GUIDELINES FOR BASIC EDUCATION AND LITERACY GLOBAL GRANT FUNDING

These comprehensive guidelines are for Rotary members who want to apply for a global grant from The Rotary Foundation to support basic education and literacy activities. You can use the links below to go directly to the section you're most interested in, but we encourage you to read the whole document for a full understanding of the guidelines before you apply for a grant.

WHAT ARE THE ROTARY FOUNDATION'S GOALS FOR BASIC EDUCATION AND LITERACY?

Rotary supports activities and training that improve education for all children and literacy for children and adults. We enable members to help people obtain sustainable access to basic education and literacy by:

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

- Increasing adult literacy

- Working to reduce gender disparity in education

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

HOW DO I CONDUCT A COMMUNITY ASSESSMENT FOR BASIC EDUCATION AND LITERACY?

Community assessments identify where our support is needed most and the role Rotary members can have in making a difference. An assessment will illustrate a community's strengths and weaknesses and help you work with local residents on solutions. Project sponsors (often in conjunction with a cooperating organization) need to conduct a community assessment before applying for a grant. If an assessment has already been done, use the relevant data to design your project. **The Foundation will not consider projects without a community assessment.**

Use the community assessment to:

- Gather perspectives from a broad cross-section of the community, including women, young people, and professionals

- Allow community members to identify the needs that they perceive as the most critical

- Ask community participants how they can be involved in the proposed project

- Work with community members to identify long-term goals and expected project outcomes

- Gather baseline data before the project so you can measure your results

The community assessment results need to be incorporated into your project plan. The results should describe:

- How the project will meet the needs identified by the community

- The long-term goals or outcomes and how they'll be met (for example, through training and public awareness campaigns)

- How the community's resources will be used to implement project activities

- How the community will sustain the project after the grant project is complete

When you conduct a basic education and literacy community assessment, it's important to:

- Invite teachers, students, school staff, administrators, parents, and community members to be part of the discussion. Some community leaders may be reluctant to include diverse stakeholders in the conversation, but as a project sponsor you have a unique opportunity to bring these important voices together.

- Help school staff and community members identify and articulate their educational needs and goals.

- Understand the goals of local schools and explain to the community how Rotary members can help them achieve those goals.

- Find out if other nearby schools or education programs are addressing similar educational needs. Are they working with the proposed technology or new teaching methods? Can the project sponsors use their expertise and experience?

- Explain to the community that Foundation grants cannot be used just to donate materials or equipment.

- Look for ways to build educators' skills and knowledge or create a program designed to improve educational outcomes.

- Involve national or local education officials whenever possible.

- Assess teachers' needs, using questions such as:

  - What do you like most about your job?

  - What are your goals for your students? How does your work help them achieve these goals?

  - What are some of the challenges you face as a teacher? What prevents you from helping your students achieve the goals you mentioned?

  - If you were in charge of education for your whole county, what's the first thing you would do to improve it?

  - What skills would make you a better educator?

  - Are there training or certification requirements for you to continue as an educator?

  - What training or certifications have you recently been offered or participated in? What do you think about the relevance or delivery of that training, or how you'll use it with your students?

  - What qualities make a great teacher? What makes a great teaching staff?

HOW DO I MAKE MY PROJECT IN BASIC EDUCATION AND LITERACY SUSTAINABLE?

For Rotary, sustainability means providing long-term solutions to community needs that local residents can maintain after the grant funding ends. These solutions need to be relevant to the community and sensitive to cultural and environmental factors. Pay careful attention to the following items to ensure your project's long-term sustainability. **The Foundation won't consider projects without a clear plan for sustainability.**

Materials and technology

Involve community members when you select technology or equipment, and train them to operate, maintain, and repair it on their own. Involve all stakeholders — not just the local elite, but the actual users or people who'll benefit — in all aspects of the project implementation, including site selection, training, and maintenance. Purchase equipment and new technology from local sources when possible, and make sure that replacement parts are readily available.

The grant application should:

- Describe the equipment being purchased or donated and the plans for training people to operate and maintain it.

- Explain why for any equipment that's not being purchased locally, and provide plans for training, operation, and maintenance in the community, including how replacement parts will be obtained.

