AREAS OF FOCUS POLICY STATEMENTS

The Rotary Foundation (TRF) strives to process grants efficiently and ensure the quality of grant-funded projects. In each policy statement, you'll find lists of eligible and ineligible activities, including examples of the types of projects that Rotary clubs and districts have successfully implemented. All grant requests must comply with the policy statement related to their intended area of focus. Project planning is the responsibility of the host club or district.

PEACEBUILDING AND CONFLICT PREVENTION

Rotary supports training, education, and practices related to peacebuilding and conflict prevention through initiatives that help transform[1] conflict in our communities and around the world.

Area of Focus Statement of Purpose and Goals

TRF enables Rotary members to advance peacebuilding and prevent conflict by:

1. Enhancing the capacity of individuals and communities to transform conflict and build peace

2. Training community members in peace education, peace leadership, and conflict prevention and resolution

3. Providing services that help integrate vulnerable populations into society

4. Improving dialogue and community relations to determine how best to manage natural resources

5. Funding graduate scholarships for career-minded professionals related to peacebuilding and conflict prevention

Parameters for Eligibility

TRF considers the following activities to be within the scope of the peacebuilding and conflict prevention area of focus:

1. Group activities including workshops, trainings, and other programs that support peace leadership and education, Positive Peace,[2] community integration of vulnerable populations, facilitated dialogue, communication, and conflict prevention and transformation

2. Education for youth on constructive ways to prevent, manage, and transform conflict, including after-

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[1] Conflict transformation involves identifying and working with the underlying conditions, relationships, and social structures that give rise to conflict. Through this process, one moves beyond conflict resolution or management to change the environment that has led to conflict. This focus on transformation helps ensure sustainable peace.

[2] Rotary has a strategic partnership with the Institute for Economics and Peace to help address the underlying causes of conflict and create conditions that foster peace. Learn more about our work in Positive Peace.

school or community-based programming with robust peacebuilding and conflict-diversion activities

3. Training programs or campaigns to address conflict, or the risk of conflict, related to the use and management of natural resources

4. Legal, psychological, social, and rehabilitative services that help integrate vulnerable populations into society, including at-risk youth, refugees, trafficked people, and others affected by conflict or violence

TRF considers the following activities to be outside the scope of the peacebuilding and conflict prevention area of focus and not eligible for global grant funding:

1. Peace conferences in which Rotary members are the primary participants

2. Projects that purchase only extracurricular or play materials or playgrounds without integration of a robust peacebuilding and/or conflict prevention curriculum

3. Programs with a focus on music, sports, or extracurricular activities without integration of a robust peacebuilding and/or conflict prevention curriculum.

4. Projects that consist exclusively of infrastructure, vehicles, or equipment purchases (such as books, furniture, or computers) without integration of a robust peacebuilding and/or conflict prevention curriculum.

5. Enrollment at a Rotary Peace Center partner university in the same, or similar, academic program as those pursued by Rotary Peace Fellows

Elements of Successful Humanitarian Projects and Vocational Training Teams

Peacebuilding and conflict prevention global grants are:

1. Sustainable — Communities can continue to make progress in peacebuilding and conflict prevention after the Rotary clubs or districts complete their work.

2. Measurable — Sponsors need to set targets and identify measurements to track project outcomes. Standard measures for peacebuilding and conflict prevention are listed in the Global Grant Monitoring and Evaluation Plan Supplement.

3. Community driven — Projects meet the needs identified by the host community.

Elements of Successful Scholarships

Global grants support graduate-level scholarships for professionals interested in pursuing careers in peacebuilding and conflict prevention. TRF considers the following when evaluating global grant scholarship applications:

1. The applicant's previous professional experience in peacebuilding and conflict prevention, including work or research with nongovernmental organizations, governmental agencies, or international associations

2. The academic program's alignment with peacebuilding and conflict prevention

    a. Preferred academic programs include conflict prevention and resolution, peace and justice studies, social entrepreneurship related to peace, security studies, international relations, and other degrees with a specialization in peace and conflict, such as human rights law.

    b. Programs that focus directly on peace and conflict issues and outcomes will be considered favorably.

    c.   Programs that will not be considered favorably include those related to general international relations with no emphasis on peacebuilding, conflict transformation, or conflict prevention and resolution, as well as other general social development degrees.

