



مؤسسة تامر للتعليم المجتمعي
Tamer Institute for Community Education

ANNUAL Report 2020



Tamer institute started 2020 with enthusiasm in planning for the reading encouragement campaign and activities at “Tamer’s new home”, but declaring the state of emergency in Palestine due to COVID 19 changed all the plans. The pandemic was an opportunity to reinforce solidarity and contribute collectively to play an essential role in the society. The institute was keen to make this year special through its online activities and offline initiatives; Additionally it was a great learning experience for all Tamer’s team who explored new mediums, channels and tools. The quarantine has created a new reality at homes for our target beneficiaries and partners (librarians, teachers, parents and children). Thus, we witnessed a shift in the nature of the activities implemented. Accordingly, Tamer invested in developing online learning videos and animated stories based on children’s books that the institute published previously highlighting themes of protection, expressing, and cooperation. Tamer also developed a series of interactive activities targeting family members, we invited children to share with us photos/videos of the materials they produced with their family members and posted them online as well to motivate children to be engaged in the activities. Tamer’s Facebook page by which is directly linked to the intensive consistent online activities that were developed and posted through the page witnessed a significant increase in the number of followers (reached 120,106 followers from 39,000 in late February). In terms of production, Tamer produced 20 animated audio stories based on Tamer’s children’s books, and posted on Tamer’s Facebook page and 25 activities reaching over 500,000 children, parents, and school staff among others. In June the Page had an average of 1.3 million reach per week.

Some community librarians took the initiative to develop stories streaming to encourage children to read during quarantine and to spread awareness on Covid-19. Additionally, Tamer institute field coordinators established Facebook groups, for librarians and teachers, where they share activities for the children and they meet and discuss different ideas to assist their role and learn from other experiences. Additionally, the youth teams’ meetings and workshops in the different districts continued to take place online and offline and five initiatives were implemented.

Additionally, the institute succeeded in conducting a virtual summer camp for youth which gathered more than 105 youth and many youth initiatives took place this year. Tamer also developed and prepared 2000 awareness and child friendly kits to be distributed on children and their families; the kits include stories, interactive activities and Covid child friendly awareness material. Many physical intervention were carried out in schools and community libraries as well as Tamer institute resource center. Furthermore, Tamer managed to conduct the “Read to me Baba campaign”; in which we had more than 4962 children participate in the campaigns face to face activities and 62959 joint the online activities. This year the family spent more time together due to the lockdown, thus the activities aimed to help children and parents interact, express and spend quality time together. The campaign was launched on the 26 of November and the activities lasted for two weeks in cooperation with 129 partners (from community libraries, schools and youth centers). 277 activities were conducted and they varied from reading stories, book launching and discussion, planting trees, hiking, and puppet shows.

Main achievements:

Strategic goal 1:

Books produced and purchased

▪ **Published books**

- “Shams”, a graphic story written and illustrated by Iraqi artist Sundus Abdulhadi. The story presents the character “Shams” who is a little girl made of glass. One fateful day, Shams breaks into a million pieces. In the story we follow Shams’s transformation from a fragile little girl into a survivor, with the help of her own imagination and the guidance of Shifaa, the healer. A story of trauma and empowerment, "Shams" transforms tragedy into magical realism, guided by ancestral wisdom. Blending storytelling and powerful illustrations, Shams is brought to life as an otherworldly being in her small universe. The story is a simple symbolism of a folktale-style children’s book, that tells a story of survival, healing, and liberation perfect for both kids and adults.
- “Cat feather”, written by Haifa Sawarkeh and illustrated by Amal Karazai, the story seeks to deliver the mystical World of Sufism to children, emphasizing the importance of the human essence and its freedom of will and ability to realize itself. On their journey with Cat Feather, children get a glimpse of a world of mystery, where the dervishes and spirit of Sufism dwell. Cat Feather spins in full circles while inviting the children to echo its words: "I am a small universe revolving around a big universe."
- ‘Mammoth (About Theo, One of the Best Boys Ever)’ is the story of Theodore Bob Princel the First. Theo’s parents are rich and successful, and they want nothing less for their son. He’s destined for great things, as reflected in his busy daily programme: dancing lessons, soccer, singing, math, judo, yoga ... He and Nanny Leg-Hair race through lesson after lesson after lesson. Until Nanny takes a nap, leaving Theo to set off on an adventure. He finds crocodiles in the bathtub and hunts for mammoth turds in the garden. And he knows where he can find prehistory. It’s not far away, just beyond the garden shrubs. Mammoth is written and illustrated by Melvin & Stefan Boonen.



- “Mr. lion at the cinema”, which is the third book in the series of Mr. Lion for Jan Oksbøl Callesen. The story is about coffee, chocolate, unrest and chaos, guilty conscience, personal responsibility, and friendship. In this story Mr. Lion should be in the Cinema with his friends, but he thinks that there is a plenty of time to reach. Unfortunately, he falls asleep, and then suddenly there is no good time to reach. He finds it annoying to see that people are moving slowly in the streets and having fun when in a hurry. Mr. Lion missed most of the film and on the way home, Mr. Lion and his Mr. Fish think that there is nothing as annoying as people who are busy when they just want to hang and move slowly in the street and have fun!



- “Palestinian folktales”, Tamer institute in collaboration with the experts Sharif Kannana and Nabil Alqam worked on gathering an encyclopedia of folk tales, which will be release as a series of books each focusing on a specific theme. The first book contain a collection of 64 Palestinian folk tales drawn from a collection of two hundred tales narrated by Palestinians from different areas of historic Palestine. The stories collected were chosen on the basis of their popularity, their aesthetic and narrative qualities, and what they tell about popular Palestinian culture dating back many centuries. The theme of the first book in the collection focused on the relationships between the husband and wife and the Palestinian family.
- My Palestinian Grandmother, a book by Hooda Al Shawwa, delicately conjoins the missing pieces between two eras. It tells the story of Farida, a Palestinian girl living in Paris. Having a distinctive talent in painting, she is hired by Mr. Joaquim, who, as it turns out, intends to forge copies of original famous paintings, selling them as the authentic ones for his own profit. In the dreamlike Paris Farida lives in, she’s enchanted by both the magic of the city and the feelings of estrangement that follows. Flowing unceasingly between the mystic present in Paris and the nostalgia of her homeland and family, she’s constantly in touch with her grandmother Farida, who was forced to leave home to Syria in the Nakba of 48, and whom she was named after.



- “The Thunderbird – part 2, a book by Sonia Nimer. In that dark cave, Nour returned to her memory until her parents died, and her uncle took her to live in his house, then her memory led her until she discovered that she could set fire to just thinking, "Oh my God, how troublesome that brought me to me". How intense was her fear when Sabika told her that the invisible wall between the worlds of man and the world of the jinn and other creatures will collapse and chaos will spread, unless it is a light that saved the world. In order to do this, she had to find four feathers from each thunderbird at the burning moment. And now she is embarking on another adventure, exciting and frightening in the depth of time, to complete what she started a thousand years ago.
- “Talented Louba”, a story writer by Safa Amir and illustrator by Mohammed Taha. The story is about Louba who always sings passionately, yet she is shy in front of people. The neighbor, Na'nu'a, invites her to a party to sing and dance and then her story begins.

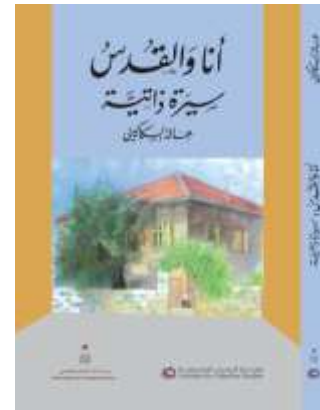


Resource Center/ Book Launch Events

The Resource Center for Children Literature arranged launching events for a series of children stories as well as seminars/workshops for artists/ librarians and children.