- Describe the physical environment where the equipment or technology is to be kept, identify who owns it, and provide security protocols.

- Explain how this equipment or technology is essential or related to the project's objectives.

- Include the long-term financial plan for updating any software you need to purchase.

- Explain how the technology or equipment will be used to directly improve educational outcomes. Training in how to use and maintain the equipment, on its own, is not sufficient for a global grant.

Financial planning

Ensure that your project will have sustainable funding from local organizations, the community, or the government to integrate the project into the community and support its long-term success. Confirm that local funding sources are available to pay for long-term operational costs, maintenance, training, replacement equipment, or updated technology. Compensate project participants appropriately for their work to ensure continued service.

The grant application should:

- Describe the fundraising activities that the community, government agencies, nongovernmental organizations, or private entities have planned to generate future funding. (The Rotary Foundation and clubs cannot provide indefinite support.)

- Document the available support for the project, if applicable, from the relevant government ministry or authority, including funding for current or recurring costs, advocacy, policy implementation, training, education, allocation of personnel, or materials.

- List foundation or private-sector partners that support, or may support, the project and will continue to do so after the global grant is complete.

- Describe any fee-for-service, insurance, or revolving funds that may provide sustained revenue for the project.

- Describe a two- to four-year plan for how the community will replenish funds after the global grant is complete.

- Include details on how the school or community will raise additional funds, if necessary. For many basic education and literacy global grants, Rotary members work with public or government-run schools on tight budgets. The project shouldn't make any additional demands on the school's budget unless school and local officials agree to that at the start.

Training and education

Training should make the most of local resources, people, skills, and expertise to ensure sustainable change to the local education situation. It shouldn't be a standalone course or one-time intervention. It's an opportunity to provide training, education, and community outreach to the people who will benefit from the project as well as to service providers and technicians.

Training should be conducted in the local language about topics that were determined by the community assessment. A clear understanding of how training will affect educational outcomes is important. Work with local governments, private and public agencies, and other organizations to supply expertise as needed.

The grant application should:

- Describe your training plans for teachers and staff. Basic education and literacy projects typically include training teachers in new methods, offering tips to increase student participation, improving student achievement, and working with children who have disabilities. But the best way to know what type of training teachers need is to consult with them and design a program to address their challenges.

- Give an overview of the curriculum, schedule, and performance indicators.

- List the qualifications of the training leaders.

- Determine whether the cost of the training (including any fees for training leaders and materials for teachers) should be included in the project budget or will be paid for by external sources.

- Include a plan for how the community will continue the education activities or programs after the project is complete.

- Describe what ongoing training will occur, including a plan to train new staff and teachers who join after the grant ends.

WHAT TYPES OF PROJECTS AND ACTIVITIES ARE ELIGIBLE FOR GLOBAL GRANT FUNDING?

The Foundation considers the following activities to be within the scope of basic education and literacy:

- Projects that demonstrate improved academic outcomes for early childhood, primary, and secondary students, including for students with physical or developmental disabilities, that are achieved by focusing on:

  - Teaching skills for educators

  - Learning materials (the curriculum)

  - The learning environment, including facilities

  - Before- and after-school programs and tutoring programs

- Projects that demonstrate improved literacy (reading and writing) and numeracy skills for adults

Global grants commonly fund the following types of basic education and literacy projects, and for each type the outcomes need to be quantifiable. Please pay close attention to the eligibility requirements and the information that needs to be submitted with your application.

The Foundation assesses each project individually. If your project type isn't among those described below but is clearly linked to the outcomes listed above, contact your regional grants officer, a member of the Cadre of Technical Advisers who specializes in basic education and literacy, the Basic Education and Literacy Rotary Action Group, or your district international service chair early during your planning for help designing the project and applying for a grant.

Early childhood education

Early childhood education centers often refer to childcare facilities, preschools, and kindergartens for children under age eight. Research shows that children learn better and stay in school longer when they're taught in their native language — particularly during their early years — so we suggest that schools work with children in their primary language.

For your project to be eligible, you need to provide:

- The community assessment: Use available local, state, and national data to gather information about the situation in the community you're serving. Speak with families, teachers, school directors, and local officials so you can design a project that meets specific community needs. A need for school readiness programs and for teachers to learn early childhood teaching methods are two themes that often emerge from these approaches.

