

Global Grant Application

GRANT NUMBER
GG2122197

STATUS
Approved

Basic Information

Grant title

Cambodia Children's Dreams

Type of Project

Humanitarian Project

Address community needs and produce sustainable, measurable outcomes

Primary Contacts

Name	Club	District	Sponsor	Role
Mauri Okamoto-Kearney	Cupertino	5170	Club	International
Lukas BERNHARDT	Sangke Battambang	3350	Club	Host

Committee Members

Host committee

Name	Club	District	Role
Tityarith BUN	Sangke Battambang	3350	Secondary Contact
Lo CHAY	Sangke Battambang	3350	Secondary Contact
Sopheha NHAN	Sangke Battambang	3350	Secondary Contact

International committee

Name	Club	District	Role
Keet Hamilton	Cupertino	5170	Secondary Contact International
Orrin Mahoney	Cupertino	5170	Secondary Contact International
Susan Black	Cupertino	5170	Secondary Contact International
Robert Pruitt	Cupertino	5170	Secondary Contact International
Lloyd Holmes	Cupertino	5170	Secondary Contact International
Jody Solow-Davies	Cupertino	5170	Secondary Contact International

Do any of these committee members have potential conflicts of interest?

No

Project Overview

Tell us a little about your project. What are the main objectives of the project, and who will benefit from it?

The commune of Sala Kamreuk in Siem Reap, Cambodia is an extremely impoverished community on the outskirts of the Angkor Wat heritage site. The families in Sala Kamreuk live in flimsy shack-like structures scavenged from surrounding refuse and are exposed to the elements. Parents have little to no formal education, surviving on garbage collecting and street vending for their family's survival. They depend on their children to help bring the family income to purchase food.

Feeding Dreams Cambodia was founded in 2012 to serve this Sala Kamreuk community, providing over 800 students free kindergarten-through-6th grade education, hot meals, basic medical attention, social work and community outreach -- all to give these children an opportunity where there were none open to them. Many of its teachers and staff have been with Feeding Dreams since its founding, most having grown up and continuing to reside in the same commune as their students.

Students attend both Feeding Dreams school and Khmer public school, spending 1/2 day at each. In addition to running its day school, Feeding Dreams assists many of its students with expenses for Khmer public school uniforms, textbooks and teacher subsidies. It also advocates with the Cambodian authorities for required birth certificates for their students' enrollment in these Khmer schools, as many of these children are not registered with these authorities when they are born or when they immigrate to Cambodia from other countries.

While the education the students receive in the Khmer public schools consists of the Khmer language, history, and local social norms, Feeding Dreams Cambodia supplements this education with English, Mathematics, Computer Technology, and Morality (health, hygiene, respect, values, world issues). These topics, especially English, are critical to opening opportunities for these children, enabling them to obtain jobs in nearby companies, hotels and restaurants and even higher level positions due to their training. Throughout its 8 years of existence, the school has been privately funded from long-term international donors and has reported steady improvements in the health, safety and education of its students.

In 2014, the school was brought to the attention of several Rotary Club members visiting the area before the dedication of a completed medical project in neighboring Lao. This visit led to a RC Scotts Valley-led Global Grant (2015-2016) for a sustainable expansion of Feeding Dreams' services for young adults, equipping a vocational training facility for English, computer skills and hospitality industry training. It is fully sustainable, training and placing 60 graduates a year in cooking, bartending, reception and housekeeping positions in the

hotels, utilizing management and staff from five-star hotels serving Siem Reap and the nearby Angkor Wat Heritage Site.

After the first cases of Covid were reported in Cambodia in early 2020, the government closed its borders to all non-Cambodian nationals and in April 2020, all schools were shut down. The visitors to Angkor Wat dropped from approximately 10,000 tourists a day to no more than 24 (See Beyond Borders, 04 Nov 2020). The economic impact of this shutdown has been extremely severe, with massive unemployment and such an exacerbation of existing poverty that has resulted in malnutrition and health issues. After almost a year of shutdown, the Feeding Dreams Cambodia school was allowed to open its doors in January 2021, within the constraints of government-mandated Covid safety protocols.

With the January startup, Feeding Dreams Cambodia is facing a large percentage of 'lost' students (children who have been sent to work elsewhere or whose parents cannot afford to lose their income production potential), critical learning losses in its students, increased malnourishment and health issues, requirements for washing and sanitizing policies (that reach into the community to ensure students' safety), recalcitrant parents who require working children for income, anticipation of and response to increased domestic violence and economic/sexual exploitation, and the need for a change to the education curriculum to accommodate the change in student attendance.

Due to the mandated Covid policy, students can no longer share desks and a maximum class size is set at 25 students per class at any one time. Feeding Dreams has had to split its returning student population into alternate day classes and will need to supplement in-class learning with engaging home exercises to maintain and ultimately improve the level of knowledge for its students. Moreover, not only have the students missed almost a year of learning, their teachers will need support to start up teaching again, and critically assess and address learning goals for their returning students. The outreach team will need to find and bring back 'lost' students and ensure their safety from health risks and external influences.

