

BEST PRACTICE (BP) COLLECTION FORM

Details about the nomination process are provided at creativemediterranean.org.

Mandatory sections are marked with an asterisk (*). **Nominators are asked to provide detailed answers to at least 3 of the 7 sub-sections under “3. Impact”.** We encourage you to provide answers to all applicable sections.

1. Basic info*

Name of the nominator	Renad Qubbaj, General Director of Tamer Institute for Community Education
Title of the BP	Tamer Institute for Community Education is an educational non-governmental organization focusing principally on the rights to education, identity, freedom of expression, and access to information and knowledge.
Implementer of the BP	Renad Qubbaj, Tamer Institute for Community Education generaldirector@tamerinst.org
Website of the BP	https://www.tamerinst.org/en/
Country of the BP	Palestine
Subsector of the BP	Arts and Culture
Category of the BP	Cultural and creative entrepreneurship
Year of establishment and duration	1989- Present
Target group of the BP	The core target group: children and youth. The supporting target group: people who work with children and youth, such as librarians, authors, artists, book creators, illustrators, parents, and teachers.

2. Main characteristics*

Objectives	<p><i>Describe the overall and specific objectives of the BP</i></p> <p>Tamer Institute for Community Education is an educational non-governmental organization established in 1989 in Palestine as a natural and necessary response to the needs of the Palestinian community during the first intifada (uprising). The most important of these is the need to acquire means to help people learn and become productive. Focusing principally on the rights to education, identity, freedom of expression, and access to information, Tamer works across the West Bank and the Gaza Strip, mainly targeting children and youth to encourage and deepen opportunities of learning amongst them. The Institute’s vision is “Towards a Free and Safe Palestinian Learning Society” while its mission is to “Encourage and deepen the culture of learning among children, youth and groups which work with them”.</p> <p>Tamer’s programs aim to contribute to enhancing reading, writing and all forms of expression on national and international levels. It also aims at contributing to a Palestinian environment that is supportive to learning processes. Furthermore, Tamer is supporting the literary and scholar production on child culture as well as the wellbeing and mental health of children and youth in Palestine. As an ultimate goal, Tamer is working to realize social change by contributing to a Palestinian environment that is supportive to learning processes. The Institute’s vision is “towards a Free and Safe Palestinian Learning Society” while its mission is to “Encourage and deepen the culture of learning among children, youth and groups which work with them”.</p>
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	<p>The following four objectives and their expected outcomes/resulted were extracted from the Institute’s strategic plan 2016-2020:</p> <ol style="list-style-type: none"> 1. Supporting the literary and scholarly production on child culture in Palestine. 2. Enhancing reading, writing and all forms of expression among children and youth. 3. Supportive environment for the Culture of learning in Palestine (including supportive national policies and a physical environment that is suitable for children). 4. Supporting and formulating the Institutional Capacity of Tamer Institute. <p>For the upcoming three years and until 2024, the main specific objectives of Tamer Institute’s strategic plan are the following:</p> <ol style="list-style-type: none"> 1. Creating free spaces of expression for children and youth that reinforce the social and national fabrics 2. Developing a quality, knowledge-based cultural product that stimulates curiosity and imagination 3. Providing a safe enabling environment for the "culture of learning". 4. Empowering Tamer Institute's Team and enhancing the institute's sustainability to spread its learning approach inside and outside Palestine.
<p>Description</p>	<p><i>Provide a description of the BP’s main characteristics (implementing team, need/problem addressed, distinctive features/unique distinguishing element of the solution proposed, relevance of the best practice) (min 100 words)</i></p> <p>Implementing Team: In 2021, Tamer reviewed its strategic direction including its institutional structure. The structure is parsed between the organizational level and the executive level forming three main bodies within. The first is the organizational body that consists of the General Assembly and the Board of Directors. The second and third bodies falling under the executive level are the General Director and the implementing body. The implementing body includes the Projects department, the Financial and Human Resources department and the Media and Public Relations department. Noting that the implementation body is spread out between districts in the West Bank and the Gaza Strip. Therefore, Tamer’s implementing team consists of 32 permanent employees based in Palestine.</p> <p>Need/ Problem addressed: In Palestine, children and youth live in a conservative society that is saturated with a patriarchal system leading to issues in learning and education. The Palestinian education system in schools is based on indoctrination and memorization rather than on critical thinking and expression with a low-quality curriculum that forces children and youth to stray away from the culture of reading. Therefore, Tamer Institute attempts to promote the culture of reading and learning through community education that is based on non-traditional forms of education and expression. Tamer Institute encourages critical thinking and the adaptation of a discourse that promotes emancipation. Another problem that faces the Palestinian society as a whole and the Palestinian children and youth in particular is the “Israeli” Occupation that poses a threat over the Palestinian social fabric and national identity.</p> <p>Distinctive features/unique distinguishing element of the solution proposed: Tamer Institute for Community Education adopts community education as a mean of social change and emancipation of all social constructs in order to equip people with the attainable means of learning. Tamer attempts to break all stereotypes with children and youth and promote instead public confidence, strength, equality and forgiveness through targeting children, youth and all the groups that work with them. The Institute has created learning environments in various surroundings, and by creating these environments, Tamer hopes to attract the youth, and encourage reading, expression of personal</p>

experience, creativity, achievement, and the transformation of experience into cultural products. Tamer focuses on disseminating social values like gender equality, inclusion and celebrating differences (on the basis on sex, religion, race, social status, abilities among others), and emphasizing the Palestinian national identity. Furthermore, Tamer offers a content that is previously studied and approved by a network of experts and community members.

