

ROTARY DISTRICT 5470

International Service News

D-5470 International Service Newsletter #32

January 2022



The Rotary District 5470 International Service Committee educates and nurtures Rotarians and clubs working in the seven Areas of Focus.

- ◊ It connects clubs
- ◊ It builds relationships
- ◊ It educates, assists, and may help

finance clubs' international project development and fulfillment efforts.

It also inspires Rotarians like you who chose to visit international projects and see first-hand how to *Serve to Change Lives*.

In this newsletter, we'll continue to show more of our many global grants as well as upcoming projects .

Share your club's international projects and interest with District International Service Chair [Peter Jeschofnig](#) who will share with District clubs.



“Volunteers are unpaid not because they are worthless, but because they are priceless.” – Anonymous

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Clean water...basic to life
Rotary's working on it

Rotary:
Humanity in motion.



www.rotary.org

D-5470 Supporting Girls in Education Global Grant # GG 2120048 Participation UPDATE By DG Becky Smith

- 37 of the 57 clubs have donated so far
- We have received \$20,300 in donations
- Our goal is \$25,000.
- I'm linking to a video that Isaac Gitoho, our contact in Kenya sent to me. It's of the local children singing "Feliz Navidad." It shows their joy and their poverty all at the same time.

Link to video: <https://www.youtube.com/watch?v=Wzbyzl21uw0>

Our goal is to have EVERY club donate some amount of money to this initiative!



For a complete description of the project:

<https://clubrunner.blob.core.windows.net/00000050015/en-ca/files/sitepage/d-5470-clubs-seeking-project-partners/d-5470-kenya-girls-educ-project/Emily-GPE-Flier-19th-Feb-2021--1-.pdf>

To download the donation form: <https://clubrunner.blob.core.windows.net/00000050015/en-ca/files/sitepage/d-5470-clubs-seeking-project-partners/donation-form---kenya-girls-project/Donation-Form-for-Clubs.docx>



Aasvoelness school garden project, Namibia - Update

By Nathan Turvaville, Auas Windhoek RC, Namibia

The School Garden Project at Aasvoelness Primary is under construction and will be fully operational and handed over to the school in April 2022.

The shade netting structure, which was paid for by a generous donation from the Glenwood Springs Sunset Rotary Club in Colorado, was completed in December and will be planted with vegetables (onions, spinach, okra, beans, squash, watermelon, etc.) in the coming weeks when students return from Christmas Holiday.

We have received other donations from public and private partners to build an irrigation system, borehole, fence, shed, and agricultural equipment.

These additional projects are moving ahead, and we hope to have a fully operational and self-sustaining farm capable of producing enough food for all the students at the school by the end of April.

A special thanks to the Glenwood Springs Sunset Club in Colorado, Bruchhausen-Vilsen Rotary Club in Germany, and our other partners for making this project a reality.

Once completed, the school garden will provide a unique hands-on learning environment for the students and undoubtedly have a profound impact on the food security and wellbeing of the children at Aasvoelness Primary School.



Millions of Gallons of Water Filling the Streets is an Opportunity Lost

Terra Firma Rainwater Collective's Solutions & Potential Rotary Project - DR Congo & Congo Brazzaville

Glenwood Springs Rotary Club

Central Africa is experiencing a catastrophic confluence of rapidly growing urban population and a lack of water infrastructure to accommodate it. Water sources are typically shared community wells and many homes lack indoor plumbing. Rainwater that once soaked into the native sandy soils now collects on streets, causing intense flooding and unimaginable erosion.

According to the United Nations, the population of Africa is expected to double by 2050, most of which will occur around rapidly growing cities like Brazzaville, Republic of Congo and Kinshasa, Democratic Republic of Congo. These two capital cities, located directly across the Congo River from one another, are home to over 17 million people.



The land that hosts these cities is flooding in low areas and literally unzipping from gully erosion, taking buildings, roads, livelihoods and lives with it. These problems will worsen because climate change is intensifying monsoonal rainfall.

Terra Firma Rainwater Collective was founded by engineers and hydrologists working with communities to address this solvable problem of too little water when it's needed, and too much when it's not.

Terra Firma Rainwater Collective's mission is to facilitate rainwater harvesting in Central Africa to supply water for domestic use, provide opportunity for small-scale economic development, and combat life threatening urban erosion and flooding.

The majority of homes in these cities do not have running water. Fresh water is a commodity that for most homeowners must be collected and transported or purchased and delivered multiple times a week.

At the same time, this region of equatorial Africa receives between 3 and 6 feet of rainfall annually, typically compressed within the few months of the monsoon season. Rainwater is a valuable resource delivered directly to **every** home.

Terra Firma delivers scalable solutions to help transform monsoon rains from a liability to an asset. Simple yet elegant – we've designed an easy way to attach a gutter to the common corrugated metal roof.

Terra Firma Rainwater Collective was envisioned by Mark Weinhold on a trip to Congo-Brazzaville in 2018,. Experiencing first-hand the destructive natural forces in these central African cities, Mark saw an opportunity to empower locals to reverse these trends.