This project is intended to provide a 1-year kick-start of a revised and innovative operational plan, providing much-needed funding to bridge the education gap for students of the Feeding Dreams Cambodia day school in Siem Reap. This primary strategic objective will be accomplished by training teachers on revised educational curricula to accommodate teaching alternate day student attendance, managing supplemental at-home learning on non-school days, including parent outreach to ensure support for their children at home. Additional training of management staff and teachers includes assessing, reporting and dealing with economic and sexual exploitation, as well as Covid/Infectious disease safety awareness and compliance. Interpretation, publication and training of staff and students is required on an ongoing basis as updated policies and guidelines are issued by the Cambodian Ministries of Health and Education. Additional toilets/urinals and handwashing facilities are proposed to ensure proper distancing as well as more efficient study break times - currently, the children stand in long lines, 2 m apart, during breaks, to use 4 toilets and a few faucets - negatively affecting the teachers' class time and students' focus.

Additional didactic teaching of diet and nutrition will be used to teach the students the importance of protein and greens in their diets, not just the typical reliance on rice as bulk filler food. Through hands-on practical gardening on school grounds, emphasis will be placed on small-scale growth and management of locally sourced vegetables and herbs. These home-grown items will be used by the Dreams Center, the school's vocational training center, for food preparation with no further grant support after the program is established. Since the school's hot meal lunch program is the only well-balanced meal during the day that many students receive, this grant will help support the school meals program with more nutritious menus that align with the diet and nutrition education program.

The grant's emphasis on training-the-trainers serves to establish a sustainable teaching cadre at Feeding Dreams Cambodia that can be depended upon to carry forward innovative approaches to teaching English, Leadership, Communications and, lastly, Health and Safety, through Covid and infectious disease protection, violence and exploitative influence, and diet and nutrition learning. For this community, the teachers and students who receive the benefit of training can be expected to expand the knowledge into the surrounding community. For several of the training plans, an emphasis has been placed on elevating a Feeding Dreams teacher into a trainer position (Child Exploitation Protection, Diet and Nutrition, Covid and Infectious Disease training plans). These teachers will be expected to take their previous training and experience, design programs and implement these

plans to train more teachers and staff, yielding not only opportunities for career success but also a stronger foundation for growth at Feeding Dreams Cambodia.

Once this 1-year grant has been completed, Feeding Dreams Cambodia will maintain the relevant training programs and equipment, and replace textbooks and references as needed using its program and student sponsorships. Many of the education programs will not be necessary after the accomplishment of this intensive stop-gap plan to bridge the learning gap from the Covid shutdown. However, the benefit of the training provided through this grant is expected to continue long-term.

The beneficiaries of this Global Grant are the 800 enrolled K to 6 grade level Khmer students in the Feeding Dreams free school in Sala Kamreuk, in the province of Siem Reap, Cambodia.

Areas of Focus

Which area of focus will this project support?

Basic education and literacy

Measuring Success

Basic education and literacy

Which goals will your activity support?

Supporting programs that strengthen a community's ability to provide basic education and literacy to all

How will you measure your project's impact? You need to include at least one standardized measure from the drop-down menu as part of your application.

Measure	Collection Method	Frequency	Beneficiaries
Number of benefiting school-age children	Surveys/questionnaires	Every six months	500-999
Number of teachers trained and utilizing new methods of Teaching	Surveys/questionnaires	Every three months	1-19
Number of teachers and staff trained in exploitation protection	Surveys/questionnaires	Every six months	20-49
% improvement in children's learning versus baseline by level	Testing	Every three months	500-999
% of student sample exhibiting knowledge of Covid safety procedures	Surveys/questionnaires	Every month	100-499

Do you know who will collect information for monitoring and evaluation?

Yes

Name of Individual or Organization

For Teacher and Student outcome measurement: Consultant Sour Sokly and Seng Thai, head of academics; For Child Exploitation Protection training: Mr. Vouen Sen, Mr. Ngin Sophorn; For Covid training: Trainer Mr. Vunthea, Headmaster Kerry Huntly; for Nutrition Training, Mr. Mot Phailly, Director Arlene Gormley

Briefly explain why this person or organization is qualified for this task.

Trainer Sour Sokly has a Bachelors and Masters in Education and has been teaching and training teachers in assessments, English phonics and pronunciation, leadership and teaching curriculum design and methodology since 2016. Since many of the teachers in Cambodia have a lower level of education due to the class's Khmer Rouge historical eradication, training by one of their own university-educated trainers is highly valued. Ms. Sour has been training and educating teachers in the Angkor Tree Project (<https://theangkortreeproject.org>) and also staff and students in the hospitality industry in Siem Reap.

Head of Academics, Seng Thai, rose from teacher to his current leadership position, managing the 14-teacher staff and their academic direction and training, in consult with the school's founders, Headmaster, Kerry Huntly and Director, Arlene Gormley. He has personally participated in many of the workshops and training offered by Ms. Sour and other trainers at Angkor Tree Project and at other teacher training events sponsored by NGOs and the Cambodia Ministry of Education, Youth and Sports.

