

## **GREEN LIGHT EDUCATION ASSISTANCE PROGRAM**

### **FINAL REPORT 2019**

#### **EXECUTIVE SUMMARY NATIONAL COORDINATION**

The Green Light program aims to retain 90% of students in the program and reduce school dropout through actions that improve academic grades and community participation. Since 2016, the Green Light programs in La Guajira and Santander have provided 2,962 educational assistance packages, which is an average of 505 students per year.

In 2019, the program achieved only 81.8% student retention because students in the departments of Santander and Guajira had to overcome several threats to good academic performance such as scarcity of teachers. The program in Santander also temporarily closed the Piedecuesta community program because of poor response during the last four years.

In Guajira, a threat to students achieving their goals was lack of transportation to school, which left some outlying students with inability to attend and resulted in failed courses, poor academic performance and school dropout. The Pinky Jurimacal community was given one more year to improve academic performance and the level of participation.

Retention results in 2019 were:

- 81.8 % responded to the program
- 8% were suspended
- 10.2% withdrew from the program
- 78 students graduated from high school.

755 students received education assistance in 2019, 272 in primary school and 483 in high school. 618 (81.8%) students had an average mark of 75% and above and of these 78 students graduated from high school.

#### **Strategies implemented in 2019**

The Rotary Club in Guajira donated two computers in Coveñas and installed 16 solar panels in San José, Nueva Esperanza, Nuevo Amanecer y Jurimakal, communities without electricity. The panels provided electricity to the libraries, community meeting places and recreational areas thus allowing students to do their homework after dark and women to work on their handicrafts.

In Santander, uniform fabric was purchased by the program to lower the cost of uniforms. The program was able to sell additional uniforms to parents who had saved funds from the productive projects. This sale was especially advantageous in the case of the Laguna school because they changed their uniform style and fabric.

## **PROJECT ACHIEVEMENTS**

### **Education Project**

- La Guajira now has libraries in all the program communities
- 755 education assistance kits were provided
- Tutoring – communities had the help of student tutors especially in Guajira.
- 78 workshops for parents and students were provided through the efforts of facilitators, teachers in Santander and Rotarians in Guajira.
- Workshops were given for student tutors, teachers and facilitators, especially in Guajira.
- Frequent meetings were held with parents to build awareness of the importance of good academic performance of their children.

### **Ecological Project**

- The planters made from tires were maintained and painted.
- Tree planting campaigns “adopt a tree” were held in each community except for some in Guajira that had water scarcity.
- Schedules to clean the facility continued especially at the beginning of the year, during vacations and before the year end.
- The indigenous communities continued planting medicinal plants, especially in Coveñas and San José.
- Two truckloads of recyclable materials were collected and sold in Santander. In Guajira, the Rotary Foundation provided a truck to collect recyclable materials every two weeks.

### **Productive Project was transformed into a savings and entrepreneurship Project**

- The program was implemented in Santander where 16 Gema savings groups for adults were started. They saved more than 30 million pesos.
- The savings of the Gema groups were collected one day per month.
- They received training in how to save and invest.
- Six entrepreneurial “Yes” clubs for children and youth were started. They saved approximately 3 million pesos.
- Investing Hope Foundation provided the materials and the methodology to implement the groups.
- Investing Hope Foundation audited the program twice.

## Empowerment Project

- Monthly meetings with facilitators
- Monitoring of the processes in the various projects
- Special visits to communities who needed guidance within the program.
- Training in management of the savings and entrepreneurship projects.
- Motivation strategies for leadership when responding to issues in each Community.

## GREEN LIGHT EDUCATION ASSISTANCE PROGRAM REPORT

The Green Light program advanced toward the goal of 90% retention, but experience shows that the goal is difficult to achieve because of lack of control over the external threats that need to be navigated.

A comparative table of the last four years

PROGRAM	2019	2018	2017	2016
90% retention	81.8%	85.8%	75.5%	86%

The table shows that, despite evidence of community development in each departamento, it has not been possible to achieve the goal.

