



INTERVENTION LOGICAL FRAMEWORK



EMPATHETIC "A Project for Peace and Conflict Prevention" GG- 2460210

2025-2026	Intervention Logic	Objectively Verifiable Indicators	Sources and Means of Verification	Hypotheses
General Objective	Strengthening school coexistence among students, guardians, and teachers of groups 4 and 5 of the sixth, seventh, eighth, and ninth grades at Ciudadela del Sur Educational Institution, main campus, through strategies for conflict prevention and peaceful resolution, impacting 280 targeted students, 280 guardians, and 45 teachers.	Increase by 40% in the application of conflict prevention strategies by students, guardians, and teachers from groups 4 and 5 of grades six, seven, eight, and nine, evidenced by a reduction in conflict risk situations and the strengthening of school coexistence.	Comparison of perception surveys before and after the project implementation. Analysis of disciplinary records and coexistence reports focused on prevention. Documentary evidence of workshops and training sessions conducted on conflict prevention. Follow-up on cases handled by the school coexistence team.	If students develop conflict prevention and resolution skills, then risk situations in the classroom and school coexistence will decrease. If guardians participate in training activities on conflict prevention, then they will improve communication and the management of coexistence situations with their children. If teachers apply preventive and mediation strategies in the classroom, then students will acquire tools to manage their emotions and prevent conflicts before they escalate.
1	Peace Program and Conflict Prevention, a Formative Approach: Design and implement a formative care protocol to strengthen school coexistence in the sixth, seventh, eighth, and ninth grades through pedagogical strategies for mediation and conflict prevention carried out by 45 teachers.	Number of teachers trained in mediation and conflict prevention strategies in the classroom. Number of activities or strategies implemented within the formative support route. Level of teacher satisfaction with the implementation of the route (measured through surveys).	Attendance records and certification of trained teachers. Monitoring and evaluation reports on the implementation of pedagogical strategies. Surveys or interviews with students and teachers regarding the program's impact.	The implementation of a formative care pathway will contribute to improving school coexistence at IE Ciudadela del Sur, Central campus, reducing the incidence of conflicts and promoting a culture of respect and peaceful problem-solving.
2	Parents' School: Implement a theoretical-practical program on 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, in order to strengthen strategies for effective communication, positive discipline, and emotional management at home.	Percentage of guardians participating in at least 60% of the program sessions. Number of practical activities developed / Number of proposed activities in the workshop. Evidence of the application of learned strategies at home, measured through surveys and structured observations.	Attendance records for the sessions. Perception and satisfaction surveys administered to guardians. Self-assessment questionnaires for guardians.	The implementation of a theoretical-practical program on assertive parenting within the parents' school will strengthen communication skills and positive discipline among caregivers, generating a positive impact on students' behavior and well-being in the school environment.
3	Being Development and Psychological Mentorship Program: The 280 students in the sixth, seventh, and eighth grades will strengthen their identity, define key elements of their life project, and improve their emotional management, demonstrating greater self-confidence and more harmonious relationships in the school environment.	60% of the 280 students in sixth, seventh, and eighth grades will demonstrate improvements in their identity, life project definition, and emotional management, as evidenced by pre- and post-intervention evaluations, as well as self-assessments and perception surveys.	Perception surveys on identity, self-confidence, and interpersonal relationships compared before and after implementation. Pre- and post-intervention assessments on self-awareness, emotional management, and life projects with corresponding analysis. Reports from teachers and counselors on changes in student behavior and confidence, using institutional tools or digital resources.	If students participate in a training program on identity, life projects, and emotional management, they will develop greater self-confidence and strengthen their interpersonal relationships within the school environment.
1	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 the sixth, seventh, eighth, and ninth grades.	Number of teachers trained with at least 20 hours of instruction in mediation and conflict resolution strategies. Percentage of teachers applying the intervention route in the classroom. Reduction in reports of school conflicts in the targeted grades.	Attendance records and certifications of trained teachers. Action route protocol available, developed by teachers. Teacher perception surveys on the impact of the training.	If teachers receive at least 20 hours of training in mediation and conflict resolution strategies, the implementation of the formative care pathway will be more effective in improving school coexistence.
2	Strengthening parental competencies in psychological first aid, emotional management in the family, and the application of non-physical and non-verbal corrective measures through a training program aimed at the 280 targeted guardians in 20 hours.	Percentage of caregivers who complete at least 80% of the program sessions. Number of practical activities conducted with caregivers. Level of knowledge and application of psychological first aid strategies, emotional management, and positive discipline, measured through pre- and post-training surveys.	Attendance records of parents at program sessions. Self-assessment surveys for parents before and after the program. Observations and interviews with teachers on changes in family dynamics reflected in students.	If parents receive training in psychological first aid, emotional management within the family, and positive discipline, they will improve their parenting strategies, reducing the use of physical and verbal corrections.
3	Develop identity, life projects, and emotional management in 280 students from the sixth, seventh, and eighth grades at Ciudadela del Sur Educational Institution through a 36-hour theoretical-practical training that promotes their emotional and personal well-being.	Number of training sessions conducted in compliance with the Training Plan and activity schedule. Percentage of student attendance recorded with attendance lists for each session. Quantity of educational materials distributed with an inventory of delivered resources.	Attendance records, execution reports. Signed or digital attendance records. List of distributed materials and photographic evidence.	If training sessions are developed in alignment with the Training Plan and activity schedule, students will acquire practical tools to enhance their emotional and personal well-being. If a high percentage of attendance is achieved in training sessions, a greater appropriation of content and personal development strategies will be ensured. If adequate educational materials are distributed to reinforce the training, students will be able to effectively apply what they have learned in their daily lives.