Relevance of the BP:

Children and youth constitute 50% of the Palestinian society and therefore are the core to a better future. Tamer works on building the children to be able to dismantle the patriarchal system, to handle all kinds of challenges they face and to prepare them for the future. Tamer engages the children as knowledge producers, not only knowledge consumers. Tamer also adheres to all programs conducted by governmental bodies such as the Palestinian Ministry of Education and the Ministry of Culture that contribute to the development of Palestinian children and youth.

Steadily but surely, over the past 33 years of Tamer Institute's establishment, Tamer has been working in the Palestinian community producing quality children and youths' books. The institute works with creative groups of Palestinian, Arab and international writers, illustrators, designers, animators, musicians, performers among others to provide Palestinian and Arab children with diverse and creative literature. Tamer works through the network of the community libraries (over 72) and the youth teams promoting reading, writing and expressive arts.

Tamer established youth groups, also known by the name **Nakheel** at each district. In addition to the Nakheel teams, there is a youth team for specialized projects. Tamer institute is convinced that writing is an excellent way for youth to articulate their feelings. By 1996, "**Yara'at Team**", for writing, reading, illustration and literature, flowered into our society to freely convey the feelings and creativities of youth; and Tamer have made sure throughout the past 15 years to maintain this team in full responsibility of their products from scratches into editing and to publishing it in a periodical annexed to Al Ayyam newspaper. This team developed its aims during the second intifada into establishing another team which they chose to call it "**Voices from Palestine**". This team felt the essence of writing in the English language to reach for the outer world's ears hoping that the world would listen to their pain and stop occupation. Tamer encourages youth to organize events that include reading aloud, storytelling, theatre, poetry, dance, music as well as summer camps and cultural evenings to facilitate their participation in their communities and to reveal their own identity. This helps to promote a culture of reading and writing in Palestine. This stimulated the youth team of **Sirb** that is specializes in theatre and performing arts. **Banfsaj** is the team for illustrations and drawing. All the youth teams volunteer their time and effort for the National Reading Campaign in general and the National Reading Week in particular and help librarians in activating the libraries.

In Arts and Culture: cultural heritage, gastronomy, visual arts, performing arts, leisure and recreation (including cultural tourism), crafts:

In 1992, the **National reading program** was developed from concept to practice, starting with the **national reading week**. This week progressed from a small number of activities inside a couple of libraries, to a Palestinian ritual with more than 300-500 local organizations involved in planning and implementation and finally into a space where children can join the world of books. The National Reading Campaign developed to include major components in addition to the national reading week like: "**My First Book Competition**", "**I donated a book**" campaign and "**Baba Read For Me**" campaign.

Tamer Institute is in constant move towards preserving the Palestinian cultural heritage. Whether it is by publishing books such as "Encyclopaedia of Palestinian Folk Tales" series which has five volumes, or conducting projects such as "My Heritage, My Identity!" and "Naqsh A'la Hajar". Tamer's project "**My Heritage, My Identity**" stems from Tamer's work on oral history in Palestine with the youth. During this project, the Institute conducted cultural walks in order to collect old Palestinian terminology that is related to the land,

	<p>agricultural seasons, heritage, architecture by conducting interviews and field visits that Tamer's youth groups lead in five Palestinian districts. Information gathered from these walks were transformed into learning tools that included: Info graphs, an interactive game titled "Our oil in our home", story graphs, a booklet on Maqamat and a built structure that casts the development of the Palestinian architecture.</p> <p>The project titled "Naqsh A'la Hajar", is also related to oral history and has started since January the 1st 2022 and will conclude after 7 months. This project is a collection of oral testimonies that stem from studying epigraphs, engravings and symbols found on historical buildings in the old town of Palestine. Most of these buildings are either neglected or under the threat of confiscation or bombing. In this project, youth are reinforced to contribute in documenting folk tales related to the archaeological sites of Palestine in order to build a Palestinian narrative inherited from generations before.</p> <p>In Media: publishing, TV & radio, digital media, film and video, music:</p> <p>The Publishing unit: "The new book places the world in a child's heart, and places the child in the heart of the world" Astrid Lindgren.</p> <p>Tamer is one of the very few organizations in Palestine that publishes books for children. The publishing unit was established in 1993 when we felt that so few books on children's literature were published in our country. Writing and reading are other forms of resistance, just as voluntary social activism is. The books published by Tamer have exceeded 220 publications and are inspired to cope with the situation that the children of Palestine live in. The publishing unit is parsed into the electronic library, the published books and the Educational kits that were distributed during Covid-19. Also, if those books are translated from other languages, then aim to help children communicate with different kinds of knowledge, beliefs and ambitions. During the year 2021. Tamer has published 12 books: https://www.tamerinst.org/en/products/list/93</p> <p>On top of the children's books that Tamer publishes, it has "Tayf" magazine that is published every 6 months with writings by the youth teams in all districts. Nowadays, Tamer developed its publishing to include research on children's literature: https://www.tamerinst.org/en/content/reports/37</p> <p>The institute works with creative groups of Palestinian, Arab and international writers, illustrators, designers, animators, musicians, performers among others to provide Palestinian and Arab children with diverse and creative literature. Tamer has worked with local artists to produce music albums that stimulate learning and expression among children and youth. An example is the music album Faheem: https://www.youtube.com/watch?v=R0kTGv4mfns&list=PLVJH7BjQ4rfYsl_grsTYknBNDq1Lqo8FB , that will also be produced as a musical album for drama and theatre. The other is My Heart is a Forest where both albums use the colloquial Palestinian dialect and the voices of the children. The songs' titles are also questions that children are constantly posed by children.</p>
<p>Approach</p>	<p><i>Describe the approach used to tackle the initial issue, leading to a successful outcome and to the BP. Provide a step-by-step description of the activities carried out, the timeframe of implementation and the stakeholders involved and their specific roles (min 100 words)</i></p> <p>Tamer's approach is based on its partnership with the local community and Tamer's network of school and community libraries. Tamer's work has the child at the center of the learning process with its participatory approach. Tamer aims at enhancing the environment of learning where it provides its network with books, tools, equipment and any physical support to create a safe space for learning. It also focuses on capacity building, coaching and residencies for all groups working with the children and the youth such as librarians, teachers and parents through intellectual paths conducted annually.</p>

