

Global Grant Application

GRANT NUMBER
GG1754487

STATUS
Approved

Basic Information

Grant title

2018 VTT for Educators in Rural China

Type of Project

Vocational training team

Build skills within a community by supporting a team of professionals that will travel abroad to train or learn from colleagues in the community they visit

Primary Contacts

Name	Club	District	Sponsor	Role
Xufei Qian	Cupertino	5170	Club	International
Rita YANG	Beijing Mandarin	52	Club	Host

Committee Members

Host committee

Name	Club	District	Role
Gang Li	Beijing Mandarin	52	Secondary Contact
Yan-Ting Jennifer Tsui	Beijing Mandarin	52	Secondary Contact

International committee

Name	Club	District	Role
Orrin Mahoney	Cupertino	5170	Secondary Contact International
Keet Hamilton	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?

Our major objective is to provide training on modern language learning skills, much-needed teaching methods, especially for young kids, for rural educators in China, and to build up network among these educators and with professionals who can help them even as far as from U.S., help them conduct their teaching more smoothly. The ultimate goal is that by providing systematic training of modern language teaching concepts, methods and skills, the educators will improve the quality of their teaching, more and more of them will be able to train other teachers, through the network, these educators could help one another to improve their teaching besides the professional training they receive from online courses and summer training. Gradually the quality of education is improved in the underprivileged parts of China which otherwise is far lower than the outside world due to lack of resources and professional help. This year's project is also a refinement over the previous ones, in that the goal is more targeted to developing the sustainability through a change in the program that will allow the VTT team to identify teacher trainees who themselves will become trainers, such that Rotary's involvement can be reduced or eliminated. However, this will take 3-5 more years. The reduction in Rotary's involvement will begin in 2018, when the VTT team itself will be reduced from 6 to 4. Rural teachers who received advanced training last year will officially assist the team from the US (ESL teachers). Next year, two or more of those assistants will actually train one of the "beginner" groups of trainees, under the supervision of one VTT member. It is likely that the VTT team will be smaller next year as we work to strengthen the capacity of the rural teachers to become trainers themselves.

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?

Involving the community to support programs that strengthen the capacity of communities to provide basic education and literacy to all

How will you measure your project's impact?

Measure	Collection Method	Frequency	Beneficiaries
Number of benefiting school-age children	Surveys/questionnaires	Every year	2500+
Number of adults receiving literacy training	Direct observation	Every year	50-99
Number of institutions participating in program	Direct observation	Every year	50-99
Number of adults receiving literacy training	Surveys/questionnaires	Every year	50-99
Other Number of teachers who demonstrate improved knowledge in English by the end of the program	Surveys/questionnaires	Every year	50-99
Other Number of teachers who demonstrate improved ability to teach the specific subjects by the end of the program	Surveys/questionnaires	Every year	50-99
Other Number of principals who demonstrate improved knowledge in modern teaching concepts and methods	Surveys/questionnaires	Every year	20-49
Other Total number of direct beneficiaries (educators being trained)	Direct observation	Every year	100-499

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

Yes

Name of Individual or Organization

Shin Shin Educational Foundation and the VTT members

Phone

(650)293-7946

Email

info@shinshinfoundation.org

Address

Shin Shin Educational Foundation, P.O. Box 399, Cupertino, CA 95015

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

Shin Shin will invite a team of education professionals to setup evaluations before, during and after the training to measure long-term impact of the training. The team will work with the VTT team, help gathering information, design surveys, coordinate with local training center to improve the training and provide after training support.

The VTT educators and their Rotarian team leader will design questions for the pre-training survey, and for the evaluations too. The VTT members will use the information gathered to design training classes to fulfill the training goals. The VTT members will design activities and assignments for the trainees to help them practice teaching methods and techniques. The VTT members will grade each trainee and give recommendations. At the end of the project, the VTT team will work together with Shin Shin volunteers to compile a final report.

