GRANT MANAGEMENT SEMINAR
Leaders' Guide

This is the 2012 edition of the *Grant Management Seminar Leaders' Guide*. The information in this publication is based on the club memorandum of understanding, the Terms and Conditions for Rotary Foundation District Grants and Global Grants, and The Rotary Foundation Code of Policies that take effect 1 July 2013. Please refer to those resources for exact policy. Changes to these documents by the Foundation Trustees override policy as stated in this publication.

Questions?

For questions about...	**Email...**
Grant management, qualification	qualification@rotary.org
District grants, global grants	futurevision@rotary.org
This leaders' guide, training	leadership.training@rotary.org

Contents

The Planning and Organizing section of this leaders' guide is intended for the meeting's organizer. In addition to logistical information, it includes directions on how to use this leaders' guide, which should be copied and distributed to each training leader. The Sessions section includes session guides that should be distributed to the appropriate training leaders.

Planning and Organizing

The *Grant Management Seminar Leaders' Guide* provides the information necessary to convene a grant management seminar, which is a requirement for club qualification. This training will provide club members with the skills they need to successfully manage grants and properly oversee grant funds. District leaders are encouraged to adapt the guide to include local laws by inserting examples, questions, and key points to meet local needs.

This guide supports the grant management and qualification training that districts have agreed to provide to clubs as part of the district memorandum of understanding (MOU). The guide, slides, and participant manual are available at www.rotary.org/en/fvdistrict (click "Resources").

Excerpt from the District Memorandum of Understanding, section 3

Districts are responsible for qualifying their member clubs. To be qualified, the club shall agree to the club MOU and send at least one club member to the district Rotary Foundation grant management seminar.

A. A club must be qualified in order to receive TRF global grants. Club qualification is not required for a club to receive district grant funds.

B. A district may establish additional requirements for club qualification, in order to take into consideration relevant local laws or district-specific circumstances. Additional requirements must be attainable by all clubs in the district.

C. A district may allot district grant funds to nonqualified clubs in its district or other districts; however, the district remains responsible for the use of those grant funds. Nonqualified clubs that fail to abide by all applicable TRF policies, including the terms and conditions for TRF district grants, may jeopardize the district's qualification status.

For general training and logistical information for a district meeting, consult the *District Training Manual* (246).

Logistics

The grant management seminar should be conducted in person during the launch year to allow for in-depth discussion on the topics provided. It can be held in conjunction with the presidents-elect training seminar, the district assembly, or the district conference. Your district might also consider holding stand-alone or multiple seminars. Incoming club leaders should attend the seminar before their year of service begins, so that they are ready to use Rotary Foundation global and packaged grant funds at the start of their year.

Presidents-elect or an appointed club member must attend the grant management seminar in order for their clubs to be qualified. In addition, the Foundation recommends including the following participants whenever possible:

- Incoming club Rotary Foundation committee chairs or members
- Incoming club secretaries
- Incoming club treasurers

Organizers should include:

- Governor-elect (responsible for the overall program; responsible for overseeing the qualification of clubs)
- District governor (assists the governor-elect; responsible for overseeing the qualification of clubs)
- District training committee members (responsible for planning the seminar and preparing training leaders)
- District Rotary Foundation committee chair (consults on the content of the seminar; responsible for managing Foundation activity in the district under the direction of the governor; responsible for overseeing the qualification of clubs)
- District Rotary Foundation grants subcommittee chair (consults on the content of the seminar)
- District stewardship subcommittee chair (assists the organizers)

Materials

In advance of your grant management seminar, all participants should receive the following:

1. *Grant Management Manual*
2. Club memorandum of understanding (MOU)
3. Terms and Conditions for Rotary Foundation District Grants and Global Grants
4. A copy of the session worksheets at the end of this guide

Find the latest versions of these publications by typing the document title in the search box at www.rotary.org.

All club members who attend are expected to read these documents in preparation for the seminar.

Attendance promotion

It is important to promote the value of the grant management seminar to all incoming club leaders. The district governor should include promotional materials and information on the seminar, including contact information for someone who can answer any questions, in communications with clubs and on the district website. To promote grant management seminars:

- Send a letter of invitation with registration materials to each club at least two months in advance, then issue reminders as the seminar approaches.
- Follow up with a personal phone call or email.

Agenda

This leaders' guide has been created to support the sessions included in this sample 5.5-hour agenda.

Start	Finish	Suggested duration	Program component
		30 min.	Registration
		20 min.	**Opening Plenary Session**
		60 min.	**Session 1:** Designing a Project
		60 min.	**Session 2:** Applying for and Implementing a Grant
		20 min.	**Refreshment Break**
		90 min.	**Session 3:** Oversight and Reporting
		30 min.	**Session 4:** Qualification
		20 min.	**Closing Plenary Session**

When planning your training seminar, consider the following modifications to the sample agenda:

- Include time for transitions, breaks, and a meal, if appropriate.
- Allow more time for discussion and activities.
- Add information on your district's Rotary Foundation District Grants policy to the program.
- Add topics related to grant management that are specific for your district; develop session guides to help the training leader conduct the session.
- Add interest to the program by using a variety of formats, including panel discussions, audiovisual presentations, and group activities (see "How to Use the Session Guides," pages 4-5).

Preparing Training Leaders

The training leaders selected to facilitate discussions will likely have varying degrees of experience. Preparing them to facilitate sessions will ensure uniformity and consistency in the training and information they deliver. The district training committee should plan and conduct this training at the time set by the district governor-elect, if possible, focusing on facilitation skills and providing an opportunity for training leaders to practice leading one of the sessions. More information on preparing training leaders is available in the *District Training Manual*. The district training committee should provide training leaders with the following materials:

- "How to Use the Session Guides" (pages 4-5)

- Guides for sessions they are facilitating
- Copy of the agenda
- A flip chart and markers
- Projector and screen

How to Use This Leaders' Guide

Training leaders are encouraged to add district-specific grant and qualification requirements and local laws to provide a program relevant to the clubs in their district. The electronic versions of this leaders' guide are provided to help you adapt the content.

This publication contains guides for two types of sessions:

1. **Plenary sessions** use speeches and audiovisual presentations to convey inspirational and motivational information to the participants. The opening and closing plenary session guides include suggested speaking points for the governor-elect. These should be customized to clubs in the district.
2. **Facilitated group discussions** of 15-25 participants are moderated by a training leader who uses questions to guide discussion. This method encourages participants to share their knowledge and experience and to learn from their peers. Training leaders should remain flexible, allowing group discussions to flow while ensuring that the topic is covered. For more information on facilitated discussions, consult the *District Training Manual*.

How to Use the Session Guides

All session guides present a standard format that includes the following components.

Discussion questions

Discussion questions are sample questions that training leaders can pose to participants to encourage discussion about a key concept.

Key points

Key points are concise statements to help training leaders emphasize important concepts. These points should be shared with the group. Training leaders are encouraged to restate key points in their own words.