National Reading Campaign:

Starting in 1989, a vision was developed to reflect the basic needs of the Palestinian society under occupation. Tamer's vision is of a Palestine where children and youth have reason to hope and dream and where they can attain their dreams by developing their skills and confidence in a supportive environment. In 1992, the National reading campaign developed from concept to practice, starting with the national reading week. This week progressed from a small number of activities inside a couple of libraries, to a Palestinian ritual with more than 300-500 local organizations involved in planning and implementation and finally into a space where children can join the world of books. The campaign falls under Tamer's program of Encouraging reading, writing and Expression that includes the National Reading Campaign that also consists of The National Reading Week, "Baba Read for Me" campaign and "I Donated a Book" campaign.

The campaign commences each year in the month of January until March with a brainstorming phase where Tamer alongside its network and youth teams decide on a slogan that all activities during the campaign are based on. The youth teams participate in organizing the activities as well. Afterwards, from the first until the seventh of April of each year, the implementation of the national reading weeks takes place in all districts that Tamer works with and reaches an approximate number of 50,000 children. During this week, Tamer commemorates the Palestine Children's Day on the 5th of April, as well as the International Children's day on the 2nd of April. During the summer, Tamer conducts three summer camps: **Youth camps**, **Library Days camp** and **Nourad camps** that all adopt the same slogan of the National reading Campaign. The Library Days camp mainly focuses on three axes for working with children and youth. First, the intellectual discussions of books. Second, the fun and creative part of expression. Third, the skills development phase of the camp. Noting that the entire program is drafted and conducted in cooperation with the youth themselves.

During the last months of the year, another two activities falling under the National Reading Campaign take place. First, the "My First Book Competition", which Tamer announces during the reading week and it receives many children who are excited to get their stories published. This campaign opens up the horizons for children to demonstrate their skills in writing and illustration. Afterwards, Tamer compiles the material and publishes it in a book under the name "My First Book". This competition urges children to express themselves, and also gives them the feeling that children in other countries can learn about their thoughts and that they are not alone.

Second, the "I Donated a Book Campaign", a voluntary initiative by the youth in different locations of Palestine. By grouping around, they roam their communities from door to door to collect books, sort them and redistribute them to create libraries in much marginalized communities. Programs like this help not just Palestinian children and youth, but also their parents, local librarians and every aspect of their community to recognize the need for knowledge and education as a national concern. The campaign was created from the urge of the children and the youth to engage in community work with a responsible social awareness and engagement.

Libraries as Third Spaces:

In 1998, and in a huge national step, Tamer managed to establish a **Children's Literature Resource Center**, as well as 78 children's libraries; those libraries form a network that benefits from any updates provided on children's literature by this center. The resource center takes initiatives to support writers, illustrators, distributors for an enhanced quality production. The effort has created a momentum that was capable to advocate for children's literature and led to achieving a five years national plan to develop children's literature, based on the experiences and hopes of all sector involved in children's literature.

Building on the network of libraries, and noting the fact that the Palestinian children and youth have been experiencing factors that create an unstable reality for them where they lack enough spaces to meet and interact which suggests how important it is to continue to

