

Rotary-USAID Partnership: Storytelling Guide for Rotary Members



USAID
FROM THE AMERICAN PEOPLE

Rotary-USAID Partnership: Storytelling Guide for Rotary Members

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INTRODUCTION

More than a third of the global population lacks basic sanitation facilities, and more than 785 million people do not have access to clean water — a crisis too large for any single government or agency to solve.

Rotary and the U.S. Agency for International Development (USAID) formed a partnership in 2007 that combines the technical skills of development experts with the local leadership and influence of Rotary members. Since then, Rotary clubs and USAID missions in the Dominican Republic, Ghana, the Philippines, and Uganda have collaborated on national-scale, multiyear water, sanitation, and hygiene programs that have benefited more than 457,000 people. This is Rotary's largest strategic partnership unrelated to polio, with a total joint investment of \$18 million committed through 2025.

The best value Rotary members bring to the partnership is their professional skills, their dedication to local communities and their networks of influence. For most members, however, the Rotary-USAID partnership represents the largest scale, most complex and demanding water, sanitation, and hygiene programming yet.

That's because this program requires:

- Multiple years of commitment and participation
- A collaborative and multiclub approach
- More substantial investments of time working with communities, partners and local governments
- A community development approach
- More robust monitoring and evaluation
- A hybrid professional-volunteer management structure to administer it
- More demanding reporting for stewardship of a \$2 million grant

To meet these requirements, Rotary members receive formal training and recurring refresher workshops throughout the programs to up their skills. As a result, the partnership's programs are opportunities for growth and learning. The experience, knowledge, and skills that members acquire through the partnership programs are then shared with other clubs all over the world to improve practices, outcomes and impact.

Focusing on sustainability

For decades, Rotary clubs around the world funded wells, pipes, latrines, and toilets. Too often, however, projects that succeeded at first eventually failed, as water and sanitation systems broke down. Sometimes this happened because projects were implemented without regard for their sustainability or without the involvement of the local community.

The lessons we've learned from our water, sanitation, and hygiene projects, as well as from formal sustainability evaluations of Rotary-USAID programs, have led us to focus more on building the capacity of local communities to manage their water, sanitation, and hygiene systems and advocate for better services with government providers.

Capturing and applying lessons learned

The partnership is committed to identifying and sharing the best practices for achieving sustainability in water, sanitation, and hygiene projects by capturing and applying what we've learned. This involves:

- Ongoing collection of monitoring and evaluation data
- Ongoing documentation and sharing of lessons during the program implementation
- Ongoing application of lessons learned as we work to make any necessary adjustments
- Periodic formal sustainability evaluations using the Sustainability Index Tool

USAID programs use a similar framework focused on collaborating, learning, and adapting (CLA). Learn more about CLA at the [USAID Learning Lab](#).

The Rotary-USAID partnership [microsite](#) includes a section about the lessons we've learned and the best practices for sustainability and partnerships in water, sanitation, and hygiene projects.

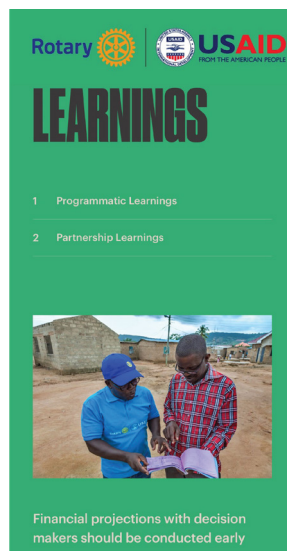
If you're participating in a complex program like the Rotary-USAID partnership, it's important to establish a knowledge management system while a project is still being implemented in order to document, store, analyze, communicate, and apply the knowledge you're acquiring.



Capturing knowledge outside of formal evaluations

While formal evaluations and monitoring and evaluation questionnaires help capture critical program data, it is often harder to capture qualitative information (personal anecdotes or insights from first-hand experiences in the field).

A way to capture this information is storytelling.



STORYTELLING

Sharing stories is one of the primary ways in which we communicate information and learn from one another's experiences. Stories have the power to move people to action. For example, a report may state that 95% of people in a community lack access to safe water, but we may not be emotionally moved to action until we hear a story about it: for instance, that Mary Beth Riseley, a mother of three, has to buy bottled water to use in cooking and cleaning because of lead contamination in her city's water supply.

