As Caring for Cambodia (CFC) enters its 13th year of existence, the College of Education here at Lehigh is celebrating 6 years of our partnership with this extraordinary organization. We are moving forward with a number of initiatives that are designed to assist in financial support of CFC. As part of that effort, Lehigh and the College have collaborated with Bill and Jamie Amelio to provide the funding for a Research Scientist who is developing interdisciplinary grants to support various CFC efforts. We welcome Whitney Szmodis to the Lehigh and CFC family.

In addition, the Amelios have agreed to speak at a joint CFC/Lehigh event in New York City in the spring to spread the word about all of the projects and programs that are detailed in this issue of our Partnership Newsletter.

We are grateful for continued support from the Asian Studies program at Lehigh. Every year, the program contributes financial support for the printing cost of our partnership newsletter. The program has also contributed financial support to various events related to the Cambodia project on Lehigh’s campus.
Message from Dr. Sothy Eng

The Caring for Cambodia-Lehigh University (CFC-LU) partnership is an endeavor in global connection and educational advancement. The scope of its impact extends beyond the local effects for CFC staff and students to the whole of Cambodia; reaching back to Lehigh as the partnership impacts scholarship and practice for students and faculty at the university. This partnership is resulting in the improvement of education at CFC and potentially throughout Cambodia as the Ministry of Education looks to CFC as model schools. Through the CFC-LU partnership, we use evidence-based theories and principles to guide our research, with mutually beneficial outcomes for both Lehigh and CFC.

This year marks the 6th year of the CFC-LU partnership. Housed in the Comparative and International Education (CIE) program and funded by Jamie and Bill Amelio ’79, the partnership offers a unique opportunity for students and faculty at Lehigh to work as partners with Caring for Cambodia (CFC), while providing evaluations, needs assessments, and empirical studies. Students taking the CFC-LU course during the fall or spring semester have the opportunity to take a funded research trip to CFC schools in Siem Reap province. During these trips, students not only collect data and implement programming related to their coursework, but also gain a better understanding of the context of life for the students, parents, teachers, and staff at CFC schools. I want to take this opportunity to highlight some of the partnership accomplishments during the past 5 years and how the partnership enriches the Global Lehigh initiative, as well as compliment the larger Theory to Practice vision at Lehigh.

To date, approximately 150 students, both graduate and undergraduate, have traveled to Cambodia for research, program development, or internship activities. Coursework is designed to help students understand Comparative and International Education theories and apply their newfound knowledge in a real-world setting through a constructive and bidirectional partnership that helps promote teaching and learning for both students at Lehigh and members of the CFC community. In Cambodia, Lehigh faculty and students have met, networked, and discussed their projects with Ministry of Education’s officials, as well as project managers of the World Bank, Asian Development Bank, UNICEF, World Education, USAID, and World Food Program.

We have produced 30 complete research papers and eight grant proposals written by groups of students in various programs in COE including Comparative and International Education; Teaching, Learning, and Technology; Educational Leadership; and Counseling Psychology. The majority of research papers have been, or are soon to be, presented in national and international conferences such as the Comparative and International Education Society, National Council on Family Relations, and American Evaluation Association. Students have published in academic magazines, peer reviewed journals, book chapters, encyclopedia articles, and media outlets such as The Huffington Post and The Cambodia Daily, all based on their involvement with the CFC-LU partnership.

As an entity of the college, we make every effort to ensure Lehigh students have an experience that puts into practice the theories they learn in the classroom. The practical application of these theories is thoughtfully explored in the classroom in terms of responsible educational development and real-world issues to take into account when working in marginalized communities. CIE’s external review report commended the partnership, noting that “CIE students expressed marked enthusiasm.” The report also quoted students’ comments: “a lot of theory-to-practice at Lehigh” and students suggested “the need for even more practice/practical applications, as well as more internships and collaborative projects abroad.”

Beyond COE, the CFC-LU partnership has extended its network with various programs with faculty in other colleges and departments at Lehigh, such as Computer Science and Business (CSB), Sustainable Development, Global Citizenship, Asian Studies, and Study Abroad program. The partnership also sparked the creation of a CFC Club on the LU campus run by undergraduate students to raise funds supporting programs developed by Lehigh students such as the CSB’s project on School Information Management.

The opportunities for faculty and student participation in the CFC-Lehigh partnership are abundant and provide unique opportunities for students and faculty to connect with real global issues and strengthen Lehigh University’s international and global presence.

