

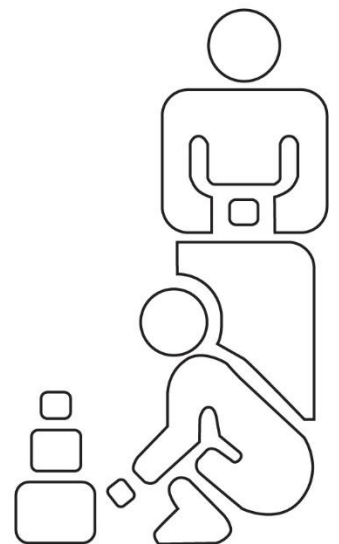
**The Trust of Programs for Early Childhood,
Family and Community Education**

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Annual Report

2024



Message from the Director General, Farid Abu Gosh



Dear friends and partners,

I am opening this message with deep thanks and appreciation to each one of you for your sympathy, encouragement, and support during this difficult year of war, tragedy, loss and agony.

In this report, we will share the challenges and achievements of the Trust's community-based programs in, Shufat Refugee Camp, the villages northwest Jerusalem, Ramle, Lod and Rahat for 2024. Thanks to your support and the efforts of our professional team, we were able to address the objectives of each of our programs, and carried out the activities despite the ongoing traumatic socio-political situation and constant exposure to the media and news.

As a grassroots organization, we recognize the ever-evolving needs of the communities we serve. This year, we enriched our team's capacity on two critical levels:

- **Personal Well-being:** Acknowledging that our team members are not only professionals but also individuals experiencing stress and hardship, we conducted stress relief activities to support their mental and emotional well-being.
- **Professional Development:** We provided specialized training on stress management and PTSD prevention, equipping our team with the necessary tools to support others effectively.

Aligned with our holistic and integrative approach, we integrated stress management activities across all programs. Program coordinators tackled pressing issues such as family violence and trauma by facilitating awareness-raising workshops, group and individual counseling, stress relief through arts and exercise, and virtual sessions. Looking ahead, we plan to develop audio-visual tools, including short films, to enhance these workshops. These films will address critical social issues that have intensified due to the ongoing conflict, including family violence, sexual harassment, negative social media influences—particularly on TikTok—and bullying in schools.

While women and children have always been at the heart of our work, this year, we placed special emphasis on children with disabilities and elderly citizens. In response to community needs, as identified by our women community committees, we launched two new clinics in the villages northwest Jerusalem, providing speech and physical therapy for children with disabilities. Additionally, the committee members reported that there are elderly women and men who either live alone, or their family is incapable to provide for

them. Therefore, the elderly were part of the volunteering activities, who visited them either at home or at the senior homes. Also, they were welcomed at our centers for activities like arts workshops, awareness raising and check-ups for diabetes, blood pressure, and healthy nutrition. Moving forward, we aim to develop a more structured approach to support the elderly, based on recommendations from our community committees.

In closing, we take immense pride in the resilience, dedication, and achievements of our team and the communities we serve. Investing in local capacities has paid off, even amidst limited resources and ongoing challenges. We extend our heartfelt thanks to our friends and supporters for believing in our mission and standing by us in these difficult times.

Together, we will continue to create positive change.

Farid Abu Gosh

About Us:

The **Trust** is an indigenous developmental agency established in 1984 in Jerusalem and registered as a non-profit NGO to empower members of the Arab community through education and leadership developmental programs that are currently running in Jerusalem in the Shufat Refugee Camp, Ramla, Lod, the villages North West Jerusalem and in Rahat.

We are a nonprofit, nonreligious, and nonpolitical organization that believes in social Justice, human rights conventions, equal access to resources, gender equality, human dignity, accepting others as they are, and not as they should be, regardless of their cultural, racial, or religious backgrounds. We believe in people's capacities which they can use to improve their lives towards social change.