In the context of the partnership, storytelling is a tactic to capture and share learnings from the perspective of Rotary members as the partnership unfolds so that such learnings inform decision making going forward, thus creating opportunities to improve practices and lead to better outcomes and more sustainable impact. The partnership embraces and promotes a culture of constant learning in which open discussion and sharing of challenges and failed approaches is a welcome and necessary step in personal growth and collective advancement.

How to think of stories

Take a moment to reflect on:

- A personal experience in the field that was surprising or inspiring
- A person who inspired you or affected you emotionally with their words or actions
- A scene you witnessed that you remember or keep thinking about
- Insights, skills, or knowledge you learned from your conversations in the field
- Adjustments you made to your processes or practices because of challenges you encountered

Collecting stories

Building relationships with people is crucial. Be willing to listen and ask questions. As you build trust, people will speak honestly with you.

When you interact with people with the intent to record their stories, make sure you:

- Explain what you'll do with the information
- Ask for permission before you photograph, film, or record someone
- Ask the person to consent in writing. If they're under age 18, obtain written permission from their parent or legal guardian. You should use a consent form that's standard for your country. For more guidance about releases, consult the [What you need to know about creating promotional content](#) page.
- Ask the person what they think about the relevant topics and ask how these issues affect them. Refer to the various conversation guides in the appendixes for more specific questions.

Sharing stories

You can tell a story through writing (a blog post or an article), audio (a voice recording), a series of photos (a photo essay), or video (a simple recording).

The best stories will be considered for use on Rotary or USAID's websites, blogs, and social media channels. We may also use them to support The Rotary Foundation's fundraising efforts. We'll ask you to sign a license agreement when you submit your photos, audio, or video.

However you decide to tell stories, this guide will give you tips about how to collect and share them.

You can also use the [Brand Center](#), accessible through My Rotary, to find more resources for telling Rotary's story.

Rotary Club Champions

Rotary clubs that participate in the partnership typically have one or two members dedicated to each track of activity of the program, including storytelling or knowledge management. Club champions are asked to sign a Terms of Reference document to formalize their commitment to fulfill their duties and responsibilities for the duration of the program (see page 18).



Telling a story in writing

Below are writing tips.

○ **Write in your own voice, using the first person**

Five of us from the Rotary Club of Accra met Monday with a local official.

○ **Simplify formal and technical language and avoid Rotary jargon**

GOOD	BETTER
Past District Governor Kwesi Adong joined us.	Kwesi, <i>a Rotary leader</i> , joined us.
Where waste segregation is absent or incomplete, it results in codisposal of these wastes, which impedes progress with recovery of recyclable or reusable materials and disposal by sustainable means	Not separating different kinds of waste makes it more difficult to recover recyclable or reusable materials or to use sustainable disposal methods.

○ **Share your emotions and personal observations**

GOOD	BETTER
The school lacked latrines.	I <i>noticed</i> the lack of latrines.
Play pumps are not reliable.	We <i>learned</i> that play pumps aren't reliable.

○ **Include a short quote from someone you spoke with**

"When we need to go, we have no place of convenience but the fields or the bush, and you have to walk for a while," Kwame Akosua, a father of two, told us.

○ **Link to online sources to help readers learn more**

Rotary members are part of the fight against disease every day through our [work to end polio](#).

You can write in the form of a blog post or a Question and Answer (Q&A) in which you list the questions and the answers.

Telling a story in pictures

A photo essay is a series of photographs that tells a story one image at a time. Each image should have a short caption that explains what's happening in the photo.

Many platforms make it convenient and easy to tell a story in photos with captions.

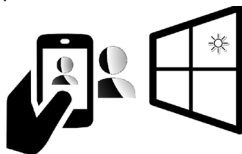
For example, WhatsApp prompts you for a caption before you post a photo. Always take the time to type a few sentences that identify the people or describe the scene.

Pay attention to lighting

Position yourself with your back to the sun or light.



If you're indoors, use the available natural light before resorting to a flash. For example, place your subject close to a window for a portrait.

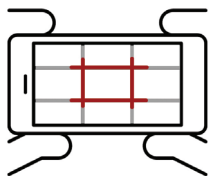


Avoid taking portraits under overhead light or midday sun. Both will cast harsh shadows.