We look forward to many more years of partnership with CFC. Our appreciation goes out to Jamie and Bill Amelio for their support in this partnership and to Dean Gary Sasso for his stewardship as we navigate the theory-to-practice model intrinsic to a Lehigh education. We would also like to thank the faculty and students that have made this partnership successful. Through these collaborations, in partnership with CFC staff on the ground, we have helped to bring awareness to educational issues in Cambodia and foster international reciprocity in research, teaching and learning.
**CFC Classrooms and Learning**

Whitney Szmodis spent part of the summer at CFC schools working with staff and teachers to explore ways to incorporate STEM education into the classrooms and programs that CFC offers. Whitney, along with leaders of the extracurricular programs, ran a course teaching engineering through project-based learning. Whitney will continue to work with staff on the ground to explore further integration of STEM and project-based learning into CFC classrooms.

She also conducted an after-school program teaching engineering in a project-based learning environment. Sinat Kol, the mentor teacher for the English program, co-taught the 5-day unit with Whitney to explore how a project-based learning approach could be implemented into the ESL classroom to help students increase their English Language comprehension through hands-on learning.

**ESL Program Pilot**

Whitney Szmodis implemented the first full pilot for the new ESL program. After working with CFC’s mentor teacher (Sinat) for the ESL program for several years, they developed a program that incorporates best practices in teaching and learning for English Language Learners in Grades 1 and 2. The curriculum incorporates centers, project-based learning, and student-driven learning opportunities for students. By working with two of the English teachers, Sinat and Whitney led professional development sessions and formative assessments for the teachers during pilot implementation. The feedback from teachers, students, parents, and principals was overwhelmingly positive. By the end of the program implementation, more students were coming to class and teachers were enthusiastic about the changes made to the program. In addition, the two teachers continue to incorporate the teaching and learning strategies from the pilot program in their current classes.

**Gender Equity**

Savannah Boylan, International Relations major, presents her gender equity project at the Annual Undergraduate Research Symposium. Part of her class project with Dr. Mark Orrs in sustainable development and solutions, Savannah created brochures with information and tips to help girls at Caring for Cambodia schools and a gender equity website for CFC that can be found at [http://cfcgenderequity.weebly.com/](http://cfcgenderequity.weebly.com/). The translation of the brochures is underway. The materials will be placed in all CFC libraries.
A Lehigh University team, led by Prof. Ron Crane of Computer Science and Business program in collaboration with College of Education’s Comparative and International Education program, met to talk about the progress of their database project for Caring for Cambodia schools. In the past two years, the team has developed an academic and health database system with CFC student, teacher and staff information. Currently, they are developing a donation app that would create an easy-to-donate process via mobile browsers in any smartphone. Other projects are also on the way, such as systems to record students eating meals at the schools and using the libraries, in addition to tracking those who have graduated. These database projects will allow for an in-depth data analysis of students' performance and programs being implemented.

Lehigh graduate students present findings of Student Council Program evaluation at the Comparative and International Education Society (CIES) annual conference in DC in March 2015. From L. to R., Lauren Phillips, Lauren Jacobson, Minh Pham, and Lori Dougherty.

Presentations

Lehigh Sesquicentennial Block Party
Academic Discovery Showcase

Ellen Liebenow, Asmita Pendse and Kelly Grace presented a poster at Lehigh’s 150th Celebration on Including Boys in Gender Equity. This presentation stems from the results of the Fall 2014 Gender Equity Evaluation.

Evaluation 2015
Chicago, IL

Kelly Grace, Ellen Liebenow, Asmita Pendse will present the poster Including Boys in Gender Equity at the American Evaluation Association Conference, Evaluation 2015 on November 11, 2015 in Chicago. This presentation highlights the results of the Fall 2014 Gender Equity Evaluation.
This year Dr. Eng became a contributing member to the Huffington Post. The initial article featured the CFC-Lehigh University partnership and addressed including boys in gender equity. The article, authored by Dr. Sothy Eng and Kelly Grace, highlighted a missed opportunity on First Lady Michelle Obama’s visit to Bakong High School to include boys in the discussion on achieving gender equity with her Let Girls Learn initiative. Obama met with several girls to speak with them about overcoming barriers in girls’ education. As the article asserts, simply insisting that girls work to overcome those barriers will not make gender equity a reality. Boys must also be part of the solution.