Mark Weinhold - Terra Firma Founder and Board Member, Colorado, USA

Millions of Gallons of Water Filling the Streets is an Opportunity Lost

Terra Firma Rainwater Collective's Solutions & Potential Rotary Project - DR Congo & Congo Brazzaville

Glenwood Springs Rotary Club

Seeking pragmatic yet holistic, long-term community solutions to these challenges, a team was formed to envision ways to support these communities by developing cost-effective tools that locals can utilize to improve living conditions. Terra Firma was birthed out of the desire to offer real help to communities in need.

We know sustainable change happens locally. Our relationships with local NGO's allow us to engage the talents and motivation of community members who are affected by these issues. We work closely with the existing leaders and programs on the ground in Brazzaville and Kinshasa. The nimbleness and flexibility of our non-profit allows small-scale and local interventions that are often missed at the typical scale of governmental diplomatic programs. Our ability to bring financial and technical resources to bear in affected communities fills a necessary role at an essential scale to enable community-led change.



The US Embassy, US Forest Service International Programs and Atelier Kolinga Architects in Brazzaville, Congo, teamed up to create a community awareness campaign demonstrating ideas to collect and use rainwater (see photo). Five barrels, each with an educational message painted on them, were plumbed together to serve as a larger storage system. Once the barrels are full, excess rainwater is routed to an infiltration gallery (red grate) for controlled absorption. No roof runoff leaves the site.

Terra Firma is working to create more demonstration projects for residents to clearly see what is possible.

At Terra Firma, we fully believe that educating today's youth is the best offense to face the challenges of tomorrow. Centre d'Etude Environnementales pour le Développement Durable (CEEDD)'s Eco-Ecole program provides environmental education opportunities for school kids in Kinshasa, DRC focused on the urban erosion that surrounds them. Eco-Ecole uses a hands-on curriculum to demonstrate the causes of the urban erosion threatening their community and school as well as the student's role in the solution! Activities range from simulating rainfall and erosion to promoting vegetation growth on bare ground and urban gardening.

At this community center in Kinshasa, a group of young adults installed a rainwater collection system to demonstrate the benefits of rainwater management. This same group also collects funds in the community to spearhead road repair work, often employing at-risk youth in an effort to positively affect lives. These young people are Kinshasa's future leaders and perfect candidates to create entrepreneurial ventures that will provide livelihoods while moving toward a solution to ongoing erosion threats.

Terra Firma supports local efforts such as these with technical and financial assistance.

The **Rotary Club of Glenwood Springs** is potentially interested in supporting the project via a district grant or possibly via a Global Grant. *For those interested in teaming with Glenwood Springs on a grant please contact Ken Robinson (rotarykar@gmail.com) or Michelle Lefebvre (Michelle@CoachWithMichelle.com)*

Casey Lynn Crow receives Global Grant Scholarship

Pagosa Springs Rotary Club

The following article appeared in the Pagosa Springs Sun newspaper on August 13, 2021

The Rotary Club of Pagosa Springs is excited to announce that Casey Lynn Crow has been selected to receive a scholarship in the amount of \$30,000 to continue her education toward a PhD in Public Health and Policy from the London School of Hygiene and Tropical Medicine.

Casey holds a bachelor's in Political Science and Global Studies from the University of North Carolina at Chapel Hill and a masters in International Development and Humanitarian Emergencies from the London School of Economics. As a second-year doctoral student, her research explores access to sexual and reproductive healthcare in humanitarian crises, particularly for refugees and people with disabilities. Apart from her research, Casey is a dancer, choreographer, and owner of Pagosa Springs Dance Academy, and is passionate about merging art and activism. Having worked with refugees in Kenya, Jordan, Lebanon, Mexico and Greece, she has witnessed the transformational power of the arts to improve



mental health and promote hope, healing and connection for survivors of trauma. Casey founded Beyond Words International in 2018 with the hope of collaborating with artists, therapists, and those serving in their communities to increase opportunities for healing, empowerment, and positive expression.

Ms. Crow was endorsed to the Rotary District 5470 by the Rotary Club of Pagosa Springs. District 5470. in partnership with the Rotary Club of Hampstead. The award has been approved for funding by The Rotary Foundation. We look forward to encouraging Casey and watching her continue to pursue her passions.

When Casey was notified about being awarded this scholarship, she said, "I am unspeakably honored and grateful to be chosen as a Rotary Global Grant Scholar. This award will allow me to continue my studies and conduct my fieldwork in the largest refugee camp in the world, Bidi Bidi Camp in Uganda, next year. I am thrilled to represent Rotary as I continue my research and do my best to make a difference in the world. Special thanks to the Rotary Club of Pagosa Springs for their incredible encouragement and support!"

Casey's FB page: <https://www.facebook.com/casey.crow.94>

Global Grants Provide Many Benefits

David Smith, Pagosa Springs RC

The Rotary Foundation approved 1,359 Global Grants in 2019-2020. The total dollar value of these grants was greater than \$300 million. In addition, Rotarians contributed countless hours of service to plan and carry-out these projects. It is clear from these facts that Rotarians have made a significant contribution to reducing poverty around the world.

Having been involved with several Global Grants in West Africa, I will mention another benefit that often goes unnoticed. Global Grants provide an excellent opportunity to develop friendships in unusual places. These friendships, which occurred only because of my involvement in Global Grants, have enriched my life.

