

This presentation covers the activities and preliminary findings from Year 1 of the grant model evaluation. Because this is the first year of a five-year process, the findings are subject to change as we continue to gather information and analyze it. This presentation is meant to be updated, and will serve as a starting point for discussion and further questions about the grant model.



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# OUTLINE

1. Background
2. What we've done
3. What we learned
4. Year 2 preview
5. Discussion

Rotary 





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## GME PURPOSE

Examine how Rotary grants are contributing to the outcomes desired by The Rotary Foundation:

- Producing sustainable results that align with the Foundation's priorities and areas of focus
- Engaging Rotarians and deepening their connection to Rotary

The **overall purpose** of the grant model evaluation is to examine how Rotary grants are contributing to the outcomes desired by The Rotary Foundation. Specifically, how they are producing sustainable results that align with the Foundation's priorities and the areas of focus, and how they are engaging Rotarians and deepening their connection to Rotary.



# PRIORITY 1: Increase our impact

People of action are effective problem-solvers



## GME QUESTIONS

1. To what extent do the objectives of **SCHOLARSHIPS** fit within Rotary's grant model?
2. To what extent do the objectives of **VOCATIONAL TRAINING TEAMS** fit within Rotary's grant model?
3. How are Rotarians using their collected **MONITORING AND EVALUATION** data?
4. How are Rotarians planning for and implementing activities that contribute to **SUSTAINABILITY**?

The questions that this evaluation will address over its five-year cycle are anchored to Rotary's four Action Plan priorities. Let's look at how the eleven evaluation questions relate to the Action Plan in the next four slides.

The first priority in Rotary's Action Plan is "increase our impact." The GME explores how the objectives of scholarships and vocational training team projects fit within the grant model. We're also going to learn more about how Rotarians are using their monitoring and evaluation data and how they plan for and implement activities that contribute to sustainability.

## PRIORITY 2: **Expand our reach**

People of action activate and inspire one another



### GME QUESTIONS

5. What is the outcome for Rotary and host sponsors of the **CADRE INTERIM MONITOR VISITS**?
6. To what extent does the requirement to have **INTERNATIONAL AND HOST SPONSORS** for each global grant serve the original purpose of this requirement?
7. What mechanisms do Rotarians use to **SHARE SUCCESSES AND CHALLENGES** within and across regions?

The second priority in Rotary’s Action Plan is “expand our reach,” which focuses on how Rotary participants **activate and inspire** one another. For the GME, we’ll examine the outcomes of Cadre interim monitor site visits and how they support the original objectives of the requirement. We’ll also look at the extent to which the grant requirement for host and international sponsors serves the original purpose. And we’ll learn more about how Rotarians share the success and challenges of their projects within and across regions.

## PRIORITY 3: Enhance participant engagement

People of action strive to understand the needs of others



### GME QUESTIONS

8. To what extent have **COMMUNITY ASSESSMENTS** affected the design, implementation, and sustainability of global grant projects?
9. To what extent does the current grant model enable or hinder **ROTARIAN PARTICIPATION** in grants?

The third priority of the Action Plan is “enhance participant engagement” and that demonstrates the importance of understanding the needs of others. To that point, the GME will explore the extent to which community assessments have affected the design, implementation, and sustainability of global grant projects. We also hope to learn more about how the current model enables or hinders Rotarian participation in Rotary grants.

## PRIORITY 4: Increase our ability to adapt

People of action are inventive, entrepreneurial, and resilient



### GME QUESTIONS

10. What is the outcome of having **DISTRICTS MORE ENGAGED** in the global grant process?
11. To what extent does the global grant model allow or encourage Rotarians to **BUILD UPON WHAT THEY'RE LEARNING** — particularly with respect to project design, project management, and monitoring and evaluation?

The fourth priority of the Action Plan is “increase our ability to adapt.” Here we’re looking at the outcome of having districts more engaged in the global grant process and how Rotarians are building upon what they’re learning with each global grant project — particularly with respect to project design, project management, and monitoring and evaluation.