Across all programs, Director Arlene Gormley will lead the overall evaluation of the programs' success in achieving the stated goals in general education, Covid safety, child exploitation protection and diet and nutrition. Ms. Gormley has a Master's degree in Sustainable International Development from Brandeis University, USA.

For Teacher and Student Outcomes Measurement/Evaluation: With Bachelors and Masters degrees in Education, Ms. Sour Sokly is an accepted expert in teaching methodologies and the teaching of English as a second language. She was trained by Mr. Son Nat, who has trained trainers and teachers in the Cambodian Ministry of Education, Youth and Sports and lectures at Pannasastra University of Cambodia, Siem Reap on language testing and assessment and teaching methodology. Ms. Souk will teach several courses to teachers at Feeding Dreams Cambodia and will set evaluation standards and manage monitoring assessments with the Mr. Seng Thai, the Head of Academics of the school.

For Child Protection Training: Trainer Mr. Vouen Sen will evaluate the outcomes of the training in collaboration with Mr. Ngin Sophorn, the Community Outreach Lead and manager of the social work staff. Both Vouen and Ngin have university degrees and have worked closely with Terre des Hommes and Action Pour Les Enfants in programs targeted at teaching students, utilizing testing methodologies to determine understanding achieved from the programs. The heads of academics, lead social worker, and the school's headmaster will also provide direct observational data and track learning using surveys and questionnaires..

For Covid and Infectious Disease Training: Trainer Mr. Vunthea and Headmaster Kerry Huntly will evaluate the levels of compliance achieved by the instituted Covid safety policies, and ultimately the health record of the school's population of students and staff will measure the success of the program.

For Diet and Nutrition Training: Trainer Mr. Mot Phallin and Director Arlene Gormley will evaluate learning in these classes, using simple knowledge tests to determine understanding of learning. Mr. Mot is a credentialed chef who has taught many classes in cooking and nutrition. Ms. Gormley has a Masters in Sustainable International Development from Brandeis University.

Location and Dates

Humanitarian Project

Where will your project take place?**City or town**

Sala Kamreuk commune

Country

Cambodia

When will your project take place?

2021-05-01 to 2022-04-30

Province or state

Siem Reap

Participants

Partners (Optional)**List any other partners that will participate in this project.**

For the training programs described in Training Plan #1 through #4, this grant will support an independent consultant, Sour Sokly, to teach training classes to teachers and staff on student assessment, English phonics and pronunciation, teaching leadership and communications skills in all classes. She will also design and oversee implementation of a new curriculum to manage the students' alternate day attendance, a difficult teaching situation due to Covid protocols (max 25 students per classroom, no desk-sharing). Teachers will be required to engage students during classroom time and ensure their follow-through at home in a crowded, unlit environment. (see uploaded Ms. Sour Sokly Letter of Understanding).

The other trainers for Training Plans #5, 6 and 7 will come from the teaching ranks of Feeding Dreams Cambodia.

Specifically, the Children Exploitation Protection Training (TP#5) will be designed and taught by Mr. Vouen Sen, a teacher on FDC staff who has managed the programs taught by external NGOs Terre des Hommes and Action Pour Les Enfants, to the Sala Kamreuk community's children and their parents in the past. Mr. Sen has university education in Cambodian law and has worked with student-targeted programs. The staff-targeted program will be used to train the 4 caseworkers at FDC and ultimately the rest of the staff to ensure sustainability of the knowledge across the student population and the broader community.

The Covid and Infectious Disease Training Plan (#6) will be taught by Mr. Vunthea, currently on staff at FDC. He is charged with reviewing all Cambodian Ministries of Health and Education, Youth and Sports, designing and implementing compliant protocols for the students and staff.

The Diet and Nutrition Training Plan (#7) will be taught by Mr. Mot Phallin, on the FDC vocational center staff. Mr. Mot is a qualified head chef since 2003, the head chef at five-star hotels in Siem Reap, serving tourists visiting Angkor Wat Heritage Site and manages the training program for young adult chefs at the FDC center.

Rotarian Participants

Describe the role that host Rotarians will have in this project.

Host Rotarians will set up a separate bank account to receive this grant's funds and manage the financial accounting and reporting aspects of the project. They will send host committee members to FDC on a regular basis to audit financial records and will receive and disburse funds for the grant in a timely manner. They will provide local assistance to Feeding Dreams Cambodia school as needed to implement the project and provide feedback to the International Sponsor and Feeding Dreams Cambodia on an ongoing basis. The host

Rotarians will maintain timely communication with FDC, the International Sponsor and the TRF Coordinator throughout the year-long duration of this grant and will work to provide data for inclusion in the grant's final report.

Describe the role that international Rotarians will have in this project.

