

# Foundation II: Targeted Service



I can lead and promote my club’s participation in unique, significant and targeted service opportunities through our Foundation.

<p><b>Session Goals</b></p> <p>Review the Rotary Foundation Grant Model</p> <p>Learn how the Grant Model supports club projects</p> <p>Learn the role of Rotary’s Areas of Focus</p> <p>Understand the importance of sustainability</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>◆ Insert TS-1: Foundation Grant Model</li> <li>◆ Insert TS-2: Share System &amp; Foundation Funding</li> <li>◆ Insert TS-3: What is Sustainability?</li> <li>◆ Insert TS-4: Grant Model Flowchart</li> <li>◆ Insert TS-5: Case Studies</li> <li>◆ Insert TS-6: Areas of Focus</li> <li>● □ Rotary Foundation Reference Guide 219-EN (114) <a href="http://rlifiles.com/files/resource/Quick_Ref_Guide_219en.pdf">http://rlifiles.com/files/resource/Quick_Ref_Guide_219en.pdf</a></li> <li>● Learning &amp; Reference page at Rotary.org <a href="https://www.rotary.org/myrotary/en/learning-reference">https://www.rotary.org/myrotary/en/learning-reference</a></li> </ul> <p>Key:    ◆ attached insert    ● online    □ article</p>
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All session materials are also available at [www.rlifiles.com](http://www.rlifiles.com)

## Session Topics

1) Let’s take a brief look at the Mission of our Rotary Foundation:

**Review from Part I:** Our Foundation. The mission of The Rotary Foundation is to enable Rotarians to advance world understanding, goodwill, and peace through the improvement of health, the support of education, and the alleviation of poverty.

2) What are the categories of grants in the Foundation Grant Model? How can each grant type be used?  
*See Insert TS-1. Discuss each type of grant and how each one can affect your club.*

- 3) Divide the class into two groups to review and discuss the Case Studies in Insert TS-5. Group discussions should consider the questions set out in the Case Studies. Groups report their responses and class discussion follows.

**Optional exercise: Divide the class into three groups and assign one group to become “expert” on the Grant Model Flowchart (TS-4), one group to become “expert” on Sustainability (TS-3), and one group to become “expert” on the Six Areas of Focus (TS-6). Each group answers the applicable question for each.**

- 4) Let’s take another look at the six areas of focus. Why are they important?

**See Insert TS-6 Areas of Focus**

**The Six Areas of Focus are: (a) Peace and conflict prevention/resolution, (b) Disease prevention and treatment, (c) Water and sanitation, (d) Maternal and child health, (e) Basic education and literacy, (e) Economic and community development.**

**The Six Areas of Focus are important because: (a) they reflect critical humanitarian issues and needs worldwide, (b) Rotarians are already addressing them, (c) they align Rotary with other international developmental efforts, and (d) it strategically furthers the mission of The Rotary Foundation. See Insert TS-6: The Areas of Focus Chart.**

**Optional exercise: Break into up to 6 small groups, one for each area of focus. Give small groups a period of time to suggest what a club, preferably their club, could possibly do for a project in each area of focus. Reports to full group.**

- 5) One of the questions asked in the Case Studies is: “Is the grant sustainable?” What do you think is meant by “sustainable”? What is the value of sustainability in projects?

**See Insert TS-3: What is Sustainability? Lead a discussion for this question.**

**From The Rotary Foundation Resource Guide: For The Rotary Foundation, sustainability means providing solutions to community needs in such a way that the benefiting community can maintain the activities after grant funding ends. Global grant projects must be sustainable and display the following characteristics:**

- 1. Community needs — The host community and Rotary project sponsors develop projects based on the community’s assessment of its needs and strengths.**
- 2. Appropriate technology — Project materials are appropriate for the community and, ideally, are purchased locally.**
- 3. Sustainable funding — The community is able to sustain the project without ongoing financial support from The Rotary Foundation or other Rotary sources.**
- 4. Knowledge transfer — The project includes teaching beneficiaries how to address their ongoing needs after the project is completed.**
- 5. Motivation — The community is able to assume ownership of the project upon its completion.**
- 6. Monitoring and evaluation — The project includes a measurement plan to confirm significant improvement, ideally for at least three years.**