Sample responses

Sample responses are examples of answers participants might give when answering a discussion question. Training leaders may wish to use the sample responses to encourage discussion if participants are having difficulty responding to a question. Not all sample responses have to be shared with participants.

Training leader's notes

Training leader's notes contain information, suggestions, and directions to help training leaders facilitate sessions.

Slide prompts

Slide prompts indicate when a slide should be displayed to introduce a session or list key points. The slides for this leaders' guide, provided at www.rotary.org, can be modified to meet district needs.

Worksheet prompts

Worksheet prompts signal the training leader to refer to a worksheet for the session. The worksheets are in a separate file. Training leaders should print and distribute copies of them to participants at the beginning of the session.

Interactive activities

Training leaders can choose to incorporate interactive activities into sessions to refocus attention and maintain interest. Interactive activities create an atmosphere that allows participants to express their ideas and apply what they have learned in the session. A balance of facilitated discussion and interaction will maximize retention of material. Consider using these activities or others like them:

- **"Getting to know you"**
  Participants share something about themselves on a given topic to get acquainted with one another and begin thinking about the session topic. If participants do not know each other, this activity creates a more comfortable learning environment that promotes participation.
- **Pair and share**
  Participants independently consider a question, discuss it with a partner, and then share ideas with the entire group, if time allows. Pairing ensures that everyone has an opportunity to share their own ideas.
- **Voting**
  Participants indicate their preferences for topics listed on a flip chart by placing a mark next to the one or two they are most interested in. This activity quickly assesses participant needs and concerns.
- **Small groups**
  Dividing participants into small groups to discuss a topic increases dialogue and incorporates movement during the session. Participants can be grouped randomly by assigning numbers or based on a common interest, such as a hobby. Groups of three to five individuals are recommended.
- **Role play**
  Participants act out assigned roles to demonstrate a specific idea or situation. This strategy works best with small groups in which participants do not feel inhibited.
- **Closing activity**
  At the end of the session, participants think about one new thing they learned and an action they will take because of what they learned. This activity allows participants to reflect on what they have learned and plan how they will implement it.

Evaluation

Evaluation is an essential part of every training program. It encourages feedback from participants and training leaders that can be used to improve subsequent training sessions. A sample evaluation form is provided on the following pages. Please adapt them as needed to reflect your seminar.

Training leaders should evaluate the content and logistics of the training as well as its effectiveness in preparing them for their role. The form is for use after training leaders have conducted the grant management seminar sessions and are able to evaluate both their own training seminar and the grant management seminar.

Results of evaluations should be shared with the governor-elect and his or her district trainer. The data collected can improve the training they will conduct the following year.

Sample Grant Management Seminar Participant Evaluation

We appreciate your time and thoughtful answers to the following questions. Your feedback is vital to assessing our training methods and will help us improve future seminars.

Participant Information

Please identify the position you will hold in the upcoming Rotary year.

☐ Club president
☐ Club secretary
☐ Club board member
☐ Club committee chair
☐ Club committee member
☐ District committee member
☐ Assistant governor
☐ District committee chair
☐ Other _____

Program

Please rate your level of knowledge about the following topics:

TOPIC	BEFORE SEMINAR			AFTER SEMINAR		
	No knowledge	Somewhat knowledgeable	Knowledgeable	No knowledge	Somewhat knowledgeable	Knowledgeable
Stewardship	☐	☐	☐	☐	☐	☐
Designing a project	☐	☐	☐	☐	☐	☐
Applying for a grant	☐	☐	☐	☐	☐	☐
Fundraising	☐	☐	☐	☐	☐	☐
Project implementation	☐	☐	☐	☐	☐	☐
Evaluating a grant project	☐	☐	☐	☐	☐	☐
Reporting	☐	☐	☐	☐	☐	☐
Qualification	☐	☐	☐	☐	☐	☐

Please rate the following statements:

	Agree	Somewhat agree	Somewhat disagree	Disagree	Not applicable
The plenary session speakers were motivational.	☐	☐	☐	☐	☐
The training leaders led effective group discussions.	☐	☐	☐	☐	☐
An adequate variety of teaching methods was used.	☐	☐	☐	☐	☐

The slides enhanced the overall learning experience.	☐	☐	☐	☐	☐
My manual was a useful resource.	☐	☐	☐	☐	☐
I am prepared to lead Rotary Foundation grant activities for my club.	☐	☐	☐	☐	☐
The group discussions gave me practical ideas that I want to use in my club.	☐	☐	☐	☐	☐
I know how and where to find the resources necessary to create a successful Rotary Foundation grant.	☐	☐	☐	☐	☐
I will be able to use much of what I learned during this seminar.	☐	☐	☐	☐	☐
This seminar helped me understand my club's role in grant management.	☐	☐	☐	☐	☐

Logistics

Please rate the following statements:

	Agree	Somewhat agree	Somewhat disagree	Disagree	Not applicable
I received timely notice of the seminar.	☐	☐	☐	☐	☐
I received all the information I needed in my registration packet.	☐	☐	☐	☐	☐
The date of the seminar was convenient.	☐	☐	☐	☐	☐
The location of the seminar was convenient.	☐	☐	☐	☐	☐

Additional comments or suggestions:

I would like information about:

Name (optional): ______________________________

Club name (optional): ______________________________

Contact information (optional): ______________________________

Thank you for completing this evaluation.

Sample Grant Management Seminar Training Leader Evaluation

As a training leader, your perspective on your own training, the grant management seminar, and the training materials is invaluable. Your input will help shape preparations for next year. Thank you again for your willingness to serve and your comments on this year's seminar.

Please rate the following statements:

	Agree	Somewhat agree	Somewhat disagree	Disagree	Not applicable
Materials from the *Grant Management Seminar Leaders' Guide* were easy to use.	☐	☐	☐	☐	☐
I had enough time to prepare for the grant management seminar.	☐	☐	☐	☐	☐
The time allocated for each seminar session was adequate.	☐	☐	☐	☐	☐
If insufficient time was allocated for any topics, please list them.					
The participants in the sessions I facilitated were well prepared to discuss the designated topics.	☐	☐	☐	☐	☐
The duration of the training meeting was appropriate.	☐	☐	☐	☐	☐
The session guides were effective in group discussions.	☐	☐	☐	☐	☐
The participants in the sessions I facilitated understood the material presented.	☐	☐	☐	☐	☐
The training methods were conducive to participation.	☐	☐	☐	☐	☐
The slides contributed to participants' learning experience.	☐	☐	☐	☐	☐
The worksheets contributed to participants' learning experience.	☐	☐	☐	☐	☐

Please rate the following statements:

	Agree	Somewhat agree	Somewhat disagree	Disagree	Not applicable
The size of the group discussion rooms was adequate.	☐	☐	☐	☐	☐

The date of the seminar was convenient.	☐	☐	☐	☐	☐
The location of the seminar was convenient.	☐	☐	☐	☐	☐

List any topics that should have been included in the grant management seminar.

How can the grant management seminar be improved?

Additional comments:

Thank you for completing this evaluation.