Book launch events:

- The resource center arranged for a formal launch ceremony in cooperation with the institute for Palestinian studies for the translated book “Jerusalem & I” by Hala Sakakini (1924-2003) which is a personal record of her life as experienced and lived in Jerusalem. This book follows the stages of Hala Sakakini's life in Jerusalem, from childhood in 1924 until the Nakba of 1948. Through a delicate shifting between the private and the public, Hala shares with us several social, cultural and political events and stations that she lived during this period with her family, and ultimately demonstrates the remarkable presence of her father's personality in her life; Khalil Sakakini, whose influence on her personal and cognitive building is greatly manifest. The narrative takes us from one memory to another amid small and subtle



details of the places and the atmosphere of life in the city, along with the names of the families, theaters, schools, cafes, and its rituals of celebrating various seasons in the thirties and forties of the last century. It is as if the book is an invitation to the reader to walk with Hala in the streets of Jerusalem, while smoothly and deliberately evoking the memory of the city. Hala Sakakini (1924 - 2002), a writer and teacher, was born in the Old City of Jerusalem. She is the daughter of Palestinian intellectual and educator Khalil Sakakini. She finished her elementary school in Jerusalem in the thirties. During the Nakba of 1948, she and the family left Al-Katamon neighborhood in West Jerusalem to Egypt. She later returned to Ramallah, Palestine, where she began teaching in Ramallah schools and Birzeit University. She revised and published her father's diary under the title *Kaza Ana Ya donya* (published in 1955). She also wrote in English, such as *Jerusalem and I: A Personal Record*, the one in hand, and *Twosome*. She founded with her sister Dumya and her Palestinian friends the Khalil Sakakini Cultural Center in Ramallah in 1998. She also has unpublished personal notes. The launch event took place at Khalil Al Sakakini Center and was facilitated and presented by Renad Qubbaj and Salim Tamari.

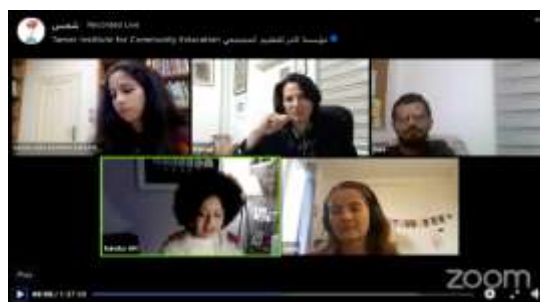
Link to Launch event:

https://www.facebook.com/watch/live/?v=603108813598951&ref=search&external_log_id=234581b1-5a0c-42a6-bce7-acbb473c4b38

- The resource center also managed to conduct a book launch for a Danish Translated book entitled "Mr. Lion and the apple thief". The story is about an apple tree that stands in the center of a city, from which one apple falls. One day the apple disappeared and the animals point at each other (each accusing the other based on different stereotypes) and the one who took it; Mr Lion remained silence for a while. "The main theme in many of my stories is personal responsibility. There are so many problems where you can be seduced by the idea that it is someone else's problem and therefore they have to solve it" says Danish author Jan Oksbøl Callesen - "All my books are about looking inward. You have to take responsibility if you want change." The Palestinian poet Bader Othman presented a critic focusing on the text, while artist Dima Abu Al Haj discussed the illustrations and Hiba Saida presented the children interaction with the story during the launch event.



- The resource center also planned for a virtual launch for “shams” with the attendance of the artists Sundus Abdul hadi, the launch was attended by 88 individuals including the libraries network and a number of interested teachers. It was also live steamed on facebook with more than 3100/ watch/ play during the event. Librarians discussed how the children preserved the book, a visual critic was also presented by Lina Merhej, a Lebanese artist and the child perspective was presented by Hani al Bayari from Tamer. “Shams” was chosen as it deals with trauma and it’s very related to what children are feeling today with all the uncertainties that the lockdown caused for them, their families and the harsh life that they face as individuals, and collectively as children living under occupation or in challenged areas. This story was essential to be discussed and introduced to librarians as it can be used as a tool in libraries to help children overcome trauma.



- The resource center arranged for a formal launch ceremony in cooperation with the Ramallah municipality library for the “Thunderbird (part two)” which a novel by Sonia Nemer; the novel tackles the story of Noor, who was like any normal child, happy with her loving parents, great school and joyful friends. Until, two years ago, her world collapsed! She becomes an orphan in her uncle’s house, unwanted, living in a horrible school with no friends. The only source of love is her grandmother, who dies and leaves her alone. Later, fires and demons come and Noor has a responsibility to save the world while she tries to convince her self that all of this is a bad dream. Sonia won the 2018 Arabic Young Adult Book Award for her young adult novel, “Thunderbird part 1,” at the tenth Sharjah Children’s Reading Festival.



Book Discussion events:

Tamer institute resource center arranged for several book discussion events for the newly released children literature stories at the resource center and at different schools across the West Bank and Gaza Strip. The book discussion events were held for “Mr. Lion and the apple thief”, and for the “Cat feather”.

Tamer Staff also arranged for book discussion events for staff members, where they invited some guest and book authors. For Example, a book discussion event was arranged for “My Friend, the donkey and I” which is a novel for Mahmoud Shkair, the discussion event was attended by the author Mahmoud Shkair and his friend Mohammad Sahout. Also, the staff discussed the newly released novel “My Palestinian Grandmother”, and the author of the novel Hooda Al Shawa joined the discussion.



Seminars and Talks for illustrators of books:

Workshops with international artists:

Tamer Institute invited Linda Holmer who is a teacher, editor, writer, illustrator, and art director. Linda is interested in the space between being personal and private and how to use memories in order to make fiction in illustrated books for reader of all ages. During her visit which lasted two weeks in Palestine, she conducted a series of workshops and seminars with writers and illustrators from all over the West Bank and Gaza (via video conference technique). She focused in 'Creative Writing and Literary Criticism Workshops focusing on children's literature. The workshops were part of our program about empowerment, cultural participation and creative citizenship of children and young people in Palestine - to support the development of diverse and critical audiences, future artists and cultural practitioners.



The resource center also arranged for field visits for Linda Holmer at different schools around Ramallah Area, where Linda can conduct activities with children and introduce different activities to teachers.



The National Reading Week: The reading encouragement campaign was supposed to be implemented in April on the ground with partners from School and Community libraries, but the emergency state in Palestine changed the intervention structure. The institute developed a safe child/ family friendly content and published a number of activities to reach out the children and their families through developing an online content via social media platforms including stories, books, children activities and child-parent interaction activities. As well as encouraging librarians to use these activities, and initiate new ones. The institute with the help of field coordinators is communicating with the partners from schools and libraries and will involve them on many levels. Field coordinators at each district who guarantee the local community involvement and participations in the activities through following up with them through (WhatsApp groups, phone calls and skype meeting). We believe that this intervention will assist in continuing to provide participatory activities for children and young adults. All the posted activities on Facebook asked children/youth/parents/librarians to respond in writing, illustrations, songs, videos. The materials were collected and analyzed and then reproduced in another art form.

About the activities:

- Tamer posted an activity calling for children and their parents to share with us activities they are doing at home joint with the philosophy behind our existing and the need of solidarity in the tough time. We

received about hundreds of participations from children; some of them shared storytelling videos with us, playing with each other, drawing, and many other activities that take place at their homes. We gathered the participations of children and produced a video of the vast majority of them and posted it on our page so that any activity that we do is interactive. This will

ensure that children are not merely recipients but also partners in the production of more materials.