A Christmas message from a Muslim friend in Senegal:

Merry Christmas my dear! In Senegal Christians and Muslims as well celebrate Christmas. Christians invite Muslims. Similarly we invite Christians on Tabaski Day. Vive la paix et la tolerance.
Khoudosse Cissa



Khoudosse with visiting Rotarians

District 5470 Global Grants Committee

David Smith, Co-Chair dsmith7@unl.edu

Melanie Phelps, Co-Chair melaniephe@aol.com

Werner Stark wjstark@hotmail.com

Reggie O'Brien regina.obrien.pchn@gmail.com

Sandy Lowell slowell3@gmail.com

Richard Dangler rdangler@hotmail.com



Making new friends

The Christmas Tree Project Goes International

By Robby Dale Nelson - Rampart Range RC

The CHRISTMAS TREE is a strong and endearing American tradition. What if YOU could not afford one?

THE CHRISTMAS TREE PROJECT is dedicated to giving trees and ornaments around the world!

The RAMPART RANGE and the EAST Rotary Clubs of Colorado Springs see this as a perfect partnership, becoming “Elves” sharing love, kindness and generosity to as many as possible.

Rampart Range added children’s books, limited only by funds. There were *over 35,000 requests globally for trees in 2021, of which over 5,000 were from Veterans.* The numbers grow every year. Every community probably has folks in need.



SOME REQUESTS:

From USA: “My mom is a disabled vet, who is bed ridden. [she] would love to have this tree. [this] would make her so happy this holiday, thanks.”

“I am a 100% disabled veteran. My wife has not been able to work due to many health problems that has had her in the hospital a lot this year and we have been struggling. We have 2 boys with us also.”

“I lost my husband to cancer 17 months ago and recently moved my kids and myself to an apartment to begin a new journey...Money is so tight right now but I would at least love to have a tree and maybe a few gifts and decorations for my children. But as it looks now it will be one or the other. It would mean so much to me to have a tree to decorate with my kids and to see joy on their faces by colorful Christmas lights.”

From Bangladore India: “...I have my daughter 5 years old she is very sick now. I want to gift her something. I cant afford it .so please help me.”

From Australia: “I’m a single mum who has lost a few loved ones this year and struggling.”

From Sri Lanka: “We’ve been celebrating Christmas without a tree for the past 9 years. The children love to go to the mall where they can sit under the tree located there. Would mean a lot if we can have one in the house since the only thing we can afford is tinsel. Please consider donating a tree.”

SOME THANK YOU’s: “I want to sincerely thank you from the bottom of my heart for bringing some cheer to our holiday season this year...I was medically retired...and I am a single mom with four kids, three of them are school-aged and the youngest is turning two just before Christmas.”

“Thank you so much for providing my family a beautiful Christmas tree. I have decided to keep it up year round and make it a gratitude tree. God bless you for your kindness and love.”

The Christmas Tree Project Goes International (cont.)

By Robby Dale Nelson - Rampart Range RC



The Strategic Task Force (STF) of ROTARY has members in Spain, Germany, and France who are interested in participating in 2022.

The Easter Egg Project in Ethiopia was inspired by Christmas Tree Project. The eggs at Easter are as important as the trees are to Christmas in other countries.

Rotary is the perfect partner to share caring and compassion. Want to join us?

Contact Robby Dale Nelson (RAMPART RANGE CLUB) at nelson19560@gmail.com or see the website: thechristmastreeproject.org

Teaching the Teachers

By Arnold R. Grahl - Emmaus Rotary Club, Macungie, PA

Realizing that getting children into schools isn't enough to solve illiteracy, Rotary shifts to mentoring and coaching teachers.

On Carolyn Johnson's second visit to the central highlands of Guatemala, she met a first-grade teacher who made a shocking confession. Before taking part in the Guatemala Literacy Project, the teacher was convinced that her students could not learn to read.

"She said 'We were willing to go through the program because it was a day out of class and you gave us books and you provided us with a nice lunch, but we knew that you were crazy,' " says Johnson, a Rotarian who helped design the curriculum for the project and now serves as a technical adviser for the [Guatemala Literacy Project](#).

That teacher and more than a hundred of her colleagues each received several in-classroom coaching sessions over eight months. They learned how to replace rote memorization drills and repetition of words on a blackboard with exercises that engage their students in critical thinking.

"She went on to tell me excitedly how 45 of her 50 students were moving on to second grade because they had learned to read," Johnson says. "The program has made believers out of 90 percent of the teachers we have worked with. They are excited about being teachers again, and they go into their classrooms believing they can make a difference."

After decades of investing in literacy projects, experts have realized that simply getting children into the classroom — either by removing attendance barriers or providing supplies — is not enough. Before students can succeed, the quality of the teaching in that classroom needs to improve.

Learning outcomes over enrollment

Rotary projects like the Guatemala Literacy Project and Nepal Teacher Training Innovations (NTTI) in Nepal are leading the effort to advance childhood reading by empowering teachers to teach better.

Rotary, the United Nations, USAID, and other organizations are shifting their focus to helping teachers plan lessons that ensure students will actually learn. The entire effort is part of a larger goal to reduce extreme poverty, because knowing how to read and write increases a person's earning potential and ability to build a better life.

