraries working with the Institute, we are proud that 23 of the librarians represent models of how to provide a safe learning environment within the libraries in which they work. In addition to this, more than 3000 people participated in activities directly benefiting the people, activities which called for and encouraged them to read for themselves and for their children.

Throughout the year, the Institute has produced nearly twelve cultural products regarding children's culture (including books, manuals, and research). 3000 copies were distributed to our representative partners in the Ministry of Education and its schools in addition to other concerned partners and community centers. The copies reached a total of 150 community libraries and schools. In addition to these products, the Institute has purchased 800 titles in children's literature and distributed them to relevant authorities.

About 90,000 children and adolescents have participated in the activities of a campaign to encourage reading, writing, and the discussion of books. In addition, 500 youths participated in community initiatives to express themselves through multi-media. Furthermore, the Institute has managed to develop a baseline for its work in the year 2013 indicating what can be done in the following years.

At the employee level, the staff has completed several readings of Khalil Sakakini, Paulo Ferrari, and Rosemary Sayigh throughout the year. Three of the Institute's employees participated in a specialized course for art critique, and two of the staff members completed theses in the social sciences and gender and development with the hopes of enriching their work here.

### **The Institute's Vision**

“Towards a Palestinian society with free and safe learning”

### **The Institute's Mission**

Encouraging and deepening the culture of learning in children and adolescents in Palestine.

### **The System of Values**

The General Authority, the Board of Directors, the administrators, and staff will achieve the realization of the Institute's vision and uphold its commitment to its mission through cultural work based on a complete range of values. As a part of the group of Palestinian civil society organizations, the Tamer Institute contributes support for local communities in fulfilling their needs and taking its proper role towards the advancement of Palestinian society. Tamer does this by raising awareness and morale among the citizens of Palestine. The design of Tamer's programs and activities are guided by some of the major factors affecting the development of Palestinian society, such as: the contribution of individuals and institutions in ending the occupation, awareness in the subjects of rule of law and human rights, the promotion of culture and learning, and the promotion of the concept of equality among all parts of society.

The three types of values underpinning the program include:

**National Values:** essential topics include freedom, national identity, Palestinian history, Palestinian heritage, and resistance to injustice and oppression

**Social Values:** democracy, morality, equality, justice, teamwork, volunteer work, the integration of the disabled into society, faith in the ability to change, self-esteem, the value of time, and quality work

**Civil Values:** belonging to a larger human network, reading, critical thinking, logic, creativity, accepting others, gender equality, and respect for all religions and beliefs

### **The Target Group:**

The core target group: children and adolescents in Palestine

The supporting target group: people who work with children, such as librarians, book creators, illustrators, parents, and teachers



### **Risks and Challenges**

The Israeli occupation continues to be the most critical impediment to the success of any project in Palestine, and it therefore constitutes the main source that may hinder creative initiatives. The Tamer Institute has faced these challenges since its foundation, and it will continue to face them in the future until Palestine is relieved of the Israeli occupation.

In addition 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. The patriarchal social reality in Palestine, which limits female participation in the public sphere, remains one of the most important obstacles that negatively affect women's opportunities for self-development.

### **Acknowledgements**

The Institution would like to give its thanks and appreciation to all of the members of the general authority, the Institute's staff, and volunteers for their earnest contributions in support of the organization's mission in the Palestinian community, for their achievements, and for emulating reading as a daily habit to other sectors of society.

### **Value Added in 2013**

Value added is reflected in this year's commitment of love and community partnerships to the institution in the process of making meaning of the concept of learning through experience, through reading, and through interaction within the atmosphere of the library and community center sports. The Tamer Institute family is open to all suggestions and community interactions for the promotion of opportunities and learning initiatives. What is produced by this for presentation for Palestinian society is ready for criticism and construction. The year 2013 witnessed a significant interaction from the Board of Directors with issues related to the Institute's work, in which the board and the community gave quality contributions that served the Institute's mission and its path and occasionally required sizeable commitments.

### **The Institution's Strategic Goals (2013-2015)**

1. Support the production of research and literature in the field of children and adolescent culture
2. Promote reading, writing, and self-expression in all of its forms (among children and adolescents)
3. Building a supportive environment for a culture of learning in Palestine (including national policies and a supportive physical environment for the children and adolescents)
4. Support and develop Tamer Institute's institutional capacity (including its approach to promote learning in Palestine and abroad)

### **First Strategic Objective: to support the production of research and literature in the field of children and adolescent culture**

Throughout the year 2013 the work of the organization was directed to achieve this goal. Together the publishing unit, the resource center, and the book creators were able to supply children's culture with a variety of cultural products:

1. Enriching experiences for the book creators
2. Increasing the productivity and quality of children's literature
3. Increasing the effectiveness of the Resource Center and promoting the movement for literary criticism

### **Publishing Unit**

The philosophy of the publishing unit stems from Tamer's interests in encouraging reading among Palestinian children and adolescents. As one of the main branches of the organization, it seeks to strengthen and improve the character of Palestinian children and their language and cognitive capabilities. The publishing unit seeks to provide respected and intelligent literary material - the taste, the imagination, and the dreams of young readers - and to help staff working with children to take advantage of their work with the children in a responsible and fun way. Throughout the year the publishing unit created 12 new children's books and released the 3rd edition of two older titles to make them available in both English and Italian. In addition to this, the organization produced a story called "Sweetest Songs" in Gaza, and it also produced two books in Braille and distributed them to the relevant partners and institutions.

The books were classified in terms of increasing attractiveness into categories that the Center and writers, illustrators, designers, librarians, or those working with children chose. Five categories were created:

- A - Palestinian Children's Literature
- B - The Most Distinguished Global and Arab Children's Literature
- C - The Most Distinguished Children's Illustrations
- D - Books Containing Distinguished Designs
- E - Remaining Books in the Resources Center

### **Resources Center for Children's Literature**

Tamer Institute considers the Resources Center as a custodian and tributary to the production of research and knowledge in the field of children's culture and literature, because of the periodic workshops it holds that involve writers, painters, editors, or librarians. Throughout the year 2013 it held 100 workshops, up to 18 in one month. In addition, resources were provided for all the publications that were new in children's literature, which are eventually put into permanent form for children's libraries. They were distributed to schools, clubs, and charities that deal with children in one form or another in different Palestinian cities. In the year 2013 alone, the Resources Center formed a collection of around 300 children's books from Palestine, Lebanon, Egypt and Jordan and supplied them to the center, in addition to what was added from 150 libraries and partners of the organization. The organization received around 9,000 books in the English language from Book Aid International and distributed them to Palestinian universities, libraries, and schools in the West Bank and Gaza Strip according to their respective needs.