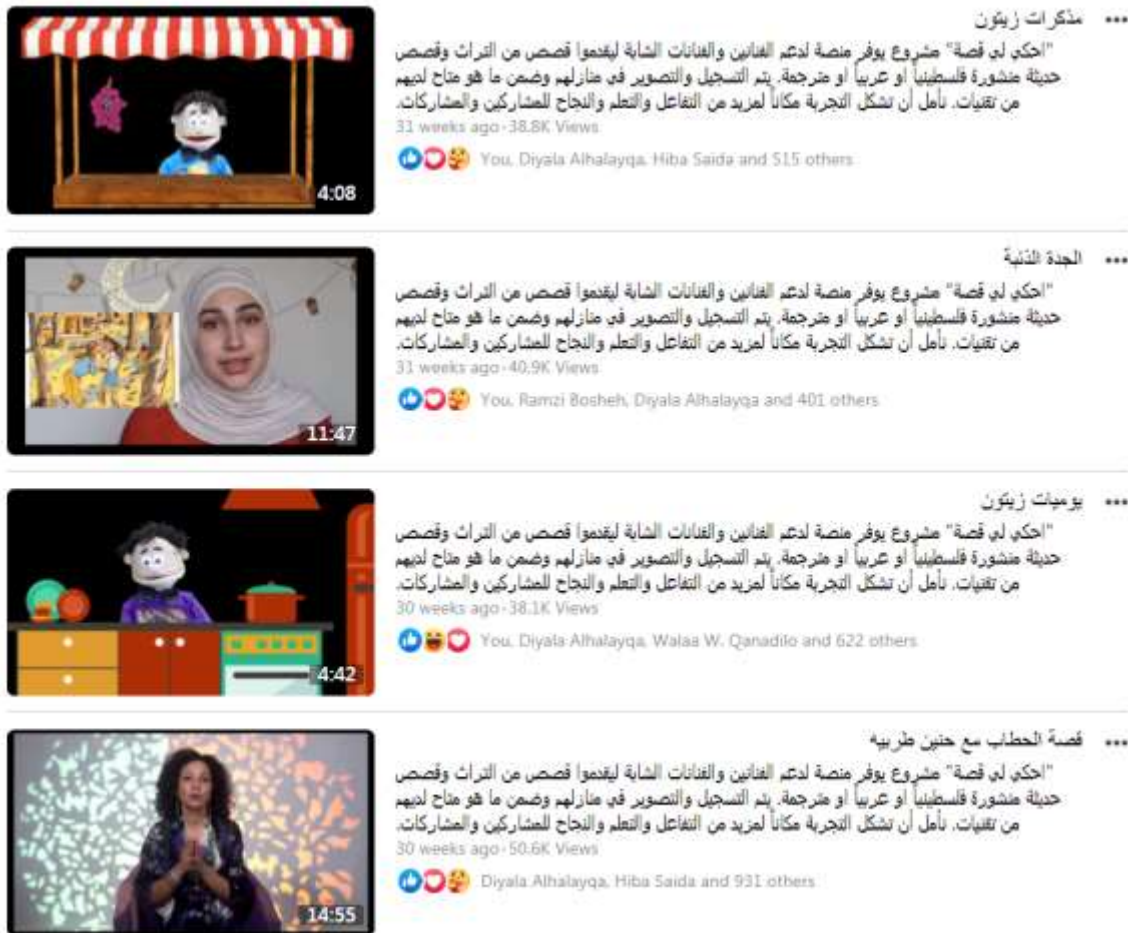
- Tamer developed and published interactive activities that target children and post them on Facebook. Many of the activities we designed and posted were inspired from activities' books that we published earlier. During the reporting period, we posted activities inspired from the book “A Snowball the Size of our Home”. To ensure that the activities are attractive to children and foster interaction among family members, we designed them as animated videos so children would enjoy watching them. We also invited children to share with us their photos, videos, messages of the activity. After each video, we collected children’s participation and reproduced a collective video including each and every participation we received and post it on our Facebook page so that all children will be pleased when they see their participation and motivated to follow up the activities.



- Tamer posted a number of videos/activities based on the album “My Heart is a forest”, The activities were introduced by the Artist Raneen Hanna who sang the stories. The album aims at spreading awareness on children emotions (sadness, happiness, love... etc). This is especially important during quarantine time because children are having several emotions that they need to understand and express. Each video consists of a song and an activity and a request for children to participate in the activities. Many online the activities we designed and posted were inspired from activities' books that we published earlier.

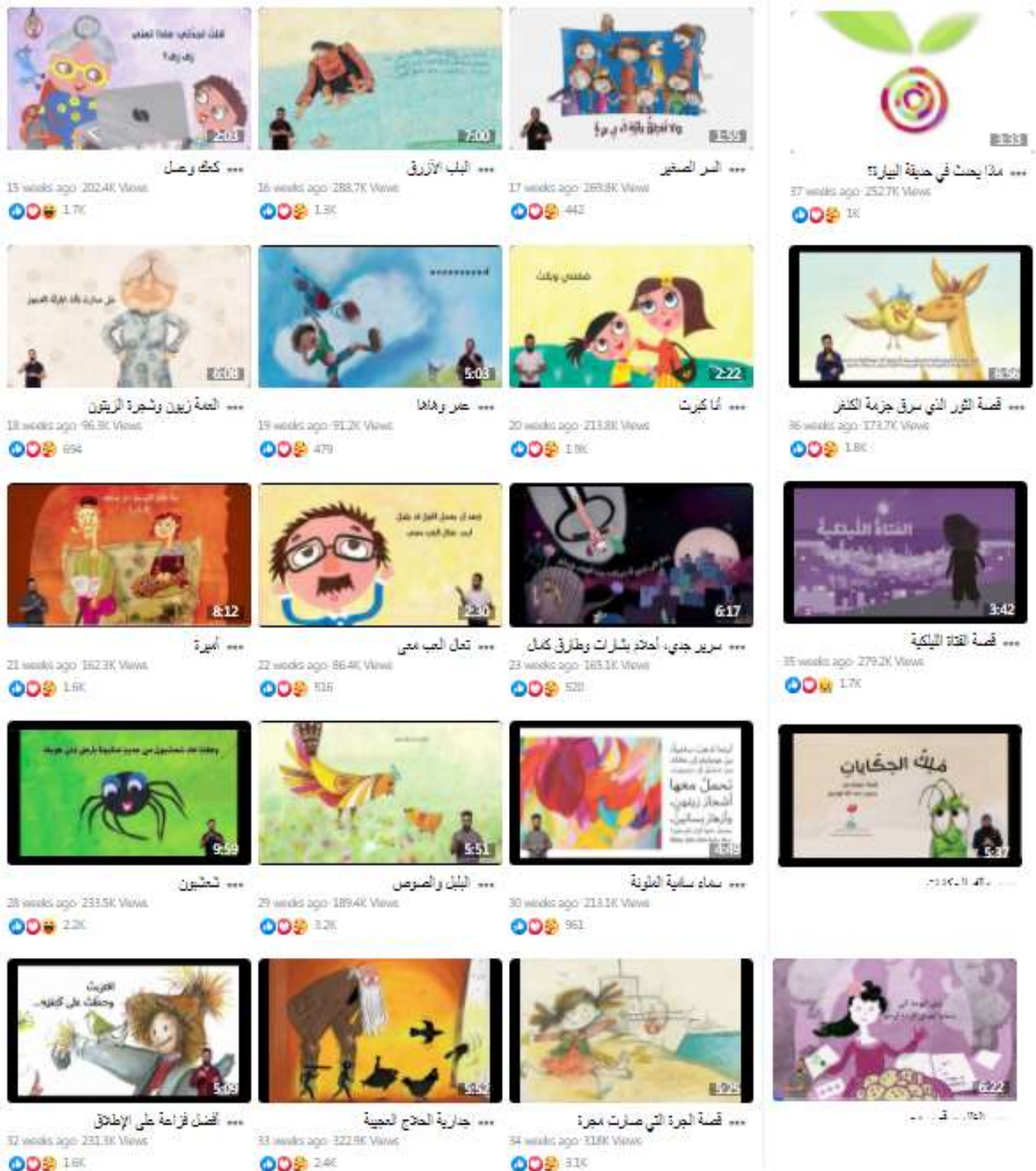
- Tamer in partnership with storytellers, produced mini-series video recorded stories designed for young Palestinian audiences with two episodes aired per week and broadcasted on social media, each Saturday at 6 p.m. These videos were shared by Librarian and schools network as well. 17 Videos where produced and posted on Tamer FB page.