Other media articles included (clockwise) an article co-authored by Whitney Szmodis about the importance of early childhood education. Dr. Eng wrote an article addressing the Cambodian genocide. Dr. Eng and Kelly Grace wrote two other articles addressing gender equity in Cambodia. One published in the Huffington Post addresses girls dropping out of school and another published in the Cambodian national newspaper “The Cambodia Daily” addresses gender equity in curriculum in schools. Additional articles are featured on the Huffington Post co-authored by Dr. Eng and Chelsea Cooper, David Fine and Christina Sullivan. http://www.huffingtonpost.com/sothy-eng/
In June, the National Council on Family Relations (NCFR), a US based professional association, published an article by CIE and TLT students on CFC’s preschool program. The authors included Anu Sachdev, Whitney Szmodis and Dr. Sothy Eng.

UNESCO’s study (2015) in seven countries in the Asia Pacific region emphasizes the important role of teacher training and equipment to conduct science experiments in enhancing students’ learning achievement in math and science, especially among girls. The role of Caring for Cambodia in supporting the initiative was cited in the study.

In January Bill and Jamie Amelio came to Lehigh to discuss future endeavors of the CFC-Lehigh Partnership. It was an opportunity to bring more awareness to Lehigh regarding the ways that the university and CFC work together to increase opportunities for children in Cambodia. Bill and Jamie also delivered a campus-wide presentation on “Leadership and Global Impact: Lessons from Lehigh to Cambodia”.

This summer James Harding, a recent graduate of CIE, became a United Nations youth representative for Caring for Cambodia. James travels to the U.N. to represent the voice of CFC several times per semester. Left to right: Marybeth Shay, CFC UN rep, Lauren Jacobson, CIE graduate, James Harding, and Dr. Sothy Eng.

A special thank you to Harry Morra, the first Graduate Assistant for the CFC-LIU partnership, for his efforts in 2011 to make this possible. Harry worked diligently to ensure CFC became an affiliated NGO with the UN/Department of Public Information (DPI). This partnership allows CFC to gain access to the network of 1,300 other NGOs worldwide and to disseminate information during UN briefing events.
**Student Council Program Evaluation** by Lori Dougherty, Lauren Jacobson, Minh Pham and Lauren Phillips

**Purpose:** This evaluation investigates the efficiency, functionality, and success of SCP at nine CFC schools for the first time. This evaluation will provide comparative social science research for non-CFC Cambodian schools in their efforts to better their student council programs. Moreover, this evaluation provides information about SCP practices of the CFC schools for other education systems to learn.

**Methods:** This research combines both qualitative and quantitative approaches. The qualitative portion consists of focus groups and individual interviews, which include students and CFC staff. In total, 68 students (25 boys and 43 girls) participated in the focus group interviews (58 student council members and 10 non-members). Breaking down by grade levels, 41 students are in primary level, 13 junior high school level, and 14 senior high school level. Their ages range from 10 to 24 years old. Other interview participants include three teachers and three CFC staff. For the quantitative portion, only students took the survey, with a total of 253 students (33% non-members and 67% members). Their ages range from 7 to 21 years old (Mean=13.31), in grades 4-12. Students were purposefully selected to ensure that students from all grade levels and from the eight sub-committees of the SCP were represented. Measures used in this study include students’ general demographic information, academic performance, college aspirations, and Three Goodness measures. The Three Goodness measures include “good child” with ten items (alpha=.92), “good friend” with six items (alpha=.84), and “good student” with eight items (alpha=.86). A combination of these three goodness measures together yields an alpha of .89.

**Results:** Members believe that the SCP gives them opportunities to develop leadership, enhance their confidence, and foster marketable skills. However, SCP members seem to be more focused on the services they can provide to the school, their classmates, and the community. Student council members generally have more characteristics of a good child, good student, and good friend than non-members, but there was little statistical difference. However, there is statistical significance to support the relationship between SCP participation and its enhancement of good child qualities for students. There is a positive link between SCP participation and Three Goodness among female students. Members also show a more positive attitude towards gender equality in future career opportunities (Figure 1). Furthermore, SCP members have more aspiration to go to college than non-student council members.

**Conclusions:** The Student Council Program at CFC schools has proven to have positive impacts. Students are highly motivated to participate in SCP activities and the community-minded activities give them the opportunity to affect change. The program positively influences female students, and student council members of both sexes display more equitable views on gender.