Quentin Wodon, a lead economist at the World Bank, has studied education projects both from a professional standpoint and as a member of the Rotary Club of Capitol Hill (Washington, DC), U.S.A. Wodon agrees that teachers are critical to any attempt to improve learning.

"The best way to enable children to learn is to think broadly about teacher policies," says Wodon. Training is one of eight key goals set by the World Bank, along with setting clear expectations for teachers, attracting the best candidates, matching teacher skills with student needs, having strong principals to lead teachers, monitoring, providing ongoing support, and motivating teachers to perform.



Students in Nepal develop critical-thinking skills by taking part in fun and creative activities led by their teachers.

Teaching the Teachers (cont.)

By Arnold R. Grahl - Emmaus Rotary Club, Macungie, PA

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A project that’s succeeding is Johnson’s Guatemala Literacy Project. The program began 20 years ago, setting up computer labs and supplying textbooks for middle school students in the western and central highlands. It has evolved to center on teacher mentoring.

Johnson, a member of the Rotary Club of Yarmouth, Maine, U.S.A., visited the region in 2006, seeking a literacy project for her district. She ended up leaving her job as a primary school principal after seeing the potential to address a deeper problem — the students’ poor reading skills.

“The primary school teacher in me realized you don’t start reading in the seventh grade. You have to start in the first grade,” Johnson says.

Over the next year, she returned to Guatemala several times, meeting with nonprofits, teachers, community members, and school administrators. She developed a curriculum based on the Concentrated Language Encounter method used widely in other parts of the world. A partnership was formed with the nonprofit Cooperative for Education (CoEd), which has a strong presence in Guatemala.

Five trainers hired by CoEd, with the help of local Rotary members, lead three two-day training sessions, usually in January, April, and July, for about 150 primary school teachers. Between those sessions, each teacher receives in-class coaching.

After completing the training, most of the teachers continue to use what they’ve learned to enhance education in their communities.

Several of our D-5470 clubs are participating in the Guatemala Literacy Project, while others participate in similar projects in countries around the world.



Teachers receive a certificate of completion after finishing the Nepal Teacher Training Innovations program. The program is transforming classrooms into centers of active learning, says Director Ashley Hager, front row right.

Rotary International and the US Peace Corps Magnify the Power of Community Projects

By Vana Prewitt, Partnering for Peace

Rotary will forever be linked to my Peace Corps service in Liberia (1984-86). As an educational radio broadcaster and trainer, I worked with the Liberian Rural Communications Network to train broadcast students recruited from various ministries to produce educational programming in sixteen languages, supporting national efforts for agriculture, health, and basic literacy. One of our assignments was to develop programs that would promote an upcoming vaccination campaign.



The World Health Organization, UNICEF, and Rotary International were involved in the 1985 vaccination campaign. Peace Corps Volunteers assisted with logistics and communications in villages for these humanitarian groups and I consider myself privileged to have participated. Fifty percent of Liberian children died before their fifth birthday in 1985. Prior campaigns had failed for different reasons and our challenge was to convince villagers to gather their children and go to clinics on vaccination day. None of us knew we were making history in Rotary's promise to eradicate polio.

Radio programming featured typical announcements and discussions with prominent officials. However, our best effort went into a serialized radio drama about Flomo, Fatima, and their two children. Week after week, villagers gathered around radios to hear Fatima try to convince Flomo to vaccinate their children. Flomo countered that it took 2-3 days away from the farm and he needed their help. They did not know if the vaccines would be safe, or if a nurse would show, or if there would be enough supplies. There were so many doubts. Fatima eventually managed to overcome all obstacles raised by Flomo by collecting the facts.

The student broadcasters loved this project. Liberians are gifted storytellers and enjoy role play. The radio novella was a big hit. We heard stories that whole villages had clustered around the only radio with batteries to follow the discussion between family members, village elders, and health officials who answered questions. Of course, the villagers talked back to the radio, took up one side or the other, and pantomimed the radio actors, which was the goal. The topic needed to be raised and villagers needed to sort out their priorities before vaccination day arrived. We hoped but knew too well how things fall apart in Liberia, so were cautious as well.

The radio drama format allowed villager concerns to be presented and solved in a nonthreatening way. The students had fun throwing in the typical village banter and humor. A problem-solving dialogue allowed all sides and options to be presented. Field nurses and the health minister were interviewed to reassure villagers that this event would succeed. For me, the phenomenal results came down to one word – Rotary.

Typically, there were no medicines or supplies at clinics that were rarely staffed because the nurses were rarely paid. It took a big leap of faith for a Liberian in 1985 to believe that a group of foreigners could succeed where no one else had. The last time a campaign had been held, the vaccines were not kept cold, arrived inert and needles were reused in some cases. Inoculated children developed abscesses, infections, and diseases that were supposed to have been prevented, making people more suspicious of vaccinations.

On Vaccination Day, parents stood in long lines with their children in the hot tropical sun. Villagers had walked many miles to get their children to the clinics that were fully staffed and supplied with cold vaccines in the care of Rotarians. Rotarians made the commitment to hike into the jungle with coolers and vaccines to save the lives of village children I loved. It was Rotary's face on this miracle. They blew me away with their planning, efficiency, effectiveness, communication, calm within a storm, and absolutely brilliant results. I was in love. I knew then that if I ever joined an organization, it would be Rotary.