<https://www.facebook.com/watch/120083374741328/278323470021388/>



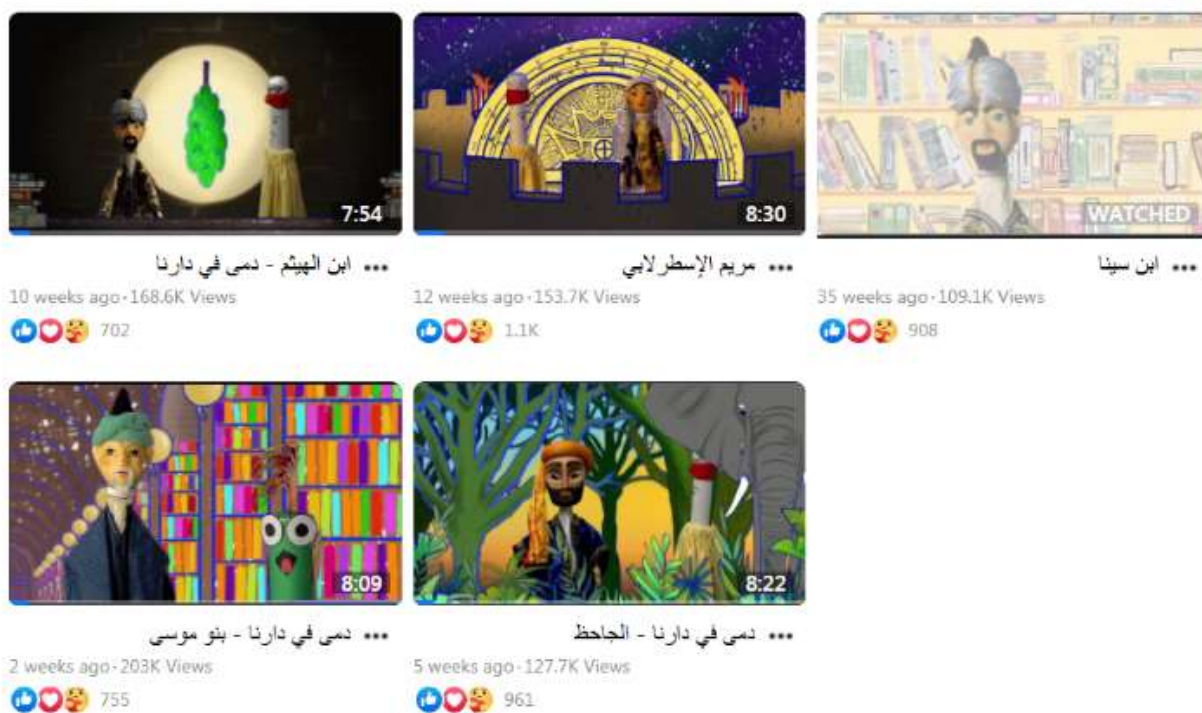
- Tamer launched a series of 20 online stories through its Facebook page. Tamer cooperated with artists, some of whom were members at Tamer's youth teams, to turn the illustrations to animated videos and add the music, narration and the sign language. The stories published presented themes that focus on child protection issues, fostering imagination and creativity, art as a tool of expression, making words and playing with letters, friendship, among other themes. The audio animated library will continue to present a new story for all Arab children, everywhere, each Thursday/Saturday of every week. All the posted

stories are inclusive; they are sign language supported so that children with disabilities can enjoy them too.



- We also published a series of 5 episodes -puppet show titled “Puppets at our House”. The puppet introduces to children different characters (scientists, intellectuals) like Ibn Sina, Ibn Al Haitham, Bau Mousa, Al Jaheth, Mariam Al Esteralbi; the famous characters; also talks to children and introduce themselves and their work, the second part of the video is a short tutorial on how to conduct an activity based on what the character does. Hundreds of children filmed their activities and shared them with us.

Latest Videos



- Tamer was also able to produce 8 animated songs. The first song entitled “Dar Door”, which encouraged children to stay safe from the virus and to spend quality time inside their homes. The song was animated and connected with ideas for activities that children can do. We invited children through the song to create and make a tin fish, imitate the sound of a bird, dance like a dinosaur with their parents and share with us recorded clips to show their talents and how they spend quality time with their parents. The second video entitled “blessing in movement” introduced a movement activity associated with numbers. It encourages children to move, exercise and be creative in counting and finding movements for each number. The song was also animated. Because there is a blessing in movement, we invited all the children to listen to the song and try to create a movement for every number from one to ten. Then, they shared with us recorded clips for the movements”.

The third video is an animated song about the 5 senses. The song focuses on the children's development through using their five senses—hearing, sight, smell, taste, and touch. As drawing a child's attention to the five senses and discussing them increases understanding of and communication about the world around them. The song indirectly explains to the child how the five senses help in figuring out what's going on around. The song was also connected to an activity, where we asked children to think about times when their senses helped shape an experience. How did the senses help? Were they the things they saw? The things they heard? The smell? The way they felt?. The fourth animated video was about voices (focusing on animals, nature and feelings). The lyrics were very loved by children and received many interactions. The institute developed an activity for this song, where we asked children to draw their fathers' voice the way they feel it. The fifth video was entitled “My heavy shoes”, which introduces children feelings during their first day of school, in which children may feel nervous or a little scared on the first day of school because of all the new things: new teachers, new friends, and maybe even a new school. Luckily, these "new" worries only stick around for a little while. The activity presents a story of a child during his first day of school and how it feels for him that he is wearing very heavy shoes that feel like an elephant in the heaviness it brings. The animated video invites the children to share their feelings in school and what makes them feel that they are wearing heavy shoes and if they are feeling that way, we ask them what they like to do and where they like to go. The sixth song was entitled “Jadatna el Habiba” is focused on the children and their relationship and connection with their grandmothers. It also introduces the “weird” words that grandmothers say “their special vocabs that children later inherit”. The animated video invites the children to share these strange words and their meanings. Tamer Institute produced and published an animated song entitled “Hadara Badara”, which is inspired by a folk game. Teaching counting can be tricky, and sometimes it's just hard to get it to stick. Songs are a creative way to teach children to count and they will love doing it at the same time. This song teaches children to count and is a perfect way to introduce the concept of sharing. The song was also connected to an activity, where we asked children to play the game and share videos of them counting and playing with their peers or siblings. The last animated song was entitled “Sahn el sokar”. which is also inspired by a folk game. The children learn about different kinds of fruits and shapes.

Read to Me Baba Campaign

Tamer Institute started planning for Read to me Baba campaign with the community and school libraries. Several meetings took place to discuss the activities and the safety procedures needed to be taken into consideration for the offline activities. The campaign activities were launched on November 26, 2020, in which we had more than 455 father and 4962 children participate in the campaigns face to face activities and 62959 joint the online activities.

Campaign Philosophy:

We launch “Read to me Baba” campaign today while the world suffers from harsh conditions caused by the spread of the virus (Covid 19). Such conditions largely restricted participation, movement and transportation, and imposed economic restrictions that had negative repercussions on the social and psychological aspects of the Palestinian family, let alone all the other persistent and daily restrictions the occupation imposes on Palestinians.



Those endeavors are our light in the dark, our relentless action closely tied to our being, always seeking out the life we deserve. So, we still have faith in every attempt, every word, every action, and every space that can be created. We all hope that the miraculous ability of trying, in us, humans, will overcome all these restrictions and limits.

We are waves from the same sea, we are the children of those houses that did not say no to anyone. And so the need arises for all safe and positive actions that can be created for the Palestinian family and community, in order to overcome the restrictions. This is an invitation to all librarians, teachers, fathers, mothers, neighbors, partners, and all Palestinians to set free every idea, every word, every activity and every space that can promote safe, educational and enjoyable interaction in the Palestinian family and society.

The campaign is considered a continuation of its endeavors to bridge long distances and create new spaces in houses, neighborhoods, schools and even within the corners and shelves of the library, through all the activities that parents and children can jointly explore. This comes in the hope that those places will serve as windows spacious enough for the people to shape a future that is full of hope, inspiration and life. The partnership between children and parents is an exceptional opportunity to explore life in a new perspective, shaped through all the proposed questions and possible answers, and in the smiles, stories, conversations and fantasies carried by children. The issue of reading we seek to raise is not restricted to reading books, but is more of a reading of life in its broader sense, by trying to perceive, rearrange, interact and communicate with it in novel exploration and spaces. Here at Tamer we essentially believe in the mutuality of the relationship;

the children's laughs and actions can shape us, the adults, and give us the motivation to see a potential of a brighter World despite all the harsh conditions we live in. It is not only us who can give happiness to them, but they also, with their spontaneity and dreamy eyes, can take away the burdens of life and remind us of what is beautiful.

Parents and fathers in particular were invited to join their sons and daughters the excitement of reading, writing, playing, and painting. These moments which contributes to strengthening the social fabric between parents and children in the Palestinian society, this fabric that keeps our society strong.

The activities were implemented online and offline in cultural organizations such as community and school libraries, and youth groups and centers in Palestine. The campaign days witnessed many activities and interactions that had a positive impact on children and fathers, mothers, teachers, and librarians, where it was possible to notice the promptness of the parents' response to participate in the campaign activities, and the children's passion for participation. Many fathers complimented that the activities were very convenient in terms of health measures and ease of access and reach for parents and children.

Tamer Institute and partner institutions have succeeded in promoting the campaign and advertising for it through more than one medium, social media was used (Facebook, Instagram), as it's considered one of the best tools used in Palestine to reinforce information. The institute advertised through its social media platform and also through all the partner institutions platform, in addition to suspending the campaign poster in public places.