Opening Plenary Session (20 minutes)

The opening plenary session sets the tone for the entire seminar and provides the first opportunity for the governor-elect to address participants. The plenary address should inform, motivate, and inspire. Governors-elect should use the outline below and corresponding slides as a framework to develop this opening speech.

Materials

Slides 1-7

GRANT MANAGEMENT SEMINAR
Slide 1

- Welcome participants to the grant management seminar.

PURPOSE
Slide 2

- Explain that the purpose of this training is to help participants
    - Understand how to successfully manage a Rotary Foundation grant
    - Learn Foundation stewardship expectations
    - Prepare clubs to implement the memorandum of understanding
    - Qualify clubs to receive Rotary Foundation grant funds
- Outline how the Future Vision Plan gives clubs and districts more decision-making power.
    - The simplified leadership structure allows districts to create additional subcommittees and allocate tasks as appropriate.
    - Qualification allows districts the more cost-effective option of creating an internal audit committee, rather than requiring an independent financial review.
    - Larger district grant activities are possible with District Designated Funds (DDF).

    - Flexible scholarship requirements allow clubs and districts to fund scholars studying at various levels and provide financial support in any amount.
    - Vocational training team requirements allow clubs and districts to decide on the size of the team, amount of financial support to provide, etc.
- Explain how this training seminar gives clubs the tools to manage the extra responsibility.

GRANT MANAGEMENT
Slide 3

- Explain that good grant management for clubs ensures that projects
    - Are administered with proper financial control
    - Adhere to superior technical standards
    - Meet the needs of the beneficiaries
    - Fulfill their objectives
    - Safeguard donors' funds

SUCCESSFUL GRANT PROJECTS
Slide 4

- Meet community needs
    - Projects should address a real need in the community.
    - Beneficiaries are more likely to support and participate in a project that they need and to ensure sustainable outcomes.
    - Projects shouldn't be imposed by international partners.
- Have frequent partner communication
    - Rotarians should partner with the community and other organizations with technical expertise; however, projects must be managed by Rotarians.
    - Working together is more than financial participation; it is also using each partner's expertise to implement the project or activity.
- Have an effective implementation plan with achievable goals developed by Rotarians

- Create sustainable projects that are able to continue after the funds have been spent
- Practice proper stewardship and oversight of grant funds.
    - By establishing a financial management plan before applying for grants, clubs ensure that they will have the necessary processes in place to manage funds before any money is received.
    - An established financial management plan increases transparency and the likelihood that club members will discover any potential misuse or mismanagement of grant funds early in a project's implementation.
    - Involving more than one Rotarian in decisions about how grant funds are spent ensures better monitoring of each grant.

STEWARDSHIP
Slide 5

- Explain that stewardship is part of Rotary's core values of service and integrity, reflected in The Four-Way Test. Emphasize that clubs must follow standard business practices for managing these funds.
- Outline how having Rotarians supervise the project protects the interests of The Rotary Foundation.
- Highlight the importance of reviewing financial records to confirm proper use of funds. Stress that good stewardship is achieved by putting systems in place that create clubwide awareness of the use of funds. Widespread knowledge helps prevent mismanagement.
- Explain that stewardship is the responsible fiscal management and oversight of grant funds.
- Any irregularities or misuse of grant funds should be reported immediately.
- Highlight the importance of submitting timely, complete, and accurate reports, which documents the club's good stewardship of funds to all donors of The Rotary Foundation.
- Explain the relationship between the club's level of oversight, transparency, and accountability for managing Foundation grant

funds and the impact of donors' confidence in giving to our Foundation.

QUALIFICATION REQUIREMENTS
Slide 6

- Explain that clubs must qualify to receive Rotary Foundation global and packaged grant funds. The process ensures that clubs are aware of all Foundation requirements before receiving grant funds, and provides clubs with the tools needed to complete these requirements and successfully manage their projects.
- Review the requirements of qualification:
  - At least one club member must attend this seminar annually and then share the information with fellow club members.
  - The club president and club president-elect have to sign and agree to the club memorandum of understanding (MOU), which explains the Foundation's minimum requirements for managing grants.
  - <<*Insert additional district requirements to slide*>>
- Explain that the club MOU is a collection of grant stewardship practices that ensure the clubs manage grants properly. Point out that these practices are beneficial for managing all club funds.
- Note that appendix 1 in the *Grant Management Manual* explains each section of the MOU and poses questions that can help clubs implement the MOU.
- Encourage participants to use this appendix both throughout the seminar and as their club begins to implement the club MOU.

TERMS OF QUALIFICATION
Slide 7

- Explain the terms of qualification:
  - Once a club successfully completes the qualification requirements, the club will receive qualified status for one Rotary year.
  - All club members understand that the club as an entity is responsible for the use of grant funds.

- The club must disclose any conflicts of interest in compliance with the Conflict of Interest Policy as outlined in The Rotary Foundation Code of Policies.
- The club must cooperate with any site visits, reviews, and audits.
- Misuse of grant funds could result in suspension of the club's qualification status.
- Failure to implement the club MOU could result in a loss of qualified status.

LOGISTICS

- Review the seminar agenda, including break and meal times, if appropriate.
- Explain the logistics of group discussion sessions.

Session 1: Designing a Project

(60 minutes)

Learning Objectives

At the end of this session, participants will be able to

- Identify best practices for designing a project
- Develop a plan to implement their project
- Understand how to create measurable goals

Session Outline

Introduction	5 minutes
Designing a Project	15 minutes
Project Planning	35 minutes
Review	5 minutes

Materials

Slides

8. Title
9. Learning Objectives
10. Successful Grant Projects
11. Needs Assessment
12. Partners
13. Project Planning
14. Creating a Budget
15. Setting Goals
16. Setting Goals
17. Learning Objectives

Worksheets

1. Summary
2. Measurable Goals Case Study

Training leader's notes

- For information on facilitating this session and a list of interactive activities, refer to “How to Use the Session Guides.”
- Review this session guide before the seminar, and insert information on local laws, district requirements, and district examples where appropriate.
- Refer to the *Grant Management Manual* for more information.
- During the session, refer participants to the club memorandum of understanding (MOU), and explain the sections relevant to this session.
- Have copies of the district MOU, club MOU, the Terms and Conditions for Rotary Foundation District Grants and Global Grants, *Communities in Action,* and *Community Assessment Tools* for reference.

Introduction (5 MINUTES)

SHOW SLIDE 8
Title

Training leader's notes

- Introduce yourself to participants, and explain your role as the facilitator of their discussion.
- Suggest group guidelines to ensure the discussions are effective, such as taking turns speaking, welcoming and accepting all comments, and limiting use of mobile phones.
- Consider starting the session with a "getting to know you" activity to determine participants' level of knowledge and involvement with The Rotary Foundation.
- Review the learning objectives for this session.
- Refer participants to the summary sheet and encourage them to take notes.