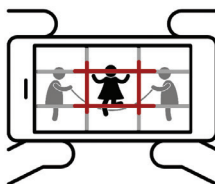


Think about composition and framing

Imagine a grid dividing your screen into thirds from left to right and top to bottom.



Use the intersecting lines to frame key elements of the scene.



Find a meaningful backdrop for the image.



For selfies, make sure the backdrop helps tell the story of where you are.



Think about composition and framing

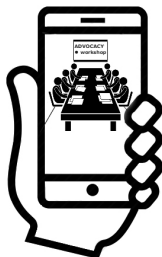
Take photos from low or high angles for a dramatic effect.



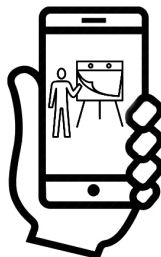
Don't zoom. Get closer.



Include a wide shot to give a sense of space and location.



Take a short video when the scene involves motion or when someone is talking.



Below is an example of visual storytelling about an inspection visit to the Bosoafise community in Ghana.



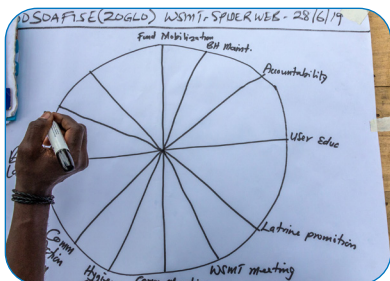
Representatives from Rotary, USAID, and the local district government meet with members of the water and sanitation management team of the [Bosoafise](#) community to assess how well the team has fulfilled its responsibility to maintain the hand pump donated by the partnership.



Rockson Dutanya, a Rotary water, sanitation, and hygiene consultant, explains how the representatives will use a participatory learning and action technique called a spiderweb to engage the water and sanitation management team of Bosoafise in visualizing their performance.



Linda Yeboah Amponsah, a behavioral change communication officer with [Global Communities Ghana](#) (a USAID implementing agency) helps Rotary's Rockson Dutanya in drawing the spiderweb that will be filled in with input from the management team.



A close-up view of the spiderweb setup, showing the various areas of performance by the management team.



Rockson Dutanya, a Rotary water, sanitation, and hygiene consultant, reviews and interprets the spiderweb drawing with members of the Bosoafise water and sanitation management team. The web allows the team members to visualize areas of strength as well as gaps in fulfilling their responsibilities.

Telling a story in video

Most smartphones can record video and also have features you can use to trim or edit video recordings.

Video tips

- Find an interesting location with good lighting and minimal background noise.
- If you're using a smartphone or tablet, hold your device:
 - ☐ Vertically (the taller way) for interviews with one person
 - ☐ Horizontally (the wider way) for scenes with more than one person or motion
- Keep the camera steady.
- Introduce yourself and describe the context of the scene. For example:

I am Kamanda Salam from the Rotary Club of Tamatave. I am here in Limpopo in South Africa with Sebastien Ajovi. Sebastien is the head teacher of Narau school. We're going to discuss the sanitation challenges at the school. [...]

- Take a series of short videos, instead of a long video of several minutes. Shorter videos are more likely to keep people's attention. They also give you more options to edit them together and not have to reshoot if there is a mistake.

You can find examples of video storytelling in the From The Field section of the Rotary-USAID microsite.

Telling a story in audio

You can use a voice recording device to capture audio. Or you can use your smartphone to download a voice recording app or use the audio recording feature in messaging apps such as WhatsApp.

If you want to hear an example of great audio storytelling, [listen to this piece from eastern Uganda](#).

Audio tips

- Find a location with minimal background noise.
- Make a test recording to determine if you need to speak louder or softer.
- Introduce yourself and describe the context of the scene. For example:

Good day,

I am Seth Kuti from the Rotary Club of Sisulu.

I am in Zambezi in Namibia with a team from the Rotary-USAID partnership.

We are visiting a small village of peanut farmers.

Before Rotary and USAID worked with the community, none of the households here had latrines.

But after USAID's robust promotion campaign, every household has now constructed its own latrine.

We are visiting the community again to find out to what extent people are practicing good hygiene, especially hand washing. [...]