The Trust has built up a range of effective and innovative programs that develop the skills and improve the lives of children, young women, educators and mothers living in marginalized situations and aiming at transforming their sense of hopelessness and dependency into individual and collective feeling of hope and capabilities.

All our programs are holistic, integrative and inclusive, constantly developing to meet the emerging needs of the target groups; ranging from service delivery to raising awareness, psychosocial support and community empowerment.

Vision : A society where social justice and human dignity is achieved.

Mission: To contribute in improving the quality of life of the individuals and families within the marginalized communities through the Trust's different and diversified programs that enhance social awareness and community involvement.

Monitoring

All the projects are regularly monitored and evaluated by the programs' coordinators through:

- Using pre-post evaluation forms that is mostly done using Google Docs, Kobo, and manually. These forms help to follow up the progress and addressing the needs, it has also helped in improving the program in a flexible manner that constantly seeks to support the growth of its target population.
- Regular staff meetings once a month, and staff colloquium twice a year. These regular meetings involve the staff in the planning and evaluation of the progress and data collection from a variety of sources including weekly visits and observations of the progress, focus group discussions, periodical reports, attendance records, recommendations resulting of study-days and minutes of the meetings.
- Summative evaluation of each project every three to five years.

The Mother-to-Mother Program



The **Mother-to-Mother Program** is a lifelong learning program that corresponds to the Trust's overall mission of improving the quality of life of the marginalized groups mainly women and children, and giving the mothers the necessary skills to become involved in their community.

The program includes 36 paraprofessional mothers who provide home counseling to 325 families. They receive continuous follow-up and enrichment through individual and group supervision, addressing their needs and the challenges they encounter in their work.

Training topics covered early childhood development, communication skills, children's emotional health, using feelings cards with mothers, parenthood pamphlets, family link application skills, stress relief exercises, coping with stress, domestic violence, volunteering, storytelling, and arts workshops. This counseling empowered the mothers, fostering independence and confidence. Some started small businesses, such as beauty salons, home-cooked meal services, and online clothing sales. Many also actively participate in the Trust's community-based committees and volunteering initiatives.

The horrific situation and the display of events on screens and social media had stressful and psychological effects on children and adults. The children showed symptoms of trauma, such as bed wetting, biting their nails, insisting on sleeping in their parent's bed, etc. The mothers were given skills on how to respond to their children's needs, through storytelling, arts, and giving them a chance to express their feelings that it is fine to have these feelings and that together they can overcome them.



Mothers receiving counseling showed strong commitment to both face-to-face and remote sessions. They also engaged in activities at the community educational centers, providing opportunities to bond with their children, socialize with other mothers, exchange experiences, create educational tools, and borrow storybooks. In the ongoing conflict, these centers offer a crucial safe space for women and children to access quality services, find hope, and temporarily escape daily stress.

Families expressed the importance of the program in making positive changes on the personal and family level, and raising awareness on the emotional and physical levels, through stress release exercises and good nutrition.

The program also engages other family members through parenthood pamphlets, couples' groups, a fathers' group in Rahat, and grandmothers' groups. These participants found the workshops highly relevant, particularly in improving communication and coping with stress during difficult times.

The Community-Based Committees (CBCs) remain active under the professional guidance of the Trust's coordinator, who provides monthly counseling and enrichment sessions. There are five CBCs—three in northwest Jerusalem, one in Shufat, and one in Ramla—comprising 42 dedicated women and senior paraprofessionals. They meet twice a month for planning and enrichment workshops. In response to the current political situation, CBC members organized activity days to address emerging family needs, promote stress relief, and conduct health campaigns at each center.



Volunteering takes place twice a month in coordination by the mothers and the young women. The volunteering activities continued at the hospitals, and the institutions for children with disabilities, and educational community centres, and visiting the Senior's homes. During the emergency situation, the volunteering paraprofessionals used the “feelings cards” activity, and breathing exercises which helped the mothers to express their feelings of fear and anxiety, and checked on the elders in their neighborhood, either by calling them or visiting them.