SHOW SLIDE 9
Learning Objectives

Key point

- At the end of this session, participants will be able to:
  - Identify best practices for designing a project
  - Develop a plan to implement their project
  - Understand how to create measurable goals

Refer to worksheet 1
Summary

Designing a Project (15 MINUTES)

SHOW SLIDE 10
Successful Grant Projects

Key point

- As discussed during the opening plenary session, successful grant projects:
    - Meet real community needs
    - Have frequent partner communication
    - Have an implementation plan with measurable goals and outcomes
    - Are sustainable projects that continue after grant funds have been expended
    - Practice proper stewardship of grant funds

How has your club identified community needs in the past?

SHOW SLIDE 11
Needs Assessment

Key points

- Asking members of the community what they need helps ensure greater buy-in and involvement, which leads to a more sustainable, lasting impact.
- Once the needs are identified, your club should consider which can be addressed with the resources and availability of your club and its potential partners, including other Rotary clubs, districts, The Rotary Foundation, or non-Rotarian organizations.
- Continue involving the community during the selection of the project and its planning and implementation.
- The RI publications *Communities in Action* and *Community Assessment Tools* offer information and resources for conducting a community needs assessment.

Has anyone been involved in conducting a needs assessment before? If yes, briefly explain your experience.

SHOW SLIDE 12
Partners

Have you used any of the methods listed on the slide (or other methods) to find a partner?

Key points

- With partners, Rotary clubs are able to implement a project they could not do on their own.
- Partners can be other clubs, districts, The Rotary Foundation, or non-Rotarian organizations.
- For global grants, projects must have a host partner and an international partner from different countries.
- Both partners should be involved in all stages — from identifying the need to planning the project to implementing it and reporting on it.
- For scholars, host partners play an important role in identifying a counselor and helping the scholar acclimate to the country.
- For district grants, clubs can partner with clubs in the district or with other districts and their clubs.
- Good communication helps keep both partners involved and allows them both to provide oversight.
- Consider creating new partnerships and expanding Rotary networks.

What is the best way to communicate with your partner?

Key points

- Document how and how often you will be in contact to discuss the project.
- Provide an update or check in with your partner on a monthly basis.

- Make sure everyone has correct information, such as email addresses for the club presidents and project committees for all partners.
- Set up an alternate plan for communication such as fax, webinar, social media, or teleconference.

Project Planning (35 MINUTES)

SHOW SLIDE 13
Project Planning

Key points

- Rotarians must manage all projects that receive funding from The Rotary Foundation.
- Both the host and international sponsors must have a committee of three Rotarians to manage the project.
- Roles and responsibilities should be assigned to everyone on the committee.

Who would you include on the three-person committee?

Sample responses

Club Rotary Foundation committee members

Club member with project management/grant experience

Club member with financial background

Club member who has experience with partner's country

Key points

- Create a plan for managing funds and implementing the grant.
- Develop a budget that includes details and a timeline for the purchase and distribution of goods, construction, training, and any other activities.
- Consider your liability for the project, ensure that your club is protected, and have a contingency plan should something go wrong.
- Set up a process for retaining documents related to the grant (see club MOU section 4) before funds are received.

SHOW SLIDE 14
Creating a Budget

Key points

- A budget should be realistic and comprehensive to ensure adequate funding.
- When choosing a supplier, Rotarians should use a competitive bidding process to ensure that they get the highest quality goods at the most reasonable prices.
- Clubs should keep records of any bids submitted with grant files for reference.
- Clubs must disclose any potential or real conflicts of interest related to the budget.

SHOW SLIDE 15
Setting Goals

Key points

- Project goals should be measurable to quantify the impact of the project.
- Goals should support sustainable activities that can continue after grant funds are spent.
- Qualitative (descriptive) and quantitative (numeric) goals should both be included.

SHOW SLIDE 16
Setting Goals

Key points

- Start by gathering baseline data from your needs assessment. (For example, a hospital delivering 1,000 babies per year has an infant mortality rate of 15 percent, and a maternal mortality rate of 8 percent.)
- Then set concrete project goals. (For example, within three years, the infant mortality rate will be reduced to 8 percent, and the maternal mortality rate to 4 percent.)

- Determine how you will measure your results. (For example, create an annual report using hospital statistics.)

Refer to worksheet 2
Measurable Goals Case Study

Training leader's notes

- Allow 15 minutes for this activity.
- Ask participants to get into three groups of three to five people.
- Participants will read the case study and the sample project, determine another project that could be created, identify two or three goals for the project, and choose a way to measure those goals.
- For the last five minutes, ask each group to report on its discussion.

Key points

- A community needs assessment often reveals that multiple projects and activities can be conducted.
- It is up to Rotarians to determine what they can commit to and to review the feasibility of the project with the resources available.
- To help ensure that the project will continue after the funding is complete, involve the community and find out what community members are willing to do to keep the project going.

What factors does your club consider when designing a grant-funded project or activity?

Sample responses

Rotarian resources, skills,and knowledge available in our club and the partner club

Amount of funding available

Cooperation with technical experts or other organizations

Projects that the community is motivated to participate in

Review (5 MINUTES)

SHOW SLIDE 17
Learning Objectives

Key point

- At the end of this session, participants will be able to
  - Identify best practices for designing a project
  - Develop a plan to implement their project
  - Understand how to create measurable goals

Refer to worksheet 1
Summary

Training leader's notes

- Review the learning objectives to ensure that all topics were covered sufficiently. Answer any questions.
- Using the summary sheet, ask participants to share something they learned during the session and an action they will take as a result of this session. Participants can share with the person next to them or with the entire group.
- Thank participants.

Adjourn

Session 2: Applying for and Implementing a Grant

(60 minutes)

Learning Objectives

At the end of this session, participants will be able to

- Write a successful grant application
- Understand grant financing
- Discuss the importance of evaluation

Session Outline

Introduction	5 minutes
Applying for a Grant	40 minutes
Grant Implementation	10 minutes
Review	5 minutes

Materials

Slides

18. Title
19. Learning Objectives
20. Rotary Foundation Grants
21. Applying for Global Grants
22. Areas of Focus
23. Sustainable Projects
24. Global Grants First Step
25. Application
26. Global Grant Financing
27. Financing Guidelines
28. Implementation
29. Evaluation
30. Learning Objectives

Worksheets

3. Summary
4. Sustainability

Training leader's notes

- For information on facilitating this session and a list of interactive activities, refer to "How to Use the Session Guides."

- Review this session guide before the seminar, and insert information on local laws, district requirements, and district examples where appropriate.
- Refer to the *Grant Management Manual* for more information.
- During the session, refer participants to the club memorandum of understanding (MOU), and explain the sections relevant to this session.
- Have copies on hand of the district MOU, club MOU, the Terms and Conditions for Rotary Foundation District Grants and Global Grants, and *Communities in Action* for reference.

Introduction (5 MINUTES)

SHOW SLIDE 18
Title

Training leader's notes

- Review the learning objectives for this session.
- Refer participants to the summary sheet, and encourage them to take notes.