- Narrate the story as if you are telling someone a summary over the phone. For example:

We just ended our meeting with the community's water and sanitation management team. We learned that we have more work to do to help people understand the link between hand washing and health. For example, one mother told us that she doesn't use soap when washing her hands because she believes hot water takes care of the germs. One reason for the disconnect is that the public hygiene messaging aired on local radio does not reach these residents. We talked to our partners about developing a plan to address this issue. [...]

APPENDIXES

Guide for Conversations With Rotary Members

Biographical information

- ☐ Name
- ☐ Club
- ☐ How long have you been a Rotary member?
- ☐ What is your profession or classification?

Questions

- ☐ If you volunteered to get involved in the partnership, what specific reason(s) motivated you to do so?
- ☐ Which specific strengths do you bring to the partnership (e.g., professional skills, specialized knowledge, or network)?
- ☐ Do you have any experience in WASH? If so, please describe your past WASH projects and your roles.
- ☐ Which specific aspects of the partnership's activities have been eye opening to you?
- ☐ Which specific skills or knowledge have you gained during your partnership activities?
- ☐ In which specific ways has the partnership challenged you?
- ☐ Which specific experiences have been the most meaningful to you during this program?
- ☐ Please give specific examples of how you are working with local governments to improve sustainability.
- ☐ Please give specific examples of how USAID partners are supporting or complementing your work.
- ☐ Please give specific examples of how you have used your strengths in your partnership activities.
- ☐ Which specific challenges have you encountered in the partnership? How did you overcome them?
- ☐ Name at least one thing that didn't go well in the partnership and explain why. How did you resolve it?
- ☐ Which specific lessons have you learned from trying particular strategies and failing?
- ☐ Name one partner or community member who deeply impressed or touched you, and tell their story.

Guide for Conversations With Students

Biographical information

- ☐ Name
- ☐ Grade
- ☐ School

Questions

- ☐ Do you have running water at home? If so, do you wash your hands each time before you eat?
- ☐ Do you have a toilet or latrine at home? If not, where do you go to relieve yourself?
- ☐ Where do you get water when you are thirsty at school?
- ☐ Are toilets or latrines available at school? Do you see other students using them? If not, why aren't they using them?
- ☐ If there are toilets or latrines at school, are you involved in cleaning them?
- ☐ Does your school have a health club?
- ☐ What have you learned in school about hand washing and hygiene? Why is hygiene education important?
- ☐ Do you sometimes forget to practice the hygiene habits you are learning? Why?
- ☐ Do you have any classmates who are encouraging their friends to have better hygiene? What are they doing or saying?
- ☐ If you could improve your school, what changes would you make?

Guide for Conversations With Teachers or School Officials

Biographical information

- ☐ Name
- ☐ School
- ☐ Which grades do you teach?
- ☐ How long have you been teaching at this school?

Questions

- ☐ What are the current water, sanitation, and hygiene conditions in the school?
- ☐ What are the most serious problems with water, sanitation, and hygiene in the school?
- ☐ Do you have any students who miss school when they are menstruating?
If so, which specific challenges does the school have with providing adequate support to menstruating girls?
- ☐ How do you encourage students to practice hygiene?
- ☐ Are there specific hygiene education methods that you've found to be most effective in your classroom? Why are they effective in developing healthy habits?
- ☐ How do you make sure that your students practice the hygiene they learn in the classroom?
- ☐ Are you part of the school health club or the school management committee?
If so, do you meet regularly?
- ☐ What are the specific challenges that the school faces with operations and maintenance of WASH facilities?
- ☐ Do you believe that the school receives enough support from the local government for water, sanitation, and hygiene services? If not, what's missing?
- ☐ Are there specific skills that you've learned from working with Rotary members or USAID?
- ☐ Do you have a toilet or latrine at your home?
- ☐ Do you have running water at your home?

Guide for Conversations With Community Residents

Biographical information

- ☐ Name
- ☐ Where do you live?
- ☐ What do you do for a living?
- ☐ Do you have any leadership role in the community or the water and sanitation committee?