The Young women empowerment program



The Young women empowerment program aims at improving the quality of life of young women and teen-age girls towards community involvement, and empowerment to prevent early marriages and improve their relationship with their family.

This has been a challenging year for the young women and teen girls, who described the program as “life support” since it helped them to deal with stress and anxiety, simply by being part of the group and sharing

their experience. The ongoing situation has also affected their educational achievement, due to the unstable situation and the increase in physical, psychological, and verbal violence. The program coordinators immediately addressed this through stress relief activities in cooperation with their school teachers and counsellors. Using the expression cards as an educational tool, on “how I feel” most of them expressed feelings of fear and

anxiety, despair, and unsafety. The schools were encouraged to pass these activities to other classes that are not in the program.

The young women empowerment program is successfully running in Jerusalem, Ramla and the villages northwest Jerusalem for 406 girls ages 13-17, 50 young women ages 18-25, and 74 mothers of girls. The program has had a positive impact on them through the skills gained to improve their status and learn about their rights. Most of them have shown better self-confidence and awareness to their physical and emotional health, and how to take an active role in their family and community.



The **teenage groups** get together once a week for 90 minutes in cooperation with the schools' administrators and teachers in 8 schools from 7th + 8th + 9th grade. All the participants received enrichment and improved their skills in the following subjects: Time management, healthy nutrition, concentration during studying, protect themselves from cyber abuse and the risks of social media. They learned about the impact of early marriages on their physical, emotional and social health. They are more aware of the different shapes of violence and how to cope with stress. The group enjoyed the tools used such as educational cards, storytelling and case discussion, short films, arts, dynamic games, roleplay... The cooperation with the schools' counselors was very helpful in facilitating the group workshops, and the follow-up by the coordinator gave the girls confidence to ask questions and share their opinions.



During the summer vacation of 2024, the coordinators involved the teen girls in the Trust's Summer activities for children. This was done by giving 35 teen girls a special training which included leadership skills that enabled them to take an active role in facilitating the children's groups during the Summer activities; which included fun-days, arts, educational games, music, dancing, and stress relief exercises. A similar activity is conducted during the schools Winter break.

The **Young Women** groups (18-25 years) met once a week, they focused on women rights and how to become an active member in the community. The young women showed improvement in their self-esteem, communication skills, expressing their feelings, setting priorities, and are assertive about their future whether by continuing their education or the profession they wish to pursue.

The young women gained skills to understand and identify symptoms of sexual abuse and behavior change, as part of their future work with children. All the young women showed high voluntary spirit, volunteering at hospitals, senior homes and institutions for children with disabilities. They also helped in the recreational days of the learn-by-play program especially in the final day in June where they organized the activities and help as much as possible.



The **mothers groups** take place at the schools that we work with for the mothers of the teen-age girls groups. The work with mothers was conducted on two levels: bridging the gap between the mothers and their daughters. Most of the mothers reported that they are more understanding of their daughters' needs and their surroundings, and that they are putting more effort to maintain better communication. The open groups have also helped the mothers on the personal level, they have better awareness to their health and well-being, and were particularly happy with the exercises on stress relief mechanisms.

Study days for young women:

In February 2024, a study day on "Social Solidarity and Volunteering During Stressful Circumstances" was carried out on Zoom with the participation of 54 young women. The focus was on: the importance of volunteering, the feeling of personal happiness resulting from volunteering and helping others, discovering personal and social capabilities and self-development.



Volunteering takes an important part in our programs, both paraprofessional women and young women take turns in volunteering either at the hospital or at associations for children with disabilities, and at senior homes, and also in facilitating activities for children and mothers at the centres.

As part of facilitating the activities, they dressed as clowns, did face-paintings and balloons, and gave small symbolic gifts to the children. They also helped in facilitating the educational and fun activities that are conducted either at the Trust's centers or at the schools where we work. The families and children got the chance to release stress and spend time together constructively in a safe and supporting environment.

The volunteering activities and involvement in the community have left a remarkable impact on the young women's personality and self-confidence.