### **Program to Support the Capabilities of Writers, Painters, and Designers**

1 - Book Launches: six books for children and adolescents have been launched in the resource center in Nablus and the Gaza Strip. The titles of the books are: *Trees for Absent People, I Grew Up, Sweetest Songs, The Ogress' Book, Anizia and Husseini, Amazing Adventures in a Strange Country, An Apple and a Dream, and Omar and His Friend The Moon.*

2 - Workshop for Illustrators of Children's Literature with Julia Auorsheta: more than a dozen artists and designers participated in the workshop. The workshop focused on the use of collage techniques in the illustrations for children's literature, how to have art activities with children, and how to make use of software design in an innovative way. The workshop was attended by painters from Gaza via video conferencing.

3 - Hosting an Illustrator's Workshop from Italy with Julia Auorsheta, Aimaniola Busolaty, Dario Sistaaro: three painters visited Palestine for a project of art exchange with the Italian Vento di Terra Foundation. They held art workshops focusing on the usage of collage as a tool for children's expression and produced a collective book of tales, which was prepared by Dennis Asad. The workshop was held for one day in which three illustrators displayed their techniques and methods and offered their expertise in the Children's Literature Industry.

4 - Foreign Neighbors to Enrich Experiences: the foreign writers shared their imaginative ideas with the Palestinians and the Lebanese and the illustrators, including Lubna Taha, Abdullah Qawareeq, Anastasia Qarawani with the Italians.

### **Seminar Program**

1 - Summer camp learning: for the second consecutive year the Institute organized a summer camp lasting for two months, which addressed creative writing, book discussions, and drawing. This strengthened participation with the team "Sprouts of September" by increasing the number of individuals interested in participating.

2 - Hosting local authors: the year 2013 was distinguished by a focus on hosting the writer and poet, Hanna Abu Hanna, who presents his experiences as a teacher and writer for children, and in the field of biographies. The writer Fadi Ali was also hosted and spoke about his experience writing and working with children. Furthermore, the Institute also hosted three authors - Shakir Mahmoud, Rose Shomali, and Aisha Owda - in a symposium in collaboration with Ebay Palestine to talk about their experiences in writing.

3 - Tribute to Ghassan Kanafani, joint activity between the Ghassan Kanafani Foundation, Tamer Institute, and the Khalil Sakakini Center: groups of children convene in workshops in Nablus and Gaza to draw what pictures inspired by the ideas from Kanafani's writings and paintings. This culminated in an evening of cultural activities with the Khalil Sakakini Center. There were paintings for the children in addition to readings of Ghassan Kanafani from Team Yaara't, Ahmad Harb and Riyadh Masarwa.

### **Program to Support the Capabilities of the Children's Libraries Network**

1 - Meetings in creative writing for librarians: these were successful in creating personal experiences for the librarians ending with the participation in the creation of the book "The Inspiring Teacher," which the organization later issued. They also participated in the conference "Towards the Organization of Modern Learning for the Realization of Social Development." These experiences enabled the librarians to express their collective needs on a broad scope.

2 - Meetings in filmmaking for animating children's stories and other ideas from the imagination of the librarians.

3 - Meetings about oral history in drama: this was helped this meeting of the librarians by using methods to continue more closely between children and history, it depends on the exploration and fun. This meeting was helpful because it taught methods that continue to bring children and history closer together, encouraging exploration and fun. Qabilan Library in Nablus succeeded in working with theater training with the accompaniment of a youth group with interesting materials from village traditions - the compilation of this work was displayed at the village theater in front of a public audience to honor the graduate of the village.

4 - Meetings for music teaching: this helped to promote the understanding of our relationship with our surroundings and to encourage the expression of this relationship through writing.

5 - Meetings for storytelling as a therapeutic instrument: this helped to promote imaginative opportunities to derive solutions for social and mental illnesses.

**Links:**

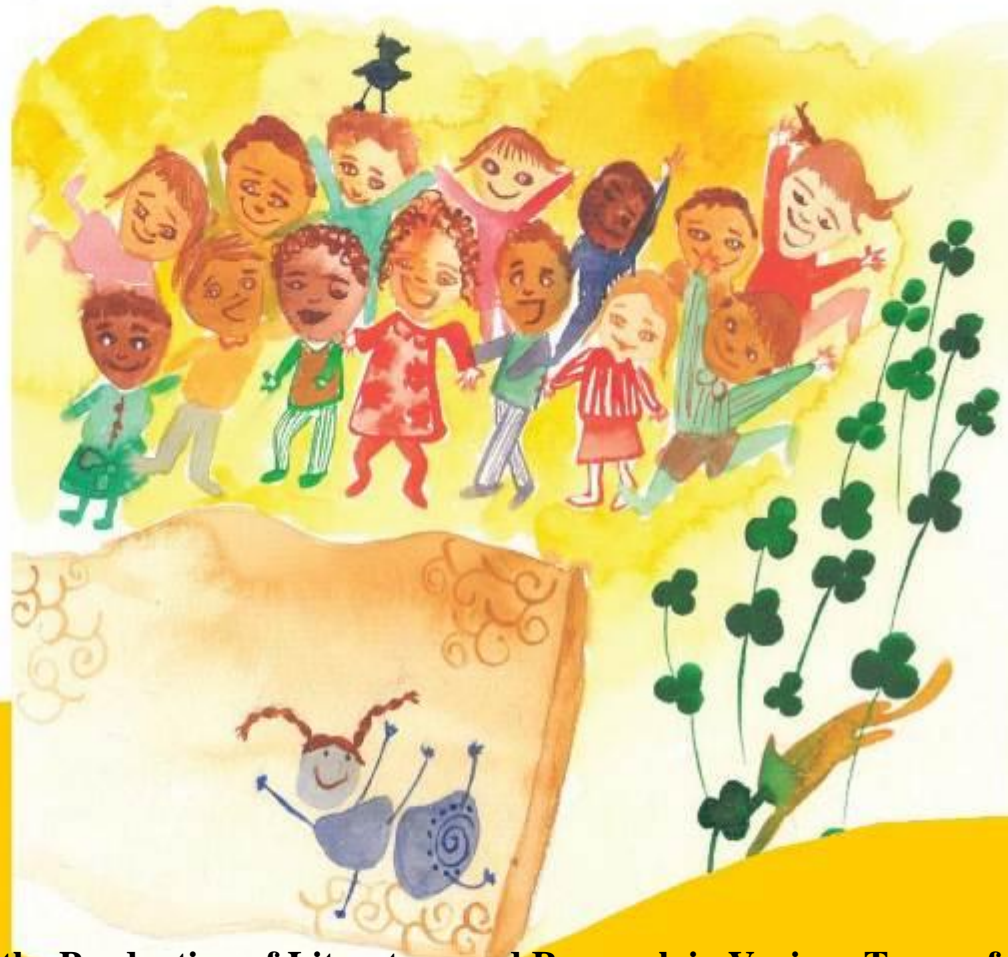
["Before Bedtime"](#)