I tried, but Rotary would not have me. I learned that only men could be Rotarians and gave it no more thought. It took a Supreme Court case to get women the right to become a Rotarian, but by then I was launched into a very busy career in organization development. I finally invited myself to join a Rotary Club in New Bern, North Carolina, after waiting decades for my lifestyle to catch up with Rotary demands and rules. Up until that time, my schedule and life were far too busy to work around Rotary's restrictions.

Rotary International and the US Peace Corps Magnify the Power of Community Projects

By Vana Prewitt, Partnering for Peace

On the whole, I love my Rotary friends. A visit to one club is like visiting another village. Some things are similar and others new. It is a relief to see online formats, virtual clubs, and flexible ways to engage. As a return Peace Corps Volunteer (RPCV), I am action oriented and want to connect with beneficiaries. New club design ideas can cater to special needs like environmental activism, a popular cause for many young people. However, traditional Rotarians seem slow to adopt and use online resources. In my club of about 100 people, only 3 have taken an online class. I would support a Rotary wide effort to upgrade our member skills in computer use.



I joined the Peace Corps a second time as a counterpart in developing knowledge management systems when I became a RSVP to a U.N. supported agency in St. Lucia. I moved to a small fishing village when the project ended and was a charter member of the Gros Islet satellite club in Vieux Fort. We remain friends and are often in touch. This is a club of really YOUNG people who had been Rotaractors, and there was such a difference from the traditional New Bern club.

My Lucian club was engaged with the local community to discover the best ways to serve. They were visible in the community doing a variety of projects. An important part of their Rotary experience was in direct service where they could see the results of their efforts. They felt better connected and more committed to service projects when volunteers worked together for a common benefit. Camaraderie developed quickly and member participation was high. Action learning was a successful strategy with young Rotarians that I believe could be useful everywhere.



Virtual Rotary Projects Fair - Buenos Aires, Argentina

February 18-19, 2022

Rotarians in District 5470 have been invited to attend a Virtual Rotary Projects Fair coming from Buenos Aires, Argentina. Participating clubs from South America will be presenting their projects and hope that your club will be interested in partnering with them on their Global Grant projects.

There are 7 projects registered that can be viewed at <https://rotaryprojectsfair.org/en/listado-de-proyectos/>

The areas of focus of these projects are: maternal and child health, disease prevention and treatment (2 projects), support for the environment, water and sanitation (2 projects) and community economic development. The participating countries are Argentina, Bolivia, Brazil and Ecuador.

Ultrasound scanner Maternidad Santa Rosa Vicente Lopez, Argentina

Provision of X-ray equipment for the community of Palacio St. Luke's Bolivia

Promotion of the recycling culture in the municipality of Cobija , Bolivia

Water for Albardon—Albardon, Argentina

Improving the agricultural capacities of the Farming Community Cotochullpa, Bolivia

Tomography equipment Sao Paulo Brazil

Sewing Workshop Semilleros de Esperanza (Seedbeds of Hope) - Blanket, Ecuador

This is an opportunity for your club to collaborate internationally and "Serve to Change Lives".

This Project Fair was originally scheduled to be held in Buenos Aires, but due to continued Covid issues, it has been converted to a Virtual Project Fair.



Virtual Rotary Projects Fair -Honduras; March 25-26, 2022

D-4240: Costa Rica, El Salvador, Nicaragua, Panama

D-4250: Belize, Guatemala, Honduras

Districts 4250 (Belize, Guatemala and Honduras) and 4240 (Panama, Nicaragua, Costa Rica and El Salvador) are celebrating our 29th “Uniendo America” Project Fair to be held **virtually** in Honduras on March 25 and 26, 2022.

We cordially invite you and all Rotary/Rotaract Clubs interested to visit us in order to seek out collaboration opportunities with our Clubs in Central America, which are on the most active districts in international projects.

We will also have relevant seminars in Rotary’s Main Areas of Focus, how to make successful Global Grants, and Building Lasting Relationships; but most importantly, you will hear from our clubs how you can work together to fulfill Rotary’s main goal “Service above Self”.

Please visit our web page (www.projectfair4240-4250.org) for updated information or write to our e-mail: uniendoamericaprojectfair@gmail.com.

Spread the word! Yours in Rotary, Wendy Ayestas Project Fair Committee “Uniendo America”Project Fair 2022



What is The Rotary Cadre of Technical Advisors?

Peter Jeschofnig, D-5470 International Service Chair

The Rotary Foundation Cadre of Technical Advisers is a group of Rotarians who volunteer to use their professional skills and technical expertise in Rotary's [areas of focus](#) or financial auditing to advise Rotarians who are planning and working on Rotary Foundation grant projects around the world. The Cadre is composed of more than 700 members from 75 countries who speak more than 80 languages. Cadre members serve in countries other than their own, and they conduct on-site project visits for two to three days with written reports upon their return. The Rotary Foundation pays for a per diem and roundtrip air-fare.