	<p>provide third spaces for them as a national priority, with emphasis on girls and children and youth with disability. Tamer Institute adopts the concept of a third space when working with children, youth and their caregivers. A third space is a space (physical or otherwise) that is safe, child-friendly, creative where a child, a youth and an adult can express their feelings, ideas out loud and without the fear of being judged or excluded. It is a space that is inclusive for all humans regardless of their race, age, gender, religion, political views, etc. Tamer has been working on this concept for the past ten years with several of its partners. Through a recent pilot intervention implemented by Tamer Institute and its partners: Arts for the Aftermath of Corona, Tamer Institute worked on building the capacity of librarians, facilitators and field teams to design and implement expressive arts activities for children and youth, with emphasis on utilizing writing, reading, music, drama among other tools to help them release stress and improve their wellbeing; various expressive arts activities were implemented with children to help them improve their well-being and to provide psychosocial support to them. Through the different activities, the intervention aimed at providing a third space for children and youth.</p>
<p>Results</p>	<p><i>Describe the concrete, tangible results obtained when implementing the BP. Describe the end products or services resulting from the BP. If available, provide details of KPIs. Include a description of any grants, investments, prizes or public aid received. Describe the social, cultural and economic long-term development improvements to which the BP contributes (min 100 words)</i></p> <p>Tamer's utmost goal is building reading as a habit in the Palestinian community among children and youth. In 2020, over 680,000 beneficiaries were reached via Tamer's electronic activities through the Facebook page. It is equally important for Tamer to continue with its face to face interventions, especially the National Reading Campaigns through which Tamer builds on its partnership with over 300-500 partners (on yearly basis) spread in the field through the youth teams, the community libraries' network, the community associations, the formal partners from the Ministry of Education and Ministry of Cultures' directorates, families, schools and others.</p> <p>The Institute's has achieved significant success in its learning environments while it is most famous for the National Reading Campaigns. Tamer reached over 60,000 children, young adults, parents and librarians. This week progressed from a small number of activities inside a couple of libraries, to a Palestinian ritual with more than 300-500 local organizations involved in planning and implementation.</p> <p>In an impact study conducted on Tamer's work for the past five years, tangible numbers demonstrate its tangible results. Tamer has organized and implemented 612 activities where the total number of children that participated is 14864 divided into 8001 females, 6864 males and 210 children with disabilities. The number of families and community members who participated is 3393. Numbers of books collected is 2093 and number of partners is 223.</p> <p>Supporting the literary and scholarly production on child culture in Palestine. The Institute is contributing on different levels in enriching the Children's literature (CL) in Palestine and the Arab World. Over the past five year, it distributed publications to 72 community libraries and to around 60 school libraries. The Institute developed a specialized centre; "the resources centre" the one and only specialized centre in Palestine for children and young adults' literature. Tamer produced over 65 publications including children & young adults' books, researches/studies. It also produced 20 audio animated books.</p> <p>Tamer's activities met the priorities of the book producers and managed to influence their behaviour as they became more diverse and less conservative which was reflected on the quality of their production which led to winning and nominating their work of local and international awards including the Etisalat Award for Arabic Children's Literature, and Al Taawon's prize for creativity, Falak and Abdel Karim Kamel Al Shawa prize for community organization.</p>

In Palestine, the culture of **public aid** is almost non-existent and therefore Tamer Institute has never received any kinds of public aid. However, Tamer Institute works with a network of **31 partners and donors**. These include: Arab Children's Book Publishers Forum, Palestinian Publisher Association, Arab Publishers Association, DHIP, Palestinian Ministry of Education, Palestinian Ministry of Culture, Arab Fund for Economic and Social Development, BMZ, AFAC Arab fund for Arts and Culture, A.M Qattan Foundation, GIZ, Diaconia, Anna Lindh Foundation, CONSULATE GENERAL OF THE KINGDOM OF BELGIUM, MINISTRY OF SOCIAL AFFAIRS, Belgian Development Agency, Book Aid International, UNICEF, FRANKFURTER BUCHMESSE, United Nations Educational Scientific and Culture Organization, Bologna Children's Book Fair, Save The Children, INTERNATIONAL BOARD on BOOKS for YOUNG PEOPLE, PNGO, VENTO DI TERRA, Goethe- Institute, Institute Francais, TVBIT, Kinder USA, Ramallah Municipality and Taawon.

Furthermore, Tamer Institute receives **investments/revenues** from the books it sells. Noting that selling the books by Tamer is separate from distributing the books to the network of school and community libraries that Tamer works with. Following is a chart of revenues/investments in US Dollars since 2016 until 2021:

4947 3.11	20 16
2981 5.1	20 17
4323 4.37	20 18
6538 3.35	20 19
5421 9.58	20 20
3541 0.74	20 21

Tamer Institute has won several **prizes and awards** since establishment such as the 2009 Astrid Lindgren Memorial Award has been awarded to Tamer Institute for Community Education, promoters of reading active on the West Bank and the Gaza Strip. Tamer Institute for Community Education and Sonia Nimer, publisher and author of the youth's book "Wonderful Trips in the Mysterious World" receive the Etisalat Prize for Children's literature as the best young adults' book in 2014. Since 2016, Tamer Institute was able to achieve multiple awards on its publications. For example, the secret of the oil Tales by Walid Daqqa. This story is the winner of the 2018 Etisalat Award for Arabic Children's Literature for this year under the category Young Adult Book of the Year. Sonia Nimr won the 2018 Arabic Young Adult Book Award for her young adult novel, "Thunderbird," at the tenth Sharjah Children's Reading Festival. "Thunderbird" has also been nominated for the Etisalat Award for Arabic Children's Literature, one of the Arab world's biggest and most prestigious awards in children literature. In addition to that, Nimer has also been nominated for the annual Astrid Lindgren Memorial Award, the world's largest children's literature award. Additionally, Tamer Institute won Al Taawon's prize for creativity, Falak and Abdel Karim Kamel Al Shawa prize for community organization "For Gaza." The prize was also shared by Aisha Association for Woman and Child Protection. The award was delivered via video conference between Ramallah and Gaza. More recently, two books from the Tamer Institute for Community Education are nominated for the Ibbby Honor List among the most prominent Palestinian titles for children's literature for 2022. These books were "Rishah the Cat" and "Jerusalem and I". In February of 2022, the