Quote by one of the volunteers: *"I feel that I benefit from volunteering more than the mothers and children; it has lifted up my self-value and made me feel useful, I can't wait for the next volunteering day".*

Community based preschool education program



The Community based preschool education program addresses the preschool as a fundamental unit for intervention. By adopting the Life-Oriented Approach (LOA), the program empowers educators to tap into their inborn abilities to effectively engage with children and building a preschool environment that is conducive to holistic development.

In 2024, the program continued to consolidate its impact on both the preschool children, teachers and parents, which resulted from addressing real-life situations. Additionally, all preschool supervisors, directors, and teachers who received training will continue to utilize their acquired skills and apply them effectively within their preschool environments.

The supervisors carried out 25 hours of training for teachers in their area on the steps of the approach and key situations, and then followed up on the teachers' work during implementation with children in their preschools. The supervisors submitted new key situations which were discussed with the program coordinator and gave them enrichment and supervision on implementing these key situations in their preschools.



One of the supervisors said: *"The documented material on LOA was helpful during the training and applying the key situations, such as healthy nutrition, and coping with stress".*

During implementation, the supervisors observe the teachers and use the agreed-upon field follow-up form. The key situations provide clear explanations within the five-step framework of the Life-Oriented Approach (LOA), which helped the preschool directors and teachers to effectively implement it in their teaching practices.

Two new editions of the magazine "family minaret" were published which discussed early childhood matters, deepening the LOA, the importance of "stories" as an education tool in the preschools and in applying the key situations. The second one discussed coping with stress and setting a safe environment for children.

The magazine is a tool to spread awareness on early childhood education that benefit both teachers and parents and discuss psychosocial support issues.

The preschools teachers and directors also enjoyed the arts workshops which helped to deepen their work in the field of childhood, they produced favorite animal dolls, and puzzle games from scrap materials.

In Ramla, the Kindergarten activities took place at two schools reaching 250 children by facilitating educational games and storytelling given by a specialist in drama.

Not only the children benefited from this activity but also the teachers gained new skills to teach the children and enhance active learning. The teachers also received training on how to improve their skills in storytelling and selecting the suitable story for the situation they wish to address.

Emphasis was placed on the subject of emotions regulation and expressing feelings, of anger, sadness, shame, fear, jealousy. This experience was shared via Zoom platform as part of giving coping skills during the stressful situation through storytelling. The mothers of the children learned about the importance of expressing their feelings and how to utilize the story as a tool to help their children express their feelings as well.



Community Educational Centers:

The CECs are the umbrella that puts together all of the Trust's activities in one place as part of the sustainability of our programs. The CECs provide a safe space and an educational framework for the mothers and children to bond and improve their skills. In addition to conducting the initiatives by the women committees, the recreational days, and campaigns in cooperation with other local organizations.

The Trust provided the CECs with the necessary tools, books, and toys, to facilitate community-based activities for children, mothers and educators in a holistic and integrative approach.

The Trust, through the preschool education program, was able to enrich and run these CECs, they are open to the mothers, children and educators offering mother-child activities, workshops for mothers, and fun activities for school children and for the local community who also enjoyed the available games and books, and the arts workshops.

The CECs have become a resource center for early childhood education and activities for spending quality and enjoyable time for children, mothers, and teachers, and have taken a major role in facilitating the activities within the emergency plan.



Quote by one of the teachers: *"In these difficult times, it was helpful to be creative and to make educational games from scrap material found around the house".*

In addition, through the year, various fundays with entertaining and educational activities were organized for the children and the mothers, either at the CECs or at the schools which included, parachute games, free drawing, painting, murals, dance with music and balloons, and clowns. Taking into consideration the difficult situation, psychosocial support and stress relief activities were also part of the fundays.