[Nomination of Young Adult Novels  
for the Communication Award](#)

[The Institute's Publications](#)

["Sweetest Songs"](#)

[Stories for those with Disabilities](#)



**Tamer and the Production of Literature and Research in Various Types of Media**

**تامر والانتاج الأدبي والبحثي في الإعلام بأنواعه المتعددة**

### **Impact on the Level of the First Strategic Goal**

Support for the success of literature and research in the field of children's culture was contributed in publishing houses' growing interest to produce children's literature. In the last year, Daran began to publish children's books in Palestine, which indicates that its efforts have contributed to the renaissance of children's literature through the production of knowledge for children. This has in turn affected other Arab states in addition to giving Palestinian production of such products a prominent position; this was made evident by the calls for Palestinian creators of children's books to participate in forums throughout the Arab world. In another context, we find high levels of interaction of other societies with the campaigns "I Donated the Book" and "My First Book." Furthermore, we are now hearing about similar initiatives in other countries, which shows that the idea resembles other societies' needs. In turn these initiatives are implemented and produce results. There is no doubt that what is being implemented has a positive effect on the production of knowledge for children given the input of the masses of critics and those working with children. They contribute support financial support and enrich the experiences in the field. The Institute's approach to oral history has a significant impact in mobilizing interest in rebuilding the social fabric of Palestinian society.

In order to keep pace with the digital revolution, the Institute added an approach to producing animated films, music, and comic books for those with disabilities. These have been circulated through social networks where people are encouraged to view them. These developments do not stand far behind the trend of digital developments.

### **Challenges:**

The most significant challenges were the need to support opportunities for creativity and working with the different perspectives of the book creators. The first could not be determined by dependent on a time frame and could not be planned in advance, and the latter exhausted both time and effort and did not produce immediate results.

### **Recommendations:**

Recommendations for this strategic goal came from three different themes:

- 1 - the urgent need to inform book creators of the production of Arab and global literature, the situation calls for the intensification of access paths in regards to the creation and dissemination of children's books
- 2 - the need for greater support for the production of quality children's literature
- 3 - the need for increased interest in allocating capital to invest in the publication and promotion of books
- 4 - the need for increased interest in Gaza in regards to book making, reading, and learning about the experiences of Palestinians, other Arabs, and the global community





## **The Second Strategic Goal: strengthen reading, writing, and self-expression in all its forms (among children and adolescents)**

The Institute's approach to encouraging reading, writing, and self-expression in all its different forms are represented by the following:

1. Motivate children to participate in various learning environments
2. Provide adolescents and youth motivation for creative expression and community giving

### **Summary of the activities:**

- Organizing field trips and walking trips for with families, schools, libraries, clubs, and friends
- Organizing games and setting up swings in gardens between the trees
- Organizing activities and different events in nature among the trees and the flowers such as popular storytelling with grandmothers from nearby areas
- Discussing books and reading stories about the land in schools and school and public libraries
- Listening to zgel (folkloric poetry) and the popular songs of our ancestors about their relationship with the land and agriculture
- Apprenticing with villagers and farmers to volunteer with them and support them and experience the inner workings of the relationship between them and the land
- Meditating and writings stories, poems, and thoughts about the land and collecting spoken stories
- Organizing volunteer work with children, youth, and parents to clean and decorate gardens and later organizing events there
- Organizing contests between parents and children in planting trees in gardens at home, school, and along the streets

### **The 2013 Campaign to Encourage Reading, "If an Idea is Ripped Out, We Will Plant Ten More Along with a Tree"**

Playing, meditation, enjoying nature and the earth, walking trips, collecting stories and songs, and creating stories - these are the foundations of the Tamer Institute's vision for the 2013 Reading Campaign, to deepen the cultural and ideological human interaction between Palestinians and their land. The people, the land, the cultivation of trees, walking trips, meditation and the organizing of activities that weave together the fabric Palestinian society are the axis of the campaign to encourage reading. The campaign came in the shadow of an escalating atmosphere of Israeli offensives against the land, people, trees, and stones - offensives aimed at smashing the social fabric of the Palestinians and obliterating the Palestinian culture and national identity. The campaign called for the unleashing of reading as a way to warn the society of the relationship between the land and the people and all of what this relationship endured, what it means, and what directions it gives, and to open the field to increased inspirational activities in Palestinian society. In this framework, the Tamer Institute for Community Education calls for all organizations and people to chip in to the events of the campaign and extend their influence throughout the world. Additionally, throughout the world the organization paid a wide share of its activities to work with libraries hosting those with disabilities from through the issuing of special audio materials and books in Braille to support learning as a universal path for all sects of society.



## Youth Teams

Tamer engaged youth teams with meetings, walking trips, readings, hosts, art, and volunteering activities in different regions throughout the year. The work focused primarily on the following:

- Activating the concept of unified Palestinian land (the idea and spirit of a small continent) through the participation of the teams in three central walking trips and additional regional trips
- Working on the youth face and interact with in a learning environment
- Participating in reading campaigns
- Participating in periodic activities with the Yara'at Team, particularly engaging with various platforms of expression, such as poetry, music, and filmmaking, with the cooperation with the British Cultural Council

[“Between Sky and Land,” an entry at The Amateur Short-Film Festival](#)

[“If,” an entry at The Amateur Short-Film Festival](#)



## Initiatives in Oral History

For the third year in a row, the Institute continued its initiative of preserving the heritage of Bedouin folktales. The initiative focused on the collection of Palestinian Bedouin folktales by children through communication with their immediate and extended families. The folk tales were given to Denise Asssad, who elaborated on the narratives but kept them in the children's narrative style. The number of folk stories has risen to three, produced in both Arabic and Italian. The work has continued throughout the year with five schools at the most.

