



## Sustainable Development Application Form

*Please email this form in MS Word format along with detailed financials of proposed projects to  
Rev. Vy Nguyen, Executive Director ([vy@weekofcompassion.org](mailto:vy@weekofcompassion.org)).*

Submitting Partner: Church World Service		Date: 5 October 2019	
Address: 475 Riverside Drive, Ste. 700	City: New York City	State: NY	Zip Code: 10115
Name of Contact: Steve Weaver		Title: Regional Director for Middle East/Europe	
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Project Name, Local Country Partner, and Location: <b>Protection through Education</b> , CWS and Center for Youth Integration, Belgrade, Serbia			
Partner's History/Relationship with the Project:			
<p>Since 2010, CWS Europe has partnered with the Center for Youth Integration (CYI) assisting them to further develop and sustain two core programs: Drop-in shelters for street-involved children and the educational program. The educational program, implemented by CYI and supported by CWS and WoC since 2017, has supported 400 children and 272 parents so far. CYI also runs a CWS-supported social entrepreneurship initiative. Since 2017, CWS has focused on further assisting organizational development of CYI through an organizational capacity assessment, monitoring and evaluation trainings and capacity development and trainings on gender mainstreaming. The social enterprise acts as a vehicle for employment of Roma youth and is specifically designed for former-beneficiaries of the drop-in shelters. One of the main goals of the social entrepreneurship initiative is to help Roma become more visible to the wider community in a non-stereotypical role and challenge perceptions and prejudices of the wider community towards them and their potentials and skills.</p> <p>The Centre for Youth Integration (CYI) is a leading rights-based, child-centered, grass-roots local organization focused exclusively on improving the lives of almost 2,000 street-involved children who work or live on the streets of Belgrade. CYI has developed local solutions that increase empowerment and address the social justice challenges impacting the Roma communities of Belgrade.</p>			
<b>Description of Project</b>			
Name of Project and Purpose ( <i>agricultural, health, water, micro-credit, education, community development, etc.</i> - and how it might address at least one of the <b>17 United Nations' Sustainable Development Goals 2015-2030</b> ):			
<p>This project focuses in facilitating access to education to Roma children living in informal settlements in Serbia. In Serbia, street-involvement is common only among one very specific group of children: children from extremely poor Roma families. The street-involvement is rooted in poverty and lack of decent work for Roma families, lack of social protection, and severe segregation and discrimination. These factors often undermine children's participation in education.</p> <p>It builds on the work realized under the previous grant (from 1 Nov 2018 to 31 Oct 2019), where CWS with the support of WoC is assisting 184 children at risk of becoming street-involved with enrollment and completion of preschool and primary school. Since a new generation of children enrolled in September 2019, this program will continue to focus on enrolling and supporting participation of children in preschool and first grade of primary school as a gateway to inclusion in the education system and preventing (the start or further) street-involvement of the poorest and most marginalized children.</p> <p>The program's goal of preventing street-involvement of Roma children living in informal settlements by increasing their school participation and learning outcomes will be met by:</p> <ul style="list-style-type: none"> <li>▪ Objective 1: Increasing age-appropriate preschool and first grade enrollment, attendance and performance of vulnerable Roma children (especially girls) that are at high risk of being street involved;</li> <li>▪ Objective 2: Increasing the ability of parents to support their children's education;</li> </ul>			

- Objective 3: Conducting gender sensitive trainings and workshops for Roma girls and boys, mothers and fathers, to challenge the traditional gender stereotypes.
- Objective 4: Increasing the advocacy efforts for the adoption of affirmative action policies for the inclusion of Roma children living in informal settlements in education;
- Objective 5: Assessing impact of the project, sharing knowledge and good practices nationally and regionally.

**The program addresses several of the United Nations' Sustainable Development Goals 2015-2030:**

***Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.***

In order to raise participation rates and outcomes among children living in informal settlements, CWS and CYI will work with parents and educational institutions to ensure children are enrolled and properly prepared for preschool and primary school attendance.

