








PROJECT REGISTRATION FORM

DISTRICT TO WHICH IT BELONGS: 4281
ROTARY CLUB: ARMENIA INTERNATIONAL
PROJECT NAME: EMPATHETIC - GG2460210



AREAS OF INTEREST:

	PEACE AND CONFLICT PREVENTION	X
	PREVENTION AND TREATMENT OF DISEASES	
	MATERNAL CHILD HEALTH	
	WATER SUPPLY AND SANITATION	
	ECONOMIC DEVELOPMENT	
	BASIC EDUCATION AND LITERACY	
	ENVIRONMENTS	

1. OBJECTIVES OF THE PROJECT (300 Characters)

GENERAL OBJECTIVE:
 Strengthen school coexistence among students, guardians, and teachers of groups 4 and 5 of grades six, seven, eight, and nine at Institución Educativa Ciudadela del Sur, central campus, through strategies for conflict prevention and peaceful resolution, impacting 280 targeted students, 280 guardians, and 45 teachers.

SPECIFIC OBJECTIVES:

1. Design and implement a formative care protocol to strengthen school coexistence in sixth, seventh, eighth, and ninth grades through pedagogical strategies of mediation and conflict prevention carried out by 45 teachers.
2. Implement a theoretical-practical program of assertive parenting guidelines aimed at 280 guardians of students from groups 6-4, 6-5, 7-4, 7-5, 8-4, 8-5, 9-4, and 9-5, with the goal of strengthening effective communication strategies, positive discipline, and emotional management at home.
3. The 280 students from sixth, seventh, and eighth grades will strengthen their identity, define key elements of their life projects, and improve their emotional management, showing greater self-confidence and fostering more harmonious relationships in the school environment.

2. DESCRIPTION OF THE PROJECT (800 Characters)

Please describe what needs did you identify? How will the project address these needs? Who will be the beneficiary of this project? Report an estimated number of beneficiaries.

General Needs:

The Educational Institution **Ciudadela del Sur** is a public school (free tuition) located in Armenia, Quindío, Colombia, South America that educates over 2.200 students per year, from preschool to 11th grade with a constructivist pedagogical approach that promotes inclusion, research, technology, environmental care, bilingualism, sports and culture. ¹ Ciudadela del Sur has become the second biggest school of the region and is in the top 206 of the best schools of the country, understanding that this position is usually awarded to private institutes with high tuition costs invested in avant-garde education models.

Rotary Armenia International worked with Ciudadela del Sur three years ago, when the Global Grant “**ReciCRAI**” was implemented. To illustrate, the project was made in “La Fachada”, one of the four headquarters that the school has and its main aim was to generate positive peace actions in students from 1st to 5th grades, teachers and the community by the use of recycling as the tool to work cooperatively, embellish the school, train parents to find a new source of income and the awareness of the importance of taking care of the planet. The successful first grant for a Rotaract Club in Colombia was possible due to the commitment of the community and its deep interest in better possibilities for them from peace processes, in which students became leaders recycling with total awareness of the relevance of the activity for their school and the world. Also, they learned to work together and do activities of embellishment such as painting, decorating, taking care of a mini pig and two dogs, gardening and harvesting tomatoes, onions, carrots to take home to share with their families. Nowadays, the headquarter based its educational field in Coffee Cultural Landscape and 500 students are leaders and experts in the process with possible certification in the future.

However, the principal of the school Jorge Adrian Acevedo mentioned that other headquarters were having trouble with conflict, in this case the Central One. So, after several meetings with him, selected teachers and data sent by the school in a first moment, it was corroborated that coexistence problematics were happening due aspects such as nationality, gender, sexual orientation and power war that got students involved in verbal or physical aggression, broking harmony into and outside the school. Additionally, teachers emphasized in family problematics that could affect student’s behavior too, opening a panorama in which it was necessary to involve students, parents and teachers to find a sustainable intervention. “**Empathetic**” was created to address that conflict in 8 of 22 groups that during the evaluation process showed significant deficiencies in coexistence from 6 to 9 grades.

