








## PROJECT REGISTRATION FORM

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



### 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	
	ENVIRONMENT	

### 1. OBJECTIVES OF THE PROJECT (300 Characters)

- To address and reduce conflict among students from 6<sup>th</sup> to 11<sup>th</sup> grades of the Educational Institution Ciudadela del Sur through a peace training with a national and international view.
- To promote mutual understanding between the Educational Institution Ciudadela del Sur and 5 invited schools from other countries by bilingual communication.
- To generate the "CISUR Peace network" to take action against conflict into the school and replicate possible outcome with other national and international schools.

### 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 11<sup>th</sup> grade with a constructivist pedagogical approach that promotes inclusion, research, technology, environmental care, bilingualism, sports and culture. <sup>1</sup>

<sup>1</sup> 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>

Ciudadela del Sur has become the second biggest school of the region and is in the top 400 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 had and its main aim was to generate positive peace actions in students from 1<sup>st</sup> to 5<sup>th</sup> 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. However, after its result monitoring it was marked that other headquarters had more problematics. After research, interview and polls (attached to this file), it was demonstrated that nationality, gender, sexual orientation and power war were the causes of conflict that usually got students involved in verbal or physical aggression, broking harmony into and outside the main headquarter, where students from 6<sup>th</sup> to 11<sup>th</sup> grade studied. “**Empathetic**” was created to address that conflict in three phases:

**PHASE 1: “war and peace in Colombia”**

Students involved in aggression and conflict are going to be part of this phase as a pedagogical action to repair the mistake. The objective of this process is to change from the root the students fix minded concept of conflict as a way of solving differences. So, this process will start with a training about Colombian conflict with its performers, motives, victims and outcomes during the last 60 years of war. Then, a training in the Sustainable Development Goals by the United Nations will be presented in order to understand the long-term consequences of the conflict in the growth of any country. In addition, a take action stage will be made to invite students to understand the damage that a conflict could cause to a place, in this case, the school, proposing possible solutions or interventions by the creation of the “**CISUR PEACE NETWORK**”. Finally, a certification of the leaders of the network and a take action plan to exterminate conflict at school will take place.

**PHASE 2: “building up an international network for peace”**

Ciudadela del Sur has a focused group per grade from 6<sup>th</sup> to 11<sup>th</sup> level, in which students have demonstrated great proficiency in English abilities and excellence in the other subjects. As a consequence, the school has signed an agreement with the University La Gran Colombia to have the possibility of studying 2 semesters of Modern Languages program during their last two years of high school totally free. This has opened a huge possibility to those students, understanding that tuition in this kind of institutions could be unaffordable and unthinkable for a community whose economic income is very low. This important aspect is the door to implement the second phase in English, with selected students that will be the leaders to present Colombian conflict to other schools abroad the world that will be connected by Fulbright<sup>2</sup>. To explain, the selected schools from other countries will have the responsibility of presenting their conflict perspective too and creating a new network, in this case international, to think about possible solutions from the side of young people. The process must be carefully scheduled and measured by the knowledge of students by polls and interviews.

**PHASE 3: “CISUR Booklet”**

Students from first and second phase trainings and activities are going to be in charge of replicating the knowledge around the headquarter by workshops and dynamic activities previously scheduled. The participation of the community, teachers and administrators will be included into this process and the outcome will be measured by coexistence polls every 6 months. Then, the memories of the experience will be collected in a booklet with a Spanish and English version to spread around the region (physically) and the schools that participated from other countries (virtually).

Peace is a fundamental topic for the development of any country. Leaders are made at schools. Empathetic mix both topics and will empower young people to become positive actors into conflict, switching their negative role into the school with a global view that could create hope and new possibilities for their life projects.

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<sup>2</sup> The Fulbright Program is the U.S. government’s flagship international educational and cultural exchange program, creating connections in a complex and changing world. Led by the U.S. government in partnership with 160 countries worldwide, Fulbright builds lasting connections between the people of the United States and the people of other countries—building mutual understanding between nations, advancing knowledge across communities, and improving lives around the world.