Results by departamento in 2019:

PROGRAM	RETENTION	SUSPENDED	WITHDRAWAL
SANTANDER	83.8%	3.6%	12.6%
GUAJIRA	79.8%	12.4%	8.8%
<b>TOTAL</b>	<b>81.8%</b>	<b>8%</b>	<b>10.2</b>

Continual adjustments to the program were made in 2019. In Santander the savings and entrepreneurship projects were implemented. In Guajira the productive projects were not profitable despite investment by the Rotary Foundation Manos Solidarias. They hope to channel their efforts into savings and entrepreneurship as a pilot project in 2020.

## REPORT OF RESULTS BY DEPARTAMENTO

### Response in Santander

The program had 82.2% retention in Santander, which means that strategies to reduce the number of students suspended for poor marks or failing the year should be rethought.

The table below shows the comparative results in the last three years.

YEAR	PROGRAM	RETENTION	SUSPENDED	WITHDRAWAL AND FAILED A SUBJECT	ADVERSE EVENTS
2019	500	83.8%	3.6%	12.6%	0%
2018	545	87.0%	2.0%	10.0%	1%
2017	544	89.3%	4.5%	6.2%	0

In 2019 the program experienced various external threats. For example, the Laguna school district (with 80% of the students) did not have sufficient teachers to meet with the demand, especially in high schools. This situation was present in other schools in former years. Various grades had classes two times per week throughout the semester. This shortage was not rectified by the Departamento Secretary. As a result, various students did not pass the subject.

Another external threat was the increase in family separation. Some students withdrew from school because they moved to other municipalities. Others let their academic performance slip. In another case, the person responsible within the program was absent and decided to withdraw. Additionally, some youth decided to marry early and left school.

The table below demonstrates results obtained in each of the executed projects in Santander.

PROJECT	RESULTS
<b>EDUCATION</b>	500 students received educational assistance corresponding to a school kit, a uniform, and two pairs of shoes. In 2019, supplies were purchased to make the uniforms, to reduce costs. Some of those involved in productive projects the previous year managed to buy the second uniform for their child. Academic Olympics were not held. It is an activity to reinforce the following year.
	Teachers held three parent workshops in 10 communities at the Laguna Educational Institution for a total of 30 workshops. The other 5 remaining communities organized their own workshops for a total 15 workshops. In addition, the program coordinator held a workshop on the risks of social networks for 15 communities.

PROJECT	RESULTS
	Families in the communities continued to look after the school gardens.
	The campaign to plant olive trees around the schools was continued.

<b>ECOLOGICAL</b>	The communities collected recyclable material. A collection center was used for all the communities and the municipal government helped by trucking the material to a depot. The collection had to be suspended, however, when the political campaigns began.
	The facilitators had various meetings with their communities to organize the recycle project.

<b>PROYECT</b>	<b>RESULTS</b>
<b>SAVINGS &amp; ENTREPRE-NEURSHIP</b>	Training was received to pilot the implementation of the savings and entrepreneurship methodology in two Gema groups for adults and one Yes club for children.
	16 Gema groups were started. They saved \$36.356.300 (\$15, 471 CAD) by December.
	4 Yes clubs were started in FANDIC with children and youth with disability, and 2 clubs in FUNSOVID with children and youth without disability. They saved \$1.989.000 (\$846 CAD).
	The facilitators met with their communities once per week for 6 months for a total of 96 meetings.
	The Yes clubs met once per week for a total of 120 encounters.
	The Yes clubs received 7 training sessions on values for a total of 42 sessions.
	The Gema groups received one workshop on saving and entrepreneurship for a total of 16 workshops. They were sponsored by Agape Opportunity.
	Two audits were held as well as an official closing in both the Gema groups and the Yes clubs.