Cadre members can assist your project by:

- Providing project planning advice and implementation guidance
- Designing community assessments
- Incorporating elements of sustainability into projects
- Establishing monitoring and evaluation plans
- Answering questions about Rotary's areas of focus
- Providing financial management best practices



The CADRE's mission is to strengthen the impact of Rotary's grants by assisting Rotarians in planning projects and safeguarding Foundation funds. Sign in to My Rotary and run the Cadre Member Information report to find a member of the Cadre who has expertise in your project's area of focus. You can also search by language, country, and district. When you identify a Cadre member who can help with your project, contact them through the email listed in the report.

<https://my.rotary.org/en/take-action/apply-grants/cadre-technical-advisers>

The CADRE is looking for Rotarians with expertise in these areas:

Disease prevention and treatment

- Skills needed: cardiac surgery, cancer treatment, public health
- Regions: South Asia, Spanish speakers in North and Central America

Water, sanitation, and hygiene

- Skills needed: implementing community water systems
- Regions: South Asia, eastern and southern Africa, Spanish speakers in North and Central America

Maternal and child health

- Skills needed: obstetrics, nursing, general health care
- Regions: Africa and South Asia, French speakers in Africa

Basic education and literacy

- Skills needed: teaching, educational administration, especially for early childhood education
- Regions: South Asia, Spanish speakers in North and Central America

Community economic development

- Skills needed: small-scale farming
- Regions: eastern and southern Africa, South Asia, Spanish speakers in North and Central America

Financial auditing

- Regions: French speakers in Europe and Africa, Spanish speakers in North and Central America, Thai speakers in Southeast Asia

IF YOU HAVE ANY OF THE ABOVE SKILLS & EXPERTISE, THE CADRE NEEDS YOU.

The following D-5470 Rotarians are CADRE members:

Ann Harris: Basic Education and Literacy; Economic and Community Development; Community

Mark Hauswald: Disease Prevention and Treatment

Peter Jeschofnig: Water and Sanitation; Environment

Nancy Kerr: Disease Prevention and Treatment; Maternal and Child Health

International Fellowship of Rotarian Educators

Peter Jeschofnig, Glenwood Springs Sunset RC

Vision Statement:

Our Vision is to improve the quality of education around the world but especially for girls and women in under-developed countries

ARE YOU AN ESTABLISHED PROFESSIONAL WANTING TO MAKE POSITIVE CHANGES IN YOUR COMMUNITY AND AROUND THE WORLD?

Our fellowship members are dedicated people who share a passion for education, community service and friendship.

Becoming an International Fellowship of Rotarian Educators member connects you with a diverse group of professionals who share your drive to give back.

- Discuss your community's needs and discover creative ways to meet them
- Expand your leadership and professional skills
- Catch up with good friends and meet new ones
- Connect with leaders from all continents, cultures, and occupations
- Our fellowship accepts new members by invitation.



What is a Rotary Fellowship and who may join?

Rotary Fellowships are independent groups of Rotarians, their spouses, family members, Rotaractors, alumni and program participants who have a similar interest or passion and are organized around a specific vocational or recreational interest. Being part of a fellowship is a fun way to make new friends around the world.

What is the purpose of this fellowship?

The International Fellowship of Rotarian Educators is a group dedicated to promoting quality education (both public and private) as well as other types of learning, training and development such as Continuing Education (CE), Further Education, Adult Education, Lifelong Learning and other forms of instruction as an opportunity for fellowship.

Is there a fee or dues to join the fellowship?

Yes, the fellowship must charge membership dues in order to help fund fellowship initiatives, activities and minimal administrative costs. Our membership dues structure is shown below:

- One (1) year membership: \$20.00
- Three (3) year membership: \$50.00
- Lifetime membership: \$100.00

Note: This fellowship follows all Rotary requirements for record keeping, membership and financial management.

If you would like to become a member of this fellowship, please check out the website:<https://portal.clubrunner.ca/101279/>

On 9th November 2021, we had a wonderful presentation by Rtn. Dr. Nevine Abdulkhalek from Rotary El Tah-rir, Dist 2451 who spoke on her project of 'Eliminating Source of Illiteracy - Case Studies from Upper Egypt' Please find the YouTube link for those who missed <https://youtu.be/UdVDVdo7AUo>

POLIO GLOBAL ERADICATION INITIATIVE - UPDATE

cVDPV2 Outbreaks and the Type 2 Novel Oral Polio Vaccine (nOPV2)

POLIO GLOBAL ERADICATION INITIATIVE

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Overview

Since 1988, the world has made incredible progress in the global effort to eradicate polio, with wild polio cases dropping by 99.9%. Wild poliovirus types 2 and 3 have been eradicated and type 1 wild polio is endemic in only two countries - Pakistan and Afghanistan. This progress is thanks to the large-scale administration of the oral polio vaccine (OPV) - an effective tool which has protected millions of children from paralysis.

OPV also prevents person-to-person transmission of the virus and is vital to achieving eradication. However, in under-immunized communities, the live, weakened virus originally contained in

OPV can genetically revert into a form that can cause paralysis if allowed to circulate for a long time. This is known as circulating vaccine-derived poliovirus (cVDPV). Once cVDPV emerges, outbreak response is carried out in the same way as for wild poliovirus outbreaks: largescale administration of OPV to rapidly boost population immunity and stop transmission.