3.   The applicant's career plans as they relate to peace and conflict transformation, prevention, and resolution

DISEASE PREVENTION AND TREATMENT

Rotary supports activities that reduce the causes and effects of disease. Projects strengthen the health care system[3] by improving access to and expanding medical services, providing medical equipment, or training health care personnel.

Area of Focus Statement of Purpose and Goals

TRF enables Rotary members to prevent and treat disease and support health by:

1. Improving the capacity of local health care professionals

2. Promoting disease prevention and treatment programs that limit the spread of communicable diseases and reduce the incidence and effect of noncommunicable diseases

3. Strengthening health care systems

4. Providing clinical treatment and rehabilitation for physical disabilities

5. Funding graduate scholarships for career-minded professionals related to disease prevention and treatment

Parameters for Eligibility

TRF considers the following activities to be within the scope of the disease prevention and treatment area of focus:

Prevention and Control of Communicable Diseases

1. Disease testing through projects such as health fairs, provided they include counseling and referrals or help admit patients for treatment

2. Educating community members and health care professionals about intervention strategies for preventing disease transmission

3. Providing equipment specifically to offer health care services to remote populations that lack access to the local primary care system

4. Supplying medical equipment to health care facilities. Equipment must meet current technology standards and satisfy environmental criteria for power, water, and air quality. Grant sponsors must provide proof of ownership and operational and maintenance plans, including documentation showing that personnel have received training on equipment operation and maintenance, or a training plan that ensures compliance with these requirements.

5. Providing surveillance systems, along with training, to track and monitor the diagnosis and treatment of disease

6. Treating communicable diseases through an approach that also helps prevent disease, improve the training of medical professionals, or enhance public health education to promote a community's long-term well-being

7. Preventing and controlling illnesses transmitted by mosquitoes and other vectors. High-priority projects will include identifying environmental hazards specific to vector-borne diseases and remedial strategies.

8. Addressing environmental hazards related to infection and disease containment, such as disposal of

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[3] A health care system includes both the public and private sectors engaged in the delivery of health services.

medical waste in health care facilities

Prevention and Control of Noncommunicable Diseases

1. Offering prevention and treatment services for physical and mental illnesses and related disabilities

2. Developing community education and early screening and treatment programs designed to reduce the incidence and prevalence of chronic diseases

3. Providing equipment specifically to offer health care services to remote populations that lack access to the local primary care system

4. Supplying medical equipment to health care facilities. Equipment must meet current technology standards and satisfy environmental criteria for power, water, and air quality. Grant sponsors must provide proof of ownership and operational and maintenance plans, including documentation showing that personnel received training on equipment operation and maintenance, or a training plan that ensures compliance with these requirements.

5. Providing lifesaving surgeries and surgeries to address congenital problems, provided they include assessing the beneficiary and ensuring follow-up care

6. Treating noncommunicable diseases, including mental illness, through an approach that also helps prevent disease, train health service professionals, or enhance public health education with measurable outcomes to promote a community's long-term well-being

7. Preventing traffic- or vehicle-related injuries, provided these projects can demonstrate measurable reductions in such injuries

8. Supplying vehicles, personnel, and equipment to provide emergency medical services. Ambulances must be new and purchased locally and include documentation of ownership, operation, maintenance, repair, and security systems by the appropriate health care facility.

TRF considers the following activities to be outside the scope of the disease prevention and treatment area of focus and not eligible for global grant funding:

1. Projects that consist exclusively of purchasing furniture, supplies, consumables, or nonmedical equipment, such as solar panels

2. Medical missions or surgical team trips that do not provide educational outreach programs or significant capacity-building in the project country, with the exception of lifesaving surgeries and surgeries to address congenital problems

3. Eco-stove or indoor stove-top projects

4. Alternative treatments or therapies for treating physical and mental disabilities

5. Treatment of pervasive developmental disorders and other spectral disorders, including autism, unless there are measurable clinical interventions that demonstrate an improvement of the disorder's long-term impact

6. Nutrition programs, unless they target clinical malnutrition or interventions in the first 1,000 days between a woman's pregnancy and her child's second birthday

7. Introduction of new technology without documentation of its prior successful use in the project area and

appropriate operations, maintenance, replacement, and repair systems in place

8. General health education and public safety programs

9. Wheelchairs used primarily for mobility, social, educational, or vocational outcomes

10. School-based feeding programs, general nutrition or nutrition education interventions, and general gardening and feeding programs

Elements of Successful Humanitarian Projects and Vocational Training Teams

Disease prevention and treatment global grants are:

1. Sustainable — Communities can address their disease prevention and treatment needs after the Rotary club or district completes its work.