<b>PROYECT</b>	<b>RESULTS</b>
<b>LEADERSHIP TRAINING</b>	The facilitators received training in Gema methodology before opening the groups.
	20 facilitator meetings were held to monitor processes.
	Each month the facilitators provided 1 follow-up report on each one of the projects including their meetings and their signatures.
	The facilitators organized 2 workshops for parents and students. The Coordinator delivered 1 workshop to the communities.
	The communication strategy using WhatsApp guaranteed that photographical documentation for the activities realized by the facilitators would be shared within the group.

Although a good result was obtained from the productive projects in the past, in 2019 we implemented the savings and entrepreneurship projects to motivate the culture

of saving. The communities had good results from this project. The vast majority of participants realized that this was the first time they had carried through on a savings project and seeing their results gave them confidence that saving was possible.

The children and youth responded well. Some saved as much as 100,000 pesos due to their commitment and dedication. One boy of 11 years bought a baby calf with the money he saved. It will be cared for by his grandparents. Others proudly displayed items they had purchased with their savings (clothes, shoes). Their parents, satisfied, hope they continue to participate.

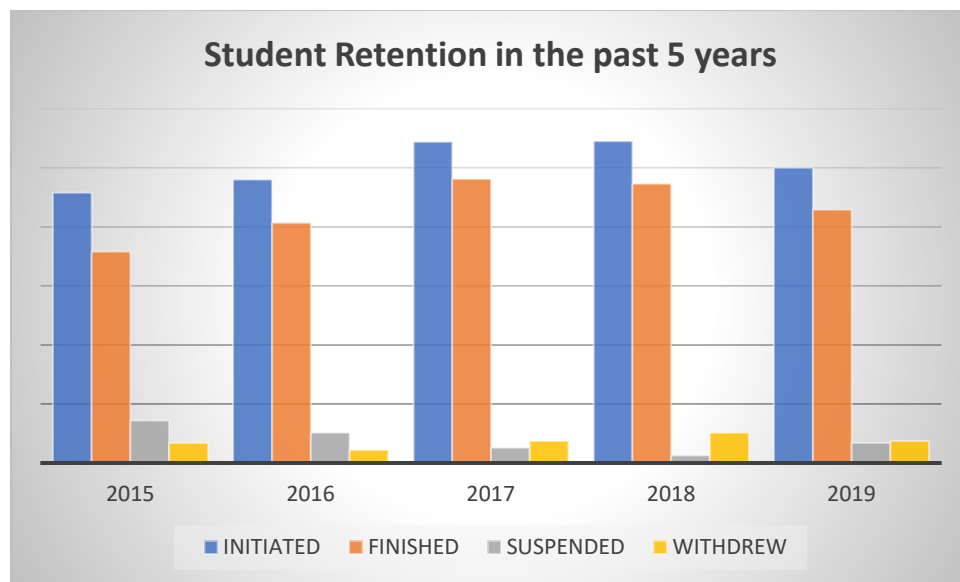
We hope to have Gema groups in all the communities and to open more Yes clubs in rural communities.

The education program hopes to implement strategies that motivate academic performance such as visits to libraries and training collaborators so that Education Olympics in mathematics and Spanish can be held for all high school grades.

In the ecological project we hope to sign an agreement with the municipality to assist us by trucking recycled material.

## Statistical Data

### Fluctuations in academic performance in Santander for the last 5 years



### Summary of results:

Number of students receiving educational	Students who responded with 75% compliance with	Of these students 70% were reinstated in the	Students who definitely left the
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assistance for the last 5 years	academic performance for 5 years	program after being suspended.	program and were withdrawn.
2527	2148	196	183

Table 1 shows that the withdrawal group is representative of children and youth who failed the year (18) and who did not respond to the program (19). The students who responded are added to those who graduated (65) and who want to continue in the next year (364).