- Proof that any facility involved in the project is an early childhood center with an established curriculum (when applicable, a government curriculum) and is registered with the appropriate government department, where that's possible.

- A professional development plan for teachers. Training should focus on effective teaching

methods, learning strategies, classroom management strategies specific to young children, teaching early learning literacy and numeracy, and other topics identified by your assessment.

- A comparison of the support these students currently have with what they would have after the project (better equipment, more resources, specialized instruction).

- A sustainability plan: Project sponsors should develop this plan with stakeholders to show how the project will continue after the grant funding ends. When possible, include a written acknowledgement from the institution that will maintain the project. Projects cannot rely on Rotary, either through Foundation grants or club funding, for their continuing operational costs. Rotary strongly recommends providing regular observation and follow-up training for all teachers. The cost of this should be included in the school or district budget.

- A monitoring and evaluation plan: This is the specific plan to track, measure, and learn from the project. The desired outcomes need to be realistic for the project's time frame, and key performance indicators should inform how the project is implemented and evaluated.

Teacher training

Rotary strongly supports professional development for teachers. A skilled teacher can transform almost any environment into an engaging, fun, and accessible place to learn. But according to UNESCO, less than 75 percent of teachers are trained to national standards in one-third of countries with data on primary education. Teacher training programs can multiply the benefits of any basic education and literacy program because of the number of students that teachers work with during their careers.

For your project to be eligible, you need to provide:

- The community assessment: Training should focus on effective teaching methods, learning strategies, classroom management strategies specific to young children, and other topics identified by your assessment. During your assessment, you should also gather:

  ○ Information about training programs or topics that are required for continuing certification (offered by national education officials, nongovernmental organizations, teacher training institutions, or universities)

  ○ Information on training recently offered to teachers

- A detailed description of and a plan for the training. The topics could include:

  ○ Classroom management

  ○ Lesson planning

  ○ Instruction for students with disabilities

  ○ Positive behavior support and reinforcement

  ○ A review of the government curriculum

  ○ Effective teaching methods

- How to engage girls in the classroom and build their leadership skills

- How to teach critical-thinking skills

- The use of literacy skills and assessments

- Teaching in a classroom where multiple languages are spoken (or where the language of instruction is not the student's native language)

- How to use a science, technology, engineering, and math (STEM) curriculum in the classroom

- Blended learning or differentiated learning (combining digital learning with traditional classroom methods)

- Interactive student engagement or project-based learning (engaging with students beyond lectures and rote memorization)

- Culturally responsive teaching and trauma-informed instruction

- A comparison of the current teaching practices with the intended improvements to instruction

- A sustainability plan: Project sponsors should develop this plan with stakeholders to show how the project will continue after the grant funding ends. When possible, include a written acknowledgement from the institution that will maintain the project.

- A monitoring and evaluation plan: This is the specific plan to track, measure, and learn from the project. The desired outcomes need to be realistic for the project's time frame, and key performance indicators should inform how the project is implemented and evaluated.

Teaching students with disabilities

Students with physical or developmental disabilities may require different instruction — and often, specific equipment — in order to access education that allows them to achieve their potential. Incorporate alternative methods of instruction, along with specialized materials, into your project as needed to best meet their specific physical, emotional, and cognitive needs.

Projects that support these students may be very different from other basic education and literacy projects and may include specialized strategies or equipment to improve students' access and achievement. This type of project is especially complex. The Foundation assesses each project individually. Contact your regional grants officer or a Cadre member with expertise in programs for students with disabilities early in your planning for help with the application process.

For your project to be eligible, you need to provide:

- The community assessment: This needs to detail the identified needs of the students, the training that teachers have to meet these needs, the support being provided for the families of these students, the resources that are available, and the resources needed.

- A description of the specific disabilities (autism, cerebral palsy, hearing loss, etc.) that students

have and the methods the project intends to use to address their needs.

- An overview of how these needs are identified and individual programs or interventions are developed.

- A list of equipment being proposed, along with an explanation of why it was deemed appropriate for the students and how it will support them in their learning. Say how the equipment will be maintained and how staff members will be trained to use it.

- A comparison of the support these students currently have with what they would have after the project (better equipment, more resources, specialized instruction).

