

Basic Information

Grant title

Handwashing Education for students - Orestiada

Type of Project

Humanitarian Project

Address community needs and produce sustainable, measurable outcomes

Primary Contacts

Name	Club	District	Sponsor	Role
GEORGE DIMITRIADIS	Orestiada Nea, Hellàs	2475	Club	Host
Litsa Aresti	Nicosia Salamis	2452	Club	International

Committee Members

Host committee

Name	Club	District	Role
Ovanes Kassapian	Orestiada Nea, Hellàs	2475	Secondary Contact
George Antoniadis	Orestiada Nea, Hellàs	2475	Secondary Contact

International committee

Name	Club	District	Role
Anna Hadjimarcou	Nicosia Salamis	2452	Secondary Contact International
Kostas Vasiliou	Nicosia Salamis	2452	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?

History

Being the northernmost part of Greece, bordering Turkey and politically unstable with the refugee crisis and the Fylakio refugee centre, and a rural area, Orestiada is poor in infrastructure and the education system is not well supported, not to mention that Greece is still trying to rise as it comes out from under austerity measures.

Orestiada lies in Rotary District 2475 with many schools, a university and a poor Hygiene education program and old worn out facilities that have not been updated for over 40 years.

The Rotarian George Dimitriadis leading this project was a student in one of those schools and observes that there was little to no hygiene instruction. 20 years later, George, the other Rotarians, and their friends from the community, most of them parents and grandparents, find that nothing has changed. The students still have poor hygiene habits and the little teaching of hygiene and sanitation there, if available, is very poor and not targeted nor leading to any substantial change as you can see from the attached survey results.

Beneficiaries

The proposed project aims to benefit 6391 students from kindergarten to high school from 51 schools in the area of Orestiada and all future students for the next 5 years in addition to the students matriculating at the University on a voluntary basis to ensure a sustainable WASH curriculum and significant impact. The awareness campaign will be the same as the schools on the LED screens of the sanitizer stations and whatever they wish to display around campus. THE GOAL is to improve the hygiene behaviour and education of the students not only through the distribution and instalment of hand sanitizer stations, one or more in ratio with student numbers and building layout, at key positions accessible to all students, able and disabled, but through the improvement or establishment of hygiene classes and workshops into the curriculum. Additionally, and in this pandemic, Covid-19 protocols, which comprise restricting campus to students and staff only at the moment, will be improved through the hand hygiene campaign and the sanitization stations to minimize the impact on the children and all staff. Improved hygiene implies disease prevention and not only for Covid-19 as per the prioritization by the World Bank and UNICEF:

<https://data.worldbank.org/indicator/SH.STA.BASS.ZS?locations=GR&view=map>

<https://data.unicef.org/topic/water-and-sanitation/hygiene/>

<https://data.unicef.org/resources/state-of-the-worlds-hand-hygiene/>

Although the official data states that most Greeks access basic sanitation facilities, the reality in Greece is contradicted by the following study:

<https://pubmed.ncbi.nlm.nih.gov/34246184/>

Medical professionals are not receiving the appropriate training as shown by the Results and the following

Conclusion:

“Conclusion: In our study, medical students scored better in practices questions than nursing students; this did not apply for the knowledge score. The majority of students supported the inclusion of compulsory education on hand hygiene principles in their Departments' curricula, highlighting compulsory education and seminars as the most effective measures to increase compliance with hand hygiene.”

Then it is not surprising that the general population does not practice proper Hygiene in spite of having access to basic facilities. The results of the survey attached and the community-based assessment confirm that students and teachers are not provided with the appropriate training and there is an absence of a proper WASH curriculum at schools.

Objectives

In summary and in order to address the issues identified with the beneficiaries, local community and the authorities through the community-based assessment phase, the objectives are:

1. To identify the resources and secure local and international partnerships and collaboration that addresses the issues identified through the Community Based Assessment with the help of the greater Rotary network.

2. To deliver a sustainable and measurable design, including a training module and age-appropriate curricula, that is scalable.
3. To secure the engagement of the beneficiaries and the wider community to help in the improvement and delivery of hand-hygiene education.
4. To strengthen the system by gaining the engagement of the community and the local government which will bridge a two-way support system independent of further external involvement.
5. To support and leverage the achievements of this project for other initiatives within Orestiada and beyond in Greece.