Location and Dates

Vocational training team

Team name	Type	Training Location	Departure - Return
English Training	Providing training	China, People's Republic of	14/07/2018 - 28/07/2018

Participants

Vocational training team

Team name	Type	Training Location	Departure - Return
English Training	Providing training	China, People's Republic of	14/07/2018 - 28/07/2018
MEMBERS			
Name	Email	Team Leader	
Cecelia Babkirk	rotariancecelia@gmail.com	Yes	
Sara Oser	saraoser@aol.com		
Suzanne Jones	zannelaura@gmail.com		
Tammy Wik	tammy.wik@gmail.com		
Jennifer Hudson	hudson.jennifer.lynn@gmail.com		

Partners (Optional)

List any other partners that will participate in this project.

Rotarian Participants

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

The host Rotary Club, RC Beijing Mandarin, will have financial participation, as well as direct participation in this project. The host Rotarians will visit the training site and help facilitate the teacher training program. Members of the host club will help in the project evaluation.

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

The Rotary Club of Cupertino will formulate and recruit the VTT team that will participate in the educators training program in China. Some Rotarians with educational experience may participate directly in the

program. Members from the international club have visited some of the Shin Shin schools and gained first-hand knowledge of the educational quality in rural China. Later this year, the international Rotarians plan to visit 3-4 schools from which their English teachers will participate in the summer training program. The purpose is to evaluate the long-term impact of the training.

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
CNY	6.61	29/11/2017

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 CNY	Cost in USD
1	Travel	Vocational Training Team international and domestic transportation USD \$2,100 x 5 members	Various airlines to be determined	66098	10000
2	Travel	VTT Visa costs and miscellaneous travel-related expenses (est. USD \$200/teacher trainer x 5)	Chinese consulate and others	6609	1000
3	Travel	Shin Shin trainers domestic transportation (CNY 1200X6 Shin Shin trainers)	Local transportation providers	7225	1093
4	Accommodations	VTT room and board (Room at CNY 250/night avg. x 14 days x 5 teacher trainers)	Local hotels	17500	2648
5	Accommodations	VTT perdiem for meals, local transportation, and incidental expenses (USD25/day x 14 days x 5 U.S. trainers)	Local providers	15206	2300
6	Accommodations	Shin Shin trainers' room and board (250/night X 14days X 6 trainers)	Local hotels	21000	3177
7	Accommodations	Shin Shin trainers' perdiem for meals, local transportation and incidental expenses (CNY100/day x 14 days x 6 trainers)	Local providers	8400	1271
8	Supplies	English books(CNY 40/book X 20 books X 70 trainers plus trainees)	Book Vendor	56000	8472
9	Training	Training recording, editing and publishing platform	Recording Service Vendor	30000	4539
10	Monitoring/evaluation	Training Evaluation (including evaluations done onsite, via online platform and fees for professional evaluation team)	Evaluation Team	13218	2000
Total budget:				241256	36500

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	17,500.00	0.00	17,500.00
2	Cash from Club	Beijing Mandarin	1,000.00	50.00	1,050.00

*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 18,000.00 USD from the World Fund.

18000

Funding Summary

DDF contributions:	17,500.00
Cash contributions:	1,000.00
Financing subtotal (matched contributions + World Fund):	36,500.00
Total funding:	36,500.00
Total budget:	36,500.00

Sustainability

Vocational Training Teams

Project implementation

Describe the training needs that the team will address.

While China has become an economic powerhouse in recent years, the distribution of wealth and opportunities are at an extremely uneven rate. Particularly, disparity in education quality and income between the urban and rural areas has been widen and still widening. The economic growth and opportunities have been concentrated in a few metropolitan areas and the coastal regions in the Southeast, such as the Shanghai and Canton regions. On the other hand, rural areas, which make up the majority of China, are lagging behind by an ever-widening margin. These traditionally agricultural or mountainous regions in the Northeast, Northwest, and Southwest are still in extreme poverty and have not benefited from the recent economic boom.

As rural China areas lack of the money and resources to fund their education program, children born in these areas are not put in an equal footing with those born to the more affluent regions, and it becomes increasingly difficult for them to break out of the cycle of poverty.

Starting in 2004, the Chinese government set a national education policy requiring that all students from the third grade and above must learn English and computer skills, with the intention of helping the students to become competitive global citizens in the 21st century. While with well-intention, the new policy has presented big difficulties for the rural schools that lack the resources and access to the outside world to

effectively implement the mandate.