The results from this study have been used for two media op-ed articles: one was published in the Huffington Post and the other in the Cambodia Daily.
Gender Equity Evaluation by Kelly Grace, Ellen Liebenow, Linh Luu, and Asmita Pendse

**Purpose:** This evaluation provides a baseline understanding of teachers' and students' attitudes and beliefs regarding gender equity. In an attempt to create a more gender responsive school, it also explored teacher and student understanding of gender responsiveness and gender responsive pedagogy at CFC. CFC recently implemented a Female Advisor Program to support girls in their educational endeavors. The perceived impacts of this program were also investigated.

**Method:** This study combines both qualitative and quantitative approaches. Simple random and purposeful sampling techniques were used for quantitative and qualitative approaches respectively. The sample was collected from three CFC schools in Siem Reap province including Amelio Primary School, Bakong High School, and Aranh Middle School and High School. Participants for this study included students, teachers, and female advisers from the three schools. Seven focus groups were held with students from primary (N = 7), middle school (N = 6), and high schools (N = 8), totaling 21 students (male = 7, female = 14). Five teacher groups, including one mentor teacher group were conducted, totaling 28 teachers. Separate interviews were conducted with two female advisers from Aranh and Bakong. Additionally, we conducted an individual interview with CFC’s mentor teacher leader in order to collect more information about the Female Adviser program and mentor teacher program. Finally, classroom observations for Grades 6, 9, 11, and 12 were conducted to gather information about in-class behavior and practices related to gender equity. For the quantitative portion of this study, primarily teachers and students were randomly recruited as participants. The final sample included 251 students (67% female) from grades 5 to 12 in 3 CFC schools, Amelio, Bakong and Aranh, and 61 teachers (61% female).

**Results:** This evaluation indicated that teachers and students held limited views of what gender equity and gender responsive pedagogy are. Despite this students reported gender equitable treatment by teachers and both teachers and students valued the role of the Female Advisors. Young female teachers showed less conservative views about gender, though teachers maintain conservative views about Chbab-Srei, Cambodian rules for girls, in the curriculum. Students, however, showed changing views towards Chhab-Srei and more boys opposing its inclusion in the classroom. Classroom practices indicated that teachers exhibited gender responsive teaching practices; it also revealed an opportunity to increase interactions between boys and girls.

**Conclusion:** This baseline provided an understanding of gender equity in CFC schools. The evaluation highlights many ways in which CFC is successfully integrating gender equity into schools and opportunities to increase gender responsiveness and pedagogy. Inclusion of boys in CFC’s Gender Equity program is one important step that was recently taken to increase and improve girls’ education.

This study has been accepted for presentation at the 2015 annual conference of American Evaluation Association in Chicago.
**Alumni Student Tracking Project** by Viktoria Brezheniuk, Kelly Grace, Andrea Plakmeyer, Joe Brereton

**Purpose:** Caring for Cambodia seeks to increase post-secondary attendance in Cambodia in order to break the cycle of poverty that ensnares many students. In order to fully understand the impact of education at CFC schools it is necessary to document the paths that students take after graduation. This research provides information on student status and accomplishments after graduation to better understand ways that schools can serve the needs of Cambodian students. Without this information, long-term student needs and achievements cannot be fully understood. School resources such as sports, gardens, and club facilities were examined. In addition, student status, goals before and after graduation, and family background, beliefs and attitudes on various educational and occupational opportunities created a holistic understanding of students and their needs and accomplishments. At the intersection of school resources and student status was an opportunity to fully understand the impact of educational resources on student achievement.

**Method:** The quantitative portion of the study was conducted by administering student surveys in March and April 2015. These surveys aimed to track the current status of Cambodian high school students who had already graduated. The surveys were created by Lehigh University students in consultation with CFC members and were then translated into Khmer. The surveys were handed out to the graduated students with the assistance of school administration and CFC members in Cambodia. The survey produced a sample size of 107 respondents who had graduated from Bakong High School between the years 2012-2014.

The qualitative portion of the study consisted of interviews conducted in Siem Reap, Cambodia in March, 2015. Lehigh University students conducted a series of interviews with CFC staff, school administration, current high school students, and students who had dropped out of school. All interviews were semi-structured with open-ended questions and an outline prepared in advance.

**Results:** Results indicates that almost all students reported plans to attend post-secondary education to pursue their career goals and students reported an interest in a variety of occupations and fields. Students reported an overall positive view of the value of education and held strong beliefs about the power of their own diligence in achieving their educational and career goals. While school resources were occasionally cited as important to students’ educational experience, students more frequently referred to people in their personal and academic lives as keys to their success.

Regarding their pursuit of academic and career goals, students cited both academic and financial barriers and many students were concerned with the ability to pay for post-secondary education and indicated that they would need to work either before attending post-secondary institutions or concurrently.