2. Measurable — Sponsors need to set targets and identify measurements to track project outcomes. Standard measures for disease prevention and treatment are listed in the [Global Grant Monitoring and Evaluation Plan Supplement](#).

3. Community-driven — Projects meet the needs identified by the host community.

Elements of Successful Scholarships

Global grants support graduate-level scholarships for professionals interested in pursuing careers related to disease prevention and treatment. TRF considers the following when evaluating global grant scholarship applications:

1. The applicant's previous work experience in the field of disease prevention and treatment

2. The academic program's alignment with disease prevention and treatment, such as public health and advanced degrees in nursing and medicine

3. The applicant's career plans as they relate to disease prevention and treatment

WATER, SANITATION, AND HYGIENE

Rotary supports activities that encourage the management and protection of freshwater resources and provide universal and equitable access to safe drinking water, sanitation, and hygiene. TRF seeks to empower governments, institutions, and communities to manage their water, sanitation, and hygiene services through evidence-based interventions that are climate-resilient, measurable, and sustainable.

Area of Focus Statement of Purpose and Goals

TRF enables Rotary members to ensure sustainable access to water, sanitation, and hygiene by:

1. Improving universal and equitable access to safe and affordable drinking water

2. Improving water quality and security by protecting and maintaining surface- and groundwater resources, reducing pollution and contaminants, constructing climate-resilient infrastructure, and promoting wastewater reuse

3. Improving universal and equitable access to improved sanitation and waste management services in order to achieve open defecation-free communities

4. Improving community hygiene knowledge, behaviors, and practices that help prevent the spread of disease

5. Strengthening the capacity of governments, institutions, and communities to develop, finance, manage, and maintain sustainable water and sanitation services

6. Funding graduate scholarships for career-minded professionals related to water, sanitation, and hygiene

Parameters for Eligibility

TRF considers the following activities to be within the scope of the water, sanitation, and hygiene area of focus:

1. Ensuring access to safe drinking water, including projects focused on water supply, storage, purification, treatment, and source water protection

2. Ensuring access to improved sanitation, defined as the collection, treatment, and disposal of human excreta or urine through sanitation infrastructure and fecal-sludge management, treatment, and disposal

3. Providing hygiene education that promotes healthy behaviors such as hand washing, safe disposal of human waste, safe water storage, and proper menstrual hygiene. The program must identify the factors that prevent or encourage positive behaviors and describe how to address barriers.

4. Providing solid waste management systems, defined as the process of collecting, treating and disposing of solid waste materials

5. Using watershed management practices to protect water sources and recharge surface and groundwater resources

6. Supplying water for crop, livestock, and fisheries production

7. Developing sustainable management practices to support water and sanitation services, including community governance, financing and planning, system maintenance, and delivery

8. Planning for and implementing strategic initiatives that build the leadership capacity of civil society (including rotary members), communities, and local government to advocate for sustainable WASH services.

TRF considers the following activities to be outside the scope of the water, sanitation, and hygiene area of focus and not eligible for global grant funding:

1. Hygiene programming that focuses on increasing knowledge and providing standardized information rather than changing behavior. One-time education sessions are not eligible.

2. River, beach, or habitat clean-ups that do not sustainably address the source of waste/pollution or behavioral change

3. Projects that solely construct water and sanitation systems

4. Projects that consist exclusively of infrastructure, vehicles or equipment purchases

Elements of Successful Humanitarian Projects and Vocational Training Teams

Water, sanitation, and hygiene global grants are:

1. Sustainable — Communities and governments can better address their water, sanitation, and hygiene needs after the Rotary club or district completes its work.

2. Measurable — Sponsors need to set targets and identify measurements to track project outcomes in water, sanitation, and hygiene and water resource management. Standard measures are listed in the [Global Grant Monitoring and Evaluation Plan Supplement](#).

3. Community driven — Projects meet the needs identified by the host community. Governments, communities, and businesses work together to build, own, and operate sustainable water and sanitation systems.

Elements of Successful Scholarships

Global grants support graduate-level scholarships for professionals interested in pursuing careers in water, sanitation, and hygiene. TRF considers the following when evaluating global grant scholarship applications:

1. The applicant's previous work experience in the field of water, sanitation, and hygiene or water resource management

2. The academic program's alignment with water, sanitation, and hygiene or water resource management. Examples include water and sanitation engineering, environmental engineering, integrated water resource and systems management, hydrology, and public health.