The Shin Shin Educational Foundation has been a pioneer in helping improve the educational quality in rural China since 1997. The understanding of the rural schools has made it difficult for these schools to implement the policy and keep up with the demand of the growing English teachers on staff, or a very limited teaching members at those schools. Some teaching staff has learned English through self-education, but they still lack of the education skills to teach the subject to their students. Further, due to the geographic remoteness of the schools, they also lack the means to connect to native English speakers and other qualified education resources. As a result, the students are not getting the quality education they deserve to succeed at the college entrance exams or the workforce. The students have felt a sense of hopelessness as they find themselves trapped in the perpetual cycle of poverty.

All the teacher-trainees are or have been made English teachers in the public schools served by the Shin Shin Foundation. The need for trained teachers is, at the minimum 1,500, assuming that some teachers will teach multiple grades. Over the past four years (observation year being 2013, plus three VTT teams since), perhaps 400 have been trained. At this rate, if we do not develop a core group of trainers (say 50 or so), who can train their peers in person or through video conference technology, these schools will continue to lag the urban schools and many students will be left behind in their education, as they do not advance without passing the compulsory examinations.

We will have helped tens of thousands of students achieve some kind of parity with their urban counterparts, if we can achieve full sustainability of this effort over the next several years. This is a long term effort.

Thus, there is a strong need to train English teachers, utilize up-to-date teaching concepts, methods and tools and improve the educational quality to support the subject learning in rural schools and close the urban-rural gap. We believe better students today make better communities tomorrow and will lift these regions out of poverty once and for all.

Besides, by training the principals, we want to introduce the modern teaching concepts and methods to them too. And when they go back to their schools, they will encourage their teachers to exercise the new concepts and methods to improve the quality of education.

The project for this Rotary grant is to provide better quality of the training by introducing native-English speaking ELD (formerly called ESL) teachers and US educators in VTT teams to the training sites, The VTT teams will share language teaching skills employed in the U.S., including using online resources as teaching tools, helping build up network of Shin Shin teachers and educators, to learn from one another and keep learning, discussing, sharing in their daily life. The outstanding trainees will be trained as future trainers at least helping the training later and help other teachers with daily teaching practice.

How did your team identify these needs?

These needs were identified through a plethora of surveys, on-site studies, and face-to-face discussions with educators at more than 347 of Shin Shin schools in China.

These understandings has been confirmed by the schools and their English teachers in many surveys including one done just one month ago, where they expressed that teachers' training and tools for communication with outside world for them to get resources and improve their teaching are their top and most urgent priorities for support, which are hard to get from the government and other organizations. They feel very lonely and isolated. They are not confident of their English pronunciations, nor their teaching skills, the kids are not interested in learning English at all due to their teachers' poor English and teaching style, especially not fit for young kids in elementary school. With Shin Shin's help, their English and English teaching are getting better, but there is still a big gap between them and those teachers in urban area who are keeping improving their skills too with a way faster rate due to their affluent resources.

The Shin Shin Educational Foundation, the cooperating organization supports approximately 350 rural schools, so obviously, it would take a while to develop enough trainers (and measure their progress after their participation in the program) to be able to completely withdraw from the program, except perhaps in an advisory capacity. We anticipate that the VTT teams will be reduced in future years, until enough trainers can

be developed to be able to train all the other rural teachers in Shin Shin schools. We estimate 3-5 years.

All of the schools supported by SSEF are public schools. Many are extremely rural and are barely served by the government, even though the government mandates the learning of English by every Chinese student. Also, just last year, the government enlarged the mandate, to include grades 1 – 12, where previously, it was grades 3 – 8. So there is an extreme shortage of English teachers in the rural areas especially.

Describe the specific objectives of the training, including what you expect training participants to gain from the team's expertise.