What is also encouraging and allows for sustainability and scalability by strengthening the system beyond this project is that we have the engagement of:

- Government's Institutions: 1st, 2nd and 3rd Department of Education and the public schools under their jurisdiction
- The University on Orestiada area
- 400 teachers representing all 51 schools and the University
- Unofficially many parents from the community expressing support
- Medical doctors volunteering from a jurisdiction outside of Orestiada area
- Orestiada Mayor's office

The 1st, 2nd and 3rd Department of Education will be ensuring the representation of all the schools so that at least two dedicated staff from each school can become school trainers. To implement further data collection and reporting as per below, we'll be using the same survey accompanying this application so that we can follow the progress and MEASURE the impact. Hopefully, the improvement that the system is making when fully implemented will allow us and the partners to tweak the different parts of the system as we learn what is working and what needs improvement in the process.

The Orestiada Mayor's office, that has dedicated a full ongoing budgetary commitment, will be overseeing the departments of education to secure the implementation of the project, as well as active participation through the storage, distribution and maintenance of the sanitization stations to which they have committed, as per the MOU attached, including the replenishment of sanitizer liquid and replacement of the devices in case of damage or end of life.

Videos and photos will be uploaded in the social media and groups of the Rotary Club of Orestiada in order to leverage the opportunity of spreading awareness while building on the impact and promoting TRF's work and Rotary's profile in the area. This is only part of the REPORTING. There will be quarterly reports from the Mayor's Office to the project Team based on the reports and data analysis from the survey by the Departments of Education. Please check the schedule in the MOU for the expected timeline and type of reporting as the data comes in. If we face delays or learned modifications, we will report that in a timely manner to ensure the engagement of the Rotarians involved, their clubs, the district and TRF as this will be a learning process for all those involved in the community and in Rotary. There will also be quarterly meetings with key representatives from the project team, the Mayor's office and the departments of education to track, modify and implement necessary changes, as well as a final Lessons learned section in the final report. We hope that this project will encourage other teams and clubs in other areas to take similar initiatives as they are badly needed in Greece, especially in areas outside the major metropolitan areas. In fact, the medical team who has volunteered for this project has expressed interest pending the success of this project in building upon their experience in this one to implement a similar initiative in the area of Veria and George has already received further interest from three neighbouring Cities in Greece.

Areas of Focus

Which area of focus will this project support?

Water, sanitation, and hygiene

Measuring Success

Water, sanitation, and hygiene

Which goals will your activity support?

Improving community hygiene knowledge, behaviors, and practices that help prevent the spread of disease; Strengthening the capacity of governments, institutions, and communities to develop, finance, manage, and maintain sustainable water and sanitation services;

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

Measure	Collection Method	Frequency	Beneficiaries
Number of individuals trained	Direct observation	Every month	2500+

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

Yes

Name of Individual or Organization

Org. 1 Mayor's office with purview of 1st , 2nd and 3rd departments of education and Org. 2 medical team

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

Org. 1 Self-explanatory please refer to MOU - logistical and budgetary gov. support - local governing bodies

Org. 2 Medical team Dr. Mprouskelis Nikos, urology and Dr. Dimitriadou Vaitsa, internal medicine, primary physician

Location and Dates

Humanitarian Project

Where will your project take place?

City or town

Orestiada City broader Urdan area

Country

Greece

When will your project take place?

2022-05-10 to 2027-06-30

Province or state

Evros

Participants

Partners (Optional)

List any other partners that will participate in this project.

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

Identification of Resources, establishment of partnerships, securing financial support (national and international) coordination, purchase of equipment, reporting and design in collaboration with international Rotarians and TRF and translation of documents.

The following have been consulted and have provided the commitment and the support needed for execution and sustainability of the project:

- a. Government's Institutions: 1st, 2nd and 3rd Department of Education and the public schools under their jurisdiction: execution and sustainability
- b. Orestiada Mayor's office
- c. Education institutions: 400 participants in the survey including teachers after the approval of the administrators from 51 schools of Orestiada and the University.
- d. Local, national and international Rotarians: Establishing engagement and participation of Rotary at the community level (RC Orestiada member), the district level (DG 2475), the Zone level, the International level (members of Rotary clubs including e-Club Innovation and past TRF officer of RC Sydney and incoming officer of the e-Club, Lina Souki-Schmidt, and other countries), and TRF Ms. Sarah O'Brien, Regional Officer and TRF Ms. Erica Gwynn, Area of Focus Manager for Water, Sanitation, and Hygiene.
- e. Local community support: Many parents of students in the community during the two years of setting up this project.
- f. Wider community support: The medical team consisting of two doctors from the area of Veria and expressions of interest from other areas in Greece.