Outbreaks of type 2 cVDPV - which account for more than 90% of cVDPV outbreaks - are now a major challenge to achieving eradication. In 2020, 1,074 cases of cVDPV2 were confirmed from 24 countries, compared to 366 cases from 16 countries in 2019.

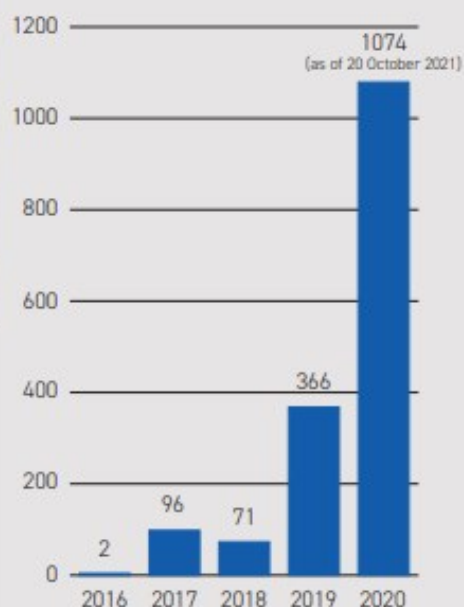
These outbreaks are driven by several factors, including low quality and delayed polio outbreak response; declining immunity in young children to the type 2 virus after countries switched from trivalent to bivalent oral polio vaccine (bOPV) for routine immunization in 2016; and insufficient routine immunization coverage. In 2020, the COVID-19 pandemic led to a four month pause in house-to-house polio vaccination campaigns which further hindered efforts to stop transmission across affected countries (see "[Recommendations for Reporting on Polio Outbreaks](#)" for more information).



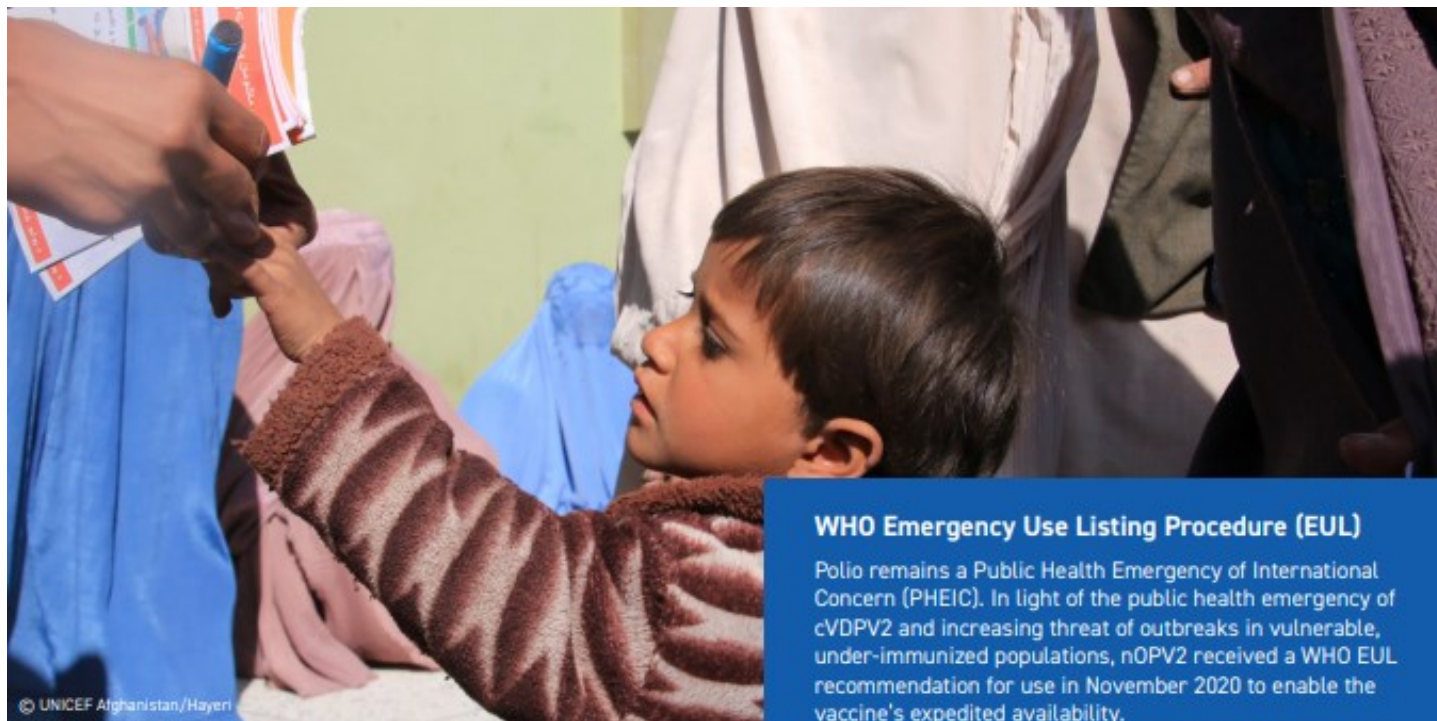
Improving and Innovating to Stop cVDPV2

As a part of its [Polio Eradication Strategy 2022-2026](#), the Global Polio Eradication Initiative (GPEI) is implementing a number of tactics to combat the growing threat of cVDPV2, and ensure cases are detected quickly and outbreak response is improved, to halt transmission and minimize the risk of new cases. These include targeted country advocacy to ensure urgency and boost political will, the establishment of emergency response teams and infrastructure, enhanced disease surveillance, strengthened community engagement and integration of polio services with other health initiatives, and improving outbreak response speed and quality, with a focus on reaching under-immunized and vulnerable populations.