***Goal 5: Achieve gender equality and empower all women and girls.***

Exclusion from education has devastating consequences for children, especially for girls, disempowering them within their communities and in their own homes, harming their health and psychological wellbeing and denying them the opportunity to fulfil their potential. Parents often withdraw girls from school at a very young age (12-14 years old), in order to prepare them for marriage and motherhood. Without education, girl's chances to gain employment, earn income, and contribute financially to their families and become active members of the society are reduced, reinforcing poverty and exclusion. CYI and CWS will address these issues by organizing workshops about equality for children, supporting both girls and boys in understanding better concepts surrounding equality, gender and gender related issues. Similar workshops will be organized for their parents.

**The program also responds to the SD Goal 10: Reduce inequality within and among countries.**

The disparities between the Roma and the majority of the Serbian population continue to deepen and continue to be reflected in almost complete exclusion of Roma from public life. Deep discrimination and public distrust of minority communities continues to prevent Roma from taking an active role as citizens and enjoying full rights and protection, further impacting their full and fair access to education, health, cultural and economic activities. Full and fair access to education and protection of children will contribute to reducing these inequalities within Serbian society.

Target Population (*children, women, farmers, urban poor, etc.* - priority will be given to projects that enable the empowerment of women and children):

**Target areas and living conditions**

The greatest concentration of Roma settlements in Serbia is in Belgrade, with over 110 settlements. It is in these living conditions, in which children and their families experience exceptional social and economic exclusion, that children are at highest risk of becoming street-involved. These settlements are therefore key locations in which to target actions aimed at supporting the social and economic inclusion of the most vulnerable families in the country and, in turn, preventing street-involvement. Among Belgrade's municipalities, the greatest number of settlements are in the Palilula municipality, where there are 15 settlements. The program will work within 2 of these settlements (Vuka Vrcevic and Mali Leskovac).

**Target population**

The project will primarily target 173 boys and girls, living in 2 of the 15 estimated Roma settlements in Paulina Municipality in Belgrade, Serbia, along with their parents (50).

A secondary target of the project will be other Roma, teachers, and other mentors working in communities and schools, as well as staff of state institutions, donor agencies, media and the public that will be better informed about this program and issues faced by Roma children.

CWS has identified these settlements because:

- They are the largest 2 settlements in the Palilula municipality, with 200 households (120 in Mali Leskovac and 80 in Vuka Vrcevic), with 4-5 household members on average;
- The highest number of children of (pre)school age reside in these 2 settlements;
- Vuka Vrcevic is a closed off settlement, with inhabitants being mistrustful and unwelcoming towards visitors, particularly towards institutional representatives but to other NGOs as well. Our team has been committed to working in this settlement for a while and has the trust of and access to the community.

How many persons are/will be served? *(please give as specific a figure as possible)?*

**Total number of persons served is approximately 223 (direct beneficiaries).**

- **173 children** - aged 5 to 7 years old (occasionally 8) living in informal-settlements and being at increased risk of becoming street-involved (or have already become street involved in early age).
  - 56 first graders (children already enrolled in first grade),
  - 55 preschoolers (children already enrolled in preschool),
  - 55 future preschoolers (school year 2020/21).
- 50 parents of these children

Key Objectives:

- Objective 1: Increasing age-appropriate preschool and first grade enrollment and attendance of vulnerable Roma children (especially girls) that are at high risk of being street involved;
- Objective 2: Increasing the ability of parents to support their children's education;
- Objective 3: Conducting gender sensitive trainings and workshops for Roma girls and boys, mothers and fathers, to challenge the traditional gender stereotypes.
- Objective 4: Increasing the advocacy efforts for the adoption of affirmative action policies for the inclusion of Roma children living in informal settlements in education;
- Objective 5: Assessing impact of the project, sharing knowledge and good practices nationally and regionally.

Key Activities:

Objective 1: Increasing age-appropriate preschool and first grade enrollment, attendance and performance of vulnerable Roma children (especially girls) that are at high risk of being street involved

Activity "**Access, enrolment and attendance**" - support to Roma families, children and schools to enable access and support enrolment of children into local primary schools in accordance with the informed preferences of parents.