3. The applicant's career plans as they relate to water and sanitation

MATERNAL AND CHILD HEALTH

Rotary supports activities and training to improve maternal health and reduce mortality for children under five. Projects strengthen the health care system[4] by improving access to and expanding medical services, providing medical equipment, and training health care personnel.

Area of Focus Statement of Purpose and Goals

TRF enables Rotary members to improve the health of mothers and their children by:

1. Reducing the neonatal and newborn mortality rate

2. Reducing the mortality and morbidity rate of children under five

3. Reducing the maternal mortality and morbidity rate

4. Improving access to essential medical services, trained community health workers, and health care providers

5. Funding graduate scholarships for career-minded professionals related to maternal and child health

Parameters for Eligibility

TRF considers the following activities to be within the scope of the maternal and child health area of focus:

1. Maternal prenatal, delivery, and antenatal care

2. Training or "train the trainer" initiatives for maternal and child community health care workers and medical professionals

3. Projects that provide medical equipment to health care facilities. Equipment must meet current technology standards and satisfy environmental criteria for power, water, and air quality. Grant sponsors must provide proof of ownership and operational and maintenance plans, including documentation showing that personnel received training on equipment operation and maintenance, or a training plan that ensures compliance. Equipment projects must include educational activities for women related to healthy pregnancy, delivery, or neonatal care.

4. Education about and enhanced access to family planning and other sexual and reproductive health interventions and services available through the health care system

5. Immunizations for women, adolescent girls, and children under five

6. Interventions to combat pneumonia, diarrhea, malaria, measles, and other major causes of disease in women and children under five

7. Interventions to reduce the transmission and impact of sexually transmitted disease in adolescents and women

8. Prevention of mother-to-child transmission of HIV

9. Projects that promote breastfeeding and other actions that prevent, reduce, and treat the effects of malnutrition

10. Lifesaving surgeries and surgeries to address congenital problems, provided they include assessing the

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[4] A health care system includes both the public and private sectors engaged in the delivery of health care services.

beneficiaries and ensuring follow-up care

11. Projects that address environmental hazards related to the containment of infection and transmission of disease, such as the disposal of medical waste in health care facilities

TRF considers the following activities to be outside the scope of the maternal and child health area of focus and not eligible for global grant funding:

1. Medical missions and surgical team trips that do not provide significant capacity-building in the project country, except for lifesaving surgeries and surgeries to address congenital problems

2. School-based feeding programs, general nutrition or nutrition education interventions, and general gardening and feeding programs

3. Eco-stove or indoor stove-top projects

4. Projects that purchase only extracurricular play materials or playgrounds without measurable therapeutic outcomes

5. Alternative treatments or therapies for treatment of physical and mental disabilities

6. Sexual and reproductive health projects for adolescents, unless they are carried out within the health care system under the supervision of licensed medical professionals

7. Furniture, supplies, and consumables, unless they are part of a larger maternal and child health project that meets the eligibility parameters for global grants

8. General health education and public safety programs

9. Wheelchairs used primarily for mobility, social, educational, or vocational outcomes

Elements of Successful Humanitarian Projects and Vocational Training Teams

Maternal and child health global grants are:

1. Sustainable — Communities can address their maternal and child health needs after the Rotary club or district completes its work.

2. Measurable — Sponsors need to set targets and identify measurements to track project outcomes. Standard measures are listed in the Global Grant Monitoring and Evaluation Plan Supplement.

3. Community-driven — Projects meet the needs identified by the host community.

Elements of Successful Scholarships

Global grants support graduate-level scholarships for professionals interested in pursuing careers related to maternal and child health. TRF considers the following when evaluating global grant scholarship applications:

1. The applicant's previous work experience in the field of maternal and child health

2. The academic program's alignment with maternal and child health. Examples include epidemiology, nutrition, global health, public health, and health promotion, as well as advanced degrees in nursing and medicine.

3. The applicant's career plans as they relate to maternal and child health

BASIC EDUCATION AND LITERACY

Rotary supports activities and training to improve education for all children, and literacy for children and adults.