A mother from the villages said: *"I learned ways to express emotions, and I will apply this with my children to help them build self-confidence and hopefully improve in their studies."*

Awareness raising workshops for mothers twice a month at three CECs , with an average attendance of 25-30 mothers each. Some of the subjects given were:

- coping with stress using exercises and guidance on how to help themselves and their family members: such as breathing exercises, listening to children without criticism, staying close to them to make them feel secure, and the importance of returning to daily routines.
- the importance of storytelling to facilitate communication with children as a tool for crisis management and stress relief.
- First Aid training
- Health awareness campaigns focusing on healthy diet, nutrition, medical check-ups for mothers like diabetes, and breast cancer prevention, also general checkups for children like vision, hearing, orthopedic.
- Celebrations of national and international events, including the International Day of the Elderly, Teacher's Day, International Day of Persons with Disabilities, International Children's Day, and Women's Month.

Through continuous training, support, and innovative resources, the program remains dedicated to strengthening early childhood education and fostering safe, stimulating learning environments for young children.

Inclusion of children with disabilities

This program aims at inclusion of children with disabilities, and raising the families' awareness to the needs and rights of these children, while introducing them to the local institutions that can offer support and rehabilitation.



As part of its holistic and integrative approach, the Trust was committed to the inclusion of children with disabilities within all its programs. However, based on recommendations from the Trust's women's committees and the mother-to-mother program, a more structured intervention was necessary. The program coordinators and paraprofessionals mobilized local community efforts and resources to expand services for these children and their families. As a result, two specialized clinics for speech therapy and occupational therapy were established in collaboration with local organizations and municipal councils.

The program has reached over 100 families in villages northwest of Jerusalem through home visits, awareness-raising workshops, and free check-up campaigns. The newly established clinics in Biddo and Beit Anan have provided essential therapeutic services to 50 children, focusing on speech therapy, eye and hearing tests, and physical therapy.

In 2024, two training courses were conducted—one for program coordinators and another for paraprofessional mothers—enhancing their skills and knowledge. During the training, the specialist explained the mechanisms for identifying persons with disabilities, the different types of disabilities, applying the skills learned within the paraprofessionals' home counseling visit, recording their observations, and then presenting them to the specialist facilitating the training or the program coordinator.

During the workshops, the coordinator gives the mothers time to express their feelings and share their experience with the rest of the group. These sessions provided a supportive space for mothers to connect, learn, and strengthen their ability to care for their children.



The program networks with the local institutions, village councils, and NGOs, who put the needs of people with disabilities mainly the children on their agenda, and participated actively in the implementation of the activities such as the activity day in Dec. 2024 on the day of the disabled, with children with disabilities and their family members. Most of

the activities were done in cooperation with the specialist from Star-mountain rehabilitation center and in cooperation with the local community who showed good cooperation.

The program has had a profound impact on families. Many parents, who previously felt hesitant or ashamed to seek help for their children, now actively participate in therapy, check-ups, and Trust-led activities. Mothers, in particular, have expressed how the program has encouraged them to step out of isolation and bring their children to the center, fostering a sense of empowerment and inclusion.

The Learn-by-Play program

The **Learn-by-Play** program or the Education and Psychosocial Support Program believes that every child has the right to education, it aims at reducing and limiting the factual and



latent drop-out among the children. In the past two years the program was upgraded to include special training on psycho-social support, and since then we have received positive feedback from the school teachers and parents.

The program operates on three levels: parents, teachers, pupils, while engaging youths in the program as tutors after they receive the necessary training and enrichment. 37 young women worked as tutors to 492 pupils/children, from 2nd, 3rd, and 4th grade. The support given to the pupils is on the academic and behavioural levels, using the active learning approach and encouraging the pupils to express themselves and improve their school achievement and their self-esteem.

The project continued at 12 schools in the target sites, eight schools in the villages Northwest Jerusalem, two in Ramle, and two schools in Shufat Refugee Camp. The pupils showed improvement in both their school grades and behaviors as reported by their school teachers and their participation in class has increased. The pupils were encouraged and started to express themselves, they were happy to experience success as they improve their school achievement and their self-esteem.

