



## **Proposal for a Grant:**

The Domari Society  
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Domari Society of Gypsies in Jerusalem  
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### **1) Legal position:**

The Domari Center is an official registered organization, a so-called AMUTAH, with registration no: 58-035-089-0, registered since 19 January 2000.

### **Board and Key Staff:**

#### **Full Time Employees:**

The Center has one full time employee, which is Ms. Amoun Sleem. Mr. Elias is the Accountant and works part-time.  
Ms. Sleem is working with volunteers and partly with free-lance employees.  
One of the free-lancers is me (Trees Zbidat-Kosterman) proposal writing, reporting etc.

#### **Board:**

Our board exists out of six men and women. One of our male board members, Mr. Nemer Khamis, is a Dom himself. He supports us in getting more understanding and support from the whole community, and he talks with families if a girl or woman is not allowed to come to the Center. A second male member is Mr. Jamal Natcha. He is a Palestinian leader (Mukhtar) who is a bridge builder between the Dom community and the Palestinian community. The third male member is Mr. Allen Williams, who is the founder of the Dom Research Center (in the USA <http://www.domresearchcenter.com/> and supports us on everything concerning our special culture and heritage. The female members are Ms. Daphna Straus who is a professor in education at the university in Haifa. She advises us on matters of education. Ms. Rima Shehader: Rima herself ran a training center for women and because her expertise she is an adviser for the Domari center. The third female board member is Ms. Michaela Ha'ari, she is a teacher and her expertise is official, legal issues. If we have to deal with the minister of interior, she is the one who is responsible. The board members are active members and they have a controlling role.



## 2) Background of the organization

### History of the Dom Community

The name of the Gypsy people in the Middle East is Dom or Domari. The Domari community in the Old City of Jerusalem and in the Shu'afat Palestinian refugee camp in East Jerusalem is a small, unrecognized minority of about 3000 people. They are the most socially marginalized, impoverished, discriminated community in Jerusalem. It is a very traditional community, girls marry young and having big families is common. Originally coming from India, the Domari have been in the Middle East for more than 1,000 years, and their presence in Jerusalem can be documented for more than 400 years. Many of their unique cultural elements have disappeared as they have assimilated into the Palestinian society. Even the vitality of their language, called Domari, is diminishing.

### History of the Domari Center

Ms. Amoun Sleem, herself a Dom woman, decided in 1999 that something must be done for her community. She started food relief efforts and tutoring lessons for children in her own house. In 2005 she opened the Community Center in East Jerusalem, which is a place where women and children come to talk, relax and engage the courses we offer. From the Center we sell beautiful authentic handicraft items made by the Dom women.

### The main challenges of the community are:

- Systemic Poverty because of high (70 %) unemployment rate.
- Little or no encouragement of education for girls/ women.
- High school drop-out rate of children (approximately 60%) by the age of 12-14. As a result the family sends the children to beg or sell small items to financially support the family.
- Illiteracy of 80% of adults.
- No pride in their cultural heritage as result of the discrimination they experience for being Gypsy.

### Vision:

The Domari Center envisions a well-educated Domari community which is free of poverty, is able to determine their own life destination and is proud of their gypsy heritage and culture.

### Mission:

The Domari Society's mission is to improve the quality of life of the Dom community in Jerusalem.



### 3) Initiative: Educational Program for Dom children in East Jerusalem

#### **Goal**

What do you want to achieve both in short and long term? How will you measure this?

The *overall goal* of the project is:

Domari children in East Jerusalem have better school results, which will prevent them from dropping out and give them better vocational changes in the future.

*Short-term:*

The school results of the Dom children joining the tutoring lessons will improve.

*Long term:*

The Domari children will have a better future due to a better education, which will give them (better) follow-up and/or job opportunities for the future.

We will measure this by monitoring their school results via the school and parents. We are in regular contact with teachers and parents via (home) visits.

The long-term results are also measurable. We monitor how many of our children who joined the tutoring lessons will enroll in follow-up education and/or will have good jobs.

#### **Activities**

1. Activity: Basic education/tutoring
2. Cultural activity
3. Activity: Nutritional support

#### **1. Activity: Basic education/Tutoring**

The Educational Program's focus lies on giving Dom children basic education. The children will receive practical school assistance for a total of nine months within the period of a year (January 2020 – December 2020). Tutoring sessions will take place two times a week, for three hours per meeting.

The children will receive after-school tutoring in Maths, English and Arabic. The children will be assisted to manage Math and improve communication skills in English and Arabic, including reading and writing. The tutoring will be conducted by two professional school teachers, to guarantee the best quality of the teaching. We also work with volunteers, Arab students from the Jerusalem/Hebrew University who help the children with their homework.