Identifications of Resources:

- a. Consultation conducted with the above-mentioned organizations and individuals to identify an approach and the community-based assessment tools necessary that are applicable in Orestiada.
- b. Survey conducted involving 400 teachers, which then helped in defining the elements necessary for implementation and design.
- c. Other International bodies: The Red Cross was consulted in Orestiada to see if they had ready WASH programs and experienced trainer to help. Although they were supportive of the idea but they did not have the resources to help. Therefore, the 1st, 2nd and 3rd Department of Education have committed to supporting the schools and their chosen representative teachers to become trainers and to implement data collection and reporting.
- d. To help design the curriculum and the training module, Lina secured the permission of the Minnesota Department of Health, and publicly available studies, surveys and presentations such as, the CDC website, the European Environment and Health Youth Coalition (eehyc) survey to put together a package including curricula, digital and printed materials and the training module for the approval of the medical team and for George to translate all the approved documentation to Greek in order to gain the approval of the Mayor's office and deliver a complete program to the schools and the physicians.
- e. Intellectual property: The Minnesota Department of Health gave permission in writing via email allowing the translation and the adaptation of all their WASH curricula and supporting documentation for this project. The eehyc survey was published with instructions for public use. Still, they were informed in writing that sections of their document were going to be adapted for this project. (Emails attached)
- f. Two medical doctors from Veria were identified and consulted, one of which is George's cousin. The two

medical doctors volunteered and committed to deliver the training to the school trainers as needed and annually for five years.

Finally, the Host club will be following up through quarterly meetings with the Mayor's Office, the Departments of Education and the medical team to monitor the progress during the execution phase. The Host club will also be involved in following up and leveraging this project after its completion to do other projects and to support other clubs in Greece to execute a similar project in their respective areas.

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

International Rotarians assisted in the promotion and fundraising for the project as a primary function. On top of the overwhelming support received from clubs and Rotarians throughout the world there have been a number of major and selfless coordinating partners that have played a pivotal Role in the promotion and fundraising such as Rotarian Jong-Youl Lee (DRFC, District 3630) and Rotarian Larry Slattery (D9570 Grants Chair). Also, International Rotarians PDG Christina Covotsou (RRFC Region 25 Zone 21b), PP Suleyman Girit (ARRFC Region 25 Zone 21b), PP Ahmed Hussein (ARC Region 25 Zone 21b), Michael Rye (Centennial Governor 2004-05 District 1150) and Lina Souki-Schmidt (Foundation Officer 2017-2021 and Director of the Board 2018-2021 Rotary club of Sydney D9675) helped as the key International partners who have also collaborated with lead of the Project team, George Dimitriadis in resource identification, design, planning and application phase of this project. (N.B. Lina collaborated with George in authoring or dictating the documents in this application to train him and deliver the necessary information through the language barrier, so any language complimenting his dedication and the two doctors is not written by him)

The Rotary International partner will also follow up through the reporting by the Host club in assisting with the due diligence and monitoring of the project execution.

As a current member of RC E-club Innovation, a club impressed with George, and Foundation Officer 2022-23, Lina Souki-Schmidt will continue to train Foundation Officer and Secretary of RC Orestiada, George Dimitriadis in the identification of further resources, project design adjustments and implementation, as well as monitoring and reporting to empower this determined, persistent and exemplary Rotarian in his membership and his goals to help his community and as a result, the world community.

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
EUR	0.9	04/04/2022

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 EUR	Cost in USD
1	Supplies	Sanitizer stations incl. customs & VAT	AIYOS Technology Company Ltd. (China)	56926	63251
2	Operations	Instalation (80 devices)	Diathermiki Orestiadass	3006	3340
3	Supplies	disinfection fluid x2	Mpampaxmidis Vasileios	6378	7087
4	Signage	plexiglass with the names donors	Tafanidis Giannis	200	222
5	Signage	Rotary stickers with donors name	Zaxariadis Athanatios	450	500
6	Equipment	Transpotation from port to Orestiada	Ecopack SA	730	811
7	Project management	Miscellaneous VAT / diesel changes	NA as per GG guide	3472	3858
8	Equipment	Port charges	Greek Port authority	1531	1701
Total budget:				72693	80770

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	Cash from Club	Orestiada Nea, Hellàs	410.00	20.50	430.50
2	District Designated Fund (DDF)	9560	1,000.00	0.00	1,000.00
3	Cash from Club	Nicosia Salamis	1,000.00	50.00	1,050.00
4	District Designated Fund (DDF)	2475	4,000.00	0.00	4,000.00
5	District Designated Fund (DDF)	3190	2,000.00	0.00	2,000.00

*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 5,600.00 USD from the World Fund.