Questions

- ☐ What is the most urgent problem that needs to be solved to improve the quality of life in your community? (If the problem they name isn't related to water, sanitation, and hygiene, ask: On your list of priorities, does water, sanitation, and hygiene rank among the top three?)
- ☐ How do you get water for drinking, cooking, and washing at home?
- ☐ Do you practice hand washing? Why or why not?
- ☐ Do you have a latrine or toilet in your home? If not, where do you go?
- ☐ What do you think of toilets or latrines? Does anything discourage you from using them?
- ☐ Do any girls in your family miss school when they are menstruating?
- ☐ Do you know who your district water officer is?
- ☐ Do you receive any support from the local government to maintain your borehole or latrine?
- ☐ How are you involved with improving water, sanitation, and hygiene services in your community?
- ☐ If you are a member of your community's water and sanitation committee, do you meet regularly? What challenges do you face in raising funds to maintain the borehole or latrine?
- ☐ Are there specific skills that you've learned from working with Rotary members or USAID?
- ☐ Are you sharing your new knowledge with people in your community? If so, how?

Guide for Conversations With School Health or Water, Sanitation, and Hygiene Committee Members

Biographical information

- ☐ Name
- ☐ Where do you live?
- ☐ What is your specific role as a committee member?

Questions

- ☐ Why is it important to have a water, sanitation, and hygiene or school health committee?
- ☐ How many men and how many women are on your committee?
- ☐ Does your committee meet regularly? If not, why?
- ☐ Is the committee raising enough funding to maintain the WASH facilities? If not, why?
- ☐ Is the committee in contact with the local government agencies or officials? If not, why?
- ☐ What new knowledge or skills have you gained from working with Rotary members or USAID?

Guide for Conversations With Water, Sanitation, and Hygiene Entrepreneurs

Biographical information

- ☐ Name
- ☐ What is your company's name and your title?
- ☐ What kind of services or products does your company provide?

Questions

- ☐ What specific water, sanitation, and hygiene challenge does your company focus on?
- ☐ How does your company improve access to safe water, sanitation, and hygiene in the community where you work?
- ☐ What unique service, value, solution, or approach separates your company from your competitors?
- ☐ Why did you decide to get involved with Rotary and USAID?
- ☐ What unique contribution does your product or service add to the work that Rotary and USAID are doing?
- ☐ What specific challenges have you encountered as a water and sanitation entrepreneur?
- ☐ What lessons have you learned that you would share with other water and sanitation entrepreneurs?
- ☐ If you could learn additional skills or gain more knowledge to improve your business, what would you learn?

Terms of Reference — Rotary Club Champions

General Expectations

Rotary members with the desire to participate in the partnership should demonstrate:

- A passion to serve others
- A willingness to learn and grow
- Interest in community development work
- Ability to work collaboratively with members of other clubs
- Capacity to fulfill a long-term commitment (throughout the duration of the program)
- Consistent participation in frequent monitoring and evaluation visits to rural communities
- Consistent participation in all partnership activities, including training

Many club members, out of a strong sense of stewardship and responsibility to the communities that they serve, elect to continue some level of support and monitoring activity well beyond the program cycle.

Club Champions

Each club participating in the partnership nominates one or two representatives who will be assigned specific duties and responsibilities in a specific track of activity of the partnership based on their availability, skillset, experience, interests, and connections. For example, each club may have one or more of the following: a Storytelling Champion, an Advocacy Champion, a Monitoring and Evaluation (M&E) Champion, a Learning/Knowledge Management Champion.

Terms of Reference

- Serve as a(n) _____ Champion for the partnership's duration
- Dedicate enough hours per month to fulfill all responsibilities
- Commit to consistent participation in all partnership activities, including monitoring visits, orientation sessions, refresher training or advocacy meetings (Members unable to attend orientation or training must contact the program manager to arrange a make-up prior to taking part in any field activities.)
- Contribute to Rotary fundraising
- Collaborate with members of other clubs and partners to promote collective learning and improve practices and outcomes

I have read and understood the foregoing and hereby commit to fulfilling all duties and responsibilities expected of me.