SHOW SLIDE 19
Learning Objectives

Key point

- At the end of this session, participants will be able to
  - Write a successful grant application
  - Understand grant financing
  - Discuss the importance of evaluation

Refer to worksheet 3
Summary

Applying for a Grant (40 MINUTES)

SHOW SLIDE 20
Rotary Foundation Grants

Key points

- Under the Future Vision Plan, three types of grants are available: district, global, and packaged.
- For a district grant, clubs apply to the district, following guidelines developed by the district and the Trustees of the Foundation.
- For global grants, clubs apply to The Rotary Foundation, following guidelines developed by the Trustees of the Foundation.
- For packaged grants, clubs apply to The Rotary Foundation, following guidelines developed by its Trustees and the strategic partner.
- Although this session will focus on applying for global grants, the grant management practices discussed can be used for all grant types.

SHOW SLIDE 21
Applying for Global Grants

Key points

- Rotary clubs (as well as districts) can apply to the Foundation for a global grant.
- Global grant requests can be submitted online at any time through Member Access on Rotary.org. It is a two-step process: application survey and application.
- The first step is to fill out the application survey — a questionnaire to determine if the sponsor is ready to fill out the application. This differs from the proposal in the pilot. Details will be available in January 2013.
- The second step is to fill out the application itself.
- To be eligible to receive a global grant, a project or activity must
    - Support at least one area of focus and meet at least one of that area's goals
    - Be sustainable

    - Involve Rotary clubs in two districts (one in the project country and one in another country)
    - Have a minimum budget of US$30,000
- The district must confirm that a club is qualified to receive a global grant.

SHOW SLIDE 22
Areas of Focus

Key points

- Rotary has six areas of focus:
    - Peace and conflict prevention/resolution
    - Disease prevention and treatment
    - Water and sanitation
    - Maternal and child health
    - Basic education and literacy
    - Economic and community development
- Each area of focus has specific goals that should be used to refine projects that are developed to meet real community needs. See Appendix 5: Areas of Focus Statements of Purpose and Goals in the *Grant Management Manual* for reference.

SHOW SLIDE 23
Sustainable Projects

Key points

- To be sustainable, a project or activity will continue to have an impact after the funds are expended.
    - A project must meet a community need that is consistent with the values and culture of the project's beneficiaries.
    - Equipment and technology for a project should be purchased from local sources whenever possible. Spare parts for equipment should be available within the community. Community members should be involved in selecting the equipment and should be trained to maintain and repair it, and there should be a local funding source to cover long-term operation, maintenance, and repair.

- A project should strengthen beneficiaries' knowledge and skills through education and training.
- Project partners should collaborate with local organizations to supply expertise.
- Project partners should identify individuals willing to assume leadership roles for sustaining project outcomes.
- Clear and measurable project objectives should be developed and a method for collecting data established. Figures will ideally demonstrate change for at least three years.

- To learn more, see Appendix 9: Sustainability Supplement in the *Grant Management Manual*.

Refer to worksheet 4
Sustainability

Training leader's notes

- Allow 15 minutes for this activity.
- Ask participants to split into groups of two to four.
- Review worksheet 4 with participants and ask them to answer the questions related to the project outlined, using the case study on page 2 and the sample project on page 3 for help.
- Ask participants to designate one person to report back to the entire group.

SHOW SLIDE 24
Application First Steps

Key point

- The first step in the global grant application process is to review the application survey in Member Access to determine if you have all the required information to complete the detailed application.

SHOW SLIDE 25
Application

Key points

- Applications include a detailed project plan.
- When this publication was written, the new application was still being developed, with additional details expected in January 2013
- Once an application is submitted, the Foundation may require additional levels of assessment, depending on the award amount or the project's complexity.

SHOW SLIDE 26
Global Grant Financing

Key points

- The minimum budget for a global grant project is US$30,000.
- Clubs and districts can contribute to the financing of a global grant using
  - District Designated Fund (matched dollar for dollar by the Foundation's World Fund)
  - Rotarian cash contributions (outright gifts from Rotarians or funds from Rotarian-led fundraisers; matched 50 cents to the dollar by the Foundation)
  - Non-Rotarian cash contributions (donations from other organizations or parties with vested interest; not sent to or matched by the Foundation)

SHOW SLIDE 27
Financing Guidelines

Key points

- Cash contributions for grants can come from Rotarians or non-Rotarians.
- Rotarians cannot collect funds from beneficiaries in exchange for receiving the grant.
- Contributions cannot come from other Foundation grant projects.
- Cash contributions should always be credited to the individuals who gave the funds. Rotarians cannot collect funds from individuals and claim the

donation as their own, unless they have received explicit permission from the donors to do so.

- International sponsors of humanitarian projects are required to provide at least 30 percent of the total sponsor funding.

How do you raise cash contributions for projects?

How do you motivate donors to give more?

Sample responses

Recognize and thank donors.

Spend funds on their intended purpose.

Report on how grant funds were spent and who benefited.

Grant Implementation (10 MINUTES)

SHOW SLIDE 28
Implementation

Key points

- Communication is crucial to a successful implementation. You should communicate regularly with
  - Partners and the community about the progress of the grant
  - Scholars
  - The club and district to report on how the funds are being spent
  - The Rotary Foundation or district, according to the reporting requirements of the grant terms and conditions
- The club must implement a financial management plan for grant funds, including a separate bank account, a plan to transfer the custody of the account if necessary, a plan to disburse funds, and any requirements related to local laws.
- Detailed grant records simplify reporting on the use of grant funds, responding to inquiries, and increasing the transparency of how grant funds are managed.
- For global grants, follow the Foundation-approved grant plan. Any changes to the scope or budget of your project requires the Foundation's approval.

What are additional ways to ensure your club's project is successfully implemented?

SHOW SLIDE 29
Evaluation

Key points

- Conducting an evaluation will assist clubs with their reporting requirements.
- Use lessons learned to replicate successes and adjust for challenges in the next project.
- Use the goals you set during the planning stage to evaluate the success of your project or activity.

- The data and evaluation method should be set during the planning stage.
- Project evaluation happens during implementation through completion.
- Promoting project and activity successes, both internally and externally, gets others involved and interested in participating in the Foundation, and it's a great way to let donors know how funds were spent.
- Refer to *Communities in Action* for evaluation methods.

What are some ways your club can evaluate project success?

Sample responses

Survey project beneficiaries and participants before and after.

Analyze data from the community before and after the project is complete.

Compare the goals of the grant to the outcomes.

Has anyone conducted a grant evaluation? If yes, what did you learn from it?

What did you do with the information you got from your evaluation?

How did you promote your success to Rotarians in your club and district as well as to your community?

Review (5 MINUTES)

SHOW SLIDE 30
Learning Objectives

Key point

- At the end of this session, participants will be able to
  - Write a successful grant application
  - Understand grant financing
  - Discuss the importance of evaluation

Refer to worksheet 3
Summary

Training leader's notes

- Review the learning objectives to ensure that all topics were covered sufficiently. Answer any questions.
- Using the summary sheet, ask participants to share something they learned during the session and an action they will take as a result of this session. Participants can share in pairs or with the entire group.
- Thank participants.