5600

Funding Summary

DDF contributions:	7,000.00
Cash contributions:	1,410.00
Financing subtotal (matched contributions + World Fund):	14,010.00
Total funding:	14,010.00
Total budget:	80,770.00

Sustainability

Humanitarian Projects

Project planning

Describe the community needs that your project will address.

According to the attached survey and the resulting Community-Based Assessment Results document attached, the answers are as follows:

- 3 out of the 400 teachers responded that the hand washing stations (taps, adequate facilities) were adequate.
- 378 out of 400 teachers say that the schools do not have safe and adequate sanitation and disinfection facilities.

-Most believe that is because of a lack of funding with 150 out of 400 saying it's not the government's priority and perhaps related to lack of funding.

Therefore, the majority believe they need some kind of hand hygiene stations.

-383 out of 400 believe that the current level of hygiene in schools is minimal; with 358 out of 400 saying that the hygiene curriculum, if it exists, has minimum hours with some hours voluntarily conducted by teachers due to the lack of a hygiene curriculum.

-374 out of 400 believe that the students do not wash their hands, with 376 out of 400 believing that the attitudes and perceptions about hygiene come from minimal knowledge.

-374/400 teachers believe that good hygiene is not important to their students.

Therefore, the teachers believe that their students need hand hygiene education and dedicated hours, in addition to dedicated curricula.

-0/400 of the teachers say they have adequate hygiene training. If it exists, 289/400 believe it's minimum and 98/400 believe it's of low level.

-Only 2/400 teachers responded yes when asked if they integrate hygiene education / practices into their daily classroom activities, with 269/400 responding minimum and 98 saying no. In addition to the lack of adequate facilities and supply materials, the majority replied training was mostly lacking.

Therefore, the teachers believe that training is needed. They need better education on hygiene matters. They need material support in the form of hand hygiene stations, dedicated curricula and associated materials to teach, educate and engage their students. To sustain that, they believe they need the support and commitment of their government and administrations which the design and preparation of this project have proven to now be assured as a result of the discussions and partnerships established throughout the process. Consequently, these are the community needs that will be addressed.

How did your project team identify these needs?

The Rotarian team for this project grew up in Orestiada and studied in the public school system. Given their own experience as students and what they observed as adults, the school system hasn't changed the curriculum from the hygiene education perspective. The team then approached the Mayor's office followed by the Departments of Education (1st, 2nd and 3rd) to ascertain support in order to improve the situation. Due to the willingness of these governing entities to support a project that will achieve that end, they conducted a survey based on the questions given to the Rotarians by the WASH expert at TRF. The results confirmed their suspicions and showed the willingness of the teachers to be involved given the high level of response (400 teachers completed the survey). 0/400 of the teachers said that they have adequate hygiene training with 358 out of 400 saying that the hygiene curriculum, if it exists, has minimum hours and is based on the decisions of individual teachers. Therefore, its implementation has no dedicated hours, is voluntary by teachers who have inadequate training, if any, and no government materials. This is not surprising given that the NIH published a study conducted on nursing and medical students in Greece entitled "Hand hygiene education of Greek medical and nursing students: A cross-sectional study" (attached) whereby the majority of the medical students reported that the relevant education was "only theoretical". "Overall, medical students reported better hand hygiene practices than nursing ones" although nursing students had reported that the hygiene education was "hands on and theoretical". Therefore, it is not a surprise that healthcare professionals did not acquire this basic education at school.

For sustainability purposes and in order to achieve maximum impact with this project it was determined by the direct beneficiaries, the teachers, and the departments of education that, in addition to providing sanitization stations in terms of material support, educating the educators and supporting them would result in ongoing benefits and the strengthening of the system in order to benefit the ultimate beneficiaries, the children, and change generational attitudes towards better hygiene and a healthier community.