Area of Focus Statement of Purpose and Goals

TRF enables Rotary members to ensure that all people have sustainable access to basic education and literacy by:

1. Supporting programs that strengthen a community's ability to provide basic education and literacy to all

2. Increasing adult literacy

3. Working to reduce gender disparity in education

4. Funding graduate scholarships for career-minded professionals related to basic education and literacy

Parameters for Eligibility

TRF considers the following activities to be within the scope of the basic education and literacy area of focus:

1. Improving academic outcomes at the early childhood, primary, and secondary levels, in collaboration with local school officials

2. Educating adults in reading, writing, and numeracy skills

3. Providing professional development opportunities for teachers with a qualified trainer in curriculum implementation, effective instructional methods, or student assessments

4. Strengthening basic educational outcomes by providing improved learning materials and facilities supported by enhanced curricula and new professional development for teachers

5. Improving academic support for before- and after-school programs by training tutors and teachers, conducting student assessments, and providing equipment if needed

6. Supporting educators' ability to help students with physical or developmental disabilities achieve greater academic outcomes by providing professional development opportunities for teachers and staff, as well as basic educational materials and enhanced facilities if needed

TRF considers the following activities to be outside the scope of the basic education and literacy area of focus and not eligible for global grant funding:

1. Projects that consist exclusively of infrastructure, vehicles, or equipment purchases (such as schoolbooks, furniture, or computers) without the inclusion of pedagogical teacher training

2. Projects that provide salaries, tuition, or school supplies without the means for the community or non-Rotary entity to maintain these in the future

3. Projects that purchase only extracurricular or play materials or playgrounds without the inclusion of pedagogical teacher training, academic programming, or tutoring programs. For a project to be eligible, sponsors need to show how play materials and programming or training will support learning and classroom instruction.

4. Projects that focus on school feeding or providing infrastructure and equipment for school feeding programs

5. Projects the community is not able to sustain after grant funding ends

6. Projects that benefit only one cohort of students, such as tutoring or after-school programs that will function only during the life of the grant

7. Projects that provide only technology equipment or projects that provide equipment and only basic computer or digital literacy training (e.g., how to use the internet or how to use specific programs) without the inclusion of pedagogical teacher training

Elements of Successful Humanitarian Projects and Vocational Training Teams

Basic education and literacy global grants are:

1. Sustainable — Communities can address their basic education and literacy needs after the Rotary club or district completes its work.

2. Measurable — Sponsors need to set targets and identify measurements to track project outcomes. Standard measures are listed in the Global Grant Monitoring and Evaluation Plan Supplement.

3. Community driven — Projects meet the needs identified by the host community.

Elements of Successful Scholarships

Global grants support graduate-level scholarships for professionals interested in pursuing careers in basic education and literacy. TRF considers the following when evaluating global grant scholarship applications:

1. The applicant's previous work experience in the field of basic education and literacy

2. The academic program's alignment with basic education and literacy. Examples include education, literacy, curriculum development, special education, and school administration.

3. The applicant's future career plans as they relate to basic education and literacy

COMMUNITY ECONOMIC DEVELOPMENT

Rotary supports investments in people and communities to alleviate poverty, creating measurable and enduring economic improvements in poor and underserved areas.

Area of Focus Statement of Purpose and Goals

TRF enables Rotary members to alleviate poverty by:

1. Building the capacity of local leaders, organizations, and networks to support economic development in poor communities

2. Developing opportunities for productive work and improving access to sustainable livelihoods

3. Empowering marginalized communities by providing access to economic opportunities and services

4. Building the capacity of entrepreneurs, social businesses, and locally supported business innovators

5. Addressing gender or class disparities that prevent populations from obtaining productive work and accessing markets and financial services

6. Increasing access to renewable energy and energy-efficiency measures to create more sustainable and economically resilient communities

7. Empowering communities to develop environmental and natural resource conservation skills for economic gain

8. Strengthening communities' economic resilience and adaptive capacity[5] in response to environmental and climate-related hazards and natural disasters

9. Developing and supporting community-based basic emergency preparedness services to improve economic resilience

10. Funding graduate scholarships for career-minded professionals related to community economic development

Parameters for Eligibility

TRF considers the following activities to be within the scope of the community economic development area of focus:

1. Providing poor communities with access to financial services, including microcredit, mobile banking, savings, and insurance

2. Offering training related to community economic development, including entrepreneurship, community leadership, vocational skills, and financial literacy

3. Developing community members' economic and employment potential through leadership training and empowerment tools, especially through initiatives for women, refugees, and young adults

4. Supporting small-business, cooperative, or social-enterprise development and income-generating activities for the poor, including organizing area-wide businesses that provide employment