- Step 1: Awareness raising – Visit families in their homes to raise awareness of the importance of enrolling their children in primary school, conducted by social worker and medical nurse.
- Step 2: Providing information – Visit families in their homes to inform them about the availability of places for their children at local schools and parents' obligation to acquire health confirmation from health institution to enroll their child in school, conducted by social worker, key educators and medical nurse.
- Step 3: Selecting schools – Social worker assists parents to select two preferred schools, conducted in family homes.
- Step 4: Acquiring health confirmation – Support parents and mediate with health institutions to acquire health confirmation, conducted by medical nurse.
- Step 5: Reserving places in chosen schools – Mediate with schools to secure places for children at preferred school in accordance with parents' choice, pending provision of health confirmation, conducted by social worker.
- Step 6: Enrolment – Accompany parents to officially enroll children in school (when parents request assistance), conducted by social worker and key educators at schools.
- Step 7: Additional enrolment – Throughout the year, monitor for children that have NOT been enrolled in school (primarily these are children from families that move to the settlements from other parts of Serbia or have been returned to Serbia under the Readmission Agreement with the EU); when such children are identified, the above actions are implemented to support families to enroll children in school.
- Step 8: Tolerance workshops – Implement monthly tolerance workshops with Roma and non-Roma children at seven local schools, conducted by educators, educators and social worker throughout the school year.

Activity "**Direct learning support**" - to Roma children that have been assisted to enroll in school.

- Step 1: Engaging parents – Visit families in their homes to encourage parents to support children to participate in CYI's school-after-school program, conducted by educators, coordinator of volunteers and outreach workers.
- Step 2: Build the capacity of schools to work with and provide adequate support to children from vulnerable groups:

the program team will seek more formal engagement with schools, teachers and the Ministry of Education-supported Roma teaching assistants (in schools who have them). Coming from Roma communities, the Roma teaching assistants provide additional support to children and students during and after class in accordance with needs of each Roma student, and to their teachers to support participation and success in the education system. In two of the seven schools attended by our beneficiaries, the collaboration with Roma teaching assistants will be strengthened. In schools without these positions, collaboration with teachers will be intensified, and could take various forms: co-developing and implementing individual learning plans for children with teachers; providing more regular assistance in the classroom with volunteers; helping teachers understand children's circumstances and needs or inviting them to co-participate in informal learning support/workshops with children.

- Step 3: Needs assessment – Diagnostic and formative assessments of children's learning needs, conducted by educators.
- Step 4: Learning plans – Develop individual learning plans for every child based on input from teachers and needs assessment, conducted by educators.
- Step 5: Learning support – Provision of daily tutoring/learning support based on individual learning plans, conducted by educators, peer educators, volunteers and peer groups at CYI's community education support center throughout the year. The program will introduce Roma peer educators this year; coming from Roma communities, the Roma peer educators will serve as positive examples/role-models for children also assisting our beneficiaries with the school curriculum and learning. They will show that it is possible to get away from life on the street as well as to integrate into society using school as a protective factor. Peer educators will motivate and support beneficiaries to attend school regularly, escort beneficiaries to and from schools, they will organize workshops. Once Roma peer educators gain the necessary skills and knowledge, the program will ensure, through signed memorandums with school administration, their presence in school classrooms.
- Step 6: Parental counselling – Provide counselling to parents and children to develop resilience, confidence, and social skills and address any behavioral challenges, conducted by educator (psychologist).
- Step 7: Tracking student progress – Track student's academic progress, psychosocial needs and learning needs, gender inclusion, and attendance rates (in coordination with schools) and up-date CYI's beneficiary database, conducted by entire education team throughout the school year.
- Step 8: Tailoring support – Revise individual learning support plans every 3 months in collaboration with teachers in accordance with children's needs/as required, conducted by educators.
- Step 9: Recreational activities – Arrange monthly age-appropriate recreational activities for children, such as visits to theatres, play-rooms and creative workshops, in cooperation with a range of external partners, conducted by entire education team, volunteers, peer educators and outreach workers throughout the school year.