International Rotarians will be responsible for GG submission and overall reporting on the project, providing support to Feeding Dreams Cambodia and the Host Sponsor. They will also maintain ongoing communications with Feeding Dreams Cambodia and with the Host sponsor throughout the grant implementation period. International Rotarians will initiate all reports in a timely manner with input from the Host Rotarians on financial records and their monitoring of the programs at FDC.

International Rotarians intend to travel to the grant site, Feeding Dreams in Sala Kamreuk, with a group of Cupertino Rotarians, private donors as well as with fellow Rotarians from all clubs contributing funds, including Oakland 3, Castro Valley, Sunnyvale, Truckee, Pleasanton North, and....

Budget

What local currency are you using in your project's budget?

The currency you select should be what you use for a majority of the project's expenses.

Local Currency	U.S. dollar (USD) exchange rate	Currency Set On
USD	1	05/02/2021

What is the budget for this grant?

List each item in your project's budget. Remember that the project's total budget must equal its total funding, which will be calculated in step 9. Every global grant includes a match of at least \$15,000 from The Rotary Foundation's World Fund. Project budgets, including the World Fund match, must be at least \$30,000.

#	Category	Description	Supplier	Cost in USD	Cost in USD
1	Training	Academic Training Plans #1-4	Sour Sokly consultant trainer	4160	4160
2	Training	Child Exploitation Protection Training	FDC staff	6840	6840
3	Training	Covid-Infectious Disease Training	FDC staff	2000	2000
4	Training	Diet&Nutrition Training	FDC staff	1050	1050
5	Training	Training expenses, primary and follow up workshops	FDC expenses	5528	5528
6	Supplies	Training Supplies, references, workbooks	Local sources	3755	3755
7	Operations	Community Outreach program	FDC expenses	2900	2900
8	Operations	Student assessment and learning plans	Consultant trainer, FDC expenses	5361	5361
9	Operations	Child Exploitation Protection Casework follow up	FDC expenses	4800	4800
10	Supplies	Sanitation, Disinfecting, Protection of students and teachers	Local sources	2100	2100
11	Supplies	Student at-home study workbooks and exercises	Local sources	3100	3100
12	Signage	posters, pamphlets	FDC expenses	300	300
13	Equipment	Video training eqpt, room shades	Local sources	1880	1880
14	Equipment	Repair/Add urinals, toilets, washbasins	Local sources and labor	5226	5226
15	Monitoring/evaluation	Monthly telecom, copies and files of financial documentation	host club support	1000	1000
Total budget:				50000	50000

Funding

Tell us about the funding you've secured for your project. We'll use the information you enter here to calculate your maximum possible funding match from the World Fund.

#	Source	Details	Amount (USD)	Support*	Total
1	District Designated Fund (DDF)	5170	19,111.00	0.00	19,111.00
2	District Designated Fund (DDF)	5190	2,000.00	0.00	2,000.00
3	Cash from Club	Charlotte Hall	10,000.00	500.00	10,500.00
4	Cash from Club	Truckee	2,000.00	100.00	2,100.00

*Whenever cash is contributed to the Foundation to help fund a global grant project, an additional 5 percent is applied to help cover the cost of processing these funds. Clubs and districts can receive Paul Harris Fellow recognition points for the additional expense.

How much World Fund money would you like to use on this project?

You may request up to 16,889.00 USD from the World Fund.

16889

Funding Summary

DDF contributions:	21,111.00
Cash contributions:	12,000.00
Financing subtotal (matched contributions + World Fund):	50,000.00
Total funding:	50,000.00
Total budget:	50,000.00

Sustainability

Humanitarian Projects

Project planning

Describe the community needs that your project will address.

A community needs assessment was conducted within the Sala Kamreuk commune (students, teachers, community leaders, a representative of NGO Terre des Hommes, expert consultant in Teaching English as a Second Language) as well as some data gathering on the situation in Cambodia from secondary research reports. In addition, several discussions with the Feeding Dreams founders, headmaster and director, on start up and bridging students' needs, were held throughout the period from November 2020 to February 2021. The summary of their needs assessments follows:

- Potential loss of previous student body of 845 students in K-through-6 levels due to parents' decisions to have children work for family income, many in other cities and countries. Currently only 400 of the targeted 800 students have returned as of January 2021. While the school's community outreach effort is ongoing, the real concerns and trade-offs of current income loss for the parent versus education and the potential long-term opportunities for their child impact student re-enrollment.
- Significant education gap in students due to school system shutdown since March 2020, primarily in English, a requirement for opportunities in Siem Reap
- Psychosocial impact of increased domestic violence and economic and sexual exploitation due to the decline in employment during Covid
- Poor health of returning students and lack of support from parents and families suffering from unemployment; dietary access to protein sources during school shutdown severely impacted children over the

year

- Decline in teacher skills due to Covid shutdown

- Impact of Covid protection protocols on teaching and learning - social distancing requires smaller class sizes, alternate day school attendance, ongoing losses anticipated without revised teaching/learning curriculum

How did your project team identify these needs?