## 2. Activity: (Cultural) Daytrip to the zoo

In the summer of 2020, we want to take the children with us for a trip to the Jerusalem zoo. Besides the education we offer in the center, it is also very good for the children to come out of their own situation, meet other people and (by a guided tour through the zoo) they will learn a lot of nature. In this way we increase their knowledge, give them the opportunity to step out of their own situation of poverty and limits.

## 3. Activity: Nutritional support

Having into account the profile and the background of the project's beneficiaries, this is an important part of the program, as a high number of children suffer from malnutrition during the most important period of their growth. These nutritional disorders and the insufficient consumption of food can lead the children to a slow down mental and physical development. The center will offer meals for the children who participate in the activities, to guarantee they have access to an equilibrate diet. This program will cover 15 children during 9 months of implementation.

### Expected results

How many children, will benefit directly from the project, mentioning age and gender

This year, 15 children attend the program. For us it is very important that at least half of the children will be girls. In the next year we will also have 15 children who attend the program, between the ages of 5 till 16 years old.

The number of children indirectly reached (can be brothers and sisters, schoolmates, children in the villages reached with campaigns etc.

As 15 children will join the tutoring lessons, we can say that 12 different families will be reached. The average family has 6/8 children. Some 85 children will be reached because their brother/sister is taking part in the tutoring classes.

Also the children at school will be affected, as they are used that Domari kids are leaving the school at an early age. They will see that now some of them are clever and can compete with them. It will increase the respect for the Domari children from their class mates.

The number of parents who will benefit or will be reached by the project

As 15 children from 12 different families will take part, this will also affect the parents of those children. The parents are involved in the project, as we will visit them to talk about their child's results on school and the beneficial outcome of our tutoring program.



Involvement of children, parents and community in planning, execution, monitoring and evaluation of the project and in the organization's operations itself

All activities in the Center are discussed with the board, and with community members. Our center is very accessible for everyone. We also visit the parents and the schools to evaluate the projects, as they are the ones who can know if the results of the children are improved.

The number of professionals reached (staff, village leaders, teachers, volunteers etc.

For the project, we work with professional teachers, who are giving the tutoring lessons. We also work with volunteers, for example Arab students, studying at the university in Jerusalem and do some volunteer work. We have two female students now, helping the students with their homework.

**Organization of the project**

Is this project part of another project that is already operational?

Tutoring lessons for children is one of the core activities of the Domari Center. The organization was established because of lack of education of Dom children. Amoun felt that education is the road to a more successful and better life. So the tutoring lessons are not part of another project, it is one of the main projects of the Center.

What are the long-term-plans with respect to the project for which you are requesting funds?

Tutoring lessons will always be part of our activities, as every year we have different children who attend after-school tutoring. We hope that in the future these children, who are coming to the Center now, will continue their education with college education or even university.

Which operational measures have been taken to prepare for the project?

As tutoring lessons is one of our core activities, we have a lot of experience. We build up a group of dedicated teachers (male and female) who will give the lessons. We reached out to the families and talked with them about the lessons, so they will send their children to the Domari Center. We have the equipment like blackboard, pencils etc. in the Center. This is a continuously activity.

How are the tasks and responsibilities for the project divided?

Ms. Amoun Sleem, the director, has the overall responsibility. She is responsible for the organizing of the lessons and the contact with the families and schools.

The teachers are responsible for the contents of the lessons.



How much time will the realization of the project take, when do you expect the project to be completely executed?

This project is an ongoing project. As there will be always Domari children in need of tutoring lessons.

### **Financial Budget**

<b>Budget Categories</b>				
<b>Item Budget</b>	<b>Name of Units</b>	<b>Number of Units</b>	<b>Unit Price</b>	<b>Total</b>
<b>Human Resources</b>				
Director	months	9	120 €	1,080 €
Accountant	months	9	60 €	540 €
<b>Human Resources Sub Total</b>				<b>1,620 €</b>
<b>Project Cost</b>				
Activity 1: Tutoring. 15 Children				
Trainer *2	months	9	325 €	5,850 €
Hall Rent	months	9	65 €	585 €
** Transportation costs	transportation	1,350	3 €	4,050 €
** Consumables	consumables	1,350	2 €	2,700 €
<b>Total Activity 1</b>				<b>13,185 €</b>
Activity 2: Cultural Activities. 15 Children				
Acting Trainer	hours	20	8 €	156 €
Trip To the Participant	participants	15	46 €	683 €
<b>Total Activity 2</b>				<b>839 €</b>
<b>Sub total Project Cost</b>				<b>14,024 €</b>
<b>Sub Total</b>				<b>15,644 €</b>
<b>Admin Cost</b>				<b>334 €</b>

# Domari Society of Gypsies in Jerusalem



<b>Grand Total</b>				<b>€ 15,978</b>

\*\* = 9 months \* 4 weeks = 36 weeks – 6 weeks of vacation = 30 weeks \* 3 lessons per week  
= 90 times \* 15 children = 1350.