BUDGET



Empathetic - "A Project for Peace and Conflict Prevention" GG- 2460210

1. Peace and Conflict Prevention Program, a Formative Approach: 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.

DISTRIBUTION ITEM IN MY ROTARY	DESCRIPTION	Q	VALUE IN COP	FREQUENCY	TOTAL (COP)
Training	20 hours of training for teachers and administrators (approximately 45 people)	20	80000	2	3200000
Supplies	Support materials	45	30000	1	1350000
Operations	Incentives	1	1600000	1	1600000
Operations	Incentives	45	150000	1	6750000
Supplies	Refreshments	315	5000	1	1575000
Supplies	Stationery (workshops and activities component 1)	1	600000	1	600000
Supplies	Stationery (monitoring component 1)	135	1000	1	135000
Operations	Certifications	45	2000	1	90000
TOTAL					COP 15,300,000

2. Parents' School and Psychological Support: Implement a theoretical-practical program on 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.

DISTRIBUTION ITEM IN MY ROTARY	DESCRIPTION	Q	VALUE IN COP	FREQUENCY	TOTAL (COP)
Training	20 hours of training for 280 guardians.	160	80000	1	12800000
Supplies	Support materials	280	18000	1	5040000
Operations	Incentives	1	1600000	1	1600000

Operations	Incentives	An all-inclusive trip to Panaca with their family for the group of 6 parents who demonstrate the best reflective closure of the program.	30	150000	1	4500000
Supplies	Refreshments	Juice and a solid snack per session for each participant (7 sessions scheduled per trainer).	1960	5000	1	9800000
Supplies	Stationery (workshops and activities component 2)	Training supplies such as cardboard, stickers, decorative elements, among others.	1	600000	1	600000
Supplies	Stationery (monitoring component 2)	Printing of questionnaires before, during, and after this phase for results measurement.	840	1000	1	840000
Operations	Certifications	Color printing of training certificates.	280	2000	1	560000
					TOTAL	COP 35,740,000

3. Self-Development Program: The 280 students from sixth, seventh, and eighth grades will strengthen their identity, define key elements of their life project, and improve their emotional management, demonstrating greater self-confidence and more harmonious relationships in the school environment.