Our project team identified needs of the students, teachers and staff from a series of primary research, historical data as well as secondary data from UNICEF on Cambodian children and the Cambodian Ministry of Education, Youth and Sports. The primary research conducted in December 2020 included a focus group with Siem Reap Community Leaders, a Terre des Hommes representative, and students, a survey of a sampling of students returning for support from community outreach efforts during shutdown, and recent historical case studies of a sample of students 2019-2020, observations of needs by Feeding Dreams management, specifically, the Founder and Headmaster and Director, the Heads of Academics and Community Outreach.

How were members of the benefiting community involved in finding solutions?

The 8 years of historical efforts of the Feeding Dreams Cambodia Founder and Headmaster and Director growing this free elementary school from 0 to over 800 students within the backdrop of the recent Covid economic and medical pandemic's impact have deeply informed the identification of need in the community as well as the generation of solutions. Numerous discussions and solutions-oriented proposals of the Headmaster and Director with the Heads of Academics and Community Outreach over several rounds in the last few months, including January after the school had reopened to 50% of the anticipated students, led to development of the current project proposal.

More specifically, the Head of Academics polled teachers requesting solutions that would meet their needs with the return to the school, both in terms of training as well as supplies. He identified and tested his proposal for a well-known education consultant for the Ministry of Education, Health, Youth and Sports and obtained his and an assistant's commitment to design a curriculum to assist teachers not only in getting back up to speed, but improving their effectiveness in the classroom, ultimately helping the returning students improve their learning while attending school at 50% of their previous attendance time. The education consultant trains teachers at the Angkor Tree Project in teaching methodology and was identified by the Feeding Dreams teachers themselves to help them assess and teach the students in this new teaching environment.

The need for a cost-efficient means of outfitting an open-air classroom for parallel training resulted in a proposal for dark shades and a television monitor for training videos. An evaluation and proposal for the improvement in washing and sanitizing facilities and supplies came from the staff and students who spend an additional hour waiting in line for the 4 toilets on site.

How were community members involved in planning the project?

Weekly meetings, as well as ad hoc discussions, were conducted by the Founder and Principal of Feeding Dreams with her management staff. Their observations of needs and solutions were summarized in meetings of Feeding Dreams with the International Sponsor. Several village and commune leaders offered insights in the focus group and students and parents responded to the survey.

These needs and solutions were refined over several months to arrive at a final proposal for this global grant.

Project implementation

Summarize each step of your project's implementation.

Do not include sensitive personal data, such as government ID numbers, religion, race, health information, etc. If you include personal data, you are responsible for informing those whose personal data is included that you are providing it to Rotary and that it will be processed in accordance with Rotary's [Privacy Policy](#).

#	Activity	Duration
1	Community Needs Assessment	Dec 2020 - Feb 2021
2	Develop Project Concept and Plan	Jan-Mar 2021
3	Draft Global Grant Application	Feb-Mar 2021
4	Raise Funds from Fellow Clubs and Districts	Jan-Feb 2021
5	Submit GG Application to The Rotary Foundation	Jun 2021
6	Purchase Equipment and Supplies	Jul-Aug 2021
7	Hire Covid Officer/Community Outreach	Jul 2021
8	Train Teachers and Staff (initial)	Jul-Aug 2021
9	Assess Teachers and Students	Aug 2021-Aug 2022
10	Implement New Teaching Curricula	Aug 2021-Jun 2022
11	Complete Project	Aug 2022
12	Submit Final Report	Sep 2022

Will you work in coordination with any related initiatives in the community?

Yes

Briefly describe the other initiatives and how they relate to this project.

- The Cambodian government and its Ministry of Health has issued initial expectations for Covid safety for its schools. Feeding Dreams will need to translate these expectations into training and procedures for washing, disinfecting, distancing and using appropriate personal protective equipment. These procedures will serve to protect the children from other infectious diseases such as tuberculosis whose incidence remains high.
- With the broad-ranging unemployment due to the Covid economic shutdown of Siem Reap's primary source of income, the tourist trade, two community and Cambodia-wide initiatives have become critical.
- One of these is the need to inform and educate the community of the rise in domestic violence and sexual/economic exploitation of children.
- Secondly, severe malnutrition of the community as a whole is a serious concern due to the dependence on rice as an inexpensive bulk food and the inaccessibility of vegetables and protein sources. This dependence on rice has given rise to diabetes in the community. It is hoped that a nutrition education program coupled with practical gardening learning at the school will improve the understanding of diet and nutrition and their effect on student health.
- While the tourist trade has offered many financial benefits to Cambodia as a whole, the influx of tourists also puts its vulnerable children at risk for sexual exploitation, the awareness and avoidance of which is being addressed by the Cambodian and provincial authorities as well as international NGO's such as Terre des Hommes which teaches children and families how to avoid risky situations and Action Pour Les Hommes an organization which has successfully prosecuted and deported sexual offenders.
- Lastly, due to the Khmer Rouge period in Cambodia's history, teachers were eradicated. While Cambodia struggles to replace them with qualified teachers, 50% of them have less than a high school education. There is a significant dropout rate, with most Cambodian children able to stay in school an average of only 4.6 years. Significant efforts have been made by the Ministry of Education and numerous NGOs in Cambodia to bring

quality education to Cambodian through the training of teachers. This project aligns with these efforts by providing training to teachers of Feeding Dreams. [Country Manager, Pheung Pov, See Beyond Borders, a teacher training NGO, Nov 4, 2020]

Please describe the training, community outreach, or educational programs this project will include.