5. Furthering agricultural development for subsistence and small farmers, including building capacity and

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5 Adaptive capacities refer to the social and technical skills of individuals and groups that allow them to respond effectively to environmental and socioeconomic changes.

facilitating access to financial markets and capital

6. Organizing community-led and -coordinated adopt-a-village initiatives, or comprehensive community development activities

7. Supporting equal and effective economic opportunities for women, refugees, and other marginalized populations

8. Providing access to renewable, clean, and efficient energy through sustainable, locally purchased, and innovative technology, as well as substantial training directly connected to economic outcomes

9. Training communities in conservation and resource management to help them preserve, protect, and sustainably use natural resources for their economic benefit and growth

10. Improving communities' ability to adapt to environmental and climatic changes through capacity-building, and developing sustainable economic activities

11. Providing training and basic resources to support basic emergency preparedness initiatives and enhance communities' economic resilience, including fire prevention and natural disaster preparedness

12. Supporting the development of sustainable agriculture solutions, efficient and context- designed food access systems that limit waste and expand access to nutrition

TRF considers the following activities to be outside the scope of the community economic development area of focus and not eligible for global grant funding:

1. Community infrastructure or equipment projects without direct economic results, or without operational and maintenance plans

2. Community beautification projects such as parks and playgrounds

3. Projects to rehabilitate community centers

4. Solar panels or other renewable energy equipment without appropriate economic development benefits

Elements of Successful Humanitarian Projects and Vocational Training Teams

Community economic development global grants are:

1. Sustainable — Communities can address their economic development needs after the Rotary club or district completes its work.

2. Measurable — Sponsors need to set targets and identify measurements to track project outcomes. Standard measures are listed in the [Global Grant Monitoring and Evaluation Plan Supplement](#).

3. Community driven — Projects meet the needs identified by the host community.

Elements of Successful Scholarships

Global grants support graduate-level scholarships for professionals interested in pursuing careers in community economic development. TRF considers the following when evaluating global grant scholarship applications:

1. The applicant's previous work experience in the field of community economic development. Applicants are expected to demonstrate how their work contributed to the economic well-being of poor, low-income, or underserved communities at the local, regional, or national level.

2. The academic program's alignment with community economic development

    a. Examples include social science degrees with a focus on community economic development and business degrees tailored to social business, micro-entrepreneurship, or microcredit

    b. Programs that will be favorably considered include those that:

        i. Emphasize local, regional, or national economic development strategies

        ii. Focus on addressing economic issues of poor, low-income, and underserved communities

        iii. Support social business development, such as a specialized track within a master of business administration program

        iv. Provide a business degree to teach entrepreneurial skills or support startups at the local, regional, or national level

        v. Include "community development" in the name of the program or specialized track

        vi. Improve the coaching or advising capability of an individual working with small businesses or entrepreneurs

        vii. Focus on strategies to address environmental issues that affect poor, low-income, and underserved communities, such as resource management, environmental and conservation studies, resilience planning, and preparedness

        viii. Use urban planning principles to guide economic development strategies

    c. Programs that will not be favorably considered include those that:

        i. Focus on purely theoretical, macro-level economics, politics, or finance

        ii. Support general private business development, such as a master of business administration for professions unrelated to social enterprise

3. The applicant's career plans as they relate to community economic development

    a. Careers that will be considered favorably include those that:

        i. Improve the economic and social well-being of poor, low- income, and underserved communities at the local, regional, and national level

        ii. Are in a nonprofit or social enterprise environment

        iii. Support advocacy for economic and social well-being (e.g. for poor communities, youth, women, indigenous peoples, refugees, and other underserved populations)

        iv. Address environmental issues that affect poor, low-income, and underserved communities through strategies including resource management, environmental and conservation studies, resilience planning, and preparedness

    b. Careers that will not be considered favorably include general roles in business, engineering, or social work, or general administration in a private or corporate environment.

ENVIRONMENT

Rotary supports activities that strengthen the conservation and protection of natural resources, advance environmental sustainability, and foster harmony between people and the environment. At Rotary, environmental sustainability means ensuring the responsible care and use of Earth's natural resources for the greatest benefit of living things in a way that supports ecological integrity, planetary health, and future generations.