## YEAR 1: WHAT WE'VE DONE

- Planned the evaluation
- Held interviews and focus groups:
  - Rotarian Future Vision leaders
  - Area of focus managers
  - Rotary's service and engagement manager
  - Regional grants officers
- Analyzed existing data
- Set criteria for site visit sample
- Coordinated with Cadre workgroup



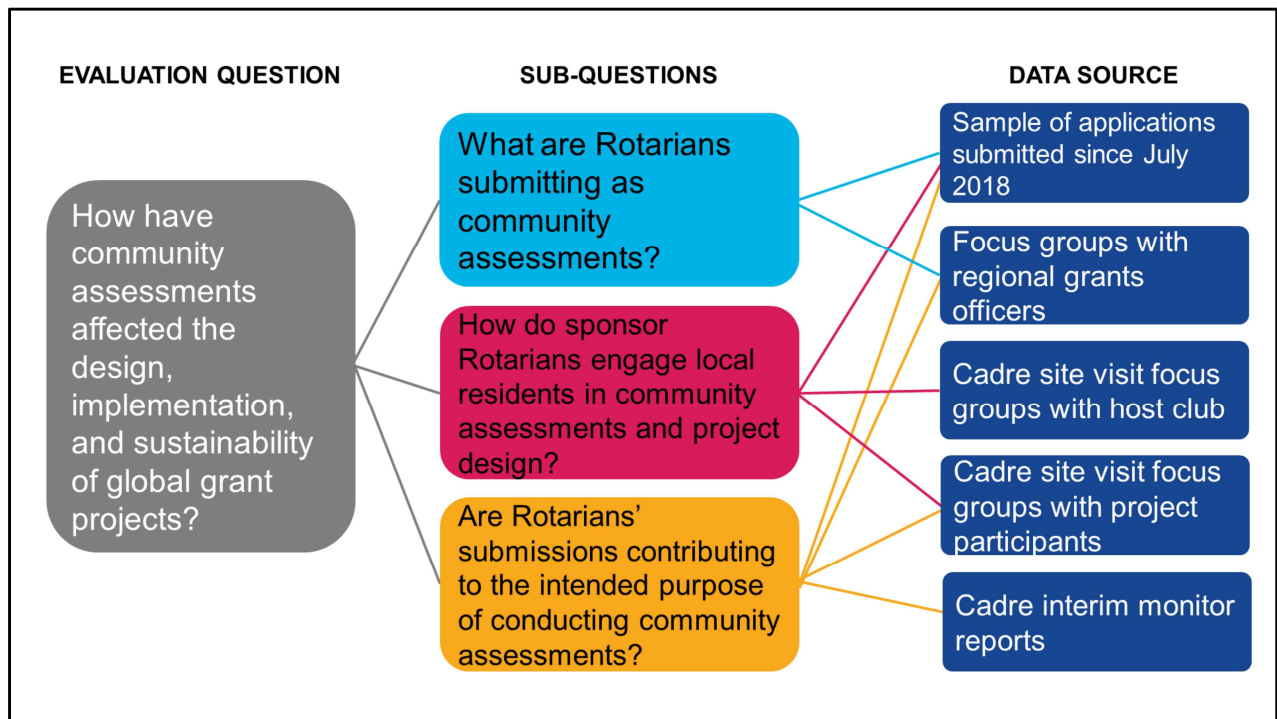
Year 1 began in July 2019 with stakeholder meetings to establish the evaluation questions. The Research and Evaluation team created a data collection plan which details the methodology and data sources. This plan guided the creation of the data collection instruments that are used for interviews, surveys and focus groups. The Cadre workgroup has been instrumental in testing and advising on the data collection instruments. Data collection started in early 2020 as the team began to interview Rotarian Future Vision leaders, Area of focus managers, Regional grants officers and Rotary's service and engagement manager. The team also reviewed existing data that is found in the Business Intelligence (BI) database. In preparation for site visits in 2021, criteria was established so the Research and Evaluation team could select a sample of global grant projects to be visited.

## EVALUATION PLANNING

When developing the evaluation questions, we consulted groups including:

- The Rotary Foundation Cadre of Technical Advisers' workgroup
- Rotary programs and grants staff members
- Rotary's chief strategy officer

During the first part of Year 1, we met with various groups to determine the main questions that would guide this evaluation. Those are the questions you saw in the previous slides. Here you can see a list of the groups we met with. Of particular note is the Cadre workgroup, which is a new way we are involving the Cadre in the GME. We selected 10 members who had previously been trained for the GME and are consulting with them throughout this process. They helped finalize the evaluation questions and are currently testing the new data collection tools being developed, such as interview guides and surveys intended for global grant sponsors.



Before sharing some of what we’ve learned during Year 1, we’ll give an example of how the research and evaluation team is approaching the GME. In the box on the left, “How have community assessments affected the design, implementation, and sustainability of global grant projects?” is one of the evaluation questions. Each evaluation question is divided into sub-questions, as seen here: What are Rotarians submitting as community assessments? How do sponsor Rotarians engage local residents in community assessments and project design? And are Rotarians' submissions contributing to the intended purpose of conducting community assessments?