From here on, also please refer to the Community Based Assessment Results document which helped the team drill down into the detail of what is needed and lead to the final design of the project. Many of the questions below will have been addressed in it in more detail.

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

The following members of the benefitting community have been consulted and have provided the commitment and the support needed for execution and sustainability of the project:

- a. Government's Institutions: 1st, 2nd and 3rd Department of Education and the public schools under their jurisdiction: execution and sustainability
- b. Orestiada Mayor's office
- c. Education institutions: 400 participants in the survey including teachers after the approval of the administrators from 51 schools of Orestiada and the University.
- d. Local, national and international Rotarians: Establishing engagement and participation of Rotary at the community level (RC Orestiada member), the district level (DG 2475), the Zone level, the International level (members of Rotary clubs including e-Club Innovation and past TRF officer of RC Sidney and incoming officer of the e-Club, Lina Souki-Schmidt, as well as other countries), and TRF Sarah O'Brien, Regional Officer and TRF Erica Gwynn, Area of Focus Manager for Water, Sanitation, and Hygiene.
- e. Local community support: Many parents of students in the community during the two years of designing this project.
- f. Wider community support: The medical team consisting of two doctors from the area of Veria and expressions of interest from other areas in Greece.

This phase has already led to strengthening and establishing engagement of system and government bodies, as

well as community and non-governmental organizations.

In order to identify the available resources:

- a. Consultation conducted with the above-mentioned organizations and individuals to identify an approach and the community-based assessment tools necessary that are applicable in Orestiada.
- b. Survey conducted involving 400 teachers, which then helped in defining the elements necessary for implementation and design.
- c. Other International bodies in the community: The Red Cross was consulted in Orestiada to see if they had ready WASH programs and experienced trainer to help. Although they were supportive of the idea but they did not have the resources to help. Therefore, the 1st, 2nd and 3rd Department of Education have committed to supporting the schools and their chosen representative teachers to become trainers and to implement data collection and reporting.
- d. Two medical doctors from Veria were identified and consulted, one of which is George's cousin. The two medical doctors volunteered and committed to deliver the training to the school trainers as needed and annually for five years.

In summary, after the initial idea and first proposal of the project did not meet the criteria of a sustainable WASH initiative, the survey that was designed according to the questions specified by WASH expert at TRF Ms. Erica Gwynn was distributed, analysed and reported on by the Departments of Education (attached) helped engage the benefitting community at all levels, especially the teachers dealing with this issue day in day out on the ground. This led to a direct conversation with the governing bodies mentioned above and all supporting individuals within the community of Orestiada and even Veria to come up with a design, with substantial support from the international Rotary network, that will work in detail and on a practical level for the beneficiaries. Without the above engagement of the local community, local government, the beneficiaries, the two physicians and the persistence and determination of the lead on this project, it would not have been possible to get this far.

How were community members involved in planning the project?

As per the above, the many consultations over the past two years and the recent survey of the teachers at the 51 schools and the university which was designed as a conversation piece whereby the teachers got to express their impressions in a survey format and identify the gaps in the system and at their schools, led to effectively them suggesting what was needed for them to get the job done and to receive the support. The involvement of the Departments of Education 1,2 and 3 as the representative government bodies of the teachers and students in the discussions and their final approval of the Training Module and the curricula that were adapted and translated for their perusal, along with the accompanying materials assured the team and the doctors from Veria, who volunteered 5 years of commitment and expertise to this project, that the community members' requirements and suggestions for the project plan were included and addressed. The beneficiaries will also be involved in tweaking the training through feedback during training sessions and the quarterly surveys that will be conducted as per the project plan. The beneficiaries, with the leadership of the school trainers who have been certified by the doctors, will also have to implement the system and plan projects within their respective schools and for their wider community if they wish. Therefore, the further indirect beneficiaries of this project will be the wider community, especially the parents and the rest of their respective families as they witness and learn from their children receiving the WASH education.

Project implementation

Summarize each step of your project's implementation.