Area of Focus Statement of Purpose and Global Objectives

TRF enables Rotary members and partners to protect, preserve, and conserve the environment through a variety of project pathways in order to:

I. Conserve nature and biodiversity, from species to landscape-scale protection

II. Mitigate climate change, by reducing or avoiding greenhouse gas emissions or ensuring that they are absorbed or stored in natural carbon sinks

III. Facilitate sustainable and adaptable livelihoods with smaller ecological footprints that maintain people's social well-being in compatibility with flourishing natural systems

IV. Strengthen environmental equity by addressing socio-environmental issues that disproportionally affect marginalized communities

Eligible grant projects will demonstrate one or more of the environment area global objectives (above) and match at least one action goal (below).

Eligible Action Goals and Activities

TRF considers the following activities to be within the scope of the environment area of focus:

1. Protecting and restoring land, coastal, marine, and freshwater resources

    a. Protecting and restoring terrestrial ecosystems through initiatives such as preventing deforestation and habitat degradation, planting native vegetation, promoting reforestation and habitat restoration, and removing invasive plant and animal species

    b. Protecting and restoring coastal, marine, and freshwater ecosystems through initiatives such as protecting and propagating native plant and animal species, removing invasive species, and addressing overfishing, pollution, coastal erosion, and ocean acidification

    c. Prioritizing action to monitor and guard nature against threats of degradation

    d. Supporting targeted initiatives to improve aquifer and groundwater recharging, water conservation, water quality, and watershed management (in conjunction with the policy statements and guidelines for water, sanitation, and hygiene)

    e. Preserving biodiversity by protecting habitats, conserving native species, preventing poaching, and monitoring and protecting endangered species

    f. Preserving biodiversity across jurisdictions by conserving migratory species and preventing the illegal wildlife trade

2. Enhancing the capacity of communities and local governments to carry out natural resource management

and conservation

    a. Training and educating communities in conservation and resource management to preserve, protect, and sustainably use natural resources and natural heritage

    b. Mitigating human-wildlife conflict through ecologically sound, peaceful, and equitable resolutions

    c. Building capacity of governments or local groups to prevent and combat deforestation and wildfires

    d. Developing peacebuilding and conflict prevention initiatives related to natural resource management and use (in conjunction with the policy statements and guidelines for peacebuilding and conflict prevention)

    e. Forming and strengthening grassroots environmental and natural resource management groups

3. Supporting agroecology and sustainable agriculture, fishing, and aquaculture practices

    a. Increasing adoption of ecologically viable agriculture practices through regenerative agriculture, conservation agriculture, managed grazing, agroforestry, silvopasture, or tree intercropping

    b. Supporting sustainable fisheries and ecologically sound aquaculture

    c. Promoting, revitalizing, and preserving the use of traditional and Indigenous knowledge in agricultural, land, ocean, and natural resource management practices

    d. Improving food security through sustainable agricultural, aquaculture, and fishing methods, support to local food sources, agricultural diversity, reduced food waste, and equitable access to high-quality food

    e. Supporting sustainable production of natural craft goods, herbs, and non-timber forest products compatible with conservation (if applicable, also in conjunction with the policy statements and guidelines for community economic development)

    f. Supporting sustainable natural resource use for non-market, subsistence, and cultural needs

4. Addressing the causes of climate change through reductions in the emission of greenhouse gases and interventions in energy usage

    a. Providing access to locally sourced, renewable energy, including solar, methane-capture, and small-scale wind power systems, as part of comprehensive interventions in energy systems

    b. Reducing the environmental footprint—amount of natural resources used or pollution produced—of energy consumption at the household level through efficient electricity, clean cooking methods (e.g. stoves, refrigeration, etc.), and heating/ventilation/air-conditioning systems (HVAC)

    c. Setting up or upgrading neighborhood-scale energy systems for efficiency and decarbonization with shared benefits, e.g. community solar

    d. Supporting the transition to sustainable, energy-efficient transportation modes through holistic urban and regional planning, education, or infrastructure changes

    e. Preventing the negative impacts of large-scale energy infrastructure

5. Strengthening the resilience of ecosystems and communities affected by climate change and climate disruption

    a. Supporting adaptation and resiliency strategies for communities affected by climate-related events, emphasizing vulnerable segments of the population

    b. Promoting conservation strategies that anticipate climate-induced migration and habitat needs