- A full training plan. The Foundation recognizes that training will not be standard and will vary based on the proposed intervention as well as on the type of school where the project takes place (e.g., a school that integrates children with disabilities into the appropriate classroom, or a school that specializes in working with these students).

- A support plan for students' families (such as providing information or sharing strategies).

- A sustainability plan: Project sponsors should develop this plan with stakeholders to show how the project will continue after the grant funding ends. When possible, include a written acknowledgement from the institution that will maintain the project. Projects cannot rely on Rotary, either through Foundation grants or club funding, for their continuing operational costs.

- A monitoring and evaluation plan: This is the specific plan to track, measure, and learn from the project. The desired outcomes need to be realistic for the project's time frame, and key performance indicators should inform how the project is implemented and evaluated.

Libraries

School and community libraries are often a much-needed resource in promoting and increasing literacy. But providing books without having a trained staff and formal programs won't have the necessary long-term impact. It's important to staff libraries with professionals or trained volunteers and to consider the culture, language, and age of readers when you purchase books.

For your project to be eligible, you need to provide:

- The community assessment: Gather data from the local community about literacy levels. Assess the level of access to books and talk with local schools, other libraries, and library staff members and users. Understand what programs are available and what programs people would like.

- Documentation of who will manage the library and their qualifications. If a trained librarian isn't hired, you'll need to train the staff. This should include training in library organization (e.g., a classification system), a system for loaning books, follow-through on book returns, and a means to repair and replace books when needed.

- A description of the programming that the library will provide based on the needs of the community. That may be adult literacy classes, reading and writing help for children or adults, or programs to support early childhood education. You should also describe how any programming

for school-age students will align with their classroom instruction.

- A comparison of the support that students currently receive toward the desired learning outcomes with what they'll have after the project makes its intended improvements.

- A sustainability plan: Project sponsors should develop this plan with stakeholders to show how the program will continue after the grant funding ends. When possible, include a written acknowledgement from the institution that will maintain the program. Projects cannot rely on Rotary, either through Foundation grants or club funding, for their continuing operational costs.

- A monitoring and evaluation plan: This is the specific plan to track, measure, and learn from the project. The desired outcomes need to be realistic for the project's time frame, and key performance indicators should inform how the project is implemented and evaluated.

Language training

Being unable to read or write in a country's official language makes it difficult to learn, communicate, or excel in society. Language training helps communities with large immigrant or refugee populations. Language projects can be implemented at schools if the school requires those language courses as part of a curriculum mandated by the national department of education.

For your project to be eligible, you need to provide:

- The community assessment: Gather local and national data about the languages spoken and the percentage of people in the country who speak the language. Work with government offices, universities, community centers, libraries, and others that have an in-depth understanding of the language needs. If the program is being offered to a specific population, grant sponsors need to engage with those people and those who provide them with services.

- Documentation that the language is an official or required business or education language of the country or is taught as part of a nationally mandated curriculum (e.g., German language classes for refugees in Germany or English courses in Taiwan for students). A language course that isn't required but is part of a school curriculum may be acceptable, but it needs to be documented.

- A plan to train teachers in how to teach the language, if the project is being implemented in a school.

- An outline of the curriculum.

- A sustainability plan: Project sponsors should develop this plan with stakeholders to show how the project will continue after the grant funding ends. When possible, include a written acknowledgement from the institution that will maintain the project. Projects cannot rely on Rotary, either through Foundation grants or club funding, for their continuing operational costs.

- A monitoring and evaluation plan: This is the specific plan to track, measure, and learn from the project. The desired outcomes need to be realistic for the project's time frame, and key performance indicators should inform how the project is implemented and evaluated.

After-school or tutoring programs

[Tutoring programs](#) can have a significant impact on students' learning achievements, especially when the programs are staffed with qualified tutors. The primary goal of a grant-funded program needs to be improving academic performance.

Supplemental academic programming may be eligible if the community assessment indicated interest in it. After-school and tutoring programs should be open to a broad range of people, not just those who may be struggling academically. These programs should be connected to students' academic curriculum, and the tutors or staff should know about any additional learning needs. Programs that offer sports, music, or other extracurricular activities may be a supplementary part of the after-school or tutoring program, but shouldn't be the sole or primary focus.