Name: _____ Date: _____

Club: _____

Signature: _____

Role: ☐ Storytelling ☐ Advocacy ☐ Learning ☐ M&E

Rotary International License Agreement

For good and valuable consideration herein acknowledged as received, I, _____, ("Licensor") grant Rotary International and its foundation and affiliates ("Rotary") a non-exclusive, worldwide, royalty-free, perpetual license to use, publish, print, display, reproduce, exhibit, copy, duplicate, transmit, distribute, adapt, sell, publicly perform, broadcast, webcast, translate, transcribe, and prepare derivative works of the photograph, drawing, illustration, visual representation, video, speech, materials, and/or other audio or visual material ("Work") described in the attached, in whole or in part, for any purpose whatsoever, in any medium, form or technology now known or later developed, discovered or devised, including, but not limited to, in Rotary's publications and websites, for promotional and marketing purposes, via streaming and on social media. I grant Rotary the worldwide right to license use of the Work to others, including, but not limited to, media outlets, its licensed magazines and partners, to the public through Rotary's online image database and to researches and the public for educational purposes. I agree to Rotary's use of editorial material with the Work, and that the production and visual treatment of the Work are in Rotary's sole discretion. Licensor will retain all rights in the Work not specifically granted to Rotary herein.

Rotary will endeavor to include a credit with the Work. I grant to Rotary a non-exclusive, worldwide, royalty-free, perpetual, sublicensable license to use, publish, print, display, edit, modify, adapt, reproduce, exhibit, distribute, broadcast, license and publicly perform my name, likeness, voice, image, statements, personal story and biographical and personal information in any credit and in connection with the Work and the publication thereof, in any medium, form or technology now known or later developed, discovered or devised. The collection and use of Licensor's personal data is subject to Rotary's Privacy Policy, my.rotary.org/en/privacy-policy.

I represent and warrant that: 1) I am the sole creator and owner of the Work, 2) the Work will not infringe upon any copyright, trademark and other rights; 3) the Work does not defame and violate privacy, publicity or any other rights of any person or entity; 4) each adult appearing in the Work have given me unrestricted written consent to use their likeness, image, name, voice, statements and biographical information ("Likeness") in the Work and to license use of the Work to third parties, including to Rotary; 5) the parent or legal guardian or representative of each subject a) under 18 years of age and b) who lacks legal capacity who appear in the Work has given me unrestricted written consent to use the Likeness of the subject in the Work and to license use of the Work to third parties, including to Rotary; and 6) I have the right to grant all of the rights and licenses herein, including granting Rotary sublicensing rights.

Licensor's relationship to Rotary is that of an independent contractor. I release and indemnify Rotary from and against all claims, including claims of copyright infringement, privacy and publicity violations, defamation, and from any liability whatsoever arising from any breach or alleged breach by me of any of the terms of this Agreement or the warranties and representations contained herein. I acknowledge that this Agreement is governed under the laws of the State of Illinois, U.S.A and agree to submit to the jurisdiction of any court, which is located in the County of Cook, State of Illinois, U.S.A.

PERSONS 18 YEARS OLD OR OLDER

Signature: _____ Date: _____

Printed Name: _____

Contact Info: _____

PERSONS UNDER 18 YEARS OLD OR WHO LACK LEGAL CAPACITY

I am the parent, legal guardian or legal representative of the Licensor and have the authority to sign below.

Parent/Guardian/Representative Signature: _____

Date: _____

Parent/Guardian/Representative Name and Contact Info:

Licensor Name and Contact Info:

Check One: ☐ Father ☐ Mother ☐ Guardian ☐ Legal Representative

EXHIBIT

Description of Work

Describe the Work being licensed to Rotary, including the following information, where applicable -

- Include full name and Rotary affiliation, including club name, of the subjects of the Work

Date of Work: _____

Location of Work: _____

Your Rotary club or Rotary affiliation: _____

Preferred credit line: _____

Branding and Marking Guidelines

Introduction

The partnership between Rotary International and the U.S. Agency for International Development (USAID) supports lasting, positive change through water, sanitation, and hygiene initiatives. This unique public-private partnership aims to develop more systematic approaches to the long-term delivery of water, sanitation, and hygiene services.

Audience

Primary recipients of the partnership's branding and marking guidelines include:

- USAID Mission
- RI-USAID Rotary Host Committee
- Rotary clubs participating in the partnership
- Implementation partners

Secondary recipients include:

- Government partners
- Subcontractors
- Elected officials
- Community leaders
- Project beneficiaries

Acknowledgment and Positioning

Rotary and USAID have specific requirements to acknowledge the work that the two organizations undertake together through this partnership. Both organizations, as well as the audiences listed above, need to comply with these requirements when creating documents, signage, labels for vehicles, or other printed or digital materials that promote the Rotary-USAID partnership. The Rotary and USAID logos must be equal in size when used together, as shown below.