Adjourn

Session 3: Oversight and Reporting

(90 minutes)

Learning Objectives

At the end of this session, participants will be able to

- Identify best practices for managing funds and record keeping
- Identify which documents need to be retained
- Understand reporting requirements

Session Outline

Introduction	5 minutes
Financial Management	20 minutes
Document Retention	15 minutes
Reporting Requirements	45 minutes
Review	5 minutes

Materials

Slides

31. Title
32. Learning Objectives
33. Financial Management Plan
34. Resources
35. Document Retention
36. District Grant Reports
37. Global Grant Reports: Frequency
38. Global Grant Reports: Content
39. Conflict of Interest
40. Learning Objectives

Worksheets

5. Summary
6. Conflict of Interest Case Studies

Training leader's notes

- For information on facilitating this session and a list of interactive activities, refer to "How to Use the Session Guides."

- Review this session guide before the seminar, and insert information on local laws, district requirements, and district examples where appropriate.
- Refer to the *Grant Management Manual* for more information.
- During the session, refer participants to the club memorandum of understanding (MOU), and explain the sections relevant to this session.
- Have copies of the district MOU, club MOU, the Terms and Conditions for Rotary Foundation District Grants and Global Grants, and *Communities in Action* for reference.

Introduction (5 MINUTES)

Show slide 31
Title

Training leader's notes

- Review the learning objectives with participants.
- Refer participants to the summary sheet and encourage them to take notes.

Show slide 32
Learning Objectives

Key point

- At the end of this session, participants will be able to
  - Identify best practices for managing funds and record keeping
  - Identify which documents need to be retained
  - Understand reporting requirements

Refer to worksheet 5
Summary

Financial Management (20 MINUTES)

Show slide 33
Financial Management Plan

Key points

- Your club should have a club-controlled bank account used only for grant funds. A separate account should be opened for each club-sponsored global grant. This will help with keeping accurate financial records. Have a plan in place to transfer custody of the club's account in case a signatory is no longer able to perform his or her duties.
- Once your club receives grant funds, it is important to have a plan for distributing and tracking funds. For example, if you are sponsoring a scholar, the plan should spell out when and how your club will distribute the funds to the scholar.
- Expenditures should be made by a traceable method such as a check or a bank card.
- Keep a ledger with transaction details.
- Laws in some countries and regions may be more stringent than Foundation requirements. Know your local laws and ensure that they are followed. When local laws are less stringent than Foundation requirements, be sure to adhere to Foundation requirements.

What are the benefits of a financial management plan?

Who is responsible for your club's financial management plan?

What are some of the local laws that your club needs to follow?

Show slide 34
Resources

Key points

- Resources for implementing the requirements of the club MOU will be available in October 2012 as an appendix in the *Grant Management Manual*.

- Refer to Appendix 1: Club Memorandum of Understanding in the *Grant Management Manual*. Use this document to help your club work through the requirements of the club MOU.

Document Retention (15 MINUTES)

Show slide 35
Document Retention

Key points

- Documents should be accessible to everyone in the club. For example:
    - Keeping documents in a binder or a file system
    - Scanning documents and saving them electronically to a shared network
- Documents must be retained for a minimum of five years or longer if local law requires.
- Copies of all documents should be kept in a separate location that is accessible to everyone.

What is your club's system for document retention?

What types of documents need to be retained?

Sample responses

Bank statements

Receipts of US$75 or more

Inventory tracking for equipment or other assets purchased, produced, or distributed through the grant

Grant applications, reports, and agreements

Communication between grant partners

Reporting Requirements (45 MINUTES)

Why is reporting on the use of grant funds important?

Key points

- Reporting is a requirement, and it is a key component of proper stewardship and grant management.
- Reporting verifies that grants were managed properly and implemented in accordance with Rotary Foundation policies.
- Reporting provides an opportunity for communication between partners, building the trust necessary to continue the partnership in support of future projects.
- Reporting allows project partners and the Foundation to celebrate successes and learn from challenges.
- Reporting encourages future giving because donors are confident that their funds were used as intended.
- Reporting provides valuable evaluation data that the Foundation uses to improve its grant-making.
- Reporting allows the Foundation to demonstrate its effectiveness and the impact of its grant-making to current and future donors.
- Reporting allows project outcomes in each area of focus to be aggregated and marketed to Rotary's audiences.
- If you have already completed an evaluation of the project and have maintained your records in accordance with the club MOU, completing Foundation reporting requirements should be simple.

Show slide 36
District Grant Reports

Training leader's notes

- Insert your district reporting requirements here and on slide 36
- These requirements might include:

- When reports must be submitted (relative to when the funds were received) and how often
- How reports should be submitted (to whom and using what form)
- What reports should include (type of information and attachments, such as financial documentation)

Show slide 37
Global Grant Reports: Frequency

Key points

- Progress reports must be submitted via Member Access at Rotary.org within 12 months of receiving the first global grant payment and every 12 months thereafter.
- The final report must be submitted via Member Access within two months of completing the project or activity.
- Unused grant funds may be used for additional, eligible, and approved expenses. Changes to a project must be approved by The Rotary Foundation. Any unused funds returned to The Rotary Foundation will be credited to the World Fund.

What kind of information should be included in global grant reports?

Show slide 38
Global Grant Reports: Content

Key point

- Progress and final reports must include the following information:
  - How both partners were involved in the grant
  - Information on the type of activity (humanitarian project, scholar, vocational training team)
  - Evaluation of project goals
  - How the goals of the area(s) of focus were met

- How funds were spent
- Number of beneficiaries and how they benefited

Show slide 39
Conflict of Interest

Key points

- A conflict of interest exists when a Rotarian may benefit financially or personally from grant activities.
- The benefit can be either direct (the Rotarian benefits) or indirect (an associate of the Rotarian benefits).
- Financial benefits could include receiving grant funds for being a project manager or receiving grant funds as a vendor for the project.
- Personal benefits could include receiving a promotion, getting business referrals, or gaining publicity or improved social standing.
- Associates can include family members, friends, Rotarians, personal acquaintances, colleagues, and business partners.

What are some examples of conflict of interest?

Sample responses

A Rotarian on the grant project committee is a paid staff member of an organization benefiting from a grant.

A Rotarian's niece is invited to participate on a vocational training team and selected over a participant with more experience.

A Rotarian lives in a community that is receiving a water well.

A Rotary Foundation grant recipient is the child of a Rotarian.

Why should clubs be concerned about conflicts of interest?

Sample responses

A public perception that local Rotarians are acting in their own interest can ruin their credibility in the community.

Grant project may be less likely to meet beneficiaries' needs.

If donors believe Rotarians are using funds to benefit themselves, instead of the intended community, they may decide not to donate in the future.