The lack of a quality education perpetuates poverty in the rural communities that Shin Shin serves. To alleviate and eliminate the poverty, Shin Shin believes education is the only way to get to the root of the problem. The VTT is aimed at these issues. Through the “train the trainers” model, the grant money goes a long way in improving the educational quality and benefit a large number of school children. The training in English, technology and education will produce better-skilled worker and independent thinkers, who will then improve the lives in their communities tomorrow.

The objective of the training to improve the teaching quality of 60 teachers and in rural China in the area of English. Besides improvement in communication proficiency in English, they will also learn about effective language teaching methods employed in the US, so that their teaching quality will be improved by the end of the training. 40 principal-trainers will also be trained in contemporary school management so that they can support English education effectively at their schools.

One team of volunteers, consisting of 1 US Rotarians and 4 US educators, will go to Zhengzhou, Henan, China this year to provide the training. 6 Shin Shin English teachers who attended the VTT training last year and being selected as outstanding trainees will be invited to join the training team as Shin Shin trainers to assist the US educators. The team will start discussion and prepare the curriculum before the training to train Chinese educators on English skills and teaching methods. The training this year will focus on improve the trainees’ English speaking with emersion training by native English speakers, and improve their English teaching skills by learning from educators from U.S. who has sufficient experience with teaching nonnative speakers as ESL teachers.

The team will also give seminars and share knowledge with Chinese principals from Shin Shin schools on modern teaching concept, and methods. The team will also invite the principals to be audience to watch their English training classes and the teaching demonstrations the trainees give in the classes. These will help the principals to understand modern teaching techniques and support the English teachers trained to apply new concepts and methods in their daily teaching practice.

The trainees will be separated into two classes based on their English level and their teaching skills. The beginning class will have 50 – 60 teacher trainees and will be composed of rural teachers who have not attended the program previously, but who need to be trained. For them, the VTT team will give them an immersion English learning environment to help them learn English more effectively, at the same time teach them some teaching methods. The trainees will received intensive language development – speaking, grammar, writing, along with teaching skills in the second week, as their ability to speak improves.

The remaining ten, who will attend the advanced class, will receive intensive teaching skills training. Of those ten, three to five of them might have attended the program previously and now demonstrate that they are ready for the advanced training. From this group, we would hope to identify five or six who would return next year and learn how to train their peers.

The best of the “beginner” teacher trainees from previous years are invited to return to an advanced class. This was previously as far as they went. The goals through last year were to strengthen their language skills and modernize their teaching methods. However, we knew that we would have to improve the capacity of the trainees so that a group that demonstrate excellence in both capabilities could be invited to become trainers, eventually replacing the VTT team. This year, an additional goal (and trainee group) is being added. The new training group, a.k.a. teaching assistants will help the team by preparing information, evaluating trainees’ levels, preparing training plans and curriculum, demonstrating to the trainees what they learned from the VTT training before and how good they are right now to encourage the trainees to improve themselves and to

become trainers as well one day.

We will record the training classes and put them on a platform where every Shin Shin teacher can access and learn from there. Taking video of each teacher as they learn and improve both their speaking and teaching skills is one of the best ways to evaluate how well they are doing. It also gives us a way to identify those teachers who should be asked to return for the advanced skills class and in this year, the “Train the Trainer” group.

The project will address the need in improving proficiency in the subject area for the students by improving the education quality of the teachers and school administrators through training, and other online resources, with the ultimate goal that the students can have access to higher levels of education and eventually break the poverty cycle.

After the first VTT project was undertaken in 2014, it was realized that the effort would require multiple years, due to the number of rural schools and the very rudimentary skills of the English teacher trainees that were in that program. None of those teachers were very proficient in spoken English and had no ESL training, which is a specialized area. Each year has seen improvements and finally the way forward is starting to be realized, as you can probably tell from the previous paragraphs. It has been an evolution from groups of trainees at one level in the first year to three levels in the coming year.

How were members of the local community involved in planning the training?

The program was designed based on active inputs from the local rural schools, and the ministries of education in the provinces where Shin Shin schools are located. Based on the prior surveys and evaluations, it was apparent to both the teacher trainees and native-English speakers that speaking ability can be improved among the teachers within the time frame of the project. The local teachers gradually build some communication ways to send their questions, their teaching curriculum to the team, and the team is getting better in understanding the trainees’ needs and prepare classes more fit with their needs.