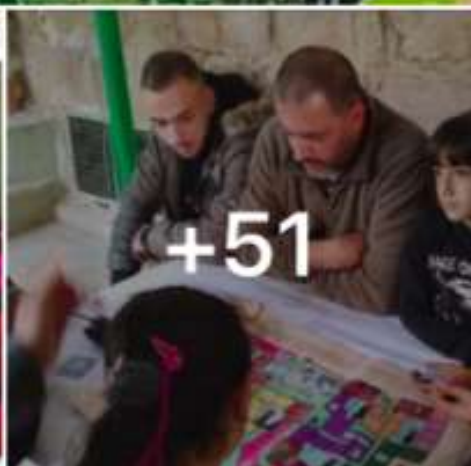
Tamer Institute conducted some interviews with children and Parents during the campaign, the children who participated with their parents showed great happiness and described their participation as an opportunity for change. Most of the children noted that they liked the Covid interactive Game .

The campaign activities inside the public libraries: Most of the children's activities revolved around storytelling, interactive games, book discussions and other expressive art activities. The activities connected to read to me baba campaign that was implemented in the libraries were as follows:

- Book discussions. Librarians read stories related to the children emotions towards their families and their emotions towards their parents. Children analyzed, reflected on their own experiences in their relationship with their fathers and participated in-group activities.
- Art and handcrafts making to encourage imagination and group thinking and experimentation. Creative writing and speech, writing diaries and letters to fathers.
- Puppet making and show which encouraged children to practice being a listener and a speaker.

- Sport games, such as football between fathers and their son and daughters.
- Free expression activities that aim to make the children gain more confidence that makes the communication process smoother and effective between each other. Moreover, the creative writing skills used stories as tools to raise discussions about the concept of cooperation, interaction and acceptance of the other.
- Puppet shows, Tamer institute worked on transferring "Mr. Lion and the apple thief" to a play with SCI Palestine and during the campaign we invested in the play to travel and participate in the campaign activities inside targeted libraries and school.
- Covid Board Game, the Board games are a lot of fun for children. Librarians Utilized the Covid board game that was developed earlier in most of the activities.
- Planting, the children and fathers, grandfathers enjoyed planting trees and flowers together in the nature.
- Walking paths/ hiking, many librarians decided to make walks in the nature for the families were they can walk, discover new places and conduct joint activities.

	Children (F)	Children (M)	CWD	Fathers	Mothers	Total
Gaza	769	469	16	170	430	1854
Hebron	102	120	0	48	29	299
Jenin	195	65	10	110	90	500
Tulakrim	22	10	0	0	1	33
Bethlehem	650	600	0	88	15	1353
Jerusalem	57	60	0	1	30	148
Nablus	55	50	15	5	6	131
Ramallah	175	505	0	33	16	729
						4962





44,195

3,797

+16

Report Abuse

Youth Teams (initiatives):

The storyteller's initiative: At the beginning of the year, during the youth meetings, and in connection with the importance of the library, especially the school library that belongs to primary school children, and from the collective agreement that the library is the third place for the child, which requires that this environment be safe and attractive for the child. Colorful butterflies appeared as the idea, for the youth team to make a trip to school libraries and draw a colorful joy for the children in schools.

A journey they called: “The Storyteller”, the character that the team disagreed about photographing directly, and they agreed that the storyteller is a world in itself, a world that carries dreams, concerns, thoughts, hope ... and many other things. They agreed to color the school libraries in proportion to this imagination and the wide world of tales. During February and March, the Violet Youth Team - consisting of (20) young men - was launched in eight school libraries: the Jabalia Boys Primary School Library B, the Jabalia Girls Secondary School A Library, the Beit Hanoun Boys Primary School Library B, the Nuseirat Primary School Library Shared B, Maleen Ma'an Elementary School Library, Khan Yunis Primary Primary Library B, Khan Yunis New Preparatory School Library, Rafah Preparatory Girls School Library B.



The team implemented a set of drawings in the mentioned schools, to allocate a storyteller's corner in the library, and it was agreed that a set of artistic activities would be carried out alongside story telling in these libraries as an opening activity for the library that included children and parents, but the implementation of these activities was suspended due to the closing of schools as a result of precautionary measures For the prevention of Covid-19.



Hebron: a “community library” initiative took place in Hebron at Wadi al Samn, this initiative was implemented by the youth and local community. The youth team realized that there is a need to have a community library for the use of the students and the community as a whole. Additionally, the parents emphasized the importance of reading books, and of their significance in helping to shape society. This initiative simplified a true example for community initiate and a participatory approach in implementing. As this initiative does not only involved youth team but also the community as whole. The place was donated from the community and the youth team worked on the maintenance, shelves, chairs and collecting donated books. During this reporting period, the initiative continued to spread to a larger audience and more community members are participating and contributing to it.



Nablus: “Spending a day at an orphanages”, youth found the experience uplifting and life-changing even since it is an opportunity to interact with the local kids and do their part to help.

All districts: “Kites initiatives”: The youth in the project initiate to make kites and write their dreams and hopes and fly them on the memorial of the Palestinian Naksa Day, The youth said that through this activity, the decision makers can see the kits, and they will know the children needs and what they want. Every youth flied his kite and all them were happy to play and express their needs in the same time. The youth had invited all Palestinians all around the world to join in this initiative and fly a kite from their home. We had participants from all over Palestine and from refugees in Lebanon and Jordan as well.





Bethlehem: The youth team in Bethlehem worked on producing a virtual sketch comedy show from brainstorming to writing to performing. The comedy sketch is tackling Corona Virus situation and reactions to it.

A joint initiative that document isolation experiences: The initiative aims to document the experiences of Palestinian youth during the isolation and home quarantine period imposed by the Coronavirus since March of this year. The initiative will create a space to document these young experiences through expressive arts as an essential tool. Tamer addressed all the youth teams it works with the aim of documenting the Palestinian experience living during the “Coronavirus” crisis/ days. After addressing the youth, Tamer will work through the initiative, to collect literary and artistic outputs, with the aim of publishing it in a book.

Jenin: The group finalized a short film about language and culture. The group was interested in the language used to describe a segment of the Palestinian society and how the words used to describe them can be very Racist and divisive and its equally important to understand from where did the language and selected words come from. The group now is in the last stage of editing the video.

Tulkarim: The group believes that everyone has a unique story to tell, and oral history gives younger and older generations the opportunity to connect and bridge the well-known generation gap by sharing wonderful memories and life stories. Thus, oral history gives us the chance to record, preserve and share those incredible and wonderful stories! to not preserve these stories and share them, means losing all of the experience gained throughout a lifetime. It also means missing the opportunity for future generations to look at the past through the eyes of someone that has lived through and learned from it. The group is conducting interviews to record these stories and they started working and developing their initiative with Sonia Nimer.

Ramallah: The group is still focusing their initiative on building their third space. Their initiative is focusing on trimming trees, painting walls and making chairs and tables from scratch. As this is their way to feel a direct sense of community. They help create a sense of belonging and a greater sense of community. They want the space to also be a place of learning, maybe not necessarily the type of formal learning that people think about in school. Nonetheless, they want to make a space where they learn about others, about the community, about people with different backgrounds and life experiences from our own. Tamer believe that if greater investment in youth helping to co-create these types of spaces in communities might not be far more effective in preparation for civic life than a formal. Maybe third place creation, led by youth, could yield greater results than the best curriculum. It doesn't need to be an either/or proposition, but the value of these types of communities and experiences can be more central aspects of a young person's formative years.

Gaza: 6 Youth teams implemented planned community initiatives in all governorates with the participation of the community committees and partners. One community initiative focused on raising awareness of community on digital child protection, and how to protect children's data and

not exposing them to harm when using the internet, or engaging in virtual activities. Another initiative shed light on the children's experience during lockdown and the impact of COVID-19 on their life it allowed children to express their feelings towards their experience. In addition to allowing children, who suffered from COVID-19 to express their feelings through writing and drawing. As a result of the regular meetings of youth teams, with life skills facilitators, teams' members raised some Child Protection and GBV concerns among their community and agreed to illustrate these issues through a community initiative. The two main concerns were early marriage and child labour. In cooperation with Tamer's Art facilitators members of youth teams painted two murals to illustrate the light on the two issues in Rafah and Beach camp to raise awareness and questions toward these concerns among caregivers in these communities.