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

#	Activity	Duration
1	Project prep: Consultations - please refer to section 1 of project design detail pdf attached	2 years
2	Project prep: Identification of resources - please refer to section 2 of project design detail pdf attached	5 months
3	Project prep: Community based assessment - please refer to section 3 of project design detail pdf attached	5 months
4	Project prep: Research, selection, permissions, adaptation of curricula and training module, translation, consultations	6 months
5	Project exe: Ref Project Design section of project design pdf a-f in group training of school trainers by medical team	5 years
6	Project exe: Ref Project Design section of project design pdf g, Schools trainers train pedagogical team at their respective schools and plan activities for 5 years and then continue independently post project	5 years
7	Project exe: Ref Project Design section of project design pdf h, Teachers deliver age-appropriate curricula to students, plan activities, monitor and measure impact to inform the responses in the quarterly survey	5 years
8	Project exe: Ref Project Design section of project design pdf i, Teachers respond to the same survey as the community based assessment every quarter during the school year	5 years
9	Project exe: Ref section 5a-b of project design pdf - Purchase by Rotary team of equipment and materials for installation of sanitization stations incl. port processing and payments, transportation to storage facilities secured by Mayor's office	4 months
10	Project exe: Ref section 5b-c of project design pdf - Coordination for transport and installation of sanitization stations in schools in collaboration with Mayor's office incl. Rotary signage	2 months
11	Project exe: Ref section 6a-b and 7 of project design pdf - Quarterly data collection, analysis and reporting - by medical team to RC Host team and deps. of education - survey results from teachers to deps. of education - reports and meetings from deps. of education to RC host	5 years
12	Project exe: Ref section 6c of project design pdf - Annual reporting with comparative analysis by RC host in collaboration with Intern. RC Partner and Rotarian in support to TRF	5 years

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

No

Please explain. Are local initiatives not addressing these needs? Or, if they are, why did you decide not to work with them?

As you can see from the above, even the Red Cross did not have the resources nor the willingness to implement their WASH program, otherwise established in different parts of the world. This is a reflection of the lack or minimal availability of related initiatives. Given the lack of prioritization of WASH initiatives in the education system, it is then not surprising.

Finally, and as mentioned above, the lack and loss of knowledgeable individuals during the Greek crisis, in addition to the resulting rise in prices leading to the unavailability of high-quality equipment did not help in this instance. For example, the project team had to go to a supplier in China for better prices and higher quality for that reason and the occasional encounter of inflated prices by local suppliers when an organization like Rotary is involved. Still for the sanitizer liquid and all else, the project team was able to negotiate and engage local suppliers and trades who dealt fairly and reasonably.

Qualification of previous answer:

Although the answer above is NO, the suggestions of community outreach projects and ideas in the training module are meant to engage the teachers and the students by giving them the room to create initiatives and roll them out. Additionally, there will be further engagement with the departments of education, whereby competitions within or between the schools and/or awards will be introduced. This will hopefully reflect cultural impact if some of the schools and the local government implement community projects such as campaigns, competitions and awards.

Videos and photos will be uploaded in the social media and groups of Orestiada club in order to leverage the opportunity of spreading awareness and to build on the impact as well as to promote TRF's work and Rotary's profile in the area. We envision that this project will encourage other teams and clubs in other areas to take similar initiatives as they are badly needed in Greece, especially in areas outside the major metropolitan areas. In fact, George has already received expressions of interest from three neighboring cities in Greece which hoping to implement this project, or something very close to it, in their respective areas.

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

In order to ensure SUSTAINABILITY, there will be train the trainer online sessions by a medical team of two doctors for selected teachers, at least two from each school and the University. The selected group of teachers will be referred to as school trainers who will become responsible for the implementation of a system that works for their respective schools including the introduction of the new hygiene units into the school curriculum. The training module and the curricula attached are also designed to ENGAGE the school trainers, the teachers and the students they will train through project ideas and activities giving them the opportunity to design their own projects, experiments, campaigns etc. allowing for empowerment and vested interactive initiatives that allow for a wider SCOPE that may embrace the wider community and even government. Furthermore, the process of designing and negotiating this project has led to, and will further lead to, the strengthening of government departments and more collaboration between them, which had weakened during the Greek crisis due to the lack of funding, support and training of staff, as well as the consequential loss of key knowledgeable individuals and breakdown of continuity. The requirement of a minimum of two teachers from each school to attend the training session will secure such CONTINUITY and restore some of that loss, thereby STRENGTHENING the system and giving educators new opportunities for growth. Finally, due to the supplementation of sanitizer stations to make up for the lack of adequate facilities, as expressed by the teachers in the survey, the local government is able to commit to ongoing maintenance, replenishment and replacement of the sanitizer stations which double up, through the LED screens, as a medium for education and awareness. The local government will also gain trust and further engagement and support from the community due to the exposure it gets in the community due to this Rotarian project, thus further strengthening of the system.