For your project to be eligible, you need to provide:

- The community assessment: This should include a baseline of students' academic standing, such as a record of test scores or school grades.

- Evidence that the program is new, enhances or supplements the existing school curriculum, and is designed to achieve a measurable increase in student performance.

- A detailed program design, including an example of day-to-day scheduling.

- A description of the qualifications of staff members who'll provide academic support, or a training plan for staff to qualify them to effectively deliver the supplementary instruction.

- A communication plan about participants' academic needs and achievements that includes the students' school, parents, and program leaders.

- A sustainability plan: Project sponsors should develop this plan with stakeholders to show how the project will continue after the grant funding ends. When possible, include a written acknowledgement from the institution that will maintain the project. Projects cannot rely on Rotary, either through Foundation grants or club funding, for their continuing operational costs.

- A monitoring and evaluation plan: This is the specific plan to track, measure, and learn from the project. The desired outcomes need to be realistic for the project's time frame, and key performance indicators should inform how the project is implemented and evaluated.

Technology projects

Projects that help schools improve the quality of education by providing access to appropriate technology can narrow the gap between low- and high-performing schools, but **technology projects need to do more than donate equipment**. Technology projects need to focus on the instructional shift that allows teachers to use both technology and stronger in-person teaching methods, in addition to providing computer labs, interactive whiteboards, media centers, or other technology-based learning tools.

A plan that includes both technology and teacher training will create that instructional shift in the classroom and improve student performance. The best approach is blended learning, which is when teachers guide and interact with students while accessing technology that's appropriate for the students' age, grade, or subject matter. Another good approach is using technology to make assessments or to adjust the instruction to meet individual needs.

For your project to be eligible, you need to provide:

- The community assessment: This should include an overview of teachers' knowledge of technology and how to use technology to support instruction. It should also show that the school or facility has an adequate and reliable electricity supply and can pay for any additional electrical usage.

- Teacher training that specifies how teachers will use the technology and integrate it into the curriculum, lesson planning, instruction, or their evaluations. Training should also include practice time or classroom observation. Training can be done by national education officials or a cooperating organization. Project sponsors may also consider developing more robust training. Any training provided under the grant should be new and needs to offer teachers the opportunity to develop new skills.

- Documentation that trainers who provide professional development to teachers are qualified and can provide teachers with ways to connect the technology to the main classroom curriculum. This means information technology professionals or software developers don't qualify, unless they also have qualifications in classroom curriculum and instruction.

- A sustainability plan: Project sponsors should develop this plan with stakeholders to show how the project will continue after the grant funding ends. When possible, include a written acknowledgement from the institution that will maintain the project. Projects cannot rely on Rotary, either through Foundation grants or club funding, for their continuing operational costs. For technology projects, the Foundation specifically requires:

  - Proof that schools can pay for internet services after the grant funding ends, if the project involves the internet. The funding plan shouldn't rely solely on contributions from students' families unless the families can and want to do this.

  - A technology maintenance plan that includes training, a security plan (including internet security to prevent viruses and inappropriate content from being downloaded), and the ongoing costs of maintaining the equipment. This is in addition to teacher training.

- A monitoring and evaluation plan: This is the specific plan to track, measure, and learn from the project. The desired outcomes need to be realistic for the project's time frame, and key performance indicators should inform how the project is implemented and evaluated. For technology projects, the Foundation expects:

  - Measurements for teacher training, including assessments before and after the project, to demonstrate what the teachers learned.

  - Ongoing monitoring and evaluation to assess how the technology and teaching methods are affecting learning outcomes.

- Classroom observations to determine the use and effectiveness of these strategies in order to coach teachers and provide them with support and follow-up training.

WHAT TYPES OF PROJECTS AND ACTIVITIES AREN'T ELIGIBLE FOR GLOBAL GRANT FUNDING?

The Foundation considers these activities to be outside the scope of the basic education and literacy area of focus and therefore **not eligible** for global grant funding:

- Projects that consist exclusively of infrastructure, vehicles, or equipment purchases (such as schoolbooks, furniture, or computers), and training in their use

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

- Projects that purchase only extracurricular or play materials or playgrounds

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

- Projects that the community, school, or education system can't sustain after the grant funding ends

- 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

- 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)

HOW DO I MONITOR AND EVALUATE A PROJECT IN BASIC EDUCATION AND LITERACY?