**Optional exercise: Divide the class into four groups, if size permits, and ask attendees to apply the four areas of sustainability in Insert TS-3 to the case studies. If there are four groups, ask each group to take one of the four areas of sustainability (economic, cultural, social, environmental) and determine whether the projects in the Case Studies are sustainable.**

**Follow-up question to be asked of entire class: What does this tell you about “sustainability?” Possible response: It’s difficult to define, can have many different meanings in different situations. For example, a project that might last for several years could be so damaging to the environment that it is not “environmentally sustainable.”**

- 6) One of the requirements for a Global Grant is that a community needs assessment be conducted. Why do you think a community needs assessment is required? Why is it important? How would you conduct a community needs assessment for a possible project in a county thousands of miles from your own club? ***Facilitators should review ahead of time and be familiar with the Global Grants Community Assessment Results to familiarize themselves with the requirements for community needs assessments.***

***Suggested responses included:***

- ***Ownership on the part of the beneficiaries: Community engagement is increased when community members representing various parts of the beneficiary community are included in discussions***
- ***Project planners learn about the reasons for the project: Community members share how the needs impact the quality of life for the larger community.***

***Note that Rotary and The Rotary Foundation use the term “partner” in many different contexts, from our “partners” in the polio eradication effort, to encouraging clubs to develop “partners” in their community to support their activities and projects.***

***Example of how a needs assessment avoids projects that “look” perfect:***

***A university in the USA developed a well-researched plan for introducing a new farming program to areas where weather extremes (drought or extreme heat) made subsistence farming difficult and where the community was isolated, limiting opportunities for sale of locally made articles.***

***A Rotary club in the USA learned of the plan and saw an opportunity to assist rural “ejidos” in Mexico develop a low-cost sustainable business model by providing local farmers with breeding rabbit pairs, allowing the beneficiaries to breed the rabbits, sell the offspring to other farmers, and at the same time grow the food supply and improve the health of the local communities. The project was not discussed with the potential beneficiaries, nor the local Rotary club – the theory was that once the rabbits were introduced to the farmers of the ejidos and they were trained in rabbit farm management, the project would be successful.***

***Only one problem existed that made long-term success unlikely: The local residents of the ejidos refused to eat rabbit meat!***

- 7) Breakout and Consider the Case Studies.  
***Suggested Facilitation Technique. Divide into groups of about 3-4 participants each and assign the case studies. Have them refer to the Inserts TS-4 Grant Model Flowchart, TS-2 SHARE Flowchart, TS-6 Areas of Focus Chart & TS-3 What is Sustainability? Have a different people in the group report on each question, including the case summary. Alternate division would be for each in group to explain how they analyzed their case study using a specific Insert. Give adequate time for reporting back to the entire group. Sub-groups can be combined into 2 larger groups, one for each case study, to compare results before presentation. Tie in these projects to Q9.***
- 8) How can the Grant Model encourage Rotarians to participate and contribute?  
***Through Rotary Foundation participation and support, your club can make a difference in the lives of people around the globe. Participation in Rotary Foundation activities can help attract and keep members. When Rotarians experience Foundation programs directly, they can be inspired to contribute to The Rotary Foundation. See Q3 for Club and District benefits. A program where decisions are made by district or club level Rotarians, that are simple enough to understand, that are more effective, and that Rotarians know about because of surveys and continued education, are more likely to engage Rotarians to participate and support.***

- 9) Can the Grant Model help a club's public image?  
*Programs that are effective, make a big difference in the outcome for others, and are easy to explain can be more readily and effectively communicated to others, whether inside the club, or outside the club. Those in the media are interested in a big story with local involvement.*

