



SAMPLE GLOBAL GRANT APPLICATION

The information provided below is taken from an actual, approved global grant application. Identifying personal information has been removed. For more information on global grants, visit www.rotary.org/myrotary/grants.

PLANNED ACTIVITIES

In a few short sentences, tell us your objectives for this global grant.

Many Primary/Elementary school children who live in Malang, Indonesia area are from very low household income families. Monthly household incomes amongst these families range between USD\$25 to \$30. Households are large, often comprising of 3 generations living together and large number of children per household. Their parents are not able to support even their basic education.

The project aims assess the needs of these school children, identify the barriers to education and to empower parents, teachers and students as stakeholders, to overcome these barriers.

This project also hopes to provide these students with temporary assistance with their basic needs for education and to provide parents, teachers and students permanent and sustainable skills to overcome the barriers to basic education and literacy.

Who will benefit from this global grant? Provide the estimated number of direct beneficiaries.

60 Parents and Family members - Skills in Cooking Workshop as a Cottage Industry

50 Teachers and School Educators and Personnel - Empathy, Social Skills and Problem Solving Workshop in Schools

500 at risk school Children - Basic school going needs

Which of the following activities will this global grant fund?

Humanitarian project

Humanitarian Project

Where will your project take place?

In Malang, East Java, Indonesia (District 3420)

When do you anticipate your project will take place?

From: 1/03/2014

Until: 31/12/2014

Outline your project implementation schedule.

No.	Activity	Duration
1:	Community Assessment, Data Collection, Analysis of Results, Presentation to Club and Stakeholders, Plan for Action, Budget and Financial Planning	October 2013 to January 2014
2:	Project Launch. Program for Teachers' Enhancement and Skills Training	April 2014 to June 2014
3:	Program for Parents Skills Training and Enhancement	February 2014 to December 2014
4:	Program for Children's Enhancement including Basic School going needs	April 2014 to August 2014

SUSTAINABILITY

What community needs will your project address and how were these needs identified? Provide any relevant data or survey results.

The project will address the barriers to basic education and literacy for children in the Malang areas, especially amongst the low income households as well as amongst the vulnerable population and families in the area.

Indonesia is among the world's poorest countries with GDP per capita of about USD\$3,500. The area of Malang is among the poorest in the country with per capita GDP of about 20% of the country's per capita GDP. Families are typically large and main subsistence is from farming which is at times very unpredictable. Children are also expected to help generate income for the family and as such education is of low priority.

The changing landscapes and efforts of the government for basic education are showing its results.

However the barriers to basic education still remain. The Committee set out to identify these needs with the following tools.

Survey and Feedback session with Parents:

A verbal survey and feedback was conducted amongst the parents based on a sampling of almost 20% of the 500 students initially identified by 3 schools to be at risk of incomplete basic school education. As most parents are illiterate, this method of assessment was chosen. The survey aimed to identify percentage of non-going school children in the different age groups, the reasons for this and what can be done to help.

Results : 15/90 children are not in school in the 5-18 age group

The 4 top reasons for these are:

1. Unable to afford
2. Children are required to help the family either in the home (to look after younger siblings etc.) or in the farm
3. Children lost interest in studying
4. Prefer to work and earn an income for family

A parallel needs assessment was also conducted amongst the Teachers in 2 schools that serve as a sampling of the proposed full project. An interview assessment tool was used for the Teachers. 14/15 Teachers in School 1 were interviewed and 8/18 in School 2

Summary of Feedback/Interview:

1. High rate of absenteeism among the vulnerable students. No data was available but can be as high as 50% for some students. High absenteeism often results in lack of interest and subsequent dropouts
2. Reasons for absenteeism ranges from unable to afford to 'needed' at home. These are the same barriers that were identified amongst the parents.
3. High percentage of slow learners
4. Lack of motivation from within the students and from parents and home environment

Detail how your project will address these community needs.

1. Skills Training for Parents as a Livelihood Project

A simple skills training program for stay at home mothers in cooking and baking as part of their livelihood. Once certified, they can use this certification to promote their products and increase their livelihood. In the long run, this skills acquired can enable Parents to have a sustained income to support

the Children's education.

A sustainable revolving microcredit system will also be launched outside the scope of this Global Grant for the fathers of these Children. This will help to increase the productivity and output of their farms and will help sustain an income for the family.