	<p>Encyclopaedia of Palestinian Folk Tales series, published by the Tamer Institute, won the Palestine award for social studies and humanities presented by the Palestinian Ministry of Culture.</p>
<p>Long-term sustainability</p>	<p><i>Describe the strategy to ensure long-term financial sustainability of the best practice, including sources of funding.</i></p> <p><i>Describe the elements that need to be implemented for the BP to be institutionally, socially, economically and politically sustainable.</i></p> <p>Tamer primarily builds on its partnership with over 300-500 partners (on yearly basis) spread in the field through the youth teams, the community libraries' network, the community associations, the formal partners from the Ministry of Education and Ministry of Cultures' directorates, families, schools and others.</p> <p>The institute has an extremely positive reputation amongst the children and their families in addition to its partners from the civil society, the governments and the donor organization. The year 2020 recorded an important milestone in the stability of the Institute through the purchase of "Tamer's House" to serve as its headquarters. Tamer's House is built on a land of 920 square meters with indoor space sufficient for the management team and a meeting hall. More importantly the house has an outdoor space that allows for organizing events. Tamer will try to focus on donations from Tamer's friends, private sector and Arab grants. Additionally, Tamer will develop its strategy to market its publications to others who work on children's' literature across the region which will add to its revenue. Additionally, the Institute depends on planting its values and learning approaches in the society which will ensure the sustainability of its approaches and philosophy.</p> <ul style="list-style-type: none"> • Tamer conducted more than 28 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; through the Education Cluster, Tamer developed its policy for designing and implementing activities for children during emergencies including the minimum standard for working with volunteers. • Tamer Institute has contracted JEEL Media, a regional media consultancy, to develop a manual book and procedures for communication and advocacy. The consultancy gave a 3-session training for the programs staff to build their capacities in utilizing digital and non-digital advocacy and communication tools in creating learning experiences and fostering safe and free spaces of expression. • Tamer has also contracted Strategic Innovation Consulting Company-SICC, a consultancy specialized in MEAL systems, which are currently working on enhancing the MEAL practices and operations across Tamer Institute. They will also provide training and on the job coaching for the field team members on MEAL concept, system, data collection, how to reflect it in their documentation and on designing logical frameworks and indicators in 2022. • The Institute has developed its own prohibit sexual harassment (PSEA) policy to protect the safety and welfare of staff and members disclosing or complaining about sexual harassment (if any); and to set out the principles and process applicable to disclosure and investigation of complaints of sexual harassment. The first edition of the policy has been reviewed by the board. Tamer is currently taking training on PSEA policy, so it is going to review the policy again in light of the training outcomes. • Tamer has started developing its complaint systems and policies. They are going to be finalized in 2022. • Tamer participates on an ongoing basis, in the periodic meetings with the Education cluster led by Save the children and 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.

	<ul style="list-style-type: none"> • Tamer participated in the book fair that took place at the Ottoman court in April and was organized by the Ramallah municipality library as part of the reading campaign activities. • Tamer implemented a capacity building program targeting its staff members to improve their performance in certain aspects; the training program is part of the implementation plan of 2021. • Tamer institute has been joining an on the job learning program (gender) through Al-Marsad institute, through SCI. • Tamer institute represented the Palestinian publishers in the general exchange program in Frankfurt bookfair. • Tamer participated in al-Sharjah Book Fair in UAE. The Institute obtained over 200 books to support its resources center. • Tamer participated in Montreuil’s book fair in Paris, France. The educational visit to Montreuil’s Book Fair, Montreuil Public Library and Centre Pompidou introduced Tamer’s programs team to new working models in the fields of children and youth’s publications, utilizing visual arts in the creation of stimulating learning spaces and new methods of working with community libraries to support the learning process of librarians, facilitators, and the communities they serve. During the book fair, Tamer Institute networked with 9 publishing houses that are concerned with children and youth’s literature and it obtained samples of 13 books to examine the possibility of translating them from French to Arabic. The Institute has also offered 8 of its books to French publishers to review them for translation from French to Arabic. <p>The institute advocacy plan and campaign will raise themes that strengthen Palestinian identity and culture. Additionally, the institute will pay further effort to conduct meetings through video conference, phone calls as well as continuous emailing between West Bank and Gaza Strip in order to ensure better implementation.</p>
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3. Impact (please complete at least 3 of the 7 sub-sections)

Economic significance	<p><i>Provide details on the economic significance of the BP, including, if applicable:</i></p> <ul style="list-style-type: none"> - Annual turnover of the BP’s operations/selling - Number of exports - Economic impact of the activity - Spillover effects on the economy
Replicability and upscaling	<p><i>What is the replicability potential of the BP? What are the possibilities to adapt it to other settings and sectors? Which conditions should be met for that, and what adaptations are likely to have to be made? Can the BP be tried out on a small pilot scale prior to large-scale adoption?</i></p>
Employment generation	<p><i>Provide details on the BP’s capacity to promote sustained, inclusive and sustainable economic growth, productive employment and decent work, including:</i></p> <ul style="list-style-type: none"> - Number of jobs created - Number of professional opportunities for young people and women generated <p>Tamer Institute for Community Education created stable full-time jobs for 114 people in the West Bank and the Gaza Strip, including 68 jobs for women. In regards to professional opportunities for young people who are defined as the as the facilitators, animators, project coordinators, case managers and artists in each project conducted through Tamer’s activities and programs, this number approximately accumulates to 300 in both the West Bank and the Gaza Strip with a percentage of 60 for the women included.</p> <p>2023 ended with an extremely heartbreaking and viscous ongoing war on Gaza since the 7th of October 2023 affecting the entirety of Palestine. The war resulted in repercussions on the learning and developmental skills of Palestinian children turning the Gaza Strip to an unsafe place and directly affecting the educational, learning and emotional process. In Gaza, not only the infrastructure of the entire Strip has been destroyed, but also schools, libraries and CBOs have turned into designated emergency shelters for the internally displaced Palestinians and their children. The children are experiencing a vicious war that introduced a whole new form of memory for them where there is a huge loss in physical</p>