## Beneficiaries:

Direct Beneficiaries	Indirect Beneficiaries
945 students approximately from 6 <sup>th</sup> to 11 <sup>th</sup> grade. 70 teachers. Parents. Administrative crew of the Educational Institution.	International students Schools that receive the booklet nationally and internationally.

## Activities to Develop: (800 Characters)

<p><b>PHASE 1: “war and peace in Colombia”</b></p> <p><b>Part I:</b> Conflict and post conflict in Colombia <b>Part II:</b> Understanding peacebuilding <b>Part III:</b> Sustainable Development Goals <b>Part IV:</b> Collaborative approach (involving students in peace actions inside the school)</p> <p><b>PHASE 2: “building up an international network for peace”</b></p> <p><b>Part I:</b> Understanding war abroad (special guests) <b>Part II:</b> Conflict inside the countries (comparison workshops among Colombia and the invited countries) <b>Part III:</b> Finding out the solution (collaborative conclusions and results) <b>Part IV:</b> Young peacebuilders activators (assessment and sustainability)</p> <ul style="list-style-type: none"><li>● <b>PHASE 3: “CISUR Booklet”</b> <b>Part I:</b> replicating the knowledge (for the community) <b>Part II:</b> leaders’ voices (testimonies of students, teachers, administrative crew and the community) <b>Part III:</b> checking and editing (English teachers, Technology teachers, others) <b>Part IV:</b> sharing the product national and internationally (sponsors and supportive organizations)</li></ul>
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## 3. SUSTAINABILITY (800 Characters)

<p>Cross-school projects are mandatory in every public school of Colombia. To exemplify, Ciudadela del Sur has a democracy project, an environmental project, a computing project, a mathematic project among many others. In addition, the agreement mentioned with La Gran Colombia University and the Vocational Institution “SENA”<sup>3</sup> are part of the strategies to empower students’ life projects before finishing high school. “Empathetic”, will be a new cross-school project lead by Social Science teachers in the first phase and English teachers in the second one. Furthermore, it will be linked as a pedagogical strategy to repair conflict situations with the students involved, guaranteeing a solution with deep purpose in the perspective of these victimizers. Ciudadela del Sur is a successful school in the south of the city due to its humanistic approach and willpower to impact positively students from vulnerable communities, changing their mindset for better futures.</p>
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## 4. PRESUPUESTO

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

Item	Description of the Item	Value in COP
Phase I	● Training process	\$39.456.000

<sup>3</sup> Servicio Nacional de Aprendizaje “SENA” is the workforce vocational institution of Colombia in which people from 9<sup>th</sup> grade of middle school has the possibility of preparing for fields such as construction, human resources, accountability and many others depending on the needs of the productive sector of the country.

<b>(4 months)</b>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Refreshments</li> <li>• Incentives</li> </ul>	
<b>Phase II (4 months)</b>	<ul style="list-style-type: none"> <li>• Special guests (Incentives to their communities too)</li> <li>• Workshops</li> <li>• Refreshments</li> <li>• Technological Tools (Peace Room)</li> <li>• Peacebuilders tools: students and teachers (material, incentives)</li> </ul>	\$85.638.000
<b>Phase III (4 months)</b>	<ul style="list-style-type: none"> <li>• Editors</li> <li>• Technological tools.</li> <li>• Material to print (Colombia) and (e-book) abroad</li> <li>• Closing ceremony</li> <li>• Incentives</li> <li>• Students trip to present their product (Possible)</li> </ul>	\$41.045.400
<b>TOTAL</b>		<b>166.139.400</b>

<i>Approximate exchange rate</i>	USD 1 = 4.400COP
<b>VALUE IN \$ USD</b>	<b>\$37.758</b>

#### 5. PROJECT FINANCING (EXPECTED)

Cost of the Project	USD \$	\$37.758
Local Club	USD \$	\$500
Sponsor Clubs	USD \$	\$0
District 4271 o 4281 (si lo hubiese)	USD \$	\$0
International District or clubs	USD \$	\$0
Other	USD \$	\$0

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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