2. Teachers' Training Program

Based on the feedback, a Training Program entitled 'Project Aha!' will be launched for the Teachers. This will equip the Teachers with skills such as empathy, social skills and identifying early social and behavioral problems amongst the children. Teachers will also be equipped with skills to deal and help slow learners as well and special children.

3. For the Children

Basic school going necessities for one whole academic year

Classroom mentoring and counseling sessions to reduce absenteeism and the importance of Basic education

Special classes for slow learners and special children

By providing the necessary supplies and school fees to the beneficiaries, the project can:

1. Keep these school children in school and gain an education for a brighter future
2. Allow these children to break the poverty cycle
3. Allow badly needed funds for the families be used for other household and family needs
4. Increase literacy for the community
5. Students can fully concentrate without worries and distraction due to lack of money for their basic education

How were members of the local community involved in planning the project? Does your project align with any current or ongoing local initiatives?

1. Local Government and Ministry of Education

This initiative was actually started by the Local Government. Rotary and NGOs in the area were alerted by the Local Government of the high level of school absenteeism and drop outs amongst school children in the area. This led to the needs assessment exercise by Rotary. Rotary also received much cooperation from the Government in accessing the relevant schools and in the outreach to the Parents as Rotary was seen to be of some authority as endorsed by the local government.

2. School Authorities

Teachers and Educators in the relevant schools participated as co-organizers of the various assessment exercises as well as the planning for this project

3. Village authorities

The local village head and community leaders were also involved in identifying existing community hardship and families in need in the area

Ongoing local initiatives

The school and local government authorities share the same concerns with the findings of the assessment exercise.

There is already an existing 'Back to School' initiative by the schools authorities. However the large Teacher to student ratio and the sheer numbers and lack of manpower and funds have hampered local ongoing initiatives. Rotary hopes to supplement and co-participate with these initiatives and hopefully help to enhance and increase

Two Pilot projects were conducted with the school authorities in 2011 and 2013, where at-risk students were interviewed and profiled. These portfolios helped Rotary to understand the family and economic background of these at-risk Children. It also helps start a register of these at-risk children and help monitor their attendance in schools and their school academic performance.

49 students were identified in 2011 and 100 students were identified in 2013.

Describe any training, community outreach, or educational programs, if applicable, and who will conduct them. How will recipients be selected?

1. Teacher Training Project to be conducted by a psychiatrist from Lawang Mental Health Hospital in Malang, Indonesia.
2. Team of Teachers from the Vocational School (SMK 3 Malang) will conduct the Parents training and cooking classes
3. Students Counseling and motivations sessions will be conducted by School Teachers and Educators

Areas of Focus

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 meet these goals?

1. Engaging Parents, promoting and reinforcing the value of education for their children, and equipping them with skills to enhance their livelihood and pay for their children's Basic Education. Parents will also be asked to engage school authorities and Rotary in the event that they encounter temporary financial or family hardship and encouraged not to discontinue basic education for their children
2. Teachers will be trained and equipped with necessary social and relationship skills to identify early problems related to school absenteeism, low morale, slow learners, special students and lack of motivation amongst students
3. Vulnerable and at risk students will be counseled and mentored by school authorities and Rotary so as to avoid similar problems listed above
4. Basic school going necessities will be given and provided for such at risk students to provide them and their Parents and Families a head start to achieving these goals. Continuity of these receivables will depend on Families and parents ability to pay for their Children's future education as well as the Children's school attendance and academic performance

How will you measure your impact?

No.	Measure	Measurement Method	Measurement Schedule	Target
1:	Other	Direct observation	Every six months	20-49
2:	Other	Direct observation	Every six months	100-499
3:	Number of benefiting school-age children	Focus groups/interviews	Every year	500-999

Who will be responsible for collecting information for monitoring and evaluation?

Rotarians of host Club, in conjunction with Rotarians from RC Singapore and RC Malang Central
Teachers and Principals of the schools involved

Local Government authorities

PARTNERS

List any additional partners who will participate and identify their responsibilities. This may include Rotary clubs, Rotaract clubs, Rotary Community Corps, or individuals.

RC Malang Central (District 3420)

ROTARIAN PARTICIPATION

Describe the role of the host Rotarians in this activity and list their specific responsibilities.