	<p>aspects and in skills that they acquired which need rebuilding once again, alongside new memories, hopes, schools, libraries and homes.</p> <p>As a response to this ongoing war, Tamer Institute kept its focus on enhancing the psychosocial state, wellbeing and the learning experiences for the children. Especially in Gaza, through multiple uplifting recreational activities. Moreover, in the span of three months, the Institute was able to employ 80 artists and animators, 51% of them being women.</p>
<p>Inclusiveness</p>	<p><i>Contribution to societal inclusiveness, including details on:</i></p> <ul style="list-style-type: none"> - <i>Proportion of women involved in the implementation of the best practice</i> - <i>Efforts to achieve gender equality and empower women and girls</i> - <i>Proportion of young people involved in the implementation of the best practice</i> - <i>Presence of migrant workers involved in the implementation of the best practice</i> - <i>Efforts to ensure inclusive and equitable quality education for all</i> - <i>Location where the best practice is implemented: rural or urban</i> - <i>Participatory processes taking place under the BP</i> <p>Tamer focuses on raising the voices of women, children and youth in the Palestinian community with a proportion of women involved in the implementation of Tamer's projects and programs that accumulate to 50%, while the youth accumulate to 57%.</p> <p>Tamer Institute's staff works and dreams to continue providing justice based on the principle of gender equality and empowering girls and women, and for all groups and individuals to have the same right to learn, participate, and express their issues by themselves and without mediators. The Institution seeks by presenting its programs to all segments of Palestinian society without discrimination on the basis of gender, and in a natural "livelihood" context, that it could contribute in building a healthy, cultural and human growth between the sexes. Tamer always considers the importance of breaking down the barriers set by society between the sexes, and it realizes the importance of building joint programs that depend on linking words with action and practice. Hence, events and activities are organized jointly, especially when we talk about youth teams in Tamer, where teams grow in groups that do not distinguish between members on the basis of gender, these groups practice all participatory values in a natural context. Hence, the differences established by society between males and females are eliminated.</p> <p>Tamer's publishing unit supports publishing books written by women as well as books illustrated by women. For example, in the latest "Series of Art" that published 8 books, it included 6 books by women. Tamer also attempts at breaking the stereotypes surrounding women through the content of the book it publishes. Tamer hosts residencies and trainings to empower and enable women and children. All campaigns that Tamer conducts, especially the summer camps, take into consideration the time and the location that suits women and their children participating in these activities and campaigns. Furthermore, Tamer constantly develops its policies regarding the harassment of women and the safeguarding of children.</p> <p>It is a continuous and a long process that Tamer Institute works on in order to maintain the presence and the equality for girls, children and youth. Tamer Institution for Community Education is keen to provide a free and safe working and learning environment of respect, equality and inclusion, and works to ensure a safe environment for children from exposure to violence, harm, exploitation and neglect. Children have the right to life, progress, protection and participation, based on the values of the institution centered around children and their needs the best, since its establishment in 1989 until today, where the institution's values, policies and approach to working with children intersect with the United Nations Charter on the Rights of the Child. Channels consistent with the nature of the societies targeted by the institution with its various interventions.</p> <p>At the level of generalizing the concept of inclusion and pluralism in the Tamer Institute, the Institute is based on a number of convictions in its vision and strategic plans to enhance this culture, and to ensure the participation of all segments of society in the Institute's programs, by adopting an approach based on inclusion and pluralism that makes everyone partners in building. Owners are entitled to equal access to knowledge in its broadest form. Tamer</p>