DISTRIBUTION ITEM IN MY ROTARY		DESCRIPTION	Q	VALUE IN COP	FREQUENCY	TOTAL (COP)
Training	36 hours of training for 8 targeted groups.	The training sessions will be conducted per group, with approximately 30 to 35 students. 1 trainer.	288	80000	1	23040000
Supplies	Support materials	Work kit for each student, including colored pencils, scissors, glue, pencil eraser, sharpener, white and colored paper blocks, paint, and brush.	280	35000	1	9800000
Supplies	Support materials	Notebook for writing an experience diary during the training process.	280	10000	1	2800000
Operations	Incentives	A tablet for the student with the best process memory log, selected by a jury of teachers.	1	600000	1	600000
Operations	Incentives	An all-inclusive trip to Panaca for the most peaceful group during the training process, accompanied by 2 teachers.	36	120000	1	4320000
Supplies	Stationery (workshops and activities component 3)	Training supplies such as cardboard, stickers, decorative elements, among others.	1	395000	1	395000
Supplies	Stationery (monitoring component 3)	Printing of questionnaires before, during, and after this phase to measure results.	840	1000	1	840000
Supplies	Refreshments	A solid snack for last session as incentive.	280	3417	1	956760
Operations	Certifications	Color printing of training certificates.	280	2000	1	560000
Training	One-on-one mentoring for the 40 students with the most behavioral issues from the targeted groups, with 15 hours of attention for each student.	3 psychologists.	1	80000	600	48000000
					TOTAL	COP 91,311,760

Closing and various from the Project					
DISTRIBUTION ITEM IN MY ROTARY	DESCRIPTION	Q	VALUE IN COP	FREQUENCY	TOTAL (COP)
Operations	Institutional incentive: CISUR Peace Classroom with 2 book stands, 200 books chosen by the teachers participating in the project, 35 cushions, and a sound system.	1	7000000	1	7000000
Operations	Graphic designer for the editing of the peace booklet.	1	2000000	1	2000000
Operations	Printing of 200 copies.	200	30000	1	6000000
Operations	Digital publication of the booklet.	1	1000000	1	1000000
Operations	Closing ceremony of the Empathetic project.	605	8000	1	4840000
Project Management	Colrotarios, bank charges, taxes, auditor/accountant	1	12400000	1	12400000
Operations	Unforeseen at 5%	1	9236000	1	9236000
Monitoring and evaluation	Monitoring and evaluation	1	4160000	1	4160000
		TOTAL			COP 46,636,000
					COP 188,987,760
					Exchange Rate in USD: 4000 47248

Parenting school

<p>1. Introduction to Assertive Parenting Workshop (3 hours), understanding different parenting styles and their effectiveness.</p>	<p>2. Active Listening and Assertive Communication Workshop. Implement sessions to teach active listening techniques and assertive communication. Assess improvement in communication through practical exercises. (3 hours)</p>	<p>3. Conflict Management Workshop. Implement sessions for conflict resolution in parenting. Evaluate the application of techniques through simulations. (3 hours)</p>	<p>4. Positive Discipline Strategies. Offer a workshop on positive discipline techniques that promote mutual respect. Assess the implementation of strategies through follow-up in later sessions. (4 hours in two sessions)</p>	<p>5. Empathy and Understanding Workshop. Conduct a workshop to foster empathy toward adolescents and their challenges. Evaluate understanding through reflection and discussion exercises. (2 hours)</p>											<p>Week 1</p>	<p>Week 2</p>	<p>Week 1</p>	<p>Week 2</p>						<p>Week 1</p>																														
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<p>4. Motivational Talks Organize three talks with professionals discussing the importance of identity and life projects, offering role models and motivation.</p>							Week 1-2			
<p>5. Conflict Prevention and Resolution Workshop Conduct a workshop teaching conflict prevention and resolution techniques, as well as assertive communication, including simulations and role-playing activities.</p>							Week 3-4			
<p>6. Personal Reflection Journal Encourage students to keep a journal where they reflect on their emotions and experiences.</p>							Week 1-2			
<p>7. Artistic Expression Activities Organize art workshops where students express their emotions through different media (painting, theater, music).</p>							Week 3-4			
<p>8. Reflection and Closing Meeting Hold a final meeting where students share their learnings and reflections about the program. Create a comfortable and welcoming environment for discussion.</p>									Week 1	
<p>Personalized Psychological Mentorship: Training in emotional management, conflict resolution, and self-recognition for the 40 students with the most challenges due to intrinsic or extrinsic factors, with 15 sessions over a year with psychological support.</p>									X	