The didactic methods in this program differ from the traditional teaching methods applied by school teachers and encourages the children to improve their skills. Numerous learning methods were used to support students in acquiring the necessary skills for each subject according to the curriculum. Active learning, participatory learning, dialogue and peer learning were the fundamentals of the teaching approach. For example, using the stairs at school for counting, adding and subtracting. Or drawing a clock and attaching cards that represent their daily routine. In addition, the program took into consideration the needs of children with mild disabilities when conducting educational games and made sure that they are involved in the fun-days.



Due to the difficult and stressful situation, stress release exercises were conducted with the children in the beginning of each learning session. This helped the children to express their fears and worries, and release stress. Such as physical exercises, small discussion, storytelling, drama activities, art and craft activities which included drawing a safe place, freehand painting, and preparing healthy snacks by the tutors. Olive picking in the olive season, baking pastries with the teacher, the tutor, and some mothers. Celebrating national holidays, for example, the child national day and celebrating the end of the semester at each school with fun and educational activities.



The the Learn-by-Play team developed a collaborative work plan with the schools' social workers and teachers. This approach helped to enhance students' emotional well-being and improved their academic achievement. The school principals and teachers were actively involved in selecting students, tracking their progress, and engaging with parents throughout the program's implementation.

The parents were very cooperative and just as happy as their children to benefiting from the program's activities. The parents were involved through the parent teacher meetings that follow-up the academic progress of their children, and also through workshops that aimed at improving their communication skills with their children and raising their awareness to: family violence, cyber bullying and internet abuse. The tutors shared with the parents the new platform and explained to them how to download it and gave them a username.

This program has not only had a positive impact on the school children but it has also improved the lives of **young women/tutors** who gained knowledge and experience, and enhanced their self-confidence and independency. Following are some of the workshops they participated in:

- In January 2024, the skills of teaching Mathematics to students. 30 tutors participated and gained new skills on how to use active learning in teaching math.
- June 24th, 2024, “the importance of negotiating and problem solving”
- October 14th, 2024, training on the Kobo tool for assessment given by a computer specialist on how to fill the kobo form to assess the students’ progress.
- September 29th, 2024 “expressional arts” given by a specialist in expressional arts, who focused on how to use arts to enhance children’s creativity in an innovative method, like mixing colours to get a new colour, and using numbers to draw an animal, for example: writing number two and then transforming it into a duck through a drawing method.
- Nov. 3rd+Dec. 8th, 2024, “Arts as a tool to relief stress” the specialist explained several methods on this issue, like using free drawing to express feelings, or drawing what they feel is a safe place and talking about it.
- Dec. 12th, 2024, “psycho-social support for children” given by a specialist in psychology.



Learning Platform/application:

The Trust developed a learning platform accessible on children’s/parents phones and tablets, the students have started using it with the follow-up of their tutors. The coordinators and tutors received training on how to use the electronic application/platform and they reviewed and verified its content and clarity. Communication with parents was also established to guide them on how to use the application at home. You can find it in the app store under <https://play.google.com/store/apps/details?id=ps.provision.playandlearn>. It enhances the child’s basic skills in Arabic language, the team and the IT specialist will continue to develop the app with exercises on advanced skills.



The community school in Ramle:

Another successful experience was the **Community School** in Jawarish neighborhood. It started last year in response to the spread of family and community violence, and currently it can also help with the stressful political situation. It targets students, parents and teachers. The Trust found that the school teachers have potentials that need guiding, the program enhanced their educational values and gave them skills and tools to approach the families and involve them at the school.



The students' Extracurricular activities resumed regularly since February 2024 reaching over 300 students. These activities aim at limiting violence and enhancing emotional support and self-confidence among the students; such as: scout groups, arts, football, cooking classes, life skills, and of-course the young women empowerment groups.



Due to the difficult social situation in Jawarish, it has been difficult for the parents to reach the school and participate in the activities, therefore, after many efforts put in the project, the studio for the **school radio** was ready and effective in Dec. 2023, it is a school interactive radio that will keep the parents involved and up to date with their

children's school activities and modern technology.