Additionally, the youth teams in the West Bank conducted some walks/ hikes/traveling in the nature, the youth teams in Tulkarm, Ramallah and Nablus went to Wadi Qilt (the path of Ein Fara and Fawar) and the youth teams in Hebron, Jenin and Bethlehem went to the Ottoman Jaffa Jerusalem train railway. These two chosen paths have their history related to identity and Palestinian collective memory.

In Wadi Qilt, the teams went through the experience of walking in the water channels, stumbling in the sticky mud, climbing high mountains and over the valleys. A girl from the team asked, "Is this our country?" In the Battir path, the youth were amazed looking at that the Ottoman railway that used to connects Jaffa with Jerusalem and goes towards Beirut, the Hijaz and Iraq – historically.



The walking paths/travelling in itself is a complete philosophy that touches the identity and memory and extends to all meanings, as it is the recreation of the story, even if it is absent throughout the history of the place and its history, and it is a continuous reading of the place's assets and what has departed from it. It's a great way to connect youth with their land and with their community to create their own story with it and their own reading.

Creative writing workshop with the writer Ahlam Bsharat: youth teams from different districts in Palestine gather to work on the production of a youth newspaper, Yara'at, where young people can publish their own stories, poems, and pictures. During this reporting period 4 sessions were conducted with the writer ahlam bsharat (2 physical & 2 virtual).



Books on Bikes: inspired by the Palestinian Women's Program Librarian initiative, the youth teams in Gaza decided to distribute and deliver books, novels and stories to homes and children in camps taking all measures to prevent the virus of Coronavirus. Beside the Books the children got a Reading Passport. Through this initiative, Tamer has distributed enormous amounts of Reading Passports to schools and organizations in order to encourage



children to read. The reading passport contributed to enhance the sense of belonging among children when official documents of identity were lacking. Children were encouraged to document the books they have read as visas to those books in each page. School or the library supports their community initiatives.



- Critical literacy workshops with youth: youth teams in Hebron and Gaza) joined a critical literacy workshops with Dr. Hanada Khermeh from Birzeit University and two youth groups were formulated and introduced to zoom. These workshops focused on developing the critical personality of the participants, first by touching on daily livelihood community issues, such as gender-based violence, child labor, the societal and governmental attitudes dealing with the Corona crisis and other issues. In addition to discussions that contributed to determining the identity of the individuals and their relationship with society. It can be said that the experience led to the formation of a collective rejectionist tendency among the participants towards many authoritarian and societal behaviors, which they were able to form by addressing a large number of tools that contribute to the reproduction of the same value system. The initiatives that the youth designed reflects their new tendency, as they now believe that art is one of the most important tools to reproduce values. The workshops focused on developing a sense of critical thinking amongst the participants, were so many topics were discussed, starting with topics that helps the youth differentiate between an objective and subjective opinion, and they discussed the relation between criticism and language, in addition to discussion many community issues. The sessions also focused on building a personal perspective driven from an in depth-analysis to society with focus on individuals and their role as a group that form the society. Two initiatives resulted from

these workshops, one of them is a short film about Violence against women and the second one is a mural that reflects the identity and belonging. Two initiatives resulted from these workshops, one of them is a short film about Violence against women and the second one is a mural that reflects the identity and belonging.

- Tamer Institute youth team celebrates the publication of the novell gaza book, the third fruit of the novell gaza competition in its third edition the book is a new window for the Gazans' voices embodied in the writings of its youth and their photographic images of the world, appearing for the third time.



- Voices youth team initiated a discussion with The Palestinian- American Comedian Amer Zahr to conduct a join talk show. This is the first episode of a talk show for voices from Palestine team. The show is hosted by Amer Zahr, this episode talked about racism in the

USA and how Palestinian youth are connected to it. A new episode each week will be published with a variety of topics



EPISODE 1

Palestinian Youth to BLM: "We see you."

Amer talks with six young people from Gaza about their views on **#BlackLivesMatter**. They talk about the murders of George Floyd and Eyad Al-Hallaq, and how their experiences connect them to BLM

6 weeks ago · 13.3K Views



Ahmad Ashour and 85 others



EPISODE 2

Basketball in Gaza

Amer talks with Saba Madhoun, 17, and Ahmed Musallam, 21, about the basketball scene in **#Gaza #Palestine**. How does sports serve as an escape and learning experience for these young people?

5 weeks ago · 22.8K Views



Mohammed R Zaqzouq, Ahmad Ashour and 405 others



EPISODE 3

Writing in Palestine

Amer talks to Heba Al-Sa'idi, Yayha Ashour, and Mohammed Shurab about how writing in Palestine can be an outlet for so many.

...

4 weeks ago · 9.5K Views



Yahya Ashour and 302 others



EPISODE 4

Close Together, Worlds Apart

Young Palestinians talk about how difficult their movement is. Batoul Alsulaibe, Rani Joudeh, Mohammed Mourtaja, and Hatem Saadallah are my guests. They discuss how, even though they live close by...

3 weeks ago · 8.1K Views



Nariman Khalaf Rajab and 359 others

Summar Camp

Tamer institute conducted a virtual summer camps for the youth teams and it was attended by 105 young adults (51 females and 54 males). The youth groups shared with the field coordinators the themes that they would like the camp to address in the first place. Then Tamer institute prepared a poll with the themes and asked youth from different districts to register under the theme they would like to be engaged in. The Three topics that the youth register for were the “language, body, and public space”. “Language, media, and media literacy”, “language, psychology and sexuality”.

These three topics where addressed to the youth by three main facilitators, Safaa Tmesh lead the discussions related to language, psychology and sexuality”, the focus of the camp 3 days sessions was to promote the right to knowledge and raise awareness in the Palestinian society regarding sexual rights, education and health through creating community-based educational framework based on critical, reflective and scientific thinking. Also, to challenge erroneous and obsolete popular conceptions that denigrate women/girls and, as a result, encourage psychological and sexual violence against them.

The second topic “language, body, and public space” was facilitated by Abdallah Bayari who discussed the pandemic and how the restrictions on the use of public space and social distancing have been key policy measures to reduce the transmission of virus. It’s about one half of the world’s population has been asked to stay home and avoid many public places. He discussed the long-term impacts of the pandemic on public space once the restrictions have been lifted and how the depth and extent of transformation is unclear, also how living under war have put many spaces under questioning, and mixed between private and public spaces. Recently in Lebanon latest exposure, we saw the inners of the houses that been exploded, where these spaces are claimed to be private spaces, it was public to passengers and TVs.

The third topic “language, media, and media literacy” where facilitated by two facilitators; Waleed Shurafa and Mahmoud Khawaja; the facilitators discussed language used in media, and Media literacy; the youth abilities to identify different types of media and the messages they are sending and receiving. When we speak of media, it encompasses print media, such as newspapers, magazines and posters, and theatrical presentations, tweets, radio broadcasts, songs and more. The youth tackled many recent news from Lebanon recent explosion to Suha Arafat latest interview with Cann TV, to the latest video clip released by Mohmmad Assaf, they discussed the messages, language and visuals and the implications of all these on the content and the receiver understanding and actions.

Strategic goal 3:

1. Working with Librarians, parents and teachers

- **Librarians:**

Early this year, many discussions with librarians took place related to ensuring good practices that can minimize the risks to children. Previously, Tamer Institute invited the ministry of social affairs to speak to the librarians about the reporting system in Palestine, to make sure that they are clear on what steps to take when concerns arise regarding the safety of children. To help clarify the safeguarding approach, we shared examples of the behaviours that are prohibited and need to be reported. We highlighted the fact that if a librarian is worried that a child or young person is being abused or neglected, he/ she must report and the contact information- for the person/ advisor in each district responsible to take action/ get reported to- was provided to participants.

133 workshops for the library network took place this year (in the west Bank and Gaza Strip). These meetings are meant to invite all libraries within the district to meet and discuss the reading encouragement campaign and other activities. Tamer formed WhatsApp\ Facebook groups with community and school librarians to discuss weekly activities that can spread and reach to children through social media.

Many Libraries that have no Website/ social media platforms, initiated an account and the library network members helped each other to do so, by sharing experience and training each other. Libraries in some cities/ refugee camps may be able to safely open more than in others. For example, Lagee public library at Aida Refugee camp decided to offer a physical service while the library is closed. They did a home library service, the staff and volunteers walked inside the camp to deliver books but on a voluntary basis.