Key points

- Rotarians have a reputation for professional integrity. Addressing and preventing conflict of interest helps preserve this reputation for the club, district, and The Rotary Foundation.
- When Rotarians freely disclose any direct or indirect association with the grant project, they help ensure fair process and transparency in the use of Foundation funds.
- Rotarians must disclose any conflicts of interest on the grant application. If Rotarians aren't sure whether a particular situation is a conflict of interest, they should talk with their grant coordinator.
- An actual or perceived conflict of interest does not necessarily disqualify a Rotarian from participation in the Foundation grants program. Eligibility for participation will be determined on a case-by-case basis upon disclosure of the conflict of interest.

Refer to worksheet 6
Conflict of Interest Case Studies

Training leader's notes

- Allow 15 minutes for this activity.
- Split the group into groups of three to four people. Ask participants to read the case studies and discuss the questions provided.
- For the last five minutes, have each group report on their discussion.

Case study 1 sample responses:

- Using the Rotarian contractor is a potential conflict of interest. To ensure a fair and transparent selection process, the club must provide proper documentation that a competitive bidding process was conducted. The club should disclose the Rotarian's relationship to the project and explain why the Rotarian contractor was chosen over the other contractors.

Case study 2 sample responses:

- It would be a conflict of interest if the Rotarian directly participates in the grant project, assists with implementation, or handles or approves any financial transaction. It's also a conflict if the cooperating organization benefits financially from the project.
- The club should take the following measures:
  - Discuss the situation with their partner club, district leaders, or Foundation grant coordinator.
  - Ensure that the Rotarian-owner does not take a leadership role in planning or implementing the grant and is not on the grant committee.
  - Arrange for a non-Rotarian employee to handle the contract and procurement.
  - Keep records of the competitive bidding process.
  - Disclose the conflict of interest in the grant application and describe the steps that have been taken to ensure that it does not negatively affect the grant.
  - Establish a specific contract between the vendor and the club in case something goes wrong.

Review (5 MINUTES)

Show slide 40
Learning Objectives

Key point

- At the end of this session, participants will be able to
  - Identify best practices for managing funds and record keeping
  - Identify which documents need to be retained
  - Understand reporting requirements

Refer to worksheet 5
Summary

Training leader's notes

- Review the learning objectives to ensure that all topics were covered sufficiently. Answer any questions.
- Using the summary sheet, ask participants to share something they learned and an action they will take as a result of the session. Participants can share in pairs or with the entire group.
- Thank participants.

Adjourn

Session 4: Qualification

(30 minutes)

Learning Objectives

At the end of this session, participants will be able to

- Understand qualification requirements
- Manage their club's qualification

Session Outline

Introduction	5 minutes
Qualification	20 minutes
Review	5 minutes

Materials

Slides

41. Title
42. Learning Objectives
43. Qualification Requirements
44. Maintaining Qualification
45. Learning Objectives

Worksheets

7. Summary
8. Club Qualification Checklist

Training leader's notes

- For information on facilitating this session and a list of interactive activities, refer to "How to Use the Session Guides."
- Review this session guide before the seminar and insert information on local laws, district requirements, and district examples where appropriate.
- Refer to the *Grant Management Manual* for more information.
- During the session, refer participants to the club memorandum of understanding (MOU), and explain the sections relevant to this session.

- For reference, have copies on hand of the district MOU, club MOU, and the Terms and Conditions for Rotary Foundation District Grants and Global Grant.

Introduction (5 MINUTES)

Show slide 41
Title

Training leader's notes

- Review the learning objectives for this session.
- Refer participants to the summary sheet, and encourage them to take notes.

Show slide 42
Learning Objectives

Key point

- At the end of this session, participants will be able to
  - Understand qualification requirements
  - Manage their club's qualification

Refer to worksheet 7
Summary

Qualification (20 MINUTES)

Key points

- Qualification is a process that ensures your club has the proper stewardship controls in place to manage Rotary Foundation grant funds in an effective, sustainable, and successful manner.
- The process ensures that clubs are aware of all Foundation requirements before receiving grant funds, and provides clubs with the tools needed to complete these requirements and successfully manage their grants.

Show slide 43
Qualification Requirements

Key points

- By attending this training, participants have completed the first step toward qualification.
- The second step is to have the club president and president-elect sign and submit the club MOU.
- *<<Insert additional district requirements.>>*

Show slide 44
Maintaining Qualification

Key point

- In order to maintain qualified status for one year, clubs must
    - Abide by the terms of the MOU, the grant terms and conditions, and the Rotary and Rotary Foundation codes of policies.
    - Appoint one or more club members to manage club qualification. A committee with staggered terms is recommended for increased transparency, oversight, and continuity.
    - Ensure that stewardship measures and proper grant management practices are implemented for all Rotary Foundation grants to prevent the misuse of funds.

Refer to worksheet 8
Club Qualification Checklist

What MOU requirements has your club already implemented?

What requirements does your club need to implement?

Who in your club will you ask to help implement the club MOU?

Review (5 MINUTES)

Show slide 45
Learning Objectives

Key point

- At the end of this session, participants will be able to
  - Understand qualification requirements
  - Manage their club's qualification

Refer to worksheet 7
Summary

Training leader's notes

- Review the learning objectives to ensure that all topics were covered sufficiently. Answer any questions.
- Using the summary sheet, ask participants to share something they learned and an action they will take as a result of the session. Participants can share in pairs or with the entire group.
- Thank participants.

Adjourn

Closing Plenary Session (20 minutes)

The closing plenary session should conclude the learning and discussions that participants have taken part in during this seminar. It is a final opportunity for the governor-elect to summarize important points to be addressed in the upcoming Rotary year. The governor-elect should use the outline below and corresponding slide as a framework for developing this closing address.

Materials

Handout
Evaluation (see sample in “Planning and Organization”)

Thank you
Slide 46

- Summary of Accomplishments and Future Action
    - Summarize what participants have learned and how this knowledge will help them in the coming year.
    - Encourage participants to share the information they have learned with all their club members, have their president and president-elect sign and submit the club MOU to the district Rotary Foundation committee, and begin to implement the requirements of the club MOU.
- Recognition
    - Thank and acknowledge participants for their participation.
- Evaluation
    - Address the importance of evaluation for improving future training seminars and asking for additional support from the district.

Worksheet 1: Summary

	CONTACTS
I learned…	
I will…	

Worksheet 2: Measurable Goals Case Study

Read the case study about one community's needs and the sample project the committee selected to address conflict within local schools, income generation, and employment. With a small group of participants, determine another project a club could develop based on the community's needs and the club's assets. Then develop one or more goals for the project and determine how you would measure them.

Case Study

A Rotary club in Uganda (host sponsor), located in an area long plagued by civil war, has partnered with a Rotary club in Canada (international sponsor) with which it has an existing relationship.

Rotarians from both clubs conducted a needs assessment in the Ugandan community by interviewing community members, local government officials, business owners, and leaders from local educational and nonprofit organizations. The international sponsor club was invited for a committee meeting to help evaluate the data and create a short list of project options.