Cross-curricular activities are mandatory for any public school in Colombia. For instance, ethics, environmental care, and political constitution, parents’ school, chair of peace is part of the process. Ciudadela del Sur for 2024 aims “to have a positive impact on emotions” and “0 tolerance for bullying.” Therefore, this project seeks to direct efforts towards this path as implementing Empathetic a protocol that trains the school community to manage and prevent conflict with clear steps and measurable results attached to parents’ school, educators and students.

Beneficiaries:

Direct Beneficiaries	Indirect Beneficiaries
280 students approximately from 6-4, 6-5, 7-4, 7-5, 8-4, 8-5, 9-4-9-5 grades.	580 students from 6 to 9 grades that study with the focalized groups of the intervention.
45 teachers. 280 Parents. Administrative crew of the Educational Institution.	Schools that receive the booklet.

¹ According to the Ministry of Education, The Colombian education system is made up of: early childhood education, preschool education, basic education (five grades of primary and four grades of secondary), high school education (two grades and ends with the bachelor's degree), and higher education. <https://www.mineducacion.gov.co/portal/secciones/English-version/Vice-ministry-of-Pre-school-Primary-and-Secondary-Education/355502:Colombian-Education-System>

Activities to Develop: (800 Characters)

PHASE I:

Peace and Conflict Prevention Program: A Formative Approach:

Strengthening school coexistence through the training of 45 teachers in pedagogical and mediation strategies, with a minimum of 20 hours of training, for the effective implementation of a formative care route in grades six, seven, eight, and nine.

Activities:

1. Self-Knowledge Workshop

Specific: Conduct a self-knowledge workshop where students identify their strengths and weaknesses fostering self-esteem and personal identity.

2. Dream Map Creation

Guide students in creating a visual map that represents their dreams and goals, presenting it to their group.

3. Emotional Management Workshop

Conduct a workshop on identifying and managing emotions, providing tools for emotional management.

4. Motivational Talks

Organize three talks with professionals who discuss the importance of identity and life projects, providing role models and motivation.

5. Conflict Prevention and Resolution Workshop

Conduct a workshop teaching technique for conflict prevention and resolution, as well as assertive communication, including simulations and role-playing games.

6. Personal Reflection Journal

Encourage students to write a journal where they reflect on their emotions and experiences.

7. Artistic Expression Activities

Conduct art workshops where students express their emotions through different mediums (painting, theater, music).

8. Reflection and Closing Meeting

Organize a final meeting where students share their learnings and reflections on the program. Facilitate a comfortable and welcoming environment for discussion.

PHASE II:

Parents' School and Psychological Support:

Strengthening parental competencies in psychological first aid, emotional management within the family, and the application of non-physical and non-verbal corrective measures through a training program aimed at 280 targeted guardians over 20 hours.

1. Introduction to Assertive Parenting Workshop (3 hours)

Understanding different parenting styles and their effectiveness.

2. Active Listening and Assertive Communication Workshop (3 hours)

Implementing sessions to teach active listening and assertive communication techniques. Assessing communication improvement through practical exercises.

3. Conflict Management Workshop (3 hours)

Techniques for conflict resolution in parenting. Evaluating the application of techniques through simulations.

4. Positive Discipline Strategies (4 hours in two sessions)

Providing a workshop on positive discipline techniques that promote mutual respect. Assessing the implementation of strategies through follow-up in later sessions.

5. Empathy and Understanding Workshop (2 hours)

Conducting a workshop that fosters empathy toward adolescents and their challenges. Assessing understanding through reflection and discussion exercises.

6. Self-Care for Parents Workshop (3 hours)

A workshop on the importance of self-care in assertive parenting. Evaluating the implementation of self-care practices through follow-up.

7. Closing and Reflection Meeting (2 hours)

Bringing all parent groups together to foster a sense of community and reflective process. Allows parents to consolidate their learning and establish connections.

PHASE III:

Self-Development Program:

Developing identity, life projects, and emotional management in 280 students from grades six, seven, and eight at Institución Educativa Ciudadela del Sur, through a 36-hour theoretical-practical training program that promotes their emotional and personal well-being.

1. Self-Awareness Workshop

Objective: Conduct a self-awareness workshop where students identify their strengths and weaknesses, fostering self-esteem and personal identity.

2. Dream Map Creation

Guide students in creating a visual map representing their dreams and goals, which they will present to their group.