6. Using education and social outreach to promote pro-environmental behaviors

    a. Implementing community-based environmental education, environmental awareness, participatory mapping, and advocacy initiatives for a specific purpose

    b. Supporting environmental education programming in schools that aligns with local government curriculum and has a specified environmental purpose (in conjunction with the policy statements and guidelines for basic education and literacy)

    c. Implementing targeted environmental campaigns and strategic communications with decision-making stakeholders toward a specific large-scale result

    d. Educating in situ and disseminating information at environmental learning centers, such as biological stations and interpretive nature centers, toward a specific result

    e. Promoting and educating on environmental human rights

7. Advocating for a resource-efficient economy of sustainable goods and services and the environmentally sound management of material life cycles

    a. Supporting community planning efforts to strengthen circular economies through composting, recycling, upcycling, and repurposing programs (for solid waste management projects, working in conjunction with the policy statements and guidelines for water, sanitation, and hygiene)

    b. Supporting community or sector-specific efforts for sustainable sourcing of materials

    c. Reducing food waste by local businesses and households, and/or capturing resulting methane

    d. Reducing demands for plastics and petrochemicals

8. Addressing environmental justice and environmental public health concerns

    a. Eliminating and reducing exposure to environmental toxins and environmental risks in or adjacent to homes, schools, and communities within vulnerable and marginalized populations

    b. Increasing equitable long-term access to nutritious food for environmentally vulnerable and marginalized populations

9. Implementing responsible land use tools for environmental protection

    a. Supporting community, non-governmental (NGO), or governmental capacity to maintain environmental standards inside and adjacent to protected areas

    b. Supporting processes to establish or expand a publicly recognized natural protected area or rural community land

    c. Protecting land and setting it aside for conservation through nonprofit ownership, appraisals, conservation easements, or strengthening the work of land trusts and land conservancies

10. Enhancing environmental innovation and related incentives

    a. Empowering communities to develop conservation skills for economic gain and providing income-bearing alternatives to environmentally-detrimental activities (in conjunction with the policy statements and guidelines for community economic development)

    b. Supporting community-managed small-scale ecotourism initiatives based on proven sustainable models

    c. Advocating for public environmental incentives to positively change behavior

      d. Scaling or expanding usage of environmental technologies based on biomimicry, natural materials, circular economy, or spatial data

11. Funding graduate scholarships for career-minded professionals related to the environment

Any project deemed eligible under a different area of focus other than environment but that would take place within a national recognized natural protected area must mark environment as its secondary area of focus to be reviewed for alignment.

Projects that do not seek to achieve a positive, measurable, and sustainable impact on the environment would not be eligible for global grant funding within the environment area of focus. TRF considers the following activities to be outside the scope of the area of focus and not eligible for global grant funding:

1. Community beautification projects

2. Single-event training or education sessions

3. River, beach, or habitat clean-ups that do not sustainably address the source of waste/pollution or behavioral change

4. Tree plantings that are not part of a larger ecological framework and strategy

5. Nature therapy

6. Food distribution programs

7. Funded outdoor recreational activities

8. Lobbying as defined by the law in the country where the project takes place

9. Projects focusing only on the installation of infrastructure or equipment (such as solar panels) without demonstrated environmental benefits

10. Purchase or installation of crematories as a stand-alone equipment and infrastructure purchase or installation without demonstrated environmental benefits

Note: This list is not a complete list of ineligible activities. For more information on project design requirements, refer to the [Environment Guidelines for Global Grant Funding](#).

Elements of Successful Humanitarian Projects and Vocational Training Teams

Environment global grants are:

1. Sustainable — Communities can continue to make progress in environmental protection and sustainability after the Rotary clubs or districts complete their work.

2. Measurable — Sponsors need to set targets and identify measurements to track project outcomes.

3. Community-driven — Projects meet the needs identified by the host community.

Elements of Successful Scholarships

Environment global grants support graduate-level scholarships through two programs for professionals who want

to pursue careers related to the environment. The first is a core environmental fields scholarship program. The second is a scholarship program for self-identified Indigenous applicants to pursue a course of study from a broader curricular range related to the intersection of environmental and Indigenous studies.

For the core environmental fields program, TRF considers these factors:

1. The applicant's previous work experience in environmental fields

2. The academic program's alignment with the environment, through an eligible field of study, such as natural resources management, environmental toxicology, conservation biology, or environmental justice (full list in Environment Guidelines for Global Grant Funding)

3. The applicant's career plans as they relate to the environment

For the Indigenous environmental studies program, TRF considers these factors:

1. The applicant's previous professional or academic experience in environment-related fields

2. The academic program's alignment with any of the disciplines listed above in the first program, or from the additional options listed in the Environment Guidelines for Global Grant Funding

3. The applicant's career plans as they relate to the environment or to addressing environmental issues that Indigenous peoples face