ROTARY-USAID PROJECT PARTNER SIGNATURE

Additional Branding and Marking Compliance Requirements

Websites, Printed Documents, and Videos

All websites, printed documents, and videos should include this notice:

This publication [or website or video] was produced by Rotary International, Subaward Agreement number APC-GM-0092, a five-year cooperative agreement funded by the U.S. Agency for International Development under Agreement number AID-OAA-A-12-00047, beginning Oct. 12, 2012.

Logo Placement Examples

The following examples show the most appropriate placement of the Rotary-USAID partnership logo for various media and promotional pieces. In printed materials, the logo must be at least 0.5" (13mm) tall. There is no maximum height.

Give special consideration to project signage. In addition to the Rotary-USAID logos, please include the names of any Rotary clubs or districts involved in the project. See the example of project signage below. For the project plaque, please see the project signage template in the addendum.

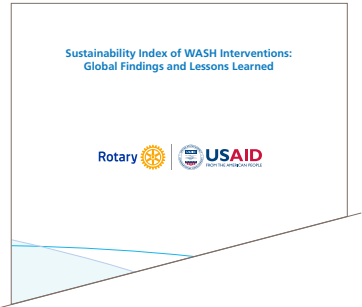
Branding and Marking Plan

Item	Recommended Placement and Size of Partnership Logo
Printed training materials and program manuals	In the header or footer of the document and no smaller than 0.5"
Signs or plaques	Prominent and large enough to be read easily; list any Rotary clubs or districts involved in the project
Online training materials and program manuals	In the header or footer of the webpage, where it describes the partnership
Procured commodities	At the top or bottom of the item and no smaller than 0.5"

NEWSLETTER



BROCHURE



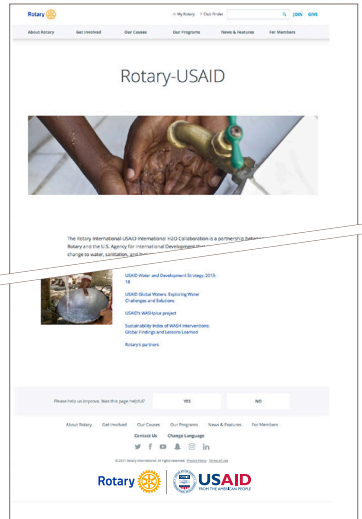
POSTCARD



TRUCK



WEBSITE



BANNER



PROJECT SIGNAGE

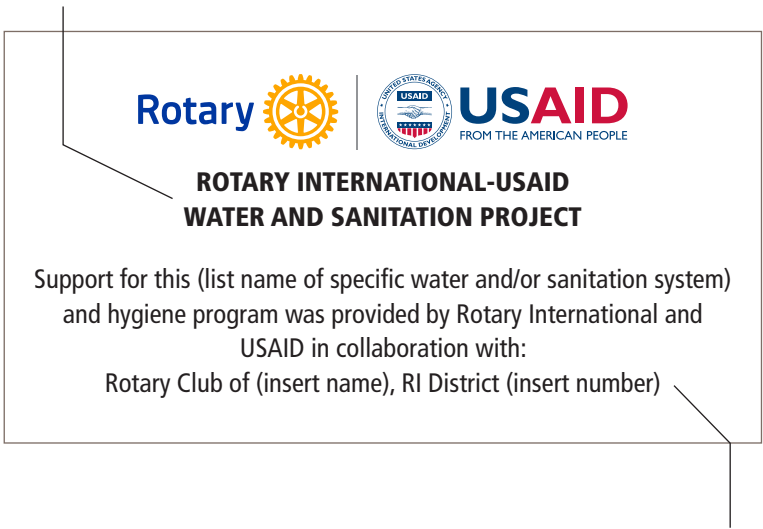


Addendum

Project Signage Template

Pictured below is the suggested language for project signage and/or the project plaque upon completion. It must include the partnership logo, the name of the project, and all host and international club sponsors involved with the project.

Use this title or insert specific project name



List all host and international sponsors included with the project



Rotary International

One Rotary Center
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Evanston, IL 60201-3698 USA
riusaidthash.rotary.org
rotaryUSAID@rotary.org