Another inspiring example was at Deir al-Balah refugee camp in the central of Gaza Strip, the Palestinian Women's Program Librarian decided to distribute and deliver books, novels and stories to homes and children in Deir al-Balah to encourage children to read, write and paint for their safety, in response to the emergency declared in Palestine and in the framework of taking all measures to prevent the virus of Coronavirus. What was special about this initiative that the books were delivered on bicycles.



Some libraries have offered children's story reading live (premier) on Facebook or on Youtube. Book readings, book presentations and author's talks have also been either live on Facebook or on Youtube. Other libraries tried to make the most out of the situation and trying to spread the joy of reading by expanding their remote services with several initiatives. These initiatives include links to access free e-books, and online resources for children. Other libraries decided to conduct awareness raising initiatives on Covid 19 to children and parents on social media.



Days of Librarians

This year's Days of Librarians was conducted virtually through zoom and had the following aims:

- Challenge the concept of “library as a third place” from a new perspective. Dealing with public spaces in relation to landscape is an extremely interesting and useful topic to discuss with community librarians, especially at the present time when social cohesion, public participation and human rights are endangered. The days of libraries were facilitated by the researcher Abdallah Bayari who discussed: the libraries role during the pandemic and how the restrictions on the use of public space and social distancing have been key policy measures to reduce the transmission of virus, as the world's population has been asked to stay home and avoid many public places.

Abdullah started with a philosophical question; in order to help the librarians, think about the relationship between place and power, he raised the question “what if our bodies had no bones?” The librarians thought of flexibility, flow, lack of form, inability to act, ... and their answers led to a broader discussion of the relationship between power and place. It was considered that the bones in the



human body are the first form of authority over the body, where the bones and their composition in the structure of the human body impose their authority in the movement of this body and its extent, shape and space, and this is how the system establishes the authority in different forms (family, school, university, library) these are different forms of authority in the form of place, this form usually happen as a result of the system's understanding of the nature of the place, authority is exercised over this place, as it is translated into a set of procedures and protocols. Afterward, a picture of a girl lying on what looks like a bed was shown as she was reading a book in a library in France, a question was raised about the impression of the librarians on the presented image, and the opinions of the librarians were divided between astonishment and questioning the act. Another question was raised about the justification for the presence of the bed in the library in this way, and how the long hours that the library patrons spend, especially researchers in the libraries, make the possibility that someone is tired and the need for rest is justified and therefore the system in the library understands this need and gives the pioneers this space to lie down and rest and this is a

form of understanding. The place and the abandonment of formal authority in the presented example was in favor of creating a comfortable space. This led to questioning librarians about shelving the books and if they control what they present or shelve or they leave it to what the children need or in favor of (this is also applicable to discussing book and conducting activities).

The librarians also discussed the long-term impacts of the pandemic on public space once the restrictions have been lifted and how the depth and extent of transformation is unclear, also how living under war have put many spaces under questioning, and mixed between private and public spaces. Then they discussed how library space is managed and controlled similar to any other public space and how the enjoyment of public spaces contributes to the legitimate aspirations of inhabitants for an improvement in their quality of life, as well as to increased social cohesion, and feelings of security.

Psychosocial therapy

There was a huge need to focus on psychosocial therapy to help the librarians support themselves and support the children as well, specially that many of them lost loved ones during the pandemic and the lockdown had affected many aspects of life including the physical interaction that help in providing support and comfort for individuals. Incorporating psycho-social issues as an integral part of training was our focus in conducting capacity building workshops. The workshops aimed to support librarian Psychologically, in light of the current crisis that we are going through due to the spread of Corona virus, in addition to the marginalization of their profession and their ability to contribute in supporting their community through this tough time. Additionally, the workshops also included developing and directing the capabilities and skills of librarians to enable them to implement activities of a psychosocial dimension with the groups they work with (children, parents and youth). The workshops focused on stimulating librarians to start searching for their inner self and their role in society, specifically in the current crisis that we are experiencing and the economic, social and psychological effects associated with it. Home-based, quarantine and isolation negatively impacted children and their families, as well as librarians. School closures, restrictions on movements disrupt children's routine and social support while also placing new stressors on parents and caregivers who may have to find new childcare options. Children and families who are already vulnerable due to socio-economic exclusion or those who live in overcrowded settings are particularly at risk. During this reporting period, Tamer continued to conduct sessions for librarians (community and school) to stress release the pressure that they are handling, and to take a role and be aware of children needs afterward. We witnessed an increase in psychosocial distress among caregivers and community members. These sessions will continue in the next reporting period with focus with child protection and how librarians can provide MHPSS services to children online and offline. To be able to do so Tamer started conducting

capacity building for staff in MHPSS. A number of workshops took place with experts in the field. The first workshop was about the HEART program, which stands for Healing and Education through the Arts, is an arts-based approach to providing psychosocial support for children affected by serious or chronic stress. It uses the arts to help children process and communicate feelings related to their experiences. The healing process begins when a child shares his or her memories and feelings, either verbally or through artistic expression. The end result is a child who feels less isolated, more connected to their peers, and safe amidst the trusted adults in their lives, and the larger community. HEART also uses the arts for fun, to create entertaining and engaging activities and to introduce children to local cultural arts traditions.

The teacher/facilitator in a HEART program does not teach the children how to paint, draw, dance, sing, etc. and does not grade the children on their artwork, as would be the case if this were an art education class. In a HEART classroom, whether the child is drawing, singing, or dancing, the activity itself is more important than the actual drawing, song, or dance that is created. In other words, it is the process that is important, and not necessarily the final product. The teacher provides materials and structured arts activities and listens to the children when they decide to share their artwork and their feelings. Following the Heart program, we conducted workshops focusing on music therapy, music can offer children support while they are led through relaxation exercises during art activities. It can also offer them the opportunity to find their own voice, whether through singing or playing instruments and promote teamwork and coordination when they sing together. The last workshop focused on drama and storytelling as a tool to provide the opportunity for children to create stories and act them out within a group. Acting out of a story can be deeply healing and transformative and help promote problem-solving skills. Drama and storytelling can also strengthen literacy when stories are written down to plan performances or made into storybooks with written text and painted pictures.

Visual and Critical Literacy

A number of librarians and interested individuals participated in critical literacy workshops facilitated by Dr. Jamal Daher, who is a teacher at Birzeit University and expert in text critic. Since, we are using technology in the workshops, we decided to have a mixed group from WB and Gaza Strip to enrich each other and cross the geographical borders that technology is able to cross. The group analyzed a number of titles that tackled the War and Migration topic. The stories that were used included Zanoubia; a picture book tells the story of the suffering of refugee children. In addition to a story entitled the red snake, by the young Palestinian author Mais Dagher also about migration from child perspective, and the story of “chicken of the house that is gone” by the Lebanese Hasan Abdullah, and the story of “walls of iron” by Ghassan Kanafani. Similar to the text criticism workshop, Tamer also

conducted another set of workshops tackling the art criticism through the Zoom application, with the Tunisian artist Raouf al-Karray and the Palestinian educator Hosni Shehadi, the workshops focused on analysing a number of children's literature books like “The elephant finds a job”, which is one of publications of Dar El Fata El Arabi, which was staffed by artists, designers, and writers devoted to bringing attention to the Palestinian cause and they produced some of the most visually striking and progressive children’s books in the region. In addition to the story of “Shams” by the Iraqi artists Sondous abdel Hadi , “small secret” by Yara Bamiyeh, and “Very Hungry” by Anas abu Rahmeh. The workshops analyzed the stories from visual perspectives (including; colors, direction, perspective, dimensions and size). While the main motive from these workshops was to develop the written critical abilities of participants. All the participants presented their readings, and they were discussed and analyzed one by one during the workshops, which is the methodology used in developing critical capabilities in these workshops. As a result of these workshop the participants developed their capabilities and transformed them from the state of impressionist writing to scientific writing (whether structural or social Marxist). Some participants published their writings/ critics in electronic pages after the workshops.



- **Parents & Teachers:**

Tamer conducted sessions with parents on increasing the awareness of parents and the local community of the importance of reading and how to utilize children's books in developing learning games to enhance children's literacy skills. PDEP sessions were initiated with groups of parents to provide them with alternative tools of discipline instead of physical punishment. Through both categories of sessions, children's books that were purchased and distributed to schools during the previous reporting period were used, and referred to. The trainers encouraged parents, teachers and community members to borrow books from the schools' libraries and implement more activities at home with their children.