Global cVDPV2 Cases, 2016-2020



POLIO GLOBAL ERADICATION INITIATIVE - UPDATE (cont.)



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A New Tool: The Potential of nOPV2

GPEI is also supporting the rollout of a new tool – type 2 novel OPV (nOPV2). The vaccine is a next-generation version of mOPV2, that clinical trials have demonstrated is safe and effective in protecting against type 2 polio while being less likely than mOPV2 to be associated with the emergence of cVDPV2 in areas of low population immunity.

Under a WHO EUL recommendation for use (see sidebar), nOPV2 can be used for outbreak response in countries experiencing cVDPV2 outbreaks. However, due to high levels of demand as well as the impacts of COVID-19 on nOPV2 production, release of the vaccine from the global stockpile is contingent on supply and will be guided by a GPEI prioritization framework for the near term.

Due to the public health emergency posed by cVDPV2 outbreaks, it is critical that countries prioritize immediate and high-quality responses to cVDPV2 detections. WHO's Strategic Advisory Group of Experts on immunization (SAGE) has recommended that countries urgently respond to these outbreaks using available type 2 vaccine: nOPV2, or mOPV2 – a vaccine which has a proven track record of stopping cVDPV2 outbreaks and protecting children from polio. In situations where there is co-circulation of poliovirus strains, trivalent oral polio vaccine (tOPV) may be the more appropriate vaccine choice.

As GPEI works to increase supply of nOPV2, it continues to support governments to help prepare them for use of nOPV2, providing technical assistance to ensure that necessary readiness and EUL monitoring criteria are met.

nOPV2 could be a critical tool for more sustainably stopping cVDPV2, however the best way to successfully stop these outbreaks remains ensuring rapid, high-quality outbreak response with available vaccine, and maintaining strong disease surveillance.

WHO Emergency Use Listing Procedure (EUL)

Polio remains a Public Health Emergency of International Concern (PHEIC). In light of the public health emergency of cVDPV2 and increasing threat of outbreaks in vulnerable, under-immunized populations, nOPV2 received a WHO EUL recommendation for use in November 2020 to enable the vaccine's expedited availability.

The EUL was created to enable the early, targeted use of yet-to-be licensed vaccines, therapeutics and diagnostics in response to a PHEIC. The process involves careful and rigorous analysis by WHO and independent experts of available quality, safety and efficacy, and performance data, along with manufacturing performance (e.g., yield and stability data) of an intervention. In 2019, SAGE endorsed accelerated clinical development of nOPV2 and its assessment under this procedure. Following this, in early 2020, the WHO Executive Board issued a decision urging Member States to authorize the expedited importation of nOPV2 on the basis of its EUL recommendation.

Simultaneously, plans for full clinical development of nOPV2 are progressing, with the ultimate goal for the vaccine to pass through WHO prequalification.

Rollout



nOPV2 rollout began in March 2021 in an initial group of countries which met strict criteria to use the vaccine. As of October 2021, more than 125 million doses of nOPV2 had been administered in eight countries.



While nOPV2 is in use under EUL, data on the vaccine's safety, immunogenicity and genetic stability is continuously collected and rigorously analyzed.



Based on the review of promising safety and genetic stability data from initial outbreak response campaigns which used over 65 million doses of nOPV2, SAGE endorsed the transition of nOPV2 from the initial use phase in October 2021. This move will enable eventual broader availability of the vaccine by making it easier and faster for countries to be verified for nOPV2 use.

Global Grants Projects Involving Our clubs

Many of our clubs are the International Partners of Global Grants (GG) Projects around the world.

Our clubs also contribute to projects conducted by other districts.

Whether your club is the international partner in a project or is simply contributing to a project, remember that D-5470 is usually prepared to match your club's contributions from District Designated Funds (DDF).

To request D-5470 DDF, you need to complete a simple request form and send it to the D-5470 Global Grants Co-Chair, David Smith <dsmith7@unl.edu> or Melanie Phelps, Co-Chair <melaniephe@aol.com>

Contact Us

Do you want to have your International Service project displayed in a future newsletter? Send the story and a few photos to pjeschofnig@gmail.com



Water & Sanitation Projects Around the World

Global Grants Basics:

- Large, long-term projects
- Sustainable, measurable outcomes
- Alignment with Areas of Focus
- Real community needs (via needs assessment)
- International partnerships (frequent communication)
- Implementation plan
- Proper Stewardship of funds
- Involve Rotary clubs in two districts
- Minimum budget of US\$28,000

For detailed instructions on Global Grants applications, check out David Smith's **GUIDE TO GLOBAL GRANTS:**
<http://www.rotary5470.org/SitePage/global-grants>

If you would like to be the international partner of a Global Grant or simply contribute to an existing D-5470 Global Grant, contact the Global Grants Committee chair, David Smith, dsmith7@unl.edu or Peter Jeschofnig, pjeschofnig@gmail.com