The final column, on the right, lists the methodologies and data sources we’re using to answer these questions. We rely on multiple data sources for everything, and most data sources contribute to answering multiple evaluation questions. To understand what Rotarians are submitting as community assessments, we’ll look at a sample of submitted applications and rely on data from our focus group discussions with regional grants officers. To understand how Rotarians engage local residents in community assessments, we’ll also look at the grant applications as well as the data collected during site visit focus group discussions with Rotary club members and community members. We also look at the Cadre reports.





Now we can get into a bit more of what we've learned, keeping in mind that we haven't yet collected sufficient data to answer any one of the 11 main evaluation questions — this is simply to share what we've been able to learn from our data sources to date.

## FUTURE VISION REVIEW AND INTERVIEWS

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Why is there an international host requirement?

Historic precedent

Unique to the Foundation and part of the identity of Rotarians — connecting people across the globe in service

Mitigate internationally driven projects and ensure host engagement

Why are vocational training teams included in the grant model?

Group Study Exchange (GSE) was very popular and would be discontinued

Needed more of a development focus to be in line with the Foundation's mission

GSE focused more on cultural exchange; VTT focuses on sustainable outcomes

Why are scholarships included in the grant model?

Like GSE, they are also very popular and there was concern about how Rotarians would react

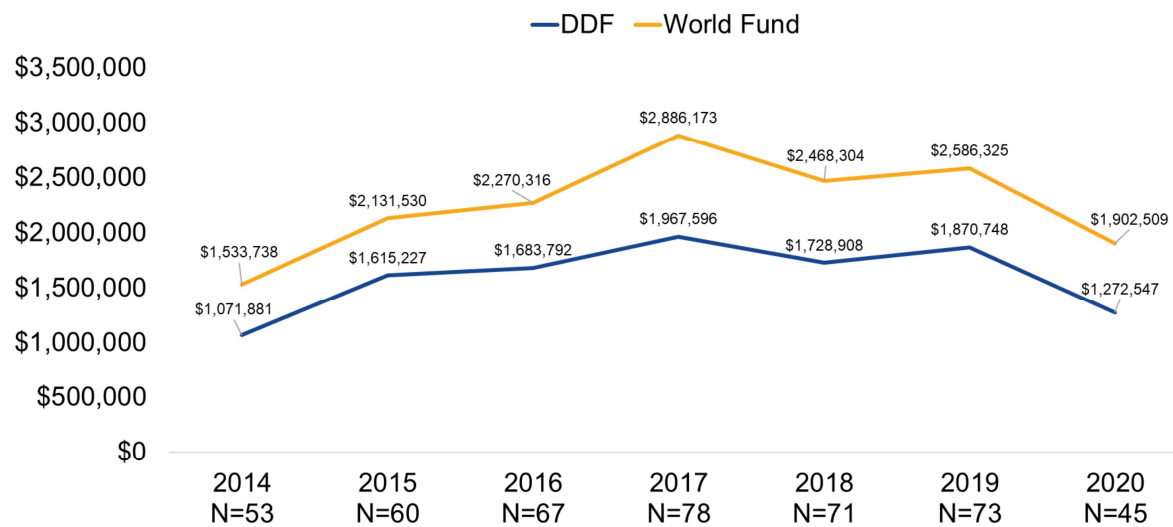
Too many different types of scholarships, needed a sharper focus, and needed to align with the Foundation's mission and priorities

While Future Vision is no longer the guiding document for the grant model evaluation — as we've seen, the priorities of the Action Plan provide the framework for this — we felt it would be useful to conduct a document review and interview Rotary leaders and staff members from the time of Future Vision to help us understand the rationale behind certain decisions and requirements of the new global grant model. Three main questions led that document review and interviews.



We'll transition now to look at some updated data on vocational training teams. These figures represent the past seven Rotary years.

## VTT: WORLD FUND AND DDF USE 2014-20



This graph shows the total World Fund and District Designated Fund amounts for VTT projects each year since Rotary year 2014.

The average World Fund amount per VTT grant is a little more than \$35,000, and the average DDF amount per VTT is a little over \$25,000. Both of these are higher than the average humanitarian grant.



## VTT USE BY AREA OF FOCUS 2014-20

There have been **452 VTT projects** since Rotary year 2014.

- **278 districts** have participated.
- **\$15.9 million** in World Fund money has been spent.
- **\$11.3 million** in DDF has been spent.
- **56%** of the World Fund money has been used for **disease prevention and treatment**.
- **20%** of it has been used for **maternal and child health**.

There have been 452 VTT projects total per the BI Grant Productivity report. This includes all closed and approved VTT projects since the start of the global grant program through the end of Rotary year 2020.