Tamer introduced some stories for parents to read and discuss with their children at home. This time, we used the stories that were provided to the schools' libraries. The workshops with parents are a great opportunity to apply the books through suggesting activities for parents to implement at home and to increase their awareness of the importance of reading in establishing a healthy relationship with their children and support their literacy skills. The titles presented to parents include "Lama's Brother Gets Sick", "The Impossible" and "Where Does the Sky End?" The first story highlights the fear of children from visiting doctors and being treated and the issue of jealousy among siblings. The second one addresses the issue of parents' tendency to push children to have a very systematic way of living and how they control their choices in a way that limits children's freedom/creativity and weakens their self-confidence. The third story is all about imagination and creativity and the curious mind of children and how important it is for parents to support their children to discover things and learn about the world. The purpose of this activity was also to encourage mothers to borrow books from their schools' library.



Tamer developed home-based literacy learning games through a pool of art and language facilitators and local artists. The activities were various including creating letters and forming words through cutting cards, listening to a story and singing it, analyzing the words tool, writing down family members' names through building a family tree among other activities. The activities were shared with parent's groups already established previously in the project through WhatsApp.

The activities aim at enabling parents to support their children's literacy skills at home; the literacy boost manual was an important source for designing many of the referred to activities.

In Gaza, the counselling teams reached to 812 children suffering from psychosocial difficulties through individual counselling, and virtual group counselling using children's stories, topics focused on problem solving and communication, safe environment, anger management. However, taking into account the remote implementation challenges. Speech Therapists reached to 171 children with speech problems, cases were referred from both Tamer and Ma'an case managers. Speech therapists follow up on going cases through the phone and social media platforms, as well as, Speech Therapists have shared informative video and audio messages with the caregivers to help them practice with their children.

Kits Distribution (14, 250 kits)

Tamer distributed learning and recreational kits to families in the WB and GS through different partnerships. The material of the kits varied between recreational, educational, awareness raising. The kits included an awareness interactive game, that tackles COVID 19. Tamer Institute developed Muharebu COVID-19 package, which bring trustworthy educational and creative materials to the children. The packages contains COVID-19 info leaflet which explains to children Why it is now a pandemic. The actions countries all over the world are taking to reduce the transmission of the virus. Additionally, it introduced a story graph with basic information about the virus and it takes children through the various protective measures. children Tick the boxes to become an active member of the COVID-19 warrior team. The package also contains a fun board game which focus on learning through playing and experience, children in the game try to avoid large gatherings and crowded buses while collecting face masks, sanitizers and gloves. They win the game by reaching the laboratory, where a group of scientists work to find a vaccine for the virus. The package also contains Afkar Bil Hara wel dar which is an activity book for the entire family exploring life, thoughts and emotions through drawing, reading and joint activities

Some kits also included the story entitled "Shams", written and illustrated by Sundus Abdel Hadi. A buoyant girl who thrives in freedom and relishes everything that is free as her soul. Yet, Shams is made of glass, and on ominous day, she crashes to a million pieces in a world of explosions. In the story we see how Shams will rise again and recollect her colours. Additionally, Tamer added a colouring sheet for Shams to be distributed with the book. The kits reached schools with high percentages of Corona Virus cases. Tamer Institute coordinators and librarians visited the schools, introduced the kits and conducted several activities on the them

The institute conducted an evaluation on how useful they were to parents and children in terms of promoting the reading habit among children and their siblings and encouraging parents to read to their children; the results were great and reflected how much parents appreciated the kits especially that the schools, summer camps and libraries were closed because of covid-19. The kits also helped

foster a positive environment at homes. The total number of kits distributed was 14, 250 (diakonia contributed in 2000 kit).

Books Distribution

Tamer developed a list of children's stories and interactive learning books. Tamer reviewed and finalized the list according to the criteria for selecting children's books, purchased and distributed them on partners from schools and libraries. The books included a wide variety of regional and international (translated to Arabic) books. The selected books highlight themes related to emphasizing children's rights to express their opinion, to share their fears, to have a healthy relationship with their siblings and parents; they foster children's imagination and creativity and help them think critically of the natural and social phenomena around them. The total number of books purchased was 1216. The chosen Books encourage critical thinking and dialogue over values and interests of children and young adults will be purchased and provided community school libraries. The books were utilized in activities organized with children, teachers and librarians.

Physical interventions

One of Tamer institute strategic goals is to contribute to a Palestinian environment that is supportive to learning, including policies and infrastructure that are suitable for children's growth.

Tamer has been conducting interventions to make schools more inclusive (equipped and/ or accessible) for children including CWD. All the Physical interventions done during this year were based on a technical and risk assessment and the rehabilitation work were carried out by service providers through a competitive procurement process. The interventions varied between establishing new libraries to providing libraries with tables, chairs, materials, sliders for



disabilities, toilet maintenance, rain water drainage system, maintenance of the water well and installation of water pipes, renovating restrooms, maintenance of drinking water fountains and maintenance of some uncovered electric power outlet. In all these interventions we made sure that any adaptation/ maintenance takes into consideration safety and inclusion

Strategic goal 4:

- Tamer conducted more than 20 meetings with staff to plan for the emergency state situation and adapt its tools and channels to reach more audience and also to build up new virtual (regional and international) audience.
- Tamer Produced “When we try different ways” documenting the Participatory Education Approach that is implemented by Tamer.
- Tamer Participate on an ongoing basis, in the periodic meetings with the Protection Cluster, led by UNICEF and the Office of the High Commissioner for Human Rights, to coordinate jointly with the various institutions in the Protection Cluster and the Child Protection Group in the Gaza Strip. In addition to ongoing meetings via the Internet with Tamer team, to develop plans for expressive arts activities and life skills, as well as producing visual materials that contribute to delivering protection and awareness messages to children and parents.
- The institution is also part of the Education cluster, with its psychological and educational guidance branch, which is led by SCI and UNESCO since the beginning of the emergency state, Tamer develop the various activities that aim at achieving these two goals and interacting with all official and private bodies to contribute to providing educational activities for children and vital activities that contribute to Achieve psychological and emotional balance among children, their parents and those working with them.
- Tamer participated in the Palestinian Literature Festival in a virtual kiosk. Palestine Writes Literature Festival, originally scheduled to take place in New York City in March, 2020, but which was canceled due to the pandemic, was rescheduled to take place virtually in December 2—6, 2020. The festival brought together writers, artists, publishers, booksellers, and scholars to



hold conversations about art, literature, and the intersections between culture, struggle, and politics.

- Tamer participated in the Arabic Spoken Forum who arranged for an interactive discussion on "Digital Transformation of Narrative". Hani Al Bayari, from Tamer Institute and Ahlam Basharat presented Tamer experience in digitalizing the literary productions during Corona, and the reflection and impact of digitalization on technical content and the level of community interaction? The discussion was moderated by the artist Abdul Sami Abdullah - Director of the Arabic Spoken Forum.



- Fatina Jamal, M&E coordinator presented Tamer institute experience in working during Corona in an online forum which was an opportunity for cross-country learning between the Arabic speaking education teams focusing on caregiver support during Corona.
- Renad Al Qubbaj, Tamer institute general director and Haneen khayri, programs coordinator Participated in an online International Symposium on Heritage in Palestine. The symposium aims to foster a collective reflection and exchange about the preservation and promotion of cultural heritage in Palestine. The program of the symposium include conferences, workshops, and discussion sessions as well as the production of multimedia tools to be broadcasted through social media platforms. Tamer presented some educational tools (info graph, story graph, miniature, game and animated videos) that the institute developed earlier tackling different themes such as (Maqamat, olive oil, and landscape).
- Haneen Khayri and Hani Bayari attended a TOT on Fake-Hunters” game. The training focus on ways to introduce media literacy and particular fake news to youth. In a playful way, young people from the 7th grade upwards learn how to examine internet sources for their reliability and to recognize fake items. They are given a role in a story – as an employee of a detective agency which receives an assignment from a newspaper publisher. The newspaper, which carefully researches everything it publishes, is being threatened in its

existence by a new, sensationalist Internet portal. It is the detectives' job to find out whether this portal is spreading fake news, so that a stop can be put to the game the portal's operators are playing.