**Conclusion:** The results of this study hold important implications for students in CFC schools and in schools around Cambodia. Students expressed important positive beliefs of the power of education and the importance of education in their own life pursuits and cited the importance of the people in their lives for achieving their academic and career goals.

Percentage of university prep program utilization by post-graduation status. It showed that those who used the prep program are more likely to be in university and vocational training school. Sixty percent of students who were in university reported using the university preparation program, as did 87.5 percent of students in teacher or vocational training programs. $\chi^2(3)=8.43, p<.05$. 

CFC-Lehigh University Partnership Annual Newsletter 2014-2015
Wouldn’t it be cool if I could somehow build upon what I was exposed to in Cambodia?

It was this thinking that led me to consider a study abroad program in Cambodia’s neighboring country, Vietnam. In my travels, I began noticing the difference in the way countries choose to present the same historical incident. Seeing different representations and explanations of impactful events like the Vietnam War, the Civil War, and even the Cambodian Genocide has helped me combine my academic interests in such an exciting way, and I cannot wait to see what I find with further research.

— Maggie Norsworthy, Political Science and Anthropology

Each year the Global Citizenship program works with one professor at Lehigh to give students an experience in a country related to the professor’s area of research. Dr. Eng, along with Whitney Szmodis and Assistant Director of Global Citizenship David Fine, took 23 sophomore students on a trip to Cambodia to better understand the past, present, and future of Cambodia to instill the students with critical thinking and cultural awareness. The students spent some time at CFC schools, working with various projects including service learning, classroom observations, and learning Life Skills from CFC students. The students also visited the US Embassy with a briefing provided by two embassy officers.

In Summer 2015, four students were selected to participate in the 8-week Iacocca International Summer Internship at Caring for Cambodia schools in Siem Reap, Cambodia. Dr. Eng led the internship. Among the four students, two were COE students: one in Educational Leadership and the other in Comparative and International Education. The other two students were undergraduates, one in Industrial and Systems Engineering and the other a Behavioral Neuroscience major. The students assisted CFC with four different projects: gender equity, educational database training to teachers and staff, fund raising activities, and the English Language program. The students worked with CFC teachers and staff from May to July 2015.

Lehigh University’s partnership with Caring for Cambodia has provided more than a foundation for experiences like this one: it has created a network of scholars, activists, and teachers around the world with whom Lehigh undergraduates can collaborate, talk, and learn. GC students’ trip to Cambodia and their collaboration with CFC will continue, no doubt, to affect other undergraduate students at Lehigh, for Cambodia challenges us all to reconsider our place within a larger sphere of human interconnection.

David J. Fine, Assistant Director, Global Citizenship

“Wouldn’t it be cool if I could somehow build upon what I was exposed to in Cambodia?” It was this thinking that led me to consider a study abroad program in Cambodia’s neighboring country, Vietnam. In my travels, I began noticing the difference in the way countries choose to present the same historical incident. Seeing different representations and explanations of impactful events like the Vietnam War, the Civil War, and even the Cambodian Genocide has helped me combine my academic interests in such an exciting way, and I cannot wait to see what I find with further research.

— Maggie Norsworthy, Political Science and Anthropology
Messages from Students

Lauren Jacobson, M.Ed. I was able to take advantage of unparalleled research, evaluation, and data collection experience that let to my research group discovering incredibly positive effects of CFC’s Student Council Program that we were able to share with people from all over the world at the CIES Conference this March 2015. My experience with CFC connected real faces, feelings, and relationships that personified the fight for substantive education in places that need it most around the globe. It was at those schools that I learned that you can connect with and care about others even though you’ve just met them, and despite the fact that you don’t speak the same language.

Viktoria Brezheniuk, M.Ed. The trip to Cambodia exceeded my expectations in multiple ways, particularly regarding the degree of interaction between Cambodian educators and our student research group, as well as the level of exposure to local educational practices. Every step of the project my group was entrusted with was challenging and rewarding, from conducting focus group interviews in the field to analyzing the data using statistical software and reporting on the recommendations to the stakeholders upon our return to the USA. As a result, I was able to significantly improve my analytical skills, which are essential at my present position of a Speech Data Evaluator at Google. Additionally, the trip encouraged me to reconsider my approach to analyzing issues of international development, which I am engaged in as a volunteer for several United Nations offices. Observing the impact of decisions made by policymakers outside of the area on the actual communities made me consider a much wider range of factors, probable developments and risks when making judgements on a possible course of action. This realization is essential for any professional in the field of CIE. The research visit to Cambodia made the concepts in the education and development textbooks and the advice of my professors appear as tangible as ever, which gave me even more motivation to gain more skills and apply them in the field throughout my career. I am thankful for this unique experience that reinforced my sense of respect for diversity and responsibility.