*Note for discussion leaders: Annual Fund contributions will fund project costs after the three year investment cycle, some will fund operations. In "THE DETAIL" on Insert TS-2: Share Flowchart, it is explained as follows: "The World Fund would be reduced by 5% of Annual Fund contributions, 5% of cash contributions to fund Global Grants and 10% or less of select corporate gifts, to fund operations, an operating reserve, with any surplus going annually to the Endowment Fund." More information on the changes is detailed in the Rotary Foundation published flyer entitled "Securing our Foundation's Future" published April, 2014. RLI Faculty are encouraged to read this document and update this information for more recent changes, as more changes may occur. Participants should be encouraged to consult with their District Foundation leadership if they have any more detailed questions.*

**Conclusion of Session—Select just a few items to summarize.**

- *Summarize that Goals of Session have been met and how: Discussed:*
  - *Reviewed the Grant Model*
  - *Discussed the importance of the Grant Model to your Club*
  - *Discussed the concepts of the Areas of Focus and Sustainability*
- *In the Our Foundation session in Part I, we hope you were inspired by the great things that our Rotary Foundation is doing in the world.*
- *In this session, our overarching goal is to provide you with some of the terminology, tools, key concepts and methods of the Grant Model.*
- *Projects that you start in your club can turn into the next Polio Eradication Campaign, or can spread across a continent to give people less fortunate than we are clean water, education, or a chance at a better life.*
- *Now that you know what is available, we encourage you to use those tools, learn more from your district grant seminars, develop your Rotary contacts, and get out there and start doing the work of Rotary- "Doing Good in the World".*
- *In a world filled daily with bad news of poverty, crime, and misfortune, we are a force for good in the world. We are making a difference. You are making a difference.*

## Insert TS-1: Foundation Grant Model

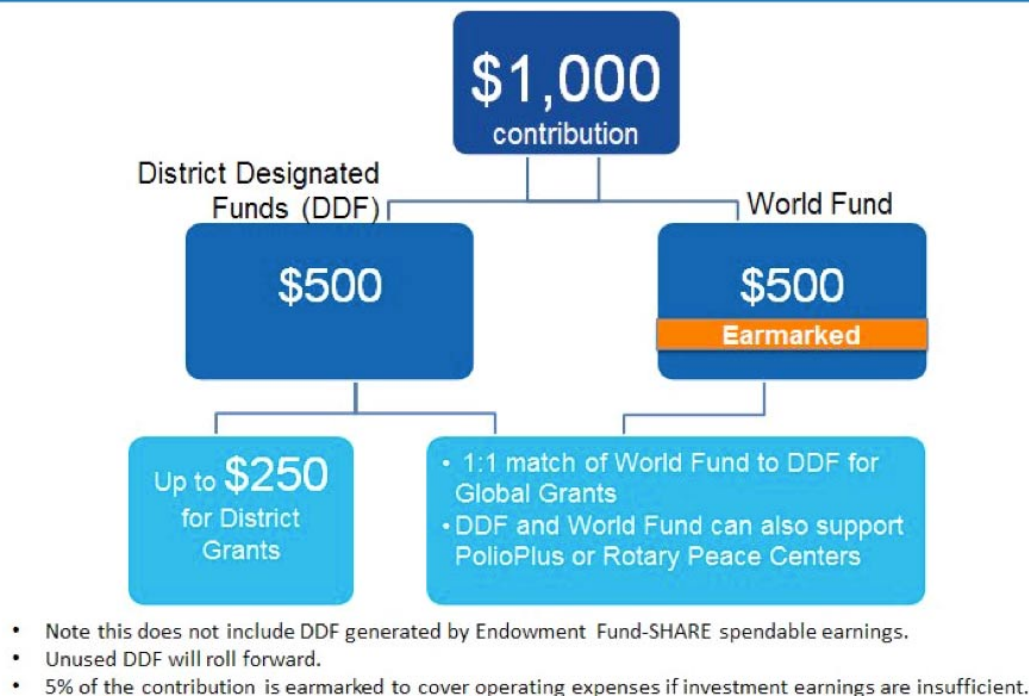
District Grants	Global Grants
<p>Fund small-scale, short-term activities that address needs in your community and communities abroad. Each district chooses which activities it will fund with these grants.</p>	<p>Support large international activities with sustainable, measurable outcomes in Rotary’s areas of focus. Grant sponsors form international partnerships that respond to real community needs.</p>
<p>Humanitarian projects, including service travel and disaster recovery efforts; Scholarships for any level, length of time, location, or area of study; Vocational training teams.</p>	<p>Requires clubs in two countries. Funds Scholarships, humanitarian projects, and vocational training.</p>