Assessment data identified an extensive list of needs:

- The school dropout rate is 62 percent among students 14 and older.
- Fighting among students at school is a common occurance.
- Community elders fear that young people who are not well educated might become involved in a resurgence of civil war activity.
- Primary and secondary schools lack sufficient resources, such as paper and textbooks, for all students.
- The community has a 32 percent unemployment rate.
- 30 percent of residents don't have access to regular medical care, and there are only five doctors and eight qualified nurses serving over 400,000 people spread over long distances.
- 75 percent of residents are concerned about the high rate of thefts in the community.
- Most residents walk an average of 2 miles to get clean water.

The assessment also identified resources available in the community:

- There is a not-for-profit organization run by two former Rotary Peace Fellows that focuses on conflict resolution.
- There are 10 schools in the region with dedicated teachers who see peace-building as a priority.
- There is a local not-for-profit organization run by medical professionals that offers residents services at little or no cost when time and funds permit.

The international sponsors have a strong skill set in teacher training and education, as well as access to educational supplies.

Sample Project:
Provide training in peace and conflict avoidance to students and teachers.

Area of Focus

Peace and conflict prevention/resolution

The project advances this area of focus by training high school students in peace-building. By preparing a generation of citizens to prevent and mediate conflict, the project will foster long-term peace-building efforts in an area seriously affected by conflict. By targeting youth, the project is helping a population highly vulnerable to the ravages of conflict.

Implementation Plan

The project will train 1,300 students and 200 teachers from 10 high schools. It is designed to utilize the expertise of the cooperating not-for-profit organization in the area and also to provide support to that organization.

The training, which will be done in the schools over two full days, is designed for students in leadership positions and on female students, who are traditionally disadvantaged. The training focuses on conflict and its causes, peace-building, reconciliation, and nonviolent conflict resolution skills.

The project supports the creation of peace clubs in the schools, which will use structured activities involving music and drama to educate people, undertake charity work in the schools and their communities to sustain peace-building efforts, sponsor debates on conflict issues and reconciliation, offer peer counseling, and promote the writing of articles on peace and reconciliation.

The host club and cooperating organization will follow up quarterly with trained teachers and students to help them resolve conflicts and ensure ongoing peace-building activities. Cooperating organization staff will visit the schools monthly to monitor the progress of the project and report back to both Rotary clubs.

Methods of Measurement

Baseline Data	Project Goal	Measure and Method
2,500 students and 300 teachers in 10 schools	Provide training in peace and conflict avoidance to students and teachers in 10 high schools in a conflict area.	Total number of direct beneficiaries. Collect information from training attendance sheets.
Students and teachers do not feel prepared to handle conflict and currently try to avoid discussion of any conflict situations.	Provide ongoing support to the 10 schools and establish peace clubs at each in order to ensure the continuation of peace-building activities.	Number of students and teachers participating in peace-building efforts. The cooperating organization will visit the schools monthly to monitor progress, tracking the peace-building activities in which students and teachers are participating.
The cooperating organization experiences power outages	Provide a consistent source of power to the cooperating or-	Number of additional training sessions held. Ask the organi-

several times a week, forcing the cancellation of training sessions. Last year, it was able to hold only 10 out of 20 planned training seminars.	ganization so it can prepare training materials and assist with project follow-up activities.	zation for a report on the number of training sessions held compared to the number planned.
Outdated equipment such as computers, printers, and projectors make it difficult for the cooperating organization to produce effective training materials in a timely manner.	Provide the cooperating organization with equipment that can be used in future peace work.	Improved training materials and resources available. Using direct observation, determine the number of new publications, resources, and training materials created or updated since the new equipment was installed.

Project:

Area of Focus

Implementation Steps

Methods of Measurement

Baseline Data	Project Goal	Measure and Method

Worksheet 3: Summary

I learned…	**CONTACTS**
I will…	

Worksheet 4: Sustainability

Using the case study on page 2 and the sample project on page 3, discuss how you would answer the following questions related to sustainability on a grant application. This will help you determine if your project is sustainable.

Describe the community assessment, including how the project was chosen based on the needs, values, and culture of the beneficiaries.

If new equipment or technology is being brought into the community:

> Does it come from local sources? If not, is the equipment compatible with the local culture and infrastructure?
>
> Are spare parts readily available?
>
> Do beneficiaries possess skills needed to operate, maintain, and repair equipment?

Does a reliable funding source exist to ensure ongoing support for project outcomes?

How will this project strengthen the knowledge and skills of beneficiaries to help meet project objectives?

Identify beneficiaries and community members in leadership roles who can help carry out long-term project goals.

Does the project have clear and measurable objectives? Have the sponsors identified a method for collecting data?

Worksheet 5: Summary

I learned…

I will…

CONTACTS

Worksheet 6: Conflict of Interest Case Studies

Read the case studies. In a small group, discuss the questions that follow.

Case Study 1

A Rotary club in Egypt (host sponsor) has partnered with a Rotary club in Belgium (international sponsor) to apply for a global grant to promote education by refurbishing a school and implementing a training and recruitment program for teachers. The grant committee from the host sponsor conducts a competitive bidding process for contractors to complete the renovations. Three competitively priced quotes are received; however, the company with the best-quality product is owned by a member of the host club.

Can the club use the Rotarian contractor?

What, if anything, should the club disclose about this situation to The Rotary Foundation?

Case Study 2

Your club is planning a water and sanitation project. One of the club members who volunteers to serve on the three-person grant committee is a board member of the organization that would cooperate on the project.

Is this a conflict of interest?

What steps should the club take to ensure that a conflict of interest does not occur?

Worksheet 7: Summary

I learned…	**CONTACTS**
I will…	

Worksheet 8: Club Qualification Checklist

The following checklist summarizes the actions that clubs must take to complete the qualification process, implement the club MOU, and maintain qualified status. Clubs should refer to the club MOU for the complete list of qualification requirements.

- □ A member of the club attends the grant management seminar conducted by the club's district.
- □ The club president and president-elect sign the club MOU and return the form to the district.
- □ The club follows any additional qualification guidelines, as determined by the district.

Implementing and Maintaining Qualification

- □ Establish a succession plan for club leadership to ensure that information and documents related to qualification are retained.
- □ Open a club bank account for grant funds and select two members in good standing prepared to act as signatories, in accordance with MOU section 3.
- □ Establish a financial management plan that will include
  - Maintaining a standard set of accounts
  - Disbursing funds in a timely and direct manner
  - Maintaining separate statements of income and expenses
  - Maintaining a general ledger
  - Establishing an inventory system
  - Ensuring that grant activities conform to local law
  - Clearly define roles and separate duties for Rotarians handling grant funds
  - Performing monthly bank reconciliations
  - Planning for transferring the custody of the bank account(s)
- □ Establish a document retention system in a location accessible and available to Rotarians that maintains all required documents for a minimum of five years (or longer if required by local law), including:
  - Original documentation for district and global grants
  - Club qualification documents
  - Documented plans and procedures
- □ Fulfill Foundation and district reporting requirements for the use of grants.
- □ Report suspected misuse to the district.