1. Needs Assessment Exercises with various stakeholders including Teachers, Parents, Students and Relevant Authorities
2. Gathering of feedback and analysis of results of Needs assessment Exercise
3. Project conceptualization
4. Seeking approvals and participation from various stakeholders
5. Specific project organizations including Teacher Training and Parents Livelihood Skills Training
6. Provision of Students school going needs
7. Monitoring and Sustainability responsibilities
8. Fund Raising
9. Recognition of Volunteers and Stakeholders

Describe the role of the international Rotarians in this activity and list their specific responsibilities.

1. Community Assessment and Project Conceptualization, including preparing relevant survey forms, feedback forms, Interviews format etc.
2. Advising on project conceptualization
3. Financial Contribution
4. Meeting with stakeholders including, Teachers, parents and Students
5. Mentoring of Students, Monitoring and Evaluation of Project
6. Recognition of Volunteers and Stakeholders

SUSTAINABILITY

Describe the role that members of the local community will play in implementing your project. What incentives (e.g., compensation, awards, certification, promotion) will you

provide to encourage local participation?

1. Local Government officials and Senior Education Officers will monitor and provide feedback on proposed Teacher Training Skills program.
2. Local community leaders will monitor Parents participation and Livelihood program
3. Teachers and Principals will also help monitor and evaluate year-long academic and social behavior performance of students including continued interest in academic matters and reduction in absenteeism rates.

Participating Teachers/Principals, community and village Leaders will be duly recognized with Certificates and Plaques of Appreciation form Rotary. Other Stakeholders like exemplary students and parents will be duly recognized

Identify any individuals in the local community who will be responsible for monitoring outcomes and ensuring continuity of services. How will you support these individuals to help them take on this leadership role?

Teachers and Principals of schools and local government officials will assist in monitoring outcomes for students.

Local community leaders and village heads will be responsible in monitoring the Parents Livelihood program.

Rotarians will be involved in assessing the results of these monitoring data and will assist where necessary. Rotary will also provide regular forum for discussion among these individuals, including problems encountered and assistance needed

BUDGET

Local currency: USD

Exchange rate to 1 USD: 1

No.	Description	Supplier	Category	Local cost (USD)	Cost in USD
1:	Teachers Skills Program Project	Local	Training	\$3,800	\$3,800
2:	Parents Livelihood Skills Project	Local school teachers	Training	\$5,808	\$5,808

3:	Students School going items	Local	Supplies	\$52,500	\$52,500
Total budget:				\$62,108	\$62,108

Describe the process for selecting these budget items. Do you plan to purchase any items from local vendors? Have you performed a competitive bidding process to select vendors? Do these budget items align with the local culture and technology standards?

The Teachers and Parents Training programs have been put together by Rotarians

The students' items are based on the recommendation of the Teachers and school Principals

Only local vendors would be used with competitive pricing. These vendors are also aware of the nature of this humanitarian project and will provide favorable rates and pricing as part of their corporate social responsibility duties.

Yes, these items aligned with local needs and requirements

How will the beneficiaries maintain these items? If applicable, confirm that spare or replacement parts are readily available and that the beneficiaries possess the skills to operate equipment.

Training programs do not require maintenance

School going Items are sufficient for the whole academic year including provisions for wear and tear. At least 2 pairs of school shoes are provided for each child per academic year and enough sets of uniforms, books and other school supplies are also provided. There is no need for the beneficiaries to get more of the items

Who will own the items purchased with grant funds at the end of the project, including equipment, assets, and materials? Note that items cannot be owned by a Rotary club or Rotarian.

Not applicable

FINANCING

To determine the World Fund match for your global grant, list all sources of funding, specifying contributions from cash, DDF, and other sources. Note that the total financing

must be equal to the total budget of your activity.

#	Funding Method	Organization	Amount (USD)
1:	District Designated Fund (DDF)	3310	\$10,000
2:	Cash from club	Malang Central	\$500
3:	Cash from club	Singapore	\$17,600
4:	Cash from club	Bugis Junction	\$3,000
5:	Cash from club	Kuching Central	\$2,000
6:	District Designated Fund (DDF)	3420	\$800
7:	Cash from club	Osaka Semba	\$3,000
8:	Cash from club	E-Club of 3310	\$1,000

DDF contributions:	\$10,800
Cash contributions:	\$27,100
Other contributions:	0
Endowed/Term gift contributions:	0
World Fund match (maximum):	\$24,350
World Fund match (requested):	\$24,208
Total financing:	\$62,108
Total budget:	\$62,108