### To learn the philosophy spoken by the youth...

About Roaming, a story by a group of young people in Nablus: "Is there anything more beautiful than 25 young men and boys, traveling in the old town and raising questions, to discover roaming, which they did not learn about? We met in the morning, and we set out together - as grumbling youth - after a lot of instructions. Our first stop was the soap factory, which formed a world different from that which was familiar to the youth in Beit Furik. And from there we set off to the spice seller, with everyone wondering how to open channels for dialogue with the spice seller, and how to complete the task which the group was assigned. The youth appeared enthusiastic after my first question to the spice seller about the age of the place and the age of his profession (three hundred years) and began investigating the profession - not in the plural - about this man and his career and its secrets, achieving a piece of the people's protest and their desire to buy. In that place, we came together.

After the spice seller, we and the youth set out to the house of Fadwa Touqan, and there seemed to be a never-ending desire for questions - desire opened a room for the youth and encouraged them to read her autobiography. The biggest share of questions came in the Shifaa Turkish Bath, the girls - who were not ready for much, and who were fraught with curiosity after reading Ahlam's book (*Trees for the Absentees* by Ahlam Bisharat) - and they found that the book reveals a partial truth, and this did not stop their endless questions about every detail both small and large. There, the youth came across an elder who came adjacent to the bathroom and sat with arguileh and appeared to brief them on the invasion and how he lives. And in the Turkish Bath, we came across an elderly woman and her grandchildren who joined us on a tour of the old town. Soon our group consisted of her and us, and she encouraged us in this step and even completed some of the journey with us.

And in the bakery Mona, one of the oldest bakeries in Nablus, the youth were exposed to talented food and conversation. After a lot of pastries, I was left with a smiling man to visit the Touqan Palace - a man who told me that he felt unmatched happiness. He explained that usually all the visitors to the bakery are either foreigners or children of the country ignorant of the place - and so he felt happy because these children were starving for food and knowledge. Because of this, the bakery will not perish in the consciousness of the new generation.

In the palace of Abdul Hadi, under the trees, we ate breakfast, and there we completed the tour. To the judge's bath, and mulberry lane, and the door of the square...

## My First Book

The foundation reached 200 stories this year, 7 of which were selected by a reading committee which found in them simple children's language and mini-fiction topics appropriate for kids.

About the activities implemented with disabled children in the Gaza Strip within the campaign, Ihab Madhoun (a sign language interpreter who works in a children's institute for the deaf) said about the film, "I find this is the first time in Gaza there's someone who does this work and honestly it's very wonderful and extremely useful, and it will be gradually adopted by the deaf. I also have introduced it to a range of groups that work with the deaf and I found that some of the deaf children cry because the book has touched their feelings, because most of the participants in this session had experienced such circumstances as those just described in the books, and I honestly thank you for this work and its achievements."

## Baba, Read to Me! Campaign

We can proudly say that we completed 300 activities throughout the campaign this year, compared to last year when we completed 169 activities in all provinces. Throughout the activities, the parents interacted with the children in community libraries, schools, clubs, and centers. Close to 1320 fathers participated in the campaign this year, compared to the year 2012, when 324 fathers participated directly. Their impressions about the campaign were both positive and wonderful. During the time of the campaign, close to 60 activities were completed in libraries, and throughout the campaign, the family played the primary role in discussing the books with their children.

Throughout 2013, the institute an impo expressing oneself among children, teenagers, a different libraries participated in activities tal observation by working to strengthen the capabi analyzing, and critical thinking. This encourage participate in activities.

And in terms of young people, the messa youth through the walking trips between the reg

## National Reading Week

There were a countless number of accessible activities throughout National Reading Week alone, with 972 activities this year vs. 961 in 2012 and 709 activities in 2011. 300 foundations and libraries have benefitted directly from the events, with 34,000 participants in 2013 versus 24,907 and 23,940 participants in 2011.

As the number of activities throughout the year reached close to 5,000, close to 90,000 individuals from Palestinian society participated in the activities.



them; and the volunteer work that they fulfilled throughout the year. All of it contributed to enhancing opportunities for the expression of experiences among themselves, and it has overtaken to promote constructive interaction on social networks, and that contributed to the dissemination of experiences, referrals, ideas, and models.

### The Challenges

One of the most important challenges that has arisen during the year relates to the openness of children and young people. Some of the children's books do not receive acceptance before we work with the children. Children accumulate the stereotypes and prejudices of the adults around them, and a child deprived of the right to access various titles is not permitted the space to create a dialogue around these issues. Many of the books are placed in racks of banned books, or else the stores close their doors to them. The change in the continuous accusations of the youth should also be noted, something that calls for a permanent follow-up to their interests by working with them, especially with developments in technology.



### Recommendations:

Recommendations for this strategic objective come under two focal points:

- Focus on the path that engages youth teams in order to create a state that reflects their reality and their aspirations
- Improve the quality of employee performance through support opportunities and their knowledge of and potential for literary appreciation



## Nawar Nissan Festival (April is Blossoming)

When you combine learning with imagination, science with expression, and joy with music you get Nawar Nissan...

The fifth session of the Nawar Festival kicked off in April 2013. We provided free spaces of imagination for the kids in our hands to interact with. While partners of the festival create an imaginative space filled with the logic of fantasy, they act towards creativity in the impossible, and they become interested in contributing to freedom of expression among children on a personal level and on a collective level. We offer an agent of happiness to the children through this festival, and as we go back through the measure of their aspirations, hopes, and questions, we see in them now a deep smile that they hold in their hearts and now they are adults.

### Why a festival?

- The festival provides free spaces for children to express themselves, for the fun and joy of launching their imaginations.
- The festival area contributes to the construction of a beautiful memory for the children
- The festival creates a great sense of ownership of the place. We see a new look out of the place, to the heart of the city - whether they were the children of Old Ramallah or the festival visitors - and this is important in the formation of the Palestinian individual and collective memory and ownership of the place, and important in defrosting the relations between the two groups.
- The book is the centerpiece of activity for its added value to popular culture, and there are many children's authors and illustrators participating in the festival, and therefore there is a celebration of books, reading, painting, theatre, dancing, singing, science, and the story of the village.
- Because children from the festival said, "My father is very busy with his newspaper, and my mother very busy with her work, and the night comes over us slowly and they don't realize that I am lonely..."
- The festival invites all of us to pay more attention to Palestinian children, and to provide them with what they deserve.
- The festival is an opportunity for a nice family activity. We derive from it positive energy in order to form the fabric of Palestinian society.