As described earlier, the VTT project are in line with the Chinese national goal providing sufficient English teaching with modern technologies at or above the third grade. Whereas the affluent urban areas have been going above and beyond on the initiatives, the rural areas are left behind due to lack of resources. The VTT project is aimed to close the gap.

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.

Collaborating with Shin Shin Educational Foundation and Beijing Normal University, the VTT will create an online English training course before the onsite training takes place. The online course will give the trainees-to-be some basic concepts and methods which they can learn before the training, and to be better prepared for the training.

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

At the end of the training program, each trainee will be issued a certification.

How will training recipients be supported after the training to keep the skills they acquire up-to-date?

As mentioned in the monitoring and evaluation section of this application, the trainees will be evaluated by education professionals and pre-trained with online courses by the VTT team. And the professionals who conduct the pre-evaluation will help setup and evaluate the training and trainees on site. The Shin Shin trainers as assistant can help with conducting the evaluation. After the training, the evaluation professionals and the Shin Shin trainers will follow up with reevaluations and collect their teaching videos, support teachers through various communication platforms to keep the skills up-to-date. The trainees themselves will keep communicating with other trainees. The outstanding trainees will join to be Shin Shin trainers to not only keep the skills they learn from the VTT training and practice at their schools but also share, discuss with teachers and help them from inside and outside their schools.

List any community members or community groups that will oversee further training after the project

ends.

The Shin Shin Educational Foundation will oversee further training after the project ends. Shin Shin Educational Foundation monitors every Shin Shin rural schools and promotes continuous training of every teacher.

Budget

Will you purchase budget items from local vendors?

Yes

Explain the process you used to select vendors.

The budget for the VTT team's travel and accommodation expense are derived from past volunteer travel and training exercises. These expense items involve multiple vendors, including travel vendors, food providers, etc. Effort is put to minimize the expense such as for flight tickets, etc. All expenses are within the fair standard amount for a trip. The budget for books are based on local book prices, estimated trainee headcount, and training time. The expense items involve multiple vendors. All items will be purchased from local vendors. A bidding process was done previously and the vendors were selected based on quality of services and hardware and fair cost. Constant communication with the pilot schools and the local education bureau has ensured that the items align with the local required standards.

Did you use competitive bidding to select vendors?

Yes

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 English books will be distributed to and retained by the trainees for use during and after the training. The trainees will go back to their respective schools and incorporate these books into their everyday teaching.

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

The English books will be maintained by the local schools to which the trainees belong.

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.

Besides the books, the grant will not be used to purchase any equipment.

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.

Books and training materials will be distributed to the teacher-trainees at the VTT training center. They will be retained by the individual teacher-trainees after the training. Some of these books may also become part of the collection of the rural schools.

Funding

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

No

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

While this type of project is not typically conducive to income generation, with demonstrated project success eventually, we expect the Chinese government to assume some or all of the cost of this program in the long run, or the universities will graduate enough English teachers to meet the needs of many of the rural schools.

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	
Xufei Qian	Cupertino	5170	Authorized	Authorized on 01/12/2017
Rita YANG	Beijing Mandarin	52	Authorized	Authorized on 12/12/2017

District Rotary Foundation chair authorization

Name	Club	District	Status	
Piper Tseng	Beijing	52	Authorized	Authorized on 17/12/2017
Russell Hobbs	Santa Cruz	5170	Authorized	Authorized on 20/12/2017

DDF authorization

Name	Club	District	Status	
Orrin Mahoney	Cupertino	5170	Authorized	Authorized on 22/12/2017
Russell Hobbs	Santa Cruz	5170	Authorized	Authorized on 22/12/2017

Legal agreement

Name	Club	District	Status	
Yan-Ting Jennifer Tsui	Beijing Mandarin	52	Accepted	Accepted on 20/04/2017
Judy Wilson	Cupertino	5170	Accepted	Accepted on 17/04/2017

Bank Information

Bank Account

Bank country

Payment currency

Payment method

Pay to

Account name

Bank account number

Account Signatories

#	First Name	Family Name
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