**Table 1 Dynamic of student retention in 2019**

SCHOOLS OR INSTITUTIONS	BENEFICIARIES 2019	GRADUANTS	WITHDRAWALS	SUSPENDED	FAILED THE YEAR	BENEFICIARIES 2020	PRIMARY	SECONDARY	BOYS	GIRLS
<b>ZONE LA LAGUNA</b>	<b>337</b>									
GARBANZAL	33	4	4	0	0	25	5	20	8	17
ESPINAL BAJO	33	3	1	1	2	26	6	20	18	8
ESPINAL ALTO	36	4	1	1	0	30	9	21	11	19
POZO	31	4	1	0	0	26	6	20	13	13
LLANADAS	22	1	1	0	0	20	8	12	7	13
SAN FRANCISCO	14	2	1	1	0	10	1	9	4	6
PASOCHICO	37	5	2	2	5	23	9	14	12	11
REGADERO	41	4	0	1	2	34	6	28	20	14
TERES	22	0	1	2	1	18	8	10	11	9
LAGUNA	36	5	0	3	0	28	4	24	14	14
POTRERO	20	3	1	3	2	11	3	8	3	8
LOMA	12	2	0	0	0	10	6	4	8	2
<b>ZONE MESA D/L SANTOS</b>	<b>119</b>									
FUNSOVID	83	13	4	0	2	64	12	52	30	34
LA PURNIA	36	11	1	2	3	19	2	17	9	10
<b>ZONE URBANA</b>	<b>44</b>									
ASODISPIE	18	1	0	15	2	0	0	0	0	0
FANDIC	26	3	0	3	0	20	5	15	9	9
<b>TOTAL</b>	<b>500</b>	<b>65</b>	<b>18</b>	<b>34</b>	<b>19</b>	<b>364</b>	<b>90</b>	<b>274</b>	<b>177</b>	<b>187</b>

## GREEN LIGHT EDUCATION ASSISTANCE PROGRAM IN GUAJIRA

### A Comparative table for the last three years:

YEAR	STUDENT #	COMPLETION	SUSPENDED	WITHDRAWAL
2019	252	79.8%	12.4%	8.8%
2018	188	83%	8%	10%
2017	275	66.1%	26.5%	7.5%

The Green Light program in Guajira in 2019 did not yet achieve stability in academic performance. Every year many suspended students do not return to the program due to low grades thus losing the opportunity offered them. However, the effort, commitment and dedication of the coordinator and the facilitators in each community was outstanding.

### Results in the various projects:

PROJECT	RESULTS
EDUCATION	Support from different professionals such as a social worker, an anthropologist, an environmental engineer, a doctor-nurse and Social Work and Psychology students from the University of La Guajira completing their practicum, and beneficiaries of scholarship from the Rotary Club El Cerrejón as well as continuous support from university students granted scholarships by the Rotary Club with obligations to work for their communities.
	Training for 10 primary teachers, 30 student tutors and 6 facilitators. Facilitated the teaching of mathematics to primary school students. Teachers and students applied and utilized the material distributed in the training in their classrooms.
	The tutors applied the methodology learned in the training. The students in Coveñas and San José who received tutoring improved their academic performance. The report cards showed no improvement in student performance in the communities of Nuevo Amanecer and Jurimakal. It is advisable to reduce the number of tutors and provide more training and support material to do a better job.
	10 visits were made to schools to talk with teachers about the performance of elementary students and to implement measures that would improve the performance of students with academic shortcomings. Primary teachers located in satellite classrooms (community schools) were requested to provide continuous support and to be present during activities aimed at students with low academic performance.



	Teachers were invited to take an active part in the program.
	The Rotary Club El Cerrejón and the Rotary Foundation Manos Solidarias donated two computers for Coveñas in order to prevent students from going to other communities and having to pay transport to do their homework.
	The Rotary Club El Cerrejón and their Foundation Manos Solidarias donated and installed 16 fully equipped solar panels in the communities of San José, Nueva Esperanza, Nuevo Amanecer and Jurimakal so that students and families could carry out