These projects have engaged 278 different districts as either the host or international sponsor: 121 as host district, and 206 as international district, so some districts have served as both host and international sponsor.

Over the past seven Rotary years, \$15.9 million in World Fund money has been spent on VTT. Given that many medical professionals conduct the vocational training visits, it's not a surprise that more than three-quarters of World Fund money spent on VTT is either in the disease prevention and treatment or the maternal and child health area of focus.

The least amount of World Fund money is spent on water, sanitation, and hygiene (nearly 3%), and peacebuilding and conflict prevention (2%).

## VTT USE BY GEOGRAPHY 2014-20

- **51% (\$8 million)** of all World Fund used in VTT has gone to districts in the U.S. that served as the international sponsor.
- **10% (\$1.6 million)** of all World Fund used in VTT has gone to districts in Uganda as the host sponsor.
- One district in India has served as an international sponsor of 12 VTT projects (**\$551,608** in World Fund).



More than half of all World Fund money used for VTT went to districts in the United States. A few U.S. districts seem to be VTT “super-users,” with each receiving an estimated half a million dollars total for VTT since 2014.

Ten percent of all World Fund money used in VTT has gone to districts in Uganda as the host sponsor. International sponsors for these projects are often districts in the U.S. or England.

And one district in India has served as the international sponsor on 12 VTT projects since 2014 — nearly always in a different country.

Having this information will help direct our future data analysis and interviews — for example, to better understand if those clubs and districts that engage in VTT also engage in scholarships and humanitarian grants — or if not, if VTT is their preferred means of being connected to the Foundation’s work. This helps us understand who’s participating in the global grant model.

We also use this data to start understanding what type of relationships between host and international sponsor are being built as a result of VTT.

In the later years of the evaluation, we’ll delve more into gaining a sense of how VTT projects are received by trainees and if the benefits of VTT are sustained.



In this first year, we've examined how many scholarships are funded by global and district grants per year, where students are studying, where students are from, and the use of the World Fund and DDF in scholarships. Most of the analysis is from BI reports, and we plan to collect more data on scholarships through a survey of scholarship alumni, district Rotary Foundation chairs, and grant sponsors. We also hope to conduct interviews and focus groups with district and club leaders to understand participation in the global grant scholarship program.

# SCHOLARSHIPS: AMBASSADORIAL AND GLOBAL GRANTS

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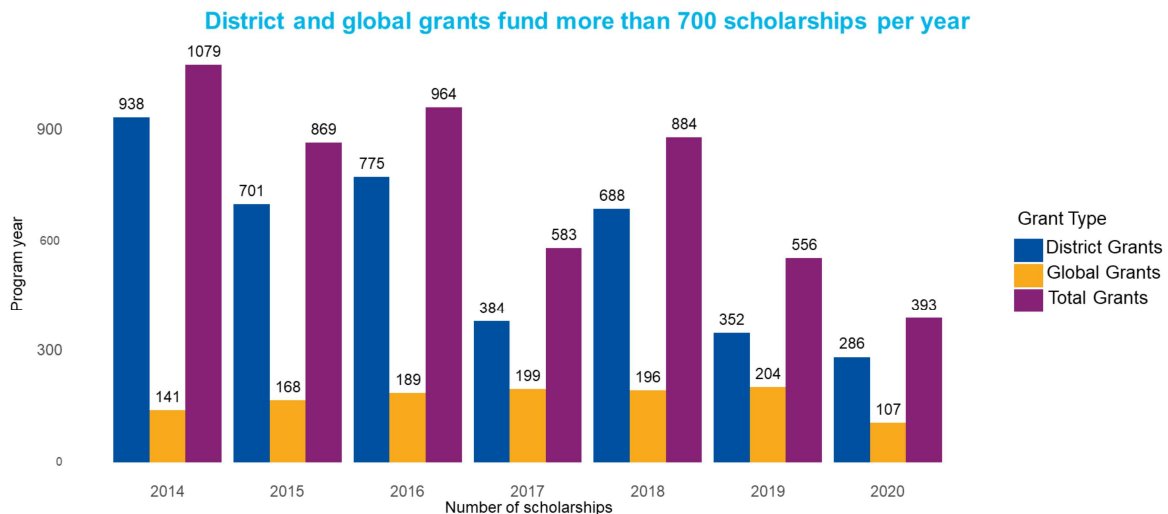


This graph shows the number of scholarships funded per year since 1997 through the Ambassadorial Scholarship program and then through global grants. We can see that the transition to global grants had a significant effect on the number of scholarships because of the reduction in scholarship types, the focus on postgraduate studies, the necessity of fitting within an area of focus, and the new minimum budget.