*Note on District Grant Changes: District Grants (but not Global Grants) can now additionally fund (a) Rotary Youth Exchange, RYLA, Rotaract or Interact, (b) Construction, including low cost shelters, (c) Travel for staff of cooperating organizations, (d) Activities primarily implemented by an organization other than Rotary. Further, educational and humanitarian training events are now allowable. (April 2014, Trustee Decision 96)*

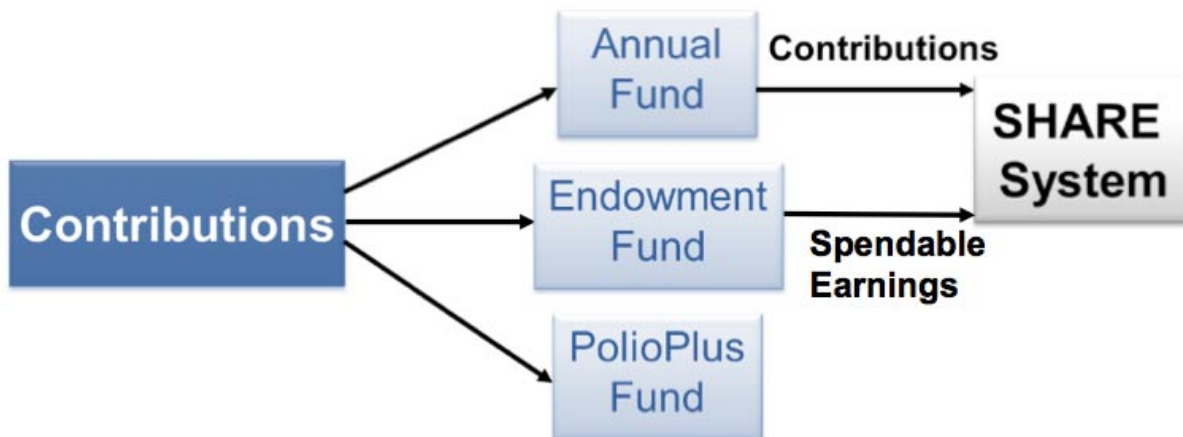
\*A community need assessment is required.