### Activities at the Nawar Festival:

- "Poetry on Demand,"
- "Drawing on Demand," and "A Painting of Palestine"
- Play a Small Lamp
- Cove of Wondrous Wonders
- Book Fair

## Tamer: Reading, Writing, and Expression with Multi-media

### Libraries of Children's Literature

[Library of the Refugee Center](#)



[Link to the Lights of Abruakim Children's Library \(Anwar Library\)](#)

[Tulkarm Children's Library](#)



[Link to Tamer in Hebron's Facebook](#)

[Link about the Araat \(Firefly\) Periodical](#)



[Network of Children's Libraries in Nablus](#)

**The Third Strategic Goal: to build and maintain a supportive physical environment fit for children**

Tamer Institute stands by its responsibility. In order to work with children in various environments in order to achieve the following results.

1. Targeted libraries that provide a free and safe environment that supports children
2. Residents, teachers, libraries and staff who agree that the role of libraries is to support a culture of learning
3. Policies supportive of the culture of children and adolescents

**and policies and**

capacities to work

**The Network of Children's Libraries** is a network of 53 libraries in the West Bank and 23 in the Gaza Strip. These libraries, which contain either in part or in whole a special section on children's literature, serve an audience of children and adolescents ages 6 – 18. The libraries include four new libraries in Jerusalem, in addition to the libraries in the provinces of Ramallah, Jenin, Qalqilya, Nablus, Tulkarm, Salfit, Tubas, Bethlehem, Hebron and Jericho.

The network seeks to empower existing libraries and librarians by supporting them with necessary books, training and business tools in order to help them overcome possible obstacles to their work and their progress so that, in the end, they get to the point where discussions of books in libraries become a routine – a duty and function performed daily by each office without waiting for Tamer or other institutions to do so.

**Friendly Spaces for Adolescents and School Libraries:** This is a group of centers and schools that help create within themselves a space for learning among children and young people. The foundation's approach to working within these centers and schools is to focus on their employees, because periodic meetings are far better than training events purely for discussion of the book - multiple and diverse readings open up a deeper dialogue and debate. For example, Paulo Freire and Sakakini put forward ideas about educational philosophy and discussed their ideas about all participants. What they discovered from this work on the education of students is that it subliminally creates a cultured student who has a beautiful and rich personality. They also discussed the challenges, ideas, and mechanisms and how to apply the ideas to young people in school libraries and centers.

قصص لامعة...

تجارب دافئة في شعفاط:

أم في مدرسة شعفاط حضرت تقريبا كافة اجتماعاتنا وهي من السيدات النشيطات جدا واللواتي يشجعن ابنائهم بصورة كبيرة، طلبت ان تقوم بالمنافسة مع ابنائها داخل غرفة صفهم وبعد حديثنا مع المرشد قام بمرافقة السيدة الي صفوف ابنائها الاربعة لتنافسهم على كتابة بعض الجمل والحروف وذلك لتشجع ابنها على تحسين خطه، ولتقي بوعد مع ابنها الآخر بانها سوف تأتي الي صفه، ولتقوم بهزيمة ابنائها الآخرين، فكانت سعيدة جدا بالسماح لها بدخول الصفوف والمنافسة مع ابنائها امام اصدقائهم ومعلميهم.

سارة زهران

قصة للتفاؤل:

في مدرسة ذكور مخيم العين في خلال نشاط حملة أبي اقرأ لي ، حيث قمنا بدمج أطفال لديهم طاقة زائده وعنف ومهمشين مع أطفال لجنة المكتبة ، وقمنا في النشاط في استضافة رجل كبير بالعمر تحدث عن حكايا وقصص قديمة وتحدث عن أيام البلاد ، وبعد ذلك قمنا في نشاط رسم حول علاقة الطفل في الأب ، حيث كان أحد الأطفال يشعر في الخجل فلا يستطيع الرسم وفي حيرة ماذا يرسم ، فقام بعض الأصدقاء بمساعدته في الرسم والتعبير عن ذاته. أما مجموعة الاطفال من رواد المكتبة كانت، فقد اعتادوا متعودة

### About the experiment...

Most teachers have not had the opportunity to nourish their own knowledge since they began teaching, and thus live in a state of cognitive recession as though the process of producing knowledge is over and finished with the end of their courses at university. The readings came to change this image that they had. The euphoria of knowledge and love of reading is not only perceived by the experimenter and practitioner of this cognitive process. The teachers observed through the discussion of the readings that the learning process is for all individuals – students, teachers, and others. This reinforces the Freire's philosophy of dialogue and discussion and communication between students and teachers based on the philosophy of learning where everyone learns and practices the process of knowledge without having a linear process of learning where learning is more like "banking."

### عن المسارات الفكرية كنهج للمؤسسة...

تثير المسارات الفكرية نقاشات لا تنتهي بين فريق عمل تامر، وتتراوح الآراء بين مؤيد لتأطير وتنظيم هذه المسارات وفقاً لبرامج محددة، وبين من يرى ضرورة لتركها طليقة وتلقائية ورحبة الأفق، والطرفان على حق فيما يطرحان، وكلاهما يجدان المنطلقات المنطقية والمقنعة التي تدعم وجهات نظرهما. المهم أن الجميع ورغم محاولاتهم تسليط الأضواء على مساحة المشاركين أنفسهم بعيداً عن مواقعهم المهنية كمكتبيين، يكتشفون في النهاية أنهم غير قادرين على التخلص من هيمنة صور رواد مكتباتهم من الصغار واليافعين، الأمر الذي غالباً ما يعيد دوائر النقاش إلى النقطة الأم في دائرة اهتمام الشبكة وأعضائها – ألا وهو الطفل والكتاب والقراءة والتفكير الحر – مواضيع تعود إلى واجهة الصدارة مهما حاولنا الابتعاد عنها أو تناسيها.

من السنة الفائتة من خلال أنشطة المكتبة على مساعدت بعضهم البعض خلال الانشطه ، فمن خلال هذا النشاط تمكن الطفل من تكوين أصدقاء جدد والإندماج في النشاط في إبتسامة جميلة.

اسلام صيرفي

استمر العمل مع تلك المدارس لمدة سنة كاملة، وأصبح لدى الطالبات معرفة غنية وأسس متينة حول القراءة والنقاش. ولم تتوقف هذه المدارس عن ممارسة الأنشطة الفعالة حتى عامنا هذا مع أن العمل معها بشكل مباشر قد إنتهى، فما زالت المعلمات يقدمن لنا التقارير الشهرية والخطط السنوية والأنشطة التي يقمن بها بكل حماس وتفاعل. حتى أن مدرسة بنات ترقوميا الثانوية قد نجحت بوضع حصة مكتبية رسمية على البرنامج المدرسي الخاص بها.