# SCHOLARSHIPS: GLOBAL AND DISTRICT GRANTS

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When comparing Ambassadorial Scholarships to global grants, it's important to remember that district grants also fund scholarships under global grants. Adding the number of global grant scholarships to the number of scholarships that district grants fund (those coded as Education: Scholarship in the DG Activity report in BI) shows that the average number of scholarships that Rotary provides per year is 761 (172 global grant scholarships and 589 district grant scholarships). This is comparable to the number funded by Ambassadorial Scholarships before the transition.

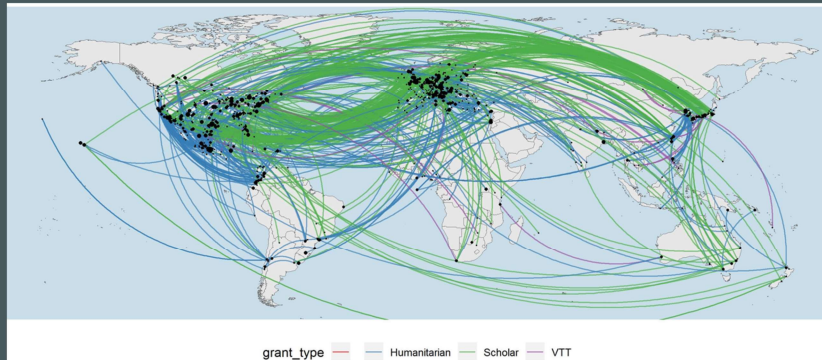
## SCHOLARSHIPS: DESTINATIONS AND ORIGINS, RY2014-2020

### Where are scholars studying?

1. United Kingdom: 563
2. United States: 265
3. Netherlands: 51
4. France: 37
5. Australia: 33

### Where are scholars from?

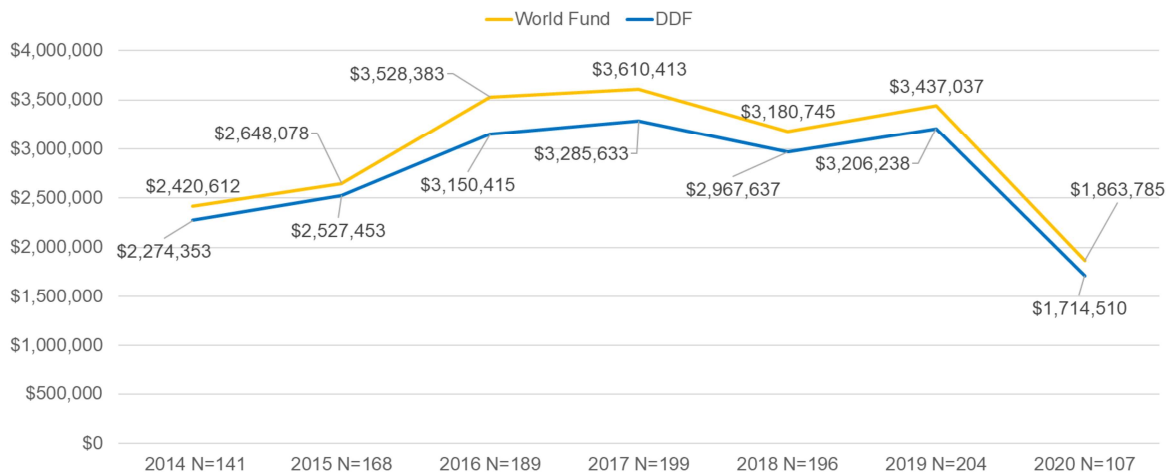
1. United States: 496
2. Japan: 240
3. Italy: 74
4. Australia: 54
5. Korea: 41



Our analysis also finds that the developed world dominates scholarships. Most students study in the United Kingdom, where the top three districts hosting scholars are around London (District 1130, 183 scholarships), Oxford (District 1090, 100 scholarships), and Cambridge (District 1080, 56 scholarships). Most scholars come from the United States and Japan.

Scholarships are how many clubs and districts in developed countries connect to global grants. On this map, you can see that the green arcs, which represent scholarships hosted by clubs in developed countries, are as visible as blue arcs, which are humanitarian grants hosted by clubs in developed countries. To paraphrase one Future Vision interviewee, even though some districts are reluctant to spend \$30,000 on a scholar, scholarships have “become an absolutely important part in helping the internationality of Rotary” because of the participation of districts in countries like England and Japan.