There will also be further engagement with the departments of education, whereby competitions within or between the schools and/or awards will be introduced. These will be later decided by the Mayor's office with or without the support of the Rotary clubs.

Consequently, this project allows for SCALABILITY, not only through a flexible scope, teacher and student empowerment, government commitment and support and community engagement, but also as a pilot project.

The doctors volunteering to train the school trainers are from a different area of Greece and have a vested interest in the success of this project, upon which they are basing a rollout and design of a similar initiative in their area of Greece, Veria. Due to expressions of interest from other areas resulting from the process of setting up this project, we envision the engagement of even more areas of Greece if we are successful. We are willing to support other respective Rotary clubs to that end.

Please refer to the Community Based Assessment Results documents, the Global Grant Training Plan document and the MOUs for further detail.

How were these needs identified?

Based on the current school curriculum we see that hygiene education was never a priority. This project will shed the light on the importance of hand hygiene and track behavioral impact by virtue of its design which includes an element of MEASURABILITY that takes into account the laws that govern student rights and student privacy via a repeat of the survey on a quarterly basis.

As per the answers to your questions above, the consultations within the community, the studies and experiences referred to in the Project Description and the Community Based Assessment Results document attached and according to the survey results that confirm and detail those needs, they are as follows:

- 3 out of the 400 teachers responded that the hand washing stations (taps, adequate facilities) were adequate.
- 378 out of 400 teachers say that the schools do not have safe and adequate sanitation and disinfection facilities.

-Most believe that is because of a lack of funding with 150 out of 400 saying it's not the government's priority and perhaps related to lack of funding.
Therefore, the majority believe they need some kind of hand hygiene stations.

-383 out of 400 believe that the current level of hygiene in schools is minimal; with 358 out of 400 saying that the hygiene curriculum, if it exists, has minimum hours with some hours voluntarily conducted by teachers due to the lack of a hygiene curriculum.

-374 out of 400 believe that the students do not wash their hands, with 376 out of 400 believing that the attitudes and perceptions about hygiene come from minimal knowledge.

-374/400 teachers believe that good hygiene is not important to their students.
Therefore, the teachers believe that their students need hand hygiene education and dedicated hours, in addition to dedicated curricula.

-0/400 of the teachers say they have adequate hygiene training. If it exists, 289/400 believe it's minimum and 98/400 believe it's of low level.

-Only 2/400 teachers responded yes when asked if they integrate hygiene education / practices into their daily classroom activities, with 269/400 responding minimum and 98 saying no. In addition to the lack of adequate facilities and supply materials, the majority replied training was mostly lacking.

Therefore, the teachers believe that training is needed. They need better education on hygiene matters. They need material support in the form of hand hygiene stations, dedicated curricula and associated materials to teach, educate and engage their students. To sustain that, they believe they need the support and commitment of their government and administrations which the design and preparation of this project have proven to now be assured as a result of the discussions and partnerships established throughout the process. Consequently, these are the community needs that will be addressed.

Please refer to the Community Based Assessment Results documents, the Global Grant Training Plan document and the MOUs for further detail.

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

No monetary incentive is involved. As mentioned above, the training module and the curricula attached are also designed to ENGAGE the school trainers, the teachers and the students they will train through project ideas and activities giving them the opportunity to design their own projects, experiments, campaigns etc. allowing for empowerment and vested interactive initiatives that allow for a wider SCOPE that may embrace the wider community and even government. There will also be further engagement with the departments of education, whereby competitions within or between the schools and/or awards will be introduced. These will be later decided by the Mayor's office with or without the support of the Rotary clubs.

Consequently, this project allows for SCALABILITY, not only through a flexible scope, teacher and student empowerment, government commitment and support and community engagement, but also as a pilot project. The doctors volunteering to train the school trainers are from a different area of Greece and have a vested interest in the success of this project, upon which they are basing a rollout and design of a similar initiative in their area of Greece, Veria. Due to expressions of interest from other areas resulting from the process of setting up this project, we envision the engagement of even more areas of Greece if we are successful. We are willing to support other respective Rotary clubs to that end.