## Insert TS-2: Share System & Foundation Funding

### SHARE SYSTEM EFFECTIVE 1 JULY 2015



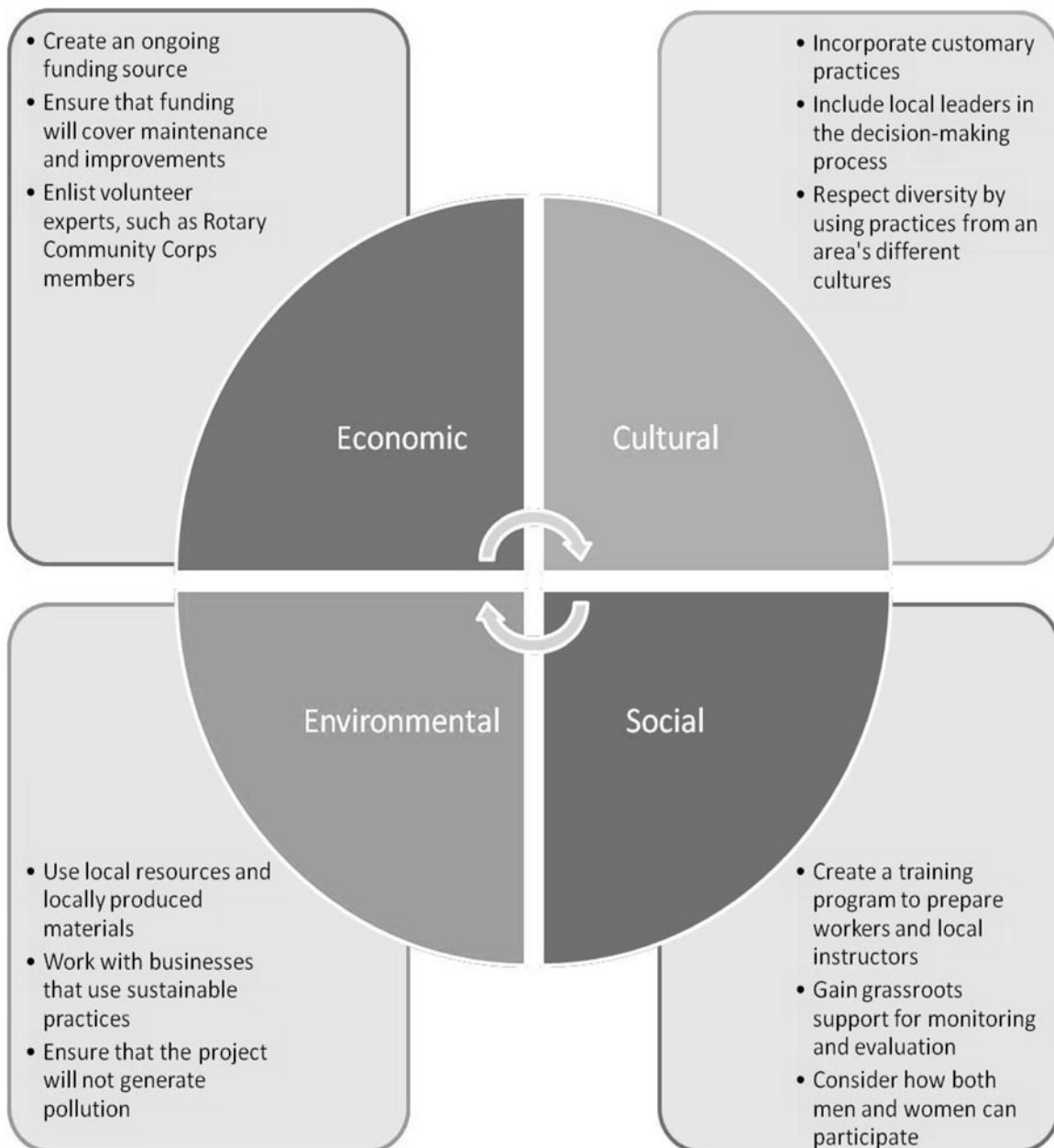
### FOUNDATION FUNDING



THE DETAIL. How does the SHARE System work? Annual Fund contributions are invested for a three year period. In the third year, the money is divided 50/50 between the district and the World Fund (WF). The district's part of the funds are called "District Designated Funds" (DDF). Districts can use up to 50% of their DDF to pay for club and district projects through District Grants. The remaining DDF may be used for Global Grants or donated to PolioPlus, the Rotary Peace Centers, or another district. If DDF is not used in a given year, then it accumulates in the district's account and may only be used thereafter for Global Grants. World Fund contributions are used to match Global Grants and formerly to fund Packaged Grants\*. The World Fund matches DDF (1:1), and cash (0.50:1), for contributions to a Global Grant. District Grants can be any amount while Global Grants must be at least \$30,000 USD. The World Fund would be reduced by 5% of Annual Fund contributions, 5% of cash contributions to fund Global Grants and 10% or less of select corporate gifts, to fund operations, an operating reserve, with any surplus going annually to the Endowment Fund.