	<p>seeks to develop its internal capacity and develop safe child/family-friendly and inclusive content including visual and hearing impairment aids that can reach children and their caregivers online. The content will be inclusive and shall take into consideration the different natures of the target groups (age and gender). Additionally, Tamer plans to transform two titles into braille books to be used by children with visual disability. Tamer Institute also seeks to develop its tools on a regular basis to respond to the emerging trends among children.</p> <p>Location: Tamer Institute has two main offices, one in Ramallah and one in Gaza. The Institute has field coordinators in 7 cities in the West Bank and Jerusalem, which are: Jenin, Tulkarm, Bethlehem, Nablus, Hebron, Ramallah and Jerusalem, and in 4 cities in Gaza Strip: Gaza City, Gaza Al-Wusta, Rafah, and Khan Younis. The institute's work expands to reach a variety of Palestinian communities in rural and urban areas, including different cities in the West Bank, Gaza Strip, Jerusalem, and the villages surrounding them, refugee camps in both the West Bank and Gaza Strip, and Bedouin communities in the outskirts of the cities.</p>
<p>Social impact</p>	<p><i>Describe the BP's social impact, including details on its contribution to:</i></p> <ul style="list-style-type: none"> - <i>Community development</i> - <i>Valorization of cultural heritage</i> - <i>Reduction of inequality</i> - <i>Promotion of peaceful and inclusive societies</i> <p>Tamer Institute for Community Education is an institute that works from, to and within the Palestinian community itself. Tamer plays a key role in strengthening the social fabric between children, youth, their parents and their community at large. The Institute's interventions within the school that works with librarians affect the creation of a movement that creates channels of communication with the local community and within the family, which restores the social value system and strengthens the social fabric; this ultimately contributes into creating a safe environment.</p> <p>Children's literature plays an important role in the development of young minds. Thus, the Institute organizes campaigns and activities that contribute to change and building a value system that includes national, societal and human values, and urges volunteerism and responsibility. The credit goes in large to the ongoing National Reading Campaign where the Institute holds numerous activities to encourage leisure reading of children's stories, fiction and creative writing. Every year, the campaigns employ a theme derived from the reality of the Palestinians. The mottos combine societal visions that consider reading an important tool that contributes to the emancipation of minds and deeds as it contributes in learning, and the development of meanings and experiences.</p> <p>Tamer Institute is also in constant move towards preserving the Palestinian cultural heritage through conducting walks, collections of oral history or creating and performing plays by the youth team to express the Palestinian identity. Whether it is by publishing books such as "Encyclopaedia of Palestinian Folk Tales" series which has five volumes, or conducting projects such as "My Heritage, My Identity!" and "Naqsh A'la Hajar", Tamer Institute plants the seeds of valorising cultural heritage.</p> <p>Through its publications and interventions, Tamer organizes book discussions, writers and illustrators hosting, community initiatives, learning paths, etc. Tamer focuses on disseminating social values like gender equality, inclusion and celebrating differences (on the basis on sex, religion, race, social status, abilities among others), and emphasizing the Palestinian national identity. Two recent books published by Tamer had the highest borrowing rates in all of Tamer's library network. The two books were "This is Why Rayan Walks This Way" and "Wonders Journeys in Strange Lands". These two books have content that challenges society's norms and stereotypes. They were used by the children and their families in the Tamer's network of libraries in book discussions and expressive art activities.</p> <p>Furthermore, through Tamer's work with its network of around 300-500 partners and communities including the school and community libraries, Tamer has called for leadership</p>

	<p>in the community. Many of the children and youth in Tamer’s youth teams grew to be established artists not only locally but also in the Arab and the international community through the doors Tamer opened.</p> <p>A crucial example of initiation of social change is witnessed through Tamer’s continued support to Ministry of Education to improve the Palestinian curriculum to ensure the integration of children with disabilities in Palestinian schools, and the representation of these children in the Palestinian curriculum. Additionally, The Institute extends advice to MOE on books selection that the ministry provide to schools that respects the role of the woman, children and enhance values of diversity and culture. Another example of projects stemming from within the Palestinian community itself is “100 Hemmah wa Lammah”, which is a community initiative launched after the 2016 war on Gaza contributing to a unified Palestinian community that is free and safe. The initiative aimed to integrate the youth in the post-war rebuilding and rehabilitation process.</p>
<p>Innovation</p>	<p><i>Describe how the BP has made use of an innovation to come up with new solutions to address the challenges, for example:</i></p> <ul style="list-style-type: none"> - <i>Innovative business models</i> - <i>Use of state-of-the-art technology</i> - <i>Successful launch of innovative digital tools</i> - <i>Promotion of an enabling environment to encourage innovation</i> - <i>Establishment of innovative partnership structures</i> <p>Tamer Institute considers its opportunities given to children, youth and the groups who work with them as innovative business models for it builds capacities and opens doors for them to become established individuals in their communities whether locally, in the Arab world or internationally. Whether it is working with children, youth, women, parents, teachers, librarians, facilitators or artists, Tamer constantly provides spaces for production and it introduces these productions to the world through publishing, translation, conferences, webinars and so on. Tamer also provides and hosts residencies of artists in order to benefit the society and encourage expressive arts and the production of arts.</p> <p>Tamer’s work with the youth teams in each district encourages innovation in a safe environment. From Nakheel, to Yara’at, to Serb, to Banafsaj, to Voices from Palestine, Tamer provides the capacities, means, tools and environment needed for the youth team’s innovation. Tamer supports learning, reading, writing in both Arabic and English, illustration, performing arts including drama and dance, publishing annual magazines, experimenting with music and storytelling and broadcasting the teams’ work to their communities and the entire world.</p> <p>In 2020, over 680,000 beneficiaries were reached via Tamer’s electronic activities through the Facebook page. The number of reach out in Tamer’s online activities was 76,116 and the engagement level was 26,953. Tamer Institute is working on a series of digital book launch events as part of Tamer’s reading campaign. One of the projects that Tamer Institute has conducted digitally is the “Mobile Library”. This new trend based on innovative digital tools has expanded Tamer’s communities and benefited not only the children and the youth, but also the artists included in the production of this project.</p> <p>The Mobile Library is a project where Tamer transforms still illustrations as well as texts found in children’s stories that Tamer uses in its activities to animated stories. The project has started during the lockdown all countries faced due to Covid-19. Therefore, these stories became accessible to everyone for they were uploaded to Tamer’s YouTube Channel under the series Mobile Library. Tamer makes sure that for each video it includes audio and sign language additions for children with hearing or sight difficulties. Two more animated stories are yet to be animated in 2022. Tamer uses these videos with children in schools and in the network of community libraries. Tamer uses them for activities such as screenings, discussions and brainstorming of the books with the children as well as for crafts and art workshops based on the stories. Tamer chooses books that urge children to think broadly and directs them towards a creative way for expressing themselves in order</p>