## SCHOLARSHIPS: WORLD FUND AND DDF USE, RY2014-2020



Lastly for scholarships, this slide presents a graph of the World Fund and DDF used in scholarships. On average, about \$2.9 million of the World Fund has been used on scholarships each year since 2013-14. About \$2.7 million in District Designated Funds have been used each year. The average World Fund amount per scholarship grant is \$17,000 (about half what is spent on the average vocational training team project) and the average DDF per scholarship is nearly \$16,000 (about \$10,000 less than on vocational training team projects).

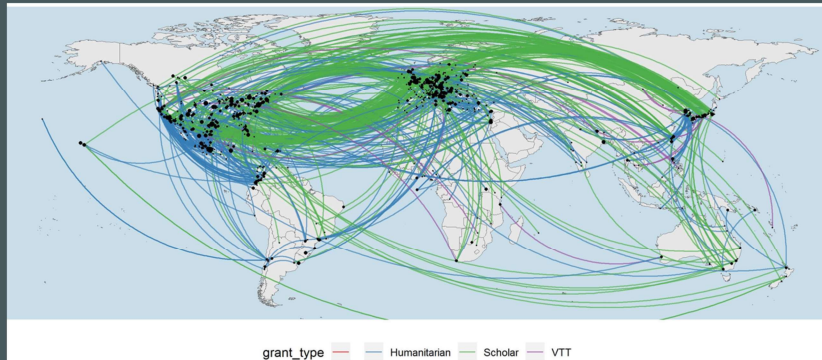
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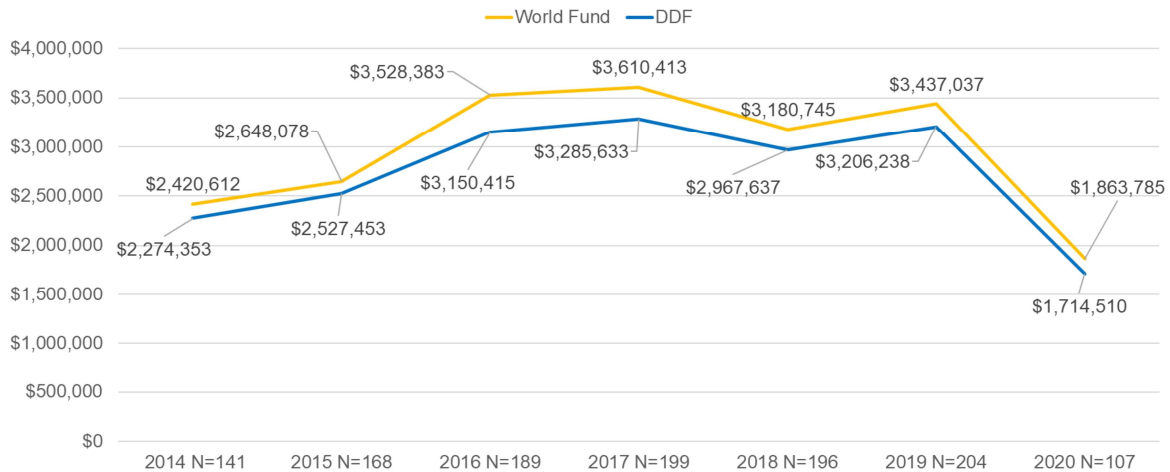
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## CLUB ENGAGEMENT WITH GLOBAL GRANTS

- 40% of currently active Rotary clubs are contributing funds to global grants
- 19% of clubs are sponsoring
- 14% are partnering with sponsors.

40%



In looking at club engagement with global grants, our team has asked how many clubs are participating in global grants in some form. To answer this, we used the Grant Participation Report in BI. The report keeps track of the clubs that have contributed funds to a project, sponsored a grant, and partnered with a grant sponsor. Of the current active Rotary clubs, 40% are contributing funds to global grants, 19% are sponsoring, and 14% are partnering with sponsors.

## CLUB ENGAGEMENT — PERSONAS

- We collected data on all clubs, including those who do and those who don't participate.
- The data set included:
  - Number of club members
  - Club donations to the Foundation, 2015-2019
  - Club age
  - Region
  - OECD membership
- We used a Recursive Partitioning model to group clubs together.



Combining that Grant Participation Report with other data sources, we formulated a profile of clubs that are participating in global grants. These other data sources included data from Rotary's Business Intelligence and from the Rotary Foundation. We compiled several possible predictors of global grant participation: region, membership in the Organization for Economic Cooperation and Development (a proxy for economic development), club age, sum of Rotary Foundation donations from 2015 to 2019, average donation to the Foundation from 2015 to 2019, and average number of members from 2014 to 2020.