Community outreach will be conducted to identify past students before the Covid shutdown, to ensure the students' families follow as best they can the Covid safety procedures the students learn at school, and to ensure the students have a place and time to study at or near home to facilitate ongoing learning due to the revised alternate day attendance forced by Covid safety SOPs.

Several training modules for teachers and staff are planned to help them adapt to the need to teach after a prolonged, nearly year-long school shutdown as well as adapting their teaching to assess and address not only the learning gap in the students but also ensuring the continuity of learning when the students are not at school in the alternate day attendance program (see Training Plan #1 through #4).

Training by Feeding Dreams teacher, Mr. Vouen Sen using a base curriculum provided by the NGOs, Terre des Hommes and Action Pour Les Enfants, experts in child protection and offender prosecution. Mr. Vouen will teach staff to teach their students how to protect themselves from and report domestic violence, and sexual and economic exploitation (see Training Plan #5).

Covid safety protocol design and implementation will be accomplished by a Covid Officer, Mr. Vunthea, who will be responsible for updating school protocols with any revisions in the Cambodian Ministry of Health or the provincial SOPs as well as designing and posting signage for the students and staff of Feeding Dreams to follow for distancing, washing, sanitizing and use of personal protective equipment (see Training Plan #6).

Diet and nutrition learning will be led by the management of the vocational training center at Feeding Dreams Cambodia. Two staff members will be trained by the lead chef, Mr. Mot Phallin, a veteran chef from the hospitality industry in Angkor Wat, Siem Reap, focusing on balanced diets, including vegetables and protein to offset the over-dependence on rice as filler for this population. These staff, under the guidance of the lead chef, will teach the didactic lectures, implement the testing/monitoring, and teach the practical hands-on gardening of vegetables and herbs in the school's garden (see Training Plan #7).

How were these needs identified?

Needs were identified from interviews with the Headmaster and Director of Feeding Dreams Cambodia, focus groups with community leaders and experts in the area of teaching, sexual and economic exploitation of children, students and teachers, surveys of students and families, teachers, and by review of the Cambodian Ministries of Health and Education recommendations.

What incentives (for example, monetary compensation, awards, certification, or publicity), will you use, if any, to encourage community members to participate in the project?

Refreshments will be provided for community outreach training as needed. Now that the school has opened, it is anticipated that the return of a 'lost' student to Feeding Dreams Cambodia will provide sufficient incentive to obtain the support of parents and family members. The school may also offer, when available, donated rice and vegetables from local farms to families who participate.

List any community members or community groups that will oversee the continuation of the project after grant-funded activities conclude.

Feeding Dreams Cambodia will continue and improve on this stop-gap training this grant intends to provide over the first year from the opening of the school, through its current method of support: child sponsorship and ongoing private funding sources. This grant is meant to kickstart the post-Covid program with much-needed training for the teachers and learning boosts for the children. Its focus on assessment and recovery of lost instruction time due to Covid will not need to literally be continued; however, it is anticipated that the broader learning will be carried forward in the following generations of teachers and staff to the benefit of the students in Sala Kamreuk.

Since the planned training at Feeding Dreams Cambodia is for teachers, management and staff, the

expectation is that the learning and the forward teaching to new staff will ensure sustainability at the school. The adaptive curriculum, which is necessitated by the Covid distancing constraints, will not be needed after this one-year grant, when the Covid threats have passed; although, the school will be able to utilize conceptual learning on teaching methodologies and apply them to its standard curriculum and also to teach new staff and teachers.

Budget

Will you purchase budget items from local vendors?

Yes

Explain the process you used to select vendors.

All budget items will be sourced from local vendors and laborers. The school will make every effort to source English textbooks locally and will utilize its computer internet access for external references and learning sources.

The primary teacher trainer consultant, Ms. Sour Sokly, was selected based on her credentials, her participation in Angkor Tree Project, a teacher training incubator, as well as prior experience of Feeding Dreams Cambodia's Head of Academics and several of the teachers in courses taken through previous individual training.

Did you use competitive bidding to select vendors?

No

Please explain.

The specific needs of the teaching staff required targeted recruitment of trainer, Ms. Souk Sokly. For equipment, materials and labor, the school has long-standing relationships with local sources for the lowest cost quality items and reliable quality labor.

Please provide an operations and maintenance plan for the equipment or materials you anticipate purchasing for this project. This plan should include who will operate and maintain the equipment and how they will be trained.