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

In addition to the Objectives section of the Project Overview above, the Mayor's office, with the support of the departments of education, has committed in principle and through their budget to support, practically and logistically, the new WASH curricula after this project ends. Since the doctors will deliver training and reporting for the next five years throughout this project, the system will be bolstered with a group of school trainers at each school and of trained teachers, as well as trained students which will render them autonomous in their ability to continue delivering hand hygiene education at the end of this project. We are hoping to be able to show and measure a behavioural shift in hand hygiene which will hopefully be reflected in cultural impact if some of the schools and the local government implement community projects such as campaigns, competitions and awards are implemented.

The Mayor's office has committed to:

- a. Storage space for the storage of the sanitizing stations post purchased by the project team giving access to the supplier and the installers for the distribution and installation of the sanitizing station on the schools and the university.
- b. An ongoing budget and logistical support to refill the stations with sanitizing fluid, as well as maintain and replace the stations as needed.

In addition to the sanitizing stations doubling up as a medium for campaigns and education through the LED screens, we expect them to be used in other campaigns and information delivery, such as bullying, mental health, gender equality, identity etc. after this project ends, another element of scalability and sustainability.

The project team and their supporters envision similar future projects in other areas of Greece and further leveraging of the strides made in Orestiada as an opportunity to address other issues within the community, such as environmental initiatives and their possible introduction into schools. Impacting and engaging the youth will lead to a better future for the community.

Budget

Will you purchase budget items from local vendors?

Yes

Explain the process you used to select vendors.

Checked the local market, chose the best offer and better quality. This includes only the refilling of the devices.

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.

All the equipment purchased will be managed & serviced by Mayors office. Due to the Covid-19 pandemic they now are experienced in handling & maintenance of equipment or materials. The Mayor's office has committed a budget - replenishment, replacement, maintenance and support post project. Please refer to MOU

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

Extended warranty has been introduced to cover the equipment maintenance - average duration 2 years and replacement parts have been guaranteed. Please refer to above schools will inform the departments of education if any of the regular maintenance is missed or if extraordinary event occurs

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.

LED panels with touchless hand sanitizer stations including WIFI for remote set up with led light warning when the disinfectant liquid is low. No similar project exists in the area or the country. The project will lead to the upgrade of our schools hand hygiene facilities and information campaigns media while teaching new technology to our students.

6391 students from 51 schools and one University will be educated and protected at the same time, not to mention the impact on and the engagement of the wider community within and outside of Orestiada.

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.

The equipment will be owned by schools and University.

Funding

Does your project involve microcredit activities?

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

Yes

Please describe this funding source.

The Mayor's office - please refer to MOU

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

No but the improvement of hand hygiene will lead to better health and savings for the health system which will not be measured in this project.

Supporting Documents

- Cooperating_Organization_Memorandum_of_Understanding_en_GG2120466_(2).pdf
- EEHYC_WASH_in_Schools_survey_report.pdf
- Permission_-_Minnesota_Dept_of_Health.pdf
- Permission_email_attachment_-_Minnesota_Dep_of_Health_WASH_materials_enquiry.pdf
- Permission_enquiry_-_eehyc_-_No_response_since_published_for_public_use.pdf
- Project_Design_Detail_-_GG2120466.pdf
- Training_Module_-_Handwashing__Health_and_Hygiene_English.pdf
- curriculumadult.pdf
- curriculumsos.pdf
- curriculumyoung.pdf
- cycpgeneng.pdf
- dontforgetc.pdf
- global_grant_training_plan_en_(6).pdf
- global_grants_community_assessment_results_en_(7).pdf
- survey_results_(dimitriadis_-_rotary).xlsx

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
GEORGE DIMITRIADIS	Orestiada Nea	2475	
Litsa Aresti	Nicosia Salamis	2452	

District Rotary Foundation chair authorization

Name	Club	District	Status
Michel Jazzar	Kesrouan	2452	
Kosmas Choutouriadis	Athinai Goudi	2475	

DDF authorization

Name	Club	District	Status
Martti Kankkunen	Discovery Coast	9560	Authorized on 31/08/2021
Lawrence Slattery	Mackay North	9560	Authorized on 31/08/2021
Kosmas Choutouriadis	Athinai Goudi	2475	
Ioannis Katsogiannis	Athinai	2475	
Sridhar B R	Bangalore South	3190	
Jeetendra Aneja	Bangalore Junction	3190	

Legal agreement

Name	Club	District	Status
Kostas Vasiliou	Nicosia Salamis	2452	
George Antoniadis	Orestiada Nea	2475	