3. Emotional Management Workshop

Deliver a workshop on identifying and managing emotions, providing tools for emotional regulation.

4. Motivational Talks

Organize three talks with professionals who discuss the importance of identity and life projects, providing role models and motivation.

5. Conflict Prevention and Resolution Workshop

Conduct a workshop that teaches techniques for conflict prevention, resolution, and assertive communication, including simulations and role-playing.

6. Personal Reflection Journal

Encourage students to keep a journal where they reflect on their emotions and experiences.

7. Artistic Expression Activities

Organize art workshops where students express their emotions through different media (painting, theater, music).

8. Reflection and Closing Meeting

Host a final gathering where students share their learning and reflections on the program, creating a comfortable and welcoming discussion environment.

Personalized Psychological Mentoring

Training in emotional management, conflict resolution, and self-recognition for the 40 students experiencing the most difficulties due to intrinsic or extrinsic factors, with 15 psychology sessions over a year.

Professional CVs enclosed and GG training plan.

3. SUSTAINABILITY (800 Characters)

First phase is focused on teachers due to their relevant role in the sustainable process. As they are trained and empowered in conflict prevention, they can replicate the methodologies but also corroborate applicability in students and possibly parents committed to this challenge. In addition, peace and conflict prevention protocol will be available for applicability as part of the official documents of the Educational Institution Ciudadela del Sur. Moreover, trainers attached to this project not only accomplish the schedule and contents but also are part of monitoring and evaluation process after Rotary finishes the project (4 more months).

4. PRESUPUESTO

How will you invest the money received through a possible global grant? Please reflect the total value

#	Category	Description	Supplier	Cost in COP	Cost in USD
1	Training	20 hours of training for teachers on conflict prevention and types of peace (positive and negative) at \$80,000 COP per hour in 2 groups	CV's Enclosed	3200000	800
2	Training	36 hours for 8 groups of 35 students at \$80,000 COP per hour	CV's Enclosed	23040000	5760
3	Training	20 hours of training for parents in 8 groups at \$80,000 COP per hour	CV's Enclosed	12800000	3200
4	Training	One-on-one mentoring by psychologists for 40 students with serious behavioral problems, 15 hours per student at \$80,000 COP per hour	CV's Enclosed	48000000	12000
5	Supplies	Paper, books, pens, pencils, etc., for training sessions	Local Stationery Store	22400000	5600
6	Operations	Graphic designer to plan, edit, and publish the e-booklet. Includes page design and publicity process	Local	9000000	2250
7	Operations	Closing ceremony and certification for each project participant	Local	6050000	1513
8	Supplies	Snacks for training sessions	Local	12332000	3083
9	Operations	Incentives: best group completion + 2 teachers travel to Coffee Park, best scrapbook: a tablet, most committed parent: a laptop, best group of parents reflecting the final process: trip to Coffee Park, most committed teacher: a laptop	Local	26370000	6593
10	Project Management	Colrotarios, bank charges, taxes, auditor/accountant	Colrotarios, etc.	12400000	3100
11	Operations	Unforeseen at 5%	Local	9236000	2309
12	Monitoring/Evaluation	Monitoring and evaluation	Felipe Becerra / Carolina Gallego	4160000	1040
Total Budget				188988000	47248

5. PROJECT FINANCING (EXPECTED)

#	Fuente	Detalles	Monto (en US\$)	Apoyo*	Total
1	Cash from Club	Pleasant Valley [Rotary Club]	100.00	0.00	100.00
2	Cash from Club	Global Passport (6330) [Rotary Club]	3,000.00	0.00	3,000.00
3	District Designated Fund ...	5300	400.00	0.00	400.00
4	Cash from Club	Kingston [Rotary Club]	1,050.00	0.00	1,050.00
5	District Designated Fund ...	7040	1,050.00	0.00	1,050.00
6	District Designated Fund ...	6330	3,000.00	0.00	3,000.00
7	Cash from Club	Save Our Planet [Rotary Club]	100.00	0.00	100.00
8	Cash from Club	Las Vegas WON [Rotary Club]	100.00	0.00	100.00

Thank you for your support, our club will help the community solve its most important needs. We thank you for analyzing this project; For more information, please contact:

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