ديالا حلايقة

قامت المكتبية ميرا ابو سرور قبل نقاش كتاب (النقطة السوداء) بتشجيع الاطفال على قراءته، وبالفعل اندهشت بأن معظم الاطفال كان قد قرأ القصة وحفظ ادوار شخصياتها، واثناء النقاش قامت بعمل مجسم للنقطة السوداء، وقسمت الادوار بين الاطفال، وتم النقاش في جو مظلم عبر فيه الاطفال عن افكار شخصيات القصة عن النقطة السوداء، وكان الاطفال قبل ذلك قد اجتمعوا وتقاسموا الادوار وتدريبوا عليها، وكان هناك فتاة منظمة لهم في ذلك، والجميل ايضا ان الاطفال انفسهم طلبوا بإعادة نقاش القصة ويكونوا هم انفسهم من يقوم في ذلك واستعدت ميرا لذلك معهم.

كامل سليمان

### مسارات فكرية

هذا العام، وبعد الانتهاء من عدد لا بأس به من التدريبات في موضوعات رئيسة تمسّ عمل المكتبات كالتصنيف والفهرسة ونقاشات الكتب وكتابة التقارير وإعداد الخطط والتعرف على أساسيات في رسومات أدب الأطفال ونقد النص الأدبي والكتابة الإبداعية، توافقت الشبكة على ضرورة الانتقال إلى مستوى آخر من اللقاءات الفكرية لجموع أعضائها، وتتم هذه اللقاءات حالياً مرة كل شهرين للتفاكر في موضوعات حياتية وفلسفية وأدبية عامة – غير مرتبطة بالضرورة بأدب الأطفال بشكل مباشر.

انطلقت المسارات الفكرية في أول لقاء لها مع بداية شهر أيار، وتضمن اللقاء نقاشاً حول الفكرة والمنطلقات التي تحملها، كما استمع الحضور إلى قراءات أدبية لزميلات مكتبيات تدور حول تجربة الاعتقال في سجون الاحتلال – سواء أكانت الزميلة الكاتبة قد مرّت هي نفسها بتجربة الاعتقال أو عاشت تجربة أن تكون ابنة معتقل أو زميلة معتقل. أما المسار الفكري الثاني للمكتبيات والمكتبيين عقد في نهاية حزيران خلال انعقاد مخيم أيام مكتبية.



وهنا يقف المكتبي والمكتبية أيضا كعنصر أساس في ردف الحلم بمجتمع فلسطيني حرّ وأمن، ولهذا بدأت الشبكة بتنظيم المسارات الفكرية للمكتبيين بهدف نقل الشعار الى أرض الواقع، وتسهيل لقاء مجموع المكتبيين كل شهرين للتأاور في موضوعات حياتية وفكرية متنوعة – حوارات لا تهدف الى التوصل الى توافقات فكرية أو عقائدية ، بل الى التوافق على أهمية التأاور واحترام كافة الآراء وعدم إسقاط الأحكام المسبقة أو حجر الأفكار المختلفة.

### أيام مكتبية

في مخيمها السنوي لهذا العام – والذي ينعقد للعام الثالث على التوالي، شهدت لقاءات الشبكة التي عقدت في قرية جفنا حضورا كثيفا لمكتبيين ومكتبيات من كافة محافظات الضفة الفلسطينية، وضمت اللقاءات التي استمرت على مدى يومين متتاليين 55 زميلة وزميل انخرطوا باهتمام وشغف بورشات العمل النهارية المختلفة التي شملت نقاشات ومناظرات في مواضيع فلسفية وأدبية وتاريخية ، كما راقب الحضور عروض أفلام رسوم متحركة أنتجتها مكتبيات مع رواد المكتبة الصغار – بعد خضوع المكتبيات لتدريبات بدأت منذ حوالي 8 شهور ( ولا زالت متواصلة) على يد مدربين ألمانين، واختتم المخيم لقاءاته النهارية بزيارات الى كل من مركز قطان وخليل السكاكيني لمتابعة معرضا للصور وآخر للرسم. أما اللقاءات المسائية والتي ضمت 25 زميل وزميلة من الذين اختاروا المبيت في المخيم فقد شملت حضور ومناقشة عروض أفلام روائية منتقاة، وزيارة متحف محمود درويش لحضور لقاء الكاتب الجزائري واسيني الأعرج، وانتهت الفقرات المسائية ببعض المرح واللعب واستعادة لمشاعر الطفولة في مدينة ترفيحية في رام الله.

### أندية الأهالي في مدراس مقدسية

يصب المشروع في تعزيز النسيج الاجتماعي داخل الاسرة، والعلاقة مع المدرسة من أجل بيئة تعليمية أفضل للطفل في المدارس الفلسطينية. فمحاولة خلق بيئة امنة حرة يكون الحوار فيها الطريقة من أجل الحياة ولمزيد من الدفء في العلاقات العائلية فتشكل نادي من الاهالي في هذه المدارس الستة والعمل معهم على كافة القضايا التي طرحوها من الزاوية التي تتطلع اليها مؤسسة تامر وإيمانها بان للمساحات الحرة التي يخلقها الشخص لنفسه ولغيره دور كبير في تحرره الداخلي والمجتمعي.

تم تنفيذ العديد من الانشطة مع الأهالي في التعبير عن الهواجس ذات العلاقة بعلاقتهم مع أطفالهم وفي مجال، بالإضافة العديد من العروض المسرحية تتناول بعض من القضايا

- التي نعمل عليها في الميدان وتواجه الناس في يومياتهم وتسبب لهم هاجس نظرا لارتباطها بحياتهم ولمعاناتهم منها، وبعد العديد من الخيارات اتفقنا على ان نتواصل مع مسرح السيرة لعروض تتناول القضايا التراثية والوطنية والترفيهية بنفس الوقت وحكاكي جميع افراد العائلة. وقد نتج في المرحلة الأخيرة للمشروع التالية:
- بطاقة التعريف : عملنا على تجهيز 200 من البطاقات التعريفية للاهالي بهدف ادماجهم بشكل اكبر في المشروع وتعزيز ثقتهم به .
- الشنطة : تم العمل على 400 حقيبة للاهالي وسيتم توزيعها عليهم خلال نشاطتنا.
- روزنامة الأهالي .
- رواق الاهالي في كل مدرسة والذي يساهم في شهور اكثر راحة لدى الأهالي عند زيارتهم المدرسة.