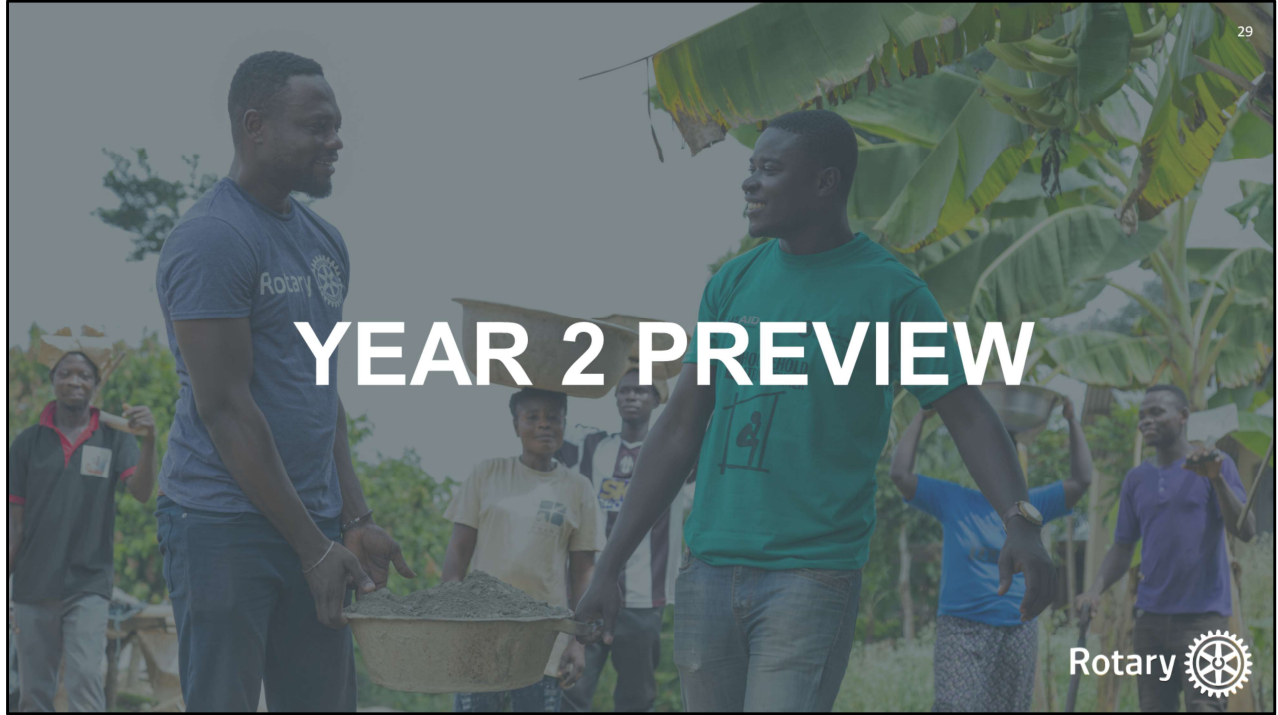
We then used a recursive partitioning model to create a decision tree to see which club characteristics are associated with participation. A recursive partitioning model is a machine-learning model that will simply group clubs together based on the predictors listed above and then determine which combination of predictors are most commonly present with participation in global grants. This method produced trees for contributing clubs, host sponsor clubs, and international sponsor clubs.

## CLUB PERSONAS — WHAT WE FOUND

- Contributing clubs are those that:
  1. Give to the Foundation
  2. Are in North America
  3. Are in non-OECD countries
- Host sponsor clubs are those that:
  1. Are in non-OECD countries
  2. Give to the Foundation
  3. Have a lot of members
- International sponsor clubs are those that:
  1. Give to the Foundation
  2. Are in North America
  3. Have a lot of members

Three factors were associated with participating in global grants. The first is location. Clubs in developing countries tend to be host sponsors, while clubs in North America are most likely to contribute funds and act as international sponsors. The second factor is giving to the Foundation, which is associated with all three forms of participation. And the third factor is the number of members a club has, with larger clubs tending to sponsor grants.

The most accurate models were the host and international sponsor models. Both were 90% accurate. The contributing club model was accurate only 60% of the time. This could mean poor model specification or that contributing clubs don't fit a typical profile.



Let's now transition to a preview of our Year 2 activities

## WHAT'S NEXT

- Survey DRFCs and grant sponsors
- Survey scholarship alumni
- Analyze interim monitor reports
- Analyze a sample of global grant applications
- Engage Cadre workgroup to prepare for site visits
- Conduct field visits



In the coming months, we'll develop and administer surveys to all current district Rotary Foundation chairs. This is an opportunity to better understand how Rotarians view the scholarship option (to cross-check a few of the hypotheses related to scholarship usage), to see how Rotarians are sharing lessons learned about grants in their respective districts, and to learn more about the role of the district stewardship subcommittee in the grant process.