## Insert TS-3: What Is Sustainability?

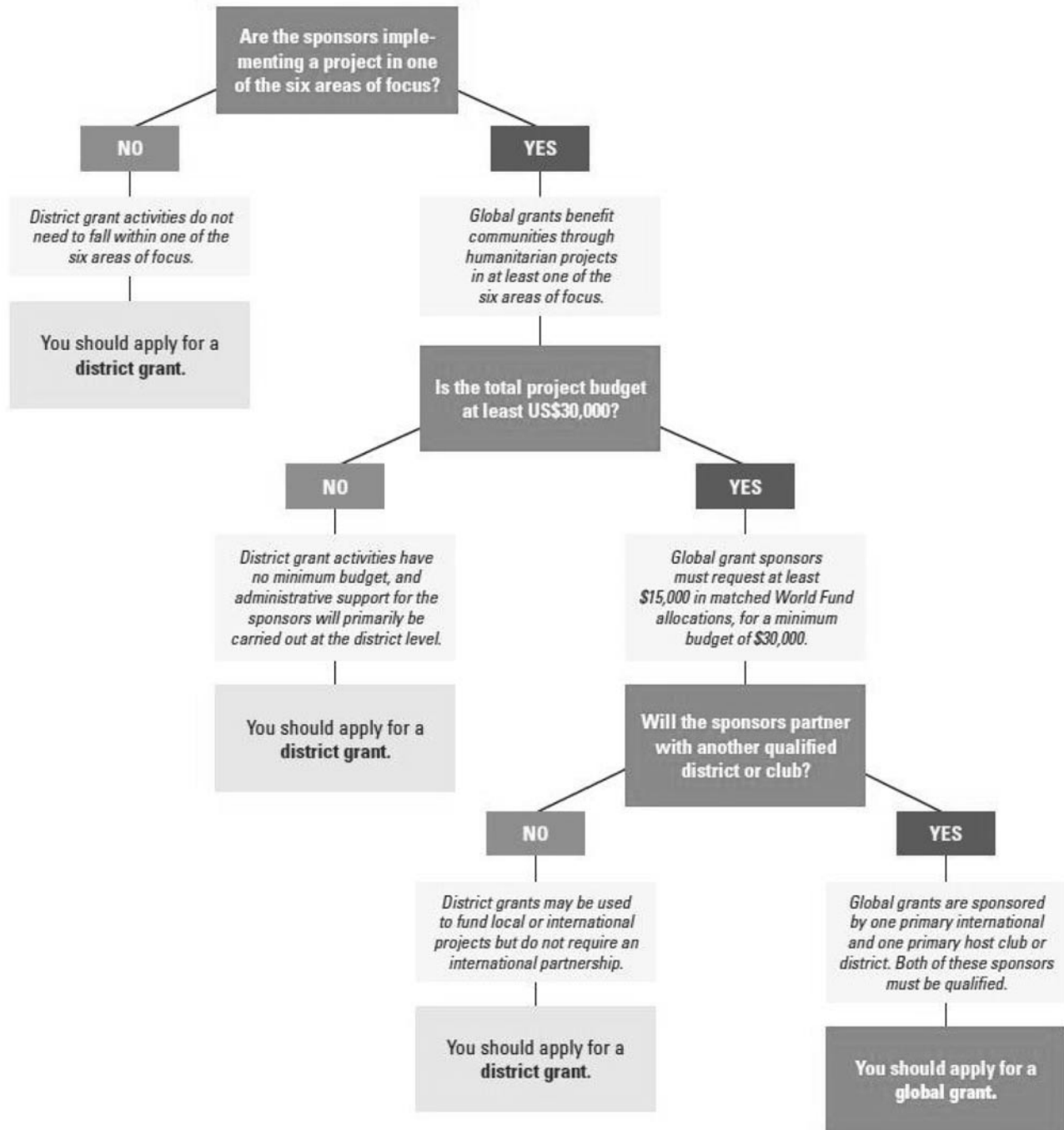
The word sustainable often describes something that is environmentally friendly. But environmental concerns are just one aspect of sustainability. Economic, cultural, and social factors are equally important. When a humanitarian project addresses all four levels of sustainability, it has a better chance of producing long-term benefits for the community it serves. Here are examples of ways to incorporate sustainability into your next project. [From *The Rotarian*, Feb. 2012]



## Insert TS-4: Grant Model Flowchart

### Determining a Grant Type for a Humanitarian Project

A district/club is interested in a **humanitarian project**. The following questions can help Rotarian sponsors determine whether to apply for a global grant or a district grant.