The textbooks and workbooks will be maintained by Feeding Dreams staff and will be used until new editions or better texts are identified. Any revised or new editions of references, textbooks and workbooks will be purchased and the program supported by the school's regular funding sources.

The AV equipment and room shades for training will be maintained and replaced as needed using the school's regular sources of funding after this one-year grant has expired.

The urinals, toilets and washbasins will be maintained using the school's regular sources of funding after this one-year grant has expired.

Describe how community members will maintain the equipment after grant-funded activities conclude. Will replacement parts be available?

Feeding Dreams Cambodia will maintain the equipment purchased under this grant.

If the grant will be used to purchase any equipment, will the equipment be culturally appropriate and conform to the community's technology standards?

Yes

Please explain.

The English textbooks, workbooks and teacher reference books are culturally appropriate in this community of Cambodia because English is a critical skill that determines a child's access to opportunity. The hotels, restaurants and shops in Siem Reap prize English-speaking in its employees, with Angkor Wat hosting up to 10,000 tourists a day at its height before the Covid shutdown. It can be argued that spoken English is considered a requirement across Cambodia, which depends on the tourist and hospitality industry to contribute up to 32% of its annual GDP.

After the project is completed, who will own the items purchased by grant funds? No items may be owned by a Rotary district, club, or member.

All items will be owned by Feeding Dreams Cambodia

Funding

Does your project involve microcredit activities?

Have you found a local funding source to sustain project outcomes for the long term?

Yes

Please describe this funding source.

The grant-related funding needs for this school are expected to end by the end of the grant period. By this time, the impact of the Covid medical and economic pandemic will have eased. The school is well-equipped to ramp up and maintain its private funding base for ongoing services once the Covid constraints are removed.

The Feeding Dreams Cambodia Founder and Headmaster has agreed that the school will absorb the cost of those aspects of this basic education grant that will be institutionalized over the long run.

Feeding Dreams Cambodia will utilize its own funding sources to sustain project learnings for the long term as this grant proposes to provide an immediate intensive stopgap effort to enable teachers to bring their own capabilities to the next level to teach their students in an effective manner under Covid safety constraints. The accessibility and training in sanitization methods will continue to be utilized to maintain the students' and staff health, as not only Covid but other infectious diseases, such as tuberculosis, are common in the village.

Will any part of the project generate income for ongoing project funding? If yes, please explain.

No. There will not be any income generated as a result of this project.

Supporting Documents

- COMMUNITY_ASSESSMENT_FINAL.pdf
- CV-Cover_Letter_Sour_Sokly_20210129.pdf
- CV_MOT-PHALLIN.pdf
- CV_Vouen_Sen.pdf
- GG2122197_Training_Plan_20210327.pdf
- Letter_of_Understanding_Feeding_Dreams_Cambodia-Kerry_Huntly_20210403.pdf
- Letter_of_Understanding_Sour_Sokly_2021.jpg
- Report_Save_the_Children_in_Cambodia_COVID-19_Response_Strategy_Brief.pdf
- Situation_Rept_UNICEF_Cambodia_COVID-19_20200422.pdf
- TDH_Press_Release_Impact-Covid-on-Child-Labour_20200612.pdf

Authorizations

Authorizations & Legal Agreements

Legal agreement

Global Grant Agreement

I confirm and agree to the following:

1. All information contained in this application is, to the best of our knowledge, true and accurate.
2. We have read the Terms and Conditions for Rotary Foundation District Grants and Global Grants ("Terms and Conditions") and will adhere to all policies therein.
3. The grant sponsors ("Sponsors") shall defend, indemnify, and hold harmless Rotary International (RI) and The Rotary Foundation (TRF), including their directors, trustees, officers, committees, employees, agents, associate foundations and representatives (collectively "RI/TRF"), from and against all claims, including but not limited to claims of subrogation, demands, actions, damages, losses, costs, liabilities, expenses (including reasonable attorney's fees and other legal expenses), awards, judgments, and fines asserted against or recovered from RI/TRF arising out of any act, conduct, omission, negligence, misconduct, or unlawful act (or act contrary to any applicable governmental order or regulation) resulting directly or indirectly from a Sponsor's and/or participant's involvement in grant-funded activities, including all travel related to the grant.
4. The failure of the parties to comply with the terms of this Agreement due to an act of God, strike, war, fire, riot, civil unrest, hurricane, earthquake, or other natural disasters, acts of public enemies, curtailment of transportation facilities, political upheavals, acts of terrorism, or any similar cause beyond the control of the parties shall not be deemed a breach of this Agreement. In such an event, the Agreement shall be deemed terminated and the Sponsors shall refund all unexpended global grant funds within 30 days of termination.
5. TRF's entire responsibility is expressly limited to payment of the total financing amount. TRF does not assume any further responsibility in connection with this grant.
6. TRF reserves the right to cancel the grant and/or this Agreement without notice upon the failure of either or both of the Sponsors to abide by the terms set forth in this Agreement and the Terms and Conditions. Upon cancellation, TRF shall be entitled to a refund of any global grant funds, including any interest earned, that have not been expended.
7. The laws of the State of Illinois, USA, without reference to its conflicts of laws principles, shall govern all matters arising out of or relating to this Agreement, including, without limitation, its interpretation, construction, performance, and enforcement.
8. Any legal action brought by either party against the other party arising out of or relating to this Agreement must be brought in either, the Circuit Court of Cook County, State of Illinois, USA or the Federal District Court for the Northern District of Illinois, USA. Each party consents to the exclusive jurisdiction of these courts, and their respective appellate courts for the purpose of such actions. Nothing herein prohibits a party that obtains a judgment in either of the designated courts from enforcing the judgment in any other court. Notwithstanding the foregoing, TRF may also bring legal action against Sponsors and/or individuals traveling on grant funds in any court with jurisdiction over them.
9. This Agreement binds and benefits the parties and their respective administrators, legal representatives, and permitted successors and assigns.
10. If any provision of this Agreement is determined to be illegal, invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.
11. Sponsors may not assign any of its rights under this Agreement except with the prior written consent of TRF. Sponsors may not delegate any performance under this Agreement without the prior written consent of TRF. Any purported assignment of a Sponsor's rights or delegation of performance without TRF's prior