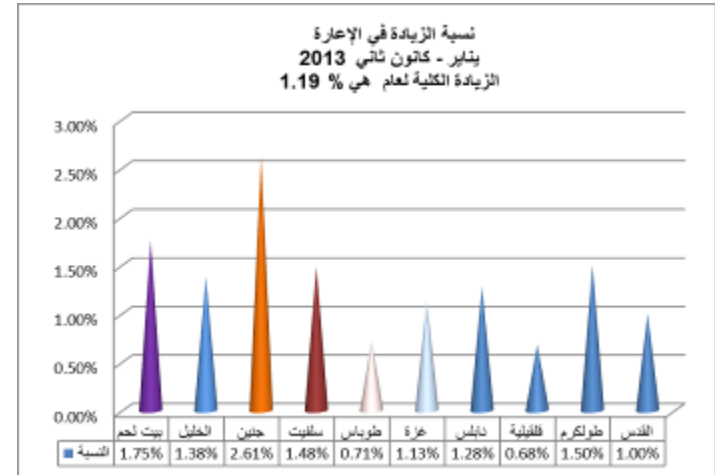
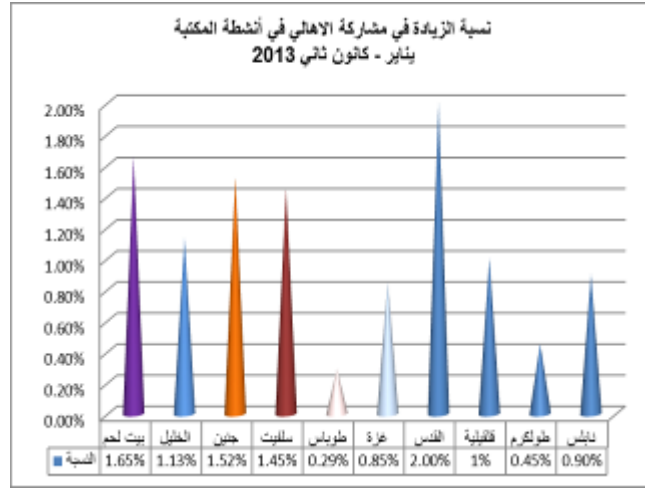
نتفق بأن الصغار يبذلون حياتهم الفكرية بحرية واندفاع ، وكلنا يعترف بأن الصغار يتعلمون الانضباط والترقب والحذر في إبداء رأيهم- والخوف أحيانا، من الكبار المحيطين بهم والذين يؤمنون في الغالب بأنهم يقومون بما يقومون به لصالح الصغار وحماية لهم. والمكتبي – كما المعلم وكما الآباء والامهات هو واحد من هؤلاء الكبار الذين يساهمون ( عن قصد أو غير قصد) في وقف اندفاع الصغار وتحديد مخيالتهم وأفاق تفكيرهم وإبداعهم. لذلك كان لا بد من الانطلاق وتنظيم المسارات الفكرية للمكتبيين لتعريضهم لأجواء النقاشات والحوارات الفكرية الحرة ، علّ هذه التجارب تقرب مفهوم التفكير الحرّ وتقلل المختلف الى نفوسهم، وتساهم في محاولاتهم لتطبيق هذا المبدأ في مواقعهم وبين أوساط الصغار من رواد مكتباتهم.





### الأثر على مستوى الهدف الإستراتيجي الثالث:

تعمل مؤسسة تامر من أجل مكتبات ومساحات للأطفال والشباب تكون مؤهلة وتوفر مساحات آمنة وداعمة لثقافة التعلم بين الأطفال واليافعين. وخلال هذا العام، تعتبر المؤسسة أن المكتبات والمراكز الشبابية والمدارس التي تعمل معها قد تولد لديها فهم لمتطلبات تحقيق هذه البيئات، بتفاوت بين المحافظات. ففي محافظة سلفيت وطوباس وأريحا مثلاً، لم تظهر عمق في النسيج الذي تولده المكتبة كمحرك ثقافي مجتمعي، الأمر الذي ينعكس في عملية توثيق الانجازات التي تتوصل إليها المكتبات في هذه المحافظات. أما في محافظات أخرى كبيت لحم والخليل ونابلس وجنين، فإن النهضة في نوعية الأفكار التي تتولد عن ما يتم تفعيله من حراك ثقافي مجتمعي، قد أظهرت تحسن في دور المكتبات في المجتمع.



### التحديات

تعتبر الطاقات الكامنة في المجتمعات التي تحتضن

المكتبات هي الأساس في العمل المجتمعي مع الاطفال، وتتراوح عمقها وقابليتها من منطقة إلى أخرى، الأمر الذي يصب في نهج المؤسسة الرامي للبناء على القدرات الموجودة في هذه المجتمعات وفقاً لخصوصية كل منها، ولكن بمحاولة لربطها مع المشهد الثقافي الفلسطيني العام.



### التوصيات

جاءت التوصيات متمثلة في محورين:

- 1- العاملين مع الأطفال ما زالو بحاجة لدعم على مستوى قيادتهم لمسارات التعلم بين أفراد المجتمع.
- 2- الحاجة ظلت ماسة للكتاب كمصدر أساسي للمعرفة، مع العلم أن خطوط الانترنت غير متوفرة في العديد من المناطق في القرى والأرياف، تحديداً في المكتبات التابعة للجمعيات والمجالس المحلية.

3- المكتبات والجهات العاملة مع الطفل بحاجة ماسة للارتباط بما يستحدث على ساحة تكنولوجيا المعلومات في مجال ثقافة الطفل.

## الهدف الاستراتيجي الرابع: دعم وبلورة القدرة المؤسسية لمؤسسة تامر (بما يشمل ترويج نهجها التعليمي في فلسطين والخارج).

خلال العام 2013، باشرت المؤسسة بملمة الوثائق المتعلقة بنهجها التعليمي، كإضافة نوعية تقدمها للمجتمع الفلسطيني. وتم التوصل للتالية:

- الأرشيف المرئي للمؤسسة من صور وتسجيلات.
- أدبيات المؤسسة، بما يشمل الأوراق المقدمة، منشورات، مجلات تخرج عن المؤسسة.
- أرشيف المساهمين في تعميم نهج مؤسسة تامر، من أصدقاء، متطوعين، عاملين، مؤسسين، ومشاركين في أنشطة المؤسسة خلال السنوات منذ تأسيسها.