	<p>to be animated: https://www.youtube.com/playlist?list=PLTsvRt0q8KLZeWAdiT5OsA5oeiBGM-UXz</p> <p>During the National Reading Campaign that calls to liberate the spirit towards its pursuit of freedom and originality, as well as to focus on positive actions, diligence and perseverance as basis of the activities that were carried out; the Yaraat team created hashtags to disseminate the ideas of the campaigns expressing their feelings and thoughts about being part of the campaigns. Hashtags included; #sing_in_Palestinian, #passby_our_neighborhood, it was a space people to talk about the neighborhood and traditions. The campaigns usually focus on positive actions, diligence and perseverance as basis of the activities that were carried out.</p> <p>Another innovative approach that Tamer created for the children and the youth is the educational kits that fall under the Publishing unit's programs. These kits include recent publication in a bundle for children who cannot attend activities or visit the community libraries due to extreme circumstances. This approach began during the First Palestinian Uprising and proceeded during the wars on Gaza, until recently it was widely spread during Covid-19.</p> <p>Tamer primarily builds on its partnership with over 300 partners (on yearly basis) spread in the field through the youth teams, the community libraries' network, the community associations, the formal partners from the Ministry of Education and Ministry of Cultures' directorates, families, schools and others.</p>
<p>Environmental sustainability</p>	<p><i>Describe the BP's contribution to environmental sustainability, including details of any actions taken to:</i></p> <ul style="list-style-type: none"> - <i>Combat climate change and its impacts</i> - <i>Ensure sustainable consumption and production patterns</i> - <i>Ensure sustainable use of the oceans, seas and marine resources</i>

4. Challenges and lessons learned

<p>Challenges</p>	<p><i>Describe the challenges encountered by the different stakeholders involved in the implementation of the BP and how they were addressed</i></p> <p>Challenges facing Tamer Institute for Community Education can be summarized into political, social/cultural and financial challenges.</p> <p>Political challenges: The Israeli occupation controls the basic sovereign elements, particularly the borders, the movement of people and goods, closures and permits system, growing racism aimed at cleansing Palestinian communities, annexation policy, and dispersing Palestinians into different discrete communities. Its actions adversely affect access of Tamer staff and products to East Jerusalem, Gaza and certain communities in Areas C, specifically near settlements. Jerusalem is facing an identity crisis, especially education, forcing the Israeli curriculum that leads to low student access to MoE schools, the rise of daily problems, drug addictions, and school dropout, especially for boys. The institute puts into consideration the risk that the existing Palestinian authority might be collapsing within the external and internal pressure on political decisions. The institute advocacy plan and campaign will raise themes that strengthen Palestinian identity and culture. Additionally, the institute will pay further effort to conduct meetings through video conference, phone calls as well as continuous emailing between West Bank and Gaza Strip in order to ensure better implementation.</p> <p>Unfortunately, more political challenges were created in Palestine the past year which was a huge challenge to Tamer's strategic goals for the years 2021-2024. 2023 started with a teachers' strike across all schools in the West Bank which lasted for 3 months, followed by severe movement restrictions, destruction of infrastructure, arrests, violence, invasions, school closures and settler attacks, especially in Jenin and Nablus, forcing Huwwarah into several closures by the occupation throughout the entire year hindering movement to the North of the West Bank that only intensified in the West Bank after the breakout of the war on Gaza.</p>
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Lessons learned	Detail the main takeaways and lessons learnt for future implementation of the BP
5. Conclusions*	
Conclusions	<p><i>Provide an overall summary of the usefulness and impact of the BP. Describe why it is considered a "best practice" and which are the key takeaways.</i></p> <p>Children's literature plays an important role in the development of young minds. It is reasoned that reading reinforce children's awareness of both their culture and their environment, allowing them to develop on emotional, linguistic and intellectual levels. Over the course of the past decades children's literature has been mainly overlooked in Palestine and the region of South West Asia and North Africa SWANA. It remains a vague genre with tiny exceptions of fierce believers in this struggle like Tamer Institute and likeminded organizations and partners.</p> <p>Tamer Institute has evidence based and proven experiences employing a holistic approach working with all individuals/institutes active with children and young adult showing how children literature leads to social change. Steadily but surely, over the past 33 years of its establishment, Tamer has been working in the Palestinian community producing quality children and young adults' books. The institute works with creative groups of Palestinian, Arab and international writers, illustrators, designers, animators, musicians, performers among others to provide Palestinian and Arab children with diverse and creative literature.</p> <p>Tamer works through the local network of 300-500 bodies as well as the youth teams promoting reading, writing and expressive arts. Through its publications and interventions, it organizes book discussions, writers and illustrators hosting, community initiatives, learning paths, etc. Tamer focuses on disseminating social values like gender equality, inclusion and celebrating differences (on the basis on sex, religion, race, social status, abilities among others), and emphasizing the Palestinian national identity. Tamer is supporting the literary and scholar production on child culture as well as the wellbeing and mental health of children and youth in Palestine.</p> <p>Tamer Institute for Community Education views itself as a Best Practice for the work it has been doing and still is doing in the field of education arts and culture and the field of media. In the face of the "Israeli" occupation hindering the work Tamer is doing, Tamer still gives hope and encourages Palestinian children and youth to express themselves in non-traditional methods. Tamer emphasizes on the importance of dreams for children and youth, and works with them towards achieving them while breaking all social stereotypes. Tamer takes the lead towards human emancipation and expands children and youth's horizons through community learning and innovation as it will keep doing so.</p>



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