Andrea Plakmeyer, M.Ed. Throughout my course of study in the M. Ed. program, I worked on multiple projects for the CFC-LU partnership by helping my classmates compile research and write the reports. However, finally being on the ground to conduct research in person was an incredibly meaningful opportunity for me. It put a personal face on all of the issues and ideas that had previously been theoretical. By visiting the schools, it was easy to see the evidence of this partnership through the programs and resources in place at CFC campuses, and every conversation seemed to lead to new possibilities for future cooperation. Great things are happening, and I am proud to have had even a tiny role in such meaningful work. Hands-on experience with research as well as program development and evaluation are valuable additions to my professional experience both in the future and in my current job in international education. As a high school psychology teacher, I regularly discuss with my students how to create, implement, and evaluate research. Describing my own experience in Siem Reap helped my students understand how academic opportunities and global organizations can connect to create positive change. It is a lesson I was happy to teach them, and I am grateful I had the opportunity to experience it for myself.

Joe Breerton, Ph.D. Student. As a Lehigh University doctoral student interested in international policy implications of teacher quality reform efforts, I was impressed with CFC’s commitment to teacher training as a primary means of improving education for Cambodian children. As a school principal, most of my experiences have been U.S.-based, so I wasn’t quite sure what to expect when I visited my first CFC school. Despite some of the obvious differences one might expect, when I sent photos back to my elementary school students, they were surprised to see so many similarities. While they focused on the bright and colorful classrooms, computer labs, and recess yards, the most striking similarity for me was the overwhelming belief of parents, teachers, and students that education held the key to improving the lives of their nation’s children. Without exception, my Cambodian colleagues, both teachers and administrators, were committed and dedicated to providing quality teaching and learning with the goal of building a brighter future for Cambodia. I was happy to learn alongside them, and with CFC’s continued support, I am confident that they will continue their tremendous efforts to ensure that all children under their care will have the chance to live happy and productive lives. The opportunity that Lehigh students have to support—and learn from—Caring for Cambodia has resulted in a unique and mutually beneficial partnership, one in which I am very proud to participate.

Ellen Liebenow, M.Ed. Student. Dr. Eng’s course was such a great experience because it provided us the opportunity to engage in practical research that was not only informative, but meaningful as well. As students, we were learning not only the whole evaluation process but also performing a service for CFC that gave our work real-world perspective and meaning outside of typical academic coursework. The evaluation project also opened up new academic and professional opportunities for me. I was part of a group that evaluated gender equity and the female advisor program at CFC schools, and after completion of the project, our group was given the opportunity to create a poster based on our work. The poster was submitted and accepted for presentation at the American Evaluation Association annual conference later this year in Chicago. This unique partnership has provided me with practical experiences and opportunities that I don’t think would have been possible had I not been a Lehigh student.
**Collaborations in CIE**

Dr. Alex Wiseman partnered with Dr. Eng for a project in his course, “Issues and Institutions in International Education” in the Fall of 2014. Students created websites that explore two issues related to “Caring for Cambodia teacher training and recognition: Individualism and collaboration in a collectivistic society” and “Higher education in global education development.” Websites: http://cfcttcambodiancommunity.wordpress.com
http://highereducationdevelopment.wordpress.com

During Spring 2015, under Dr. Alex Wiseman’s Grant Writing course, three grant proposals related to CFC projects were produced: IT, STEM education, teacher training, and the ESL program.

Our Caring for Cambodia project at Lehigh hosted a group of Cambodian American high school students from the Philadelphia area to visit the campus and talk to students, staff, and faculty. Special acknowledgement goes to College of Education's Multicultural Resource Center for supporting the event. Also thanks to Ally and Whitney for putting together the grant proposal for the event, and to Amanda for the event organizing.

**CFC CLUB**

The CFC Club underwent restructuring this summer to better highlight the CFC-partnership on campus. The club will continue to raise awareness on campus via CFC-Lehigh partnership events. Additionally the CFC club will also serve host fundraising events to provide funds for various CFC related projects.

**Cambodian Association of Greater Philadelphia**

**Outreach and Collaborations**