Activity "**Preventing drop-out**" - support to schools and Roma parents to prevent school drop-out and contribute to creating conducive conditions for the retention of children in primary school.

- Step 1: Monitoring – Monitor school attendance of preschoolers and first graders in cooperation with teachers, conducted by educators and social worker.
- Step 2: Re-integration support – Coordinate with schools and parents to re-integrate children that leave school, providing tailored needs-based support to address circumstance due to which children left school, conducted by social worker, educators and medical nurse, as required.
- Step 3: Parent's Councils – CYI will support Roma parents (of beneficiaries) to join and actively participate in "Parents' Councils" at 3 of 7 seven schools, conducted by CYI education program coordinator, social worker and educators at schools and in the community. The aim of this activity is to create conditions for more active and quality participation of parents of children living in informal settlements in decision making at the educational institution level.
- Step 4: Innovation - Develop new activities/intervention practices across the program in response to emerging trends in school drop-out, as required, conducted by CYI education program coordinator.

Objective 2: Increasing the ability of parents to support their children's education.

Activity "**Family strengthening**" - support to families to create conducive conditions for children's participation in and academic achievement at (pre)school, and to overcome barriers and mitigate circumstances that prevent participation or raise the risk of early school drop-out and negatively impact academic performance.

- Step 1: Assessment of family needs – Visit families in their homes to assess the whole family's needs and circumstances, with a focus on the material needs of children, access to services in accordance with their rights, particularly education, social welfare and health care, possession of personal documentation, family relations and parenting skills, conducted by social worker, key educators, coordinator of volunteers and volunteers, and medical nurse.
- Step 2: In-kind support – Every child attending school in the target settlements are provided with new shoes, winter coat, school bag, and school materials at the beginning of the school year and hygiene products and second hand

clothes throughout the year. Conducted by social worker, medical nurse, educators, coordinator of volunteers and volunteers, and outreach workers in families' homes.

- Step 3: Providing information – Visit families in their homes to inform parents about their rights and the rights of their children, particularly to education, social welfare and health care, and how to fulfil those rights/access services, conducted by social worker, medical nurse and coordinator of volunteers and volunteers, and outreach workers throughout the year as required.
- Step 4: Mediation – Mediate on behalf of families with institutions in order to ensure all family members are able to access public services in accordance with their rights, including support to complete administrative procedures, accompanying parents to appointments and representation, as required, conducted by social worker, medical nurse and coordinator of volunteers and volunteers, and educators.
- Lack of education among parents has a significant effect on the inclusion of their children in education. The program will increasingly look at opportunities to separately work with parents with literacy/evening classes. Teaching parents to read would empower them and enable them to help with homework. The program will also look at setting up peer-to-peer education: engaging literate/better educated parents to mentor illiterate/less well-educated parents to provide learning support to children.

Activity “**Specialized support for children that are street-involved or at high risk of street-involvement**” - the education team will refer children that are identified to be street-involved to CYI’s Drop-In Shelters and outreach service for street-involved children.

Objective 3: Conducting gender sensitive trainings and workshops for Roma girls and boys, mothers and fathers, to challenge the traditional gender stereotypes.

Activity “**Equality workshops for children**” – Hold weekly equality workshops based on coloring book created by UNICEF and the Commissioner for the Protection of Equality (Republic of Serbia), conducted by educators and social worker.

Activity “**Equality workshops for parents**” - CWS Europe will work with a gender mainstreaming consultant to develop curriculum for working with parents on gender equality issues. The workshops and consultations will be organized for parents.

Objective 4: Increasing the advocacy efforts for the adoption of affirmative action policies for the inclusion of Roma children living in informal settlements in education;

Activity “**Policy advocacy**” – CWS and CYI will contribute to existing advocacy efforts led by Network of Organizations for Children Serbia (MODS) and Regional Resource Centre (Child Hub platform) for the adoption of affirmative action policies for the inclusion of Roma children living in informal settlements in education. CWS will be committed throughout the program implementation to actively participate in and follow the implementation of the National Strategy for Social Inclusion of Roma 2016-2025, and follow the work of the Coordination body in charge for implementing the strategy. CWS will also seek to join/participate in government or NGO-led coalitions against early marriages (or coalitions addressing Roma women and girls’ issues), such as the National Coalition against Early Marriages founded by UNICEF and Co-ordinating Body for Gender Equality<sup>1</sup>.