We'll also survey global grant sponsors that had projects close during 2016, 2018, and 2020. The same survey will be administered next year to a different cohort.

Global grant scholarship alumni will be surveyed as well, to better understand how they are using their scholarship skills and experience.

We'll continue to analyze a sample of Cadre interim monitor reports, and we'll analyze a sample of global grant applications to understand what type of information is being submitted as community assessments.

Finally, we'll continue to engage the Cadre workgroup via webinars in the design and testing of site visit tools in anticipation of visits to the field in 2021. Virtual visits may be conducted in lieu of visits, depending upon the environment.



# CRITERIA FOR SITE VISIT SELECTION

## OVERALL CRITERIA

- Number of visits will match percent of area of focus projects
- Total project budget is over the mode and less than median of respective area of focus
- Stratified for top 3 project types within each area of focus
- No stewardship concerns
- Has not received a previous GME visit



Past grant model evaluations used a straightforward random sample of all past approved global grants to select projects that would receive site visits. For this evaluation, we want to be more strategic about which projects we visit and collect data from in order to make the most of both our resources and the information we gather.

Over the five years of this evaluation, we plan to see 25 projects per year for general visits and 15 projects per year for sustainability visits, but we have room to be flexible. We want to focus on the “average” global grant project that Rotarians are sponsoring. This will enable us to better aggregate data from **like** projects, rather than data from, say, a \$30,000 project and a \$200,000 project. In addition, we recognize that projects outside this criteria often have data collected through other means (like interim monitor visits), and we can use that information for this evaluation without duplicating efforts.

That being said, in collaboration with the area of focus managers, we’ve set this overall criteria to which will apply to both projects for general and sustainability visits.

## CRITERIA FOR SITE VISIT SELECTION

### GENERAL VISITS

- Project closed less than two years ago

### SUSTAINABILITY VISITS & VTT VISITS

- Project closed 3-5 years ago



Additional criteria were set based on the closure date of projects. This was important for the criteria as in order to understand sustainability, we needed the projects to have been closed for some time.

## CADRE WORKGROUP

Ten members of the Cadre with GME experience are:

- Consulting on the design of evaluation tools and process
- Testing tools through virtual visits



Ten Cadre members with GME experience have been consulting on the design of evaluation tools.

We've worked with them for months on designing and testing tools to ensure that we're collecting the data that we need to answer our evaluation questions. These tools include interview guides, focus group guides, process documents, as well as the use of virtual visits. We've done several webinars with them, both live and recorded. The group is incredibly engaged and brings a lot of expertise and experience from conducting past visits and being heavily involved in global grants.

We'll continue to work with them as we finalize our process for these site visits. They'll also assist as we plan to train more Cadre members to conduct visits for us with the new tools and a new process.

## SITE VISITS — 2020-21

We're in the final phase of approving a random sample of global grants that fit our selection criteria. There will be:

- 25 general visits
- 15 sustainability visits
- 5 vocational training team (VTT) visits



We're using the criteria we talked about to randomly select a list of grant projects for this year's visits. There will be:

- 25 general visits
- 15 sustainability visits
- 5 vocational training team (VTT) visits



## SITE VISITS — GOING VIRTUAL

- Due to COVID-19 and travel restrictions, 2020-21 site visits will be done virtually.
- We'll collaborate further with the Cadre on best practices.
- Virtual visits will start in January.
- Project participants will be contacted where possible.



Due to COVID-19 and travel restrictions, 2020-21 site visits will be done virtually. The group of 10 Cadre workgroup members are testing the newly designed tools in a virtual environment, and we hope to have the last tests completed soon.

We'll collaborate with the Stewardship team and Cadre members who have done virtual visits for Stewardship to compile a list of the best practices for virtual visits to ensure smooth and efficient data collection. We hope to be able to start the GME visits in the new calendar year.

Lastly, once the list of site visits is finalized, we'll start assessing each project to ensure that we're prepared to support Cadre members in conducting their virtual visits. Of particular interest will be documenting all of the beneficiaries or project participant groups and working with the Cadre member and the host club to ensure that we can reach them, because they can offer us critical feedback about global grants.



## COMMUNICATIONS

The Research and Evaluation team will share the yearly reports with staff members and interested Rotarians through:

- Portal announcements
- External newsletters
- Global grants page of My Rotary



The Research and Evaluation team wants to share more frequent updates on its grant model evaluation activities and findings. We'll share the yearly reports through portal announcements, select external newsletters, and updates on the global grants page of My Rotary.



# THANK YOU

Questions?  
Email the Research & Evaluation Team  
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