written consent is void.

12. TRF may assign some or all of its rights under this Agreement to an associate foundation of TRF. TRF may delegate any performance under this Agreement to an associate foundation. Any other purported assignment of TRF's rights or delegation of performance without the Sponsors' prior written consent is void.

13. Sponsors will comply with all economic and trade sanctions, including those implemented by the Office of Foreign Assets Control (OFAC) of the United States Department of Treasury, and will ensure that they do not support or promote violence, terrorist activity or related training, or money laundering.

14. This Agreement constitutes the final agreement between the parties. No amendment or waiver of any provision of this Agreement shall be effective unless it is in the form of a writing signed by the parties.

15. Rotary International (RI) and TRF may use information contained in this application and subsequent reports to promote the activities by various means such as The Rotarian, Rotary Leader, rotary.org, etc. Unless indicated otherwise in writing, by submission of the photos, the parties hereby grant to RI and TRF the worldwide right to publish and use the photos, including but not limited to, in RI and TRF publications, advertisements, and Web sites and on social media channels and to license use to others, including, but not limited to, media outlets and its partners and through RI's online image database, for the purposes of promoting Rotary. By submitting the photos, the parties represent and warrant that all persons appearing in the photos have given their unrestricted written consent to use their likenesses and to license use to third parties.

16. The Sponsors agree to share information on best practices when asked, and TRF may provide their contact information to other Rotarians who may wish advice on implementing similar activities.

17. The Sponsors will ensure that all individuals traveling on grant funds have been informed of the travel policies stated in the Terms and Conditions and have been made aware that they are responsible for obtaining travel insurance.

Primary contact authorizations

Application Authorization

By submitting this global grant application, we agree to the following:

1. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.
2. The club/district agrees to undertake these activities as a club/district.
3. We will ensure all cash contributions (as detailed in the grant financing) will be forwarded to The Rotary Foundation (TRF) or sent directly to the global grant bank account after Trustee approval of the grant.
4. Rotary International (RI) and TRF may use information contained in this application to promote the activities by various means such as The Rotarian, the RI international convention, RVM: The Rotarian Video Magazine, etc.
5. We agree to share information on best practices when asked, and TRF may provide our contact information to other Rotarians who may wish advice on implementing similar activities.
6. To the best of our knowledge and belief, except as disclosed herewith, neither we nor any person with whom we have or had a personal or business relationship are engaged, or intend to engage, in benefiting from TRF grant funds or have any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of TRF grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of TRF.

All Authorizations & Legal Agreements Summary

Primary contact authorizations

Name	Club	District	Status	
Mauri Okamoto-Kearney	Cupertino	5170	Authorized	Authorized on 28/06/2021
Lukas BERNHARDT	Sangke Battambang	3350	Authorized	Authorized on 05/07/2021

District Rotary Foundation chair authorization

Name	Club	District	Status	
Orrin Mahoney	Cupertino	5170	Authorized	Authorized on 28/06/2021
Nakarin Ratanakitsunthorn	Prakanong	3350	Authorized	Authorized on 16/08/2021

DDF authorization

Name	Club	District	Status	
Orrin Mahoney	Cupertino	5170	Authorized	Authorized on 23/06/2021
Gregory Giusiana	Gilroy	5170	Authorized	Authorized on 23/06/2021
Wyn Spiller	Grass Valley	5190	Authorized	Authorized on 05/04/2021
Roberta Pickett	Amador Upcountry (Pioneer)	5190	Authorized	Authorized on 09/04/2021

Legal agreement

Name	Club	District	Status	
Stuart Rosenberg	Cupertino	5170	Accepted	Accepted on 28/06/2021
Lo CHAY	Sangke Battambang	3350	Accepted	Accepted on 01/08/2021