Ref: TRF Training Workbook Jan 2013 17-19 San Diego CA USA



## Insert TS-5: Targeted Service Case Studies

### Case Study A

John and Mary come to live in a new country where they do not speak the local language. They find it difficult to fit into the community. They attend the local schools but have limited resources for individual language training. Their parents speak only their native language increasing the sense of isolation for the whole family.

This is one family but there are many families with the same issues in the community. Your Rotary Club has decided to supply bilingual dictionaries as needed to all the local schools. It is determined that there are 300 students in the schools in the 5<sup>th</sup> grade. Each dictionary costs US \$5.

Conduct small group discussions on these questions:

- Which type of Rotary Foundation grant would you apply for? Why?
- Is the grant sustainable? Why or why not?
- Does the project fit an area of focus? Which one?

Each group reports back to the whole group on each question explaining their reasoning for their answers.

### Case Study B

The residents of Patari, a village in Uttar Pradesh, are among 25 million people in India who suffer the consequences of fluorosis, an irreversible condition caused by elevated levels of fluoride in drinking water. The painful effects of fluorosis can include bone deformities, calcification of ligament and tendons, and osteosclerosis (abnormal bone density). Dental effects include mottling and erosion of tooth enamel. The fluoride, because of its strength, rots teeth and destroys bones. Your district would like to work with the district in India to provide fluoride filters to 60 families in Patari through a Rotary Foundation grant-funded project. The US \$40,000 project also provided toilets, safe drinking water, and hygiene training to eight schools serving about 2,300 students in Uttar Pradesh.

The World Health Organization estimates that almost one-tenth of global disease could be prevented by improving the water supply, sanitation, hygiene, and the management of water resources. As the Indian villages demonstrate, the solution requires a targeted approach, including assessments of each community's needs.

Small group discussions on these questions:

- Which type of Rotary Foundation grant would you apply for? Why?
- Is the grant sustainable? Why or why not?
- Does the project fit an area of focus? Which one?

Each group reports back to the whole group on each question explaining their reasoning for their answers.

## **Insert TS-6: The Rotary Foundation Areas of Focus**

***We have identified specific causes to target to maximize our local and global impact. At the same time, we understand that each community has its own unique needs and concerns.***

***Through global grants and other resources, we help clubs focus their service efforts in the following areas.***

### **Promoting peace**

Today, 65 million people are displaced by armed conflict or persecution. Through our partnerships with several leading universities, Rotary Peace Fellows develop the skills to strengthen peace efforts, train local leaders to prevent and mediate conflict, and support long-term peace building in areas affected by conflict. We provide up to 100 peace fellowships per year at Rotary Peace Centers.

### **Fighting disease**

More than 100 million people are pushed into poverty each year because of medical costs. We aim to improve and expand access to low-cost and free health care in underdeveloped areas. Our members educate and mobilize communities to help prevent the spread of major diseases such as polio, HIV/AIDS, and malaria. Many of our projects ensure that medical training facilities are located where the workforce lives.

### **Providing clean water**

More than 2.5 billion people lack access to adequate sanitation facilities. At least 3,000 children die each day from diarrheal diseases caused by unsafe water. Our projects give communities the ability to develop and maintain sustainable water and sanitation systems and support studies related to water and sanitation.

### **Saving mothers and children**

At least 7 million children under the age of five die each year due to malnutrition, poor health care, and inadequate sanitation. To help reduce this rate, we provide immunizations and antibiotics to babies, improve access to essential medical services, and support trained health care providers for mothers and their children. Our projects ensure sustainability by empowering the local community to take ownership of health care training programs.

### **Supporting education**

Sixty-seven million children worldwide have no access to education and more than 775 million people over the age of 15 are illiterate. Our goal is to strengthen the capacity of communities to support basic education and literacy, reduce gender disparity in education, and increase adult literacy.

### **Growing local economies**

Nearly 1.4 billion employed people live on less than \$1.25 a day. We carry out service projects that enhance economic and community development and develop opportunities for decent and productive work for young and old. We also help strengthen local entrepreneurs and community leaders, particularly women, in impoverished communities.