Objective 5: Assessing impact of the project, sharing knowledge and good practices nationally and regionally.

Activity “**Monitoring and evaluation**” - CWS and CYI will conduct a survey on former beneficiaries in the target settlements to document and assess the impact of the program on children.

- Step 1: Baseline survey –to document education and social status of children/beneficiaries at the outset of the program.
- Step 2: End of project survey – to document and assess the academic progress of current beneficiaries.

Activity “**Sharing knowledge and good practices**” - sharing developed good practices for provision of education support for extremely vulnerable children in severely excluded families through the Network of Organizations for Children Serbia (MODS) and the Regional Resource Centre (Child Hub platform).

Duration of Project: 12 months (1 November 2019 – 31 October 2020)

## Project Budget

<sup>1</sup> <https://www.unicef.org/serbia/medija-centar/vesti/nacionalna-koalicija-protiv-decijih-brakova>

Total Budget: \$100,702.77	
Amount Requested from Week of Compassion: \$50,349.89	
Is this a one-time request or an on-going request? On-going	
Please attached a detailed, itemized budget and cost breakdown for the requested funds. <i>Budget attached as Annex 1</i>	
Is the project financially supported by ecumenical or outside partners? If so, what percentage does it cover for this project and please list those partners?  The program is co-funded by H.Stepic CEE Charity with \$50,352.88	
What is the overall percentage of fund requested that will be used for administration/overhead? – 13.6%	
If this project has been funded previously or is in the same geographical area, please specifically state when and how much was granted: <b>\$35,156 for “Protection through Education: Roma street-involved children” (1 Nov 2017 – 31 October 2018)</b> <b>\$37,500 for “Protection through Education: Roma street-involved children” (1 Nov 2018 – 31 October 2019)</b>	
Dates and project names of previous approved proposal submissions within the last 5 years: Georgia Vocational Education – CWS and Tbilisi Youth House (2014, 2106) Roma Women Empowerment, Adult Literacy – CWS and Alfa (2014, 2015, 2016) Renewable Energy Technologies – CWS and RCDS, RDS and Ormax (2015, 2017)	
How do you plan to monitor, evaluate, and report back to Week of Compassion? <b><i>(Please note that future funding is contingent upon reporting, and that reports should be made between 6 months- 12 months after funding. In addition to reporting, please provide at least one story of transformation and photos.)</i></b>	
The progress towards meeting the program objectives will be monitored closely, and corrective measures taken to ensure the desired results are met. CWS will utilize a monitoring and evaluation strategy that will include 6 month and annual (final) financial and narrative reporting and a final program evaluation by an external consultant. Program performance and results will be monitored and reviewed using both qualitative and quantitative approaches. Regular monitoring will be conducted by CYI project staff daily, and by CWS program staff with bi-monthly (every two months) site visits (minimum) and weekly email and phone consultation.  CYI program staff will monitor the progress of beneficiaries and the program through regular update and monitoring of an indicators checklist, beneficiary database, individual action plans and individual learning support plans, and coordination at weekly meetings and through monthly reports by program staff. Baseline and end line research into beneficiaries’ education status is used to assess the progress of each beneficiary and the effectiveness of the program logic. Research dealing with former beneficiaries provides CYI’s education team with additional information that is valuable for further development of the program.  List of indicators: <ul style="list-style-type: none"> <li>▪ See the attached Annex 2</li> </ul>	
Have all reports and stories from previous projects been submitted to WoC? Yes	
Application prepared by: CWS and CYI	Contact info: Jovana Savic, <a href="mailto:jsavic@cwsglobal.org">jsavic@cwsglobal.org</a>

### Week of Compassion Contact Information:

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