تساهم هذه المواد وأخرى غيرها في بلورة مساهمة المؤسسة كالتالي:

- 1- فيلم ترويجي عن رؤية مؤسسة تامر.
- 2- مادة توثق لتجربة يراعات، كمجلة وفريق منذ تأسيسها.
- 3- دراسة وكتالوج ومعرض يوثق لتجربة دار الفتى العربي، بعنوان "المرئي والمكتوب في أدب الأطفال الفلسطيني العربي: دار الفتى العربي نموذجاً".
- 4- دراسة في دور التكنولوجيا في التشجيع على القراءة في السياق العربي.
- 5- دراسة في نقد أدب اليافعين الصادر عن مؤسسة تامر منذ 1992



## خط الأساس لعمل المؤسسة 2013

في بداية العام 2013، تم تحديد خط الأساس للعمل داخل المؤسسة، والذي يعكس تراكم العمل على مدار السنوات الأربع وعشرين الماضية:

نهاية العام 2013	بداية العام 2013
أنتجت المؤسسة 112 منتج ثقافي، من بين منتجاتها، تنطبق عليه معايير أدب الأطفال الفلسطيني	1- أنتجت المؤسسة 100 منتج ثقافي، من بين منتجاتها، تنطبق عليه معايير أدب الأطفال الفلسطيني.
نظم مركز الموارد ما يزيد على 100 ورشة عمل خلال العام 2013، تخدم دعم الانتاج البحثي والأدبي في مجال ثقافة الطفل.	2- يقدم مركز الموارد ما يقارب 60 نشاط سنوياً موزعاً بين الندوات في مجال ثقافة الطفل، ودعم قدرات شبكة مكتبات الأطفال، ودعم قدرات صنّاع الكتاب.
نسبة المبيعات كتب المؤسسة وصلت إلى 28%.	3- نسبة المبيعات كتب المؤسسة وصلت إلى 21%.
ستقوم المؤسسة في نهاية 2015 بعمل بتحديث النسبة.	4- 55% من الأطفال واليا فعيين الفلسطينيين يشاركون في أنشطة تشجيع القراءة والتعبير في فلسطين.
مجموعتي نابلس ورام الله والخليل تساهم في اعمال تطوعية بشكل دوري ومشاركين بشكل مستمر برغد مجلة يراعات.	5- مدى تفاعل الشباب مع الفرق الشبابية في المناطق ومع ملحق يراعات.
30 مكتبة تمثل نموذجاً لتوفير بيئة مساندة للأطفال من حيث القدرات البشرية والامكانات المادية.	6- 20 مكتبة تمثل نموذجاً لتوفير بيئة مساندة للأطفال من حيث القدرات البشرية والامكانات المادية.
35 مكتبة/ة لديهم القدرة على توفير بيئة حرة وأمنة في المكتبات.	7- 30 مكتبة/ة لديهم القدرة على توفير بيئة حرة وأمنة في المكتبات.
20 معلم/ة، ومنشط/ة لديهم القدرة على تحفيز الأطفال واليا فعيين للتردد على المكتبات والنشاطات الثقافية.	8- 15 معلم/ة، ومنشط/ة لديهم القدرة على تحفيز الأطفال واليا فعيين للتردد على المكتبات والنشاطات الثقافية.
توفر 1212 كتاب ذو نوعية جيدة حسب اقتراحات المكتبيين وثوائم توصيات تربوية لشراء الكتب.	9- توفر 312 كتاب ذو نوعية جيدة حسب اقتراحات المكتبيين وثوائم توصيات تربوية لشراء الكتب.
1390 parents, staff, and workers responded to Tamer Institute's calls/demands to support a culture of learning (the calls/demands for the culture of learning are defined through a program of mobilization: such as freedom and responsibility of expression, the importance of listening, respect for differences in opinion, respecting others, etc.)	10 - 390 parents, staff, and workers responded to Tamer Institute's calls/demands to support a culture of learning (the calls/demands for the culture of learning are defined through a program of mobilization: such as freedom and responsibility of expression, the importance of listening, respect for differences in opinion, respecting others, etc.)
3300 parents, staff, and workers were conscious of the principles and processes supporting learning at the individual, family, and community level through participation in campaigns and activities.	11 - 300 parents, staff, and workers were conscious of the principles and processes supporting learning at the individual, family, and community level through participation in campaigns and activities.
The issue of finding library shares was addressed in Ramallah	12 - The issue of library hours was addressed in the form of a



and Nablus.	response before decision makers/relevant authorities (ministries, municipalities, schools, libraries, parents responsible for supporting the culture of learning for children and adolescents) and issued a decision to extend the hours to 4 o' clock.
The level of satisfaction of employees, the Board of Directors, and the Council of Trustees, with the institute's work throughout the fiscal year (moral, professional, and material satisfaction from review, evaluation, and development in planning and work methods) reached 75%.	13 - The level of satisfaction of employees, the Board of Directors, and the Council of Trustees, with the institute's work throughout the fiscal year (moral, professional, and material satisfaction from review, evaluation, and development in planning and work methods) reached 70%.
An integrated archive system became available for the Institution's books and documents.	14 - An integrated archive system became available for the Institution's books and documents.
نسبة المعلومات للذاكرة المؤسسية منذ تأسيس تامر وقابلة للتعميم تصل إلى 50%.	10- نسبة المعلومات للذاكرة المؤسسية منذ تأسيس تامر وقابلة للتعميم تصل إلى 30%.
يوجد وثائق أولية حول برنامج توثيق وتعميم للإضافة النوعية الخاصة بمؤسسة تامر.	11- لا يوجد برنامج توثيق وتعميم للإضافة النوعية الخاصة بمؤسسة تامر.

## Partners

Sweedish Diakonia Institute	Palestinian Ministry of Education
The Anna Lindh Foundation for Intercultural Dialogue	Palestinian Ministry of Culture
The Belgian General Consulate	Palestinian Ministry of Social Affairs
Belgian Cooperation in Jerusalem	Book Aid International

UNICEF	Frankfurt Book Exhibition
UNESCO	Bologna Book Exhibition
Save the Children International	The Global Council for Young Adult Books
European Union	Palestinian NGO Network
Vento di Terra	Goethe Institute
Norwegian Office of Representation	French Cultural Institute
TVBIT	Arab Fund for Culture and Art
Ramallah Municipality	Institute of Cooperation