Your community assessment, which contains baseline data about the local needs and capacity, will be the foundation of how you measure and evaluate your project. Develop clear and measurable objectives and decide how you'll collect the data. Include in your measurements only the people who'll receive an immediate benefit from the project activities. Select at least one standard measure and explain whether you have baseline data for it and how you'll use it to compare the results. Describe the data collection plan and who will collect and compile the information.

For Foundation-supported basic education and literacy projects, the overall objectives are to:

- Improve learning outcomes for early childhood, primary, and secondary students, including students with physical or developmental disabilities

- Improve literacy (reading and writing) and numeracy skills for adults

- Reduce gender disparities in education

Gather data based on those objectives and your specific project type to inform how the project is implemented and evaluated. Include these indicators:

- The number of students (children or adults) who have directly benefited from the project, with the list preferably separated by sex and age (but without information that identifies individual children)

- How many teachers were trained (or how many teachers have a new skill)

- Student attendance rates

- Test or assessment scores (before and after the project, among the same student group)

- Literacy or numeracy rates

- Knowledge of the subject matter

How you gather this data can vary. It can be collected by Rotary members, cooperating organizations, or other stakeholders such as the school or education system. Some common ways to measure basic education and literacy projects include:

- Assessing teachers on their understanding and use of the targeted strategies

- Keeping observation records or using feedback from teachers about their implementation of new strategies

- Using school records

- Testing or assessing the students

Evaluating a project is important so you can understand if the implementation is going well, if you need to make any changes, if the project is ready to expand or be replicated, and more. Work with your cooperating organization and other stakeholders to develop an evaluation.

An evaluation of basic education and literacy projects focuses on the change measured from before the project to afterward. For some projects, the change in learning outcomes extends beyond the implementation time frame. Even so, following up, collecting data, and performing an evaluation is important to what we learn from the project and to your ability to share the sustainability plan and impact of your project.

HOW DO I SUPPORT A SCHOLAR IN BASIC EDUCATION AND LITERACY?

Global grants support graduate-level scholarships for professionals who want to pursue careers in basic education and literacy. The Foundation considers these factors for global grant scholarship applications:

- The person's previous work experience in the field of basic education and literacy

- The academic program's alignment with basic education and literacy (e.g., education, literacy, curriculum development, educating students with disabilities, or school administration)

- The applicant's career plans and how they relate to basic education and literacy

Education professionals have many different kinds of degrees and a wide range of experience. Global grant scholars do, too. Each scholar is considered individually. Typical degrees for scholars planning to work in education include:

- Early childhood, primary, or secondary education (or teaching education courses at the university level)
- Education of students with disabilities
- Education management
- Curriculum development
- Language
- Library studies
- Education policy
- Global education studies

Atypical degrees that may be acceptable:

- Nonprofit management
- Political science
- Policy studies

Career plans are a major consideration when the Foundation determines the eligibility of a global grant scholar. Potential future careers include positions in school settings (teaching or administration), education policymaking (at the local, national, or international level), curriculum development, or with nongovernmental organizations or nonprofits in education management. Basic education and literacy scholars do not need to work locally to be considered for a scholarship — working in education at the national or international level is acceptable.

WHERE CAN I FIND MORE INFORMATION?

One of the best resources available to grant applicants is the Rotary grants staff. In addition to their professional expertise and education, grants staff members draw on The Rotary Foundation's long experience in funding effective projects to make sure your global grant projects are eligible for funding.

Rotary has an array of other project planning resources to help members find answers at various steps of the process. These resources can help you plan a successful project, find support for your efforts, promote your work, and evaluate its impact.

You can also find information to help you plan for your basic education and literacy global grant in:

- [A Guide to Global Grants](#)

- [Terms and Conditions for Rotary Foundation Global Grants](#)

- [Areas of Focus Policy Statements](#)

- [Six Steps to Sustainability](#)

- [Global Grant Monitoring and Evaluation Plan Supplement](#)

- [Global Grant Lifecycle](#)

- [Basic Education and Literacy Project Strategies](#)