The students carry out social educational presentations on the radio and hold competitions between classes, which increases student interaction. The teachers encourage the students to participate and express themselves. The parents were also involved and participated in interviews discussing the subject of violence.

Emergency intervention:

It has been more than a year since the Gaza war in October 2023, since then the Trust has taken an active role in addressing the emerging needs of the families through its running programs by focusing on relieving stress and anxiety. The Trust was urged to address the needs of the families after our coordinators and paraprofessionals reported an increase in violence, harassment, lack of security, and alienation of the marginalized groups, mainly elders, women, and children. The families have also expressed their feelings of fear and anxiety, and have shown a change in their behavior, which is why we plan to work on PTSD prevention.

We have already started with professional training for our team on PTSD prevention, symptoms and intervention, and how to integrate it within our different programs in a holistic and integrative manner. The activities developed include awareness raising, stress relief, self-care, recreational days, and providing meals to the elderly who are one of the most vulnerable and alienated groups in the community. In addition to other activities that will be developed in 2025 for the marginalized groups such as elders and children by conducting the group activities at the existing centers in Biddo, Shufat, Ramle, and Rahat, and networking with the local community stakeholders.

Online Workshops to open groups:

These workshops succeeded to reach a larger audience of women, mothers, parents, young women and educators. The invitation was open to the community and reached between 50-70 participants each time. The workshops were given by specialists in education, psychology, health, drama, etc.



The Zoom workshops took place for two hours each, given by specialists in education and psychology, on the following subjects:

- On Jan. 22nd, 2024 on “social solidarity during times of emergency”, highlighting the importance of volunteering and community work, and how to identify the needs of the families in their community.
- On Feb. 28th, 2024 on the subject “a healthy life starts when you acknowledge your feelings”.
- On March 28th, 2024 Focused on emotions and their connection to the senses. The session explored how to interpret immediate emotions and link them to the choice of colors.
- On April 23rd, 2024: Discussed family support mechanisms for managing stress and emergencies.
- On June 3rd, 2024: Covered a session titled "A Story and a Lesson," which focused on deriving meaningful insights from narratives.

At the end of the workshop, a link is sent directly to the participants so that they can evaluate the workshop on Docs and give their feedback. Most of the participants gave positive feedback stating that the subjects given respond to their needs and that they were able to participate with other family members.

As a result, the Trust’s team issued three pamphlets on Coping with stress, on how the parent’s behavior reflects on their children, and on dealing with fear and anxiety on children.

Quote by one of the mothers: *“I learned that in order to help my family and children, I should heal myself first and acknowledge my fears”.*

Quote by another mother: *“We should control our emotions in front of our children, because our behavior is like a mirror, as our children imitate us”.*



It is important that the program reaches a broader public, therefore, all the program's major activities are published on the **social media**, short films and the zoom workshops were uploaded on the Trust's YouTube channel "Trust of Programs".



The Trust's team reached the families via phone and WhatsApp for individual counseling and small groups counseling for mothers and young women for support and advice.



Networking

The Trust is a learning organization. We focus on developing the skills of our team, and conducting evaluations of our various programs, towards addressing the evolving needs of its target groups and the emergency situation. We are constantly seeking collaboration with local and international organizations that share our vision, by conducting training sessions and mutual visits. The Trust relies on local capacities to ensure the sustainability of its empowering programs, aiming for long-term community change.

Networking will continue with influential educational organizations and ministries that contribute in setting the priorities of the educational system. Working with community-based organizations that seek social change, enhances the participatory approach in the projects implementation and contributes in achieving non-violent positive education, and awareness raising of the target groups so that the children can grow in a safe and conducive environment.

Special Thanks

Special thanks and appreciation to each of the Trust's supporters for their generous contribution that allowed us to carry out our community-based programs as planned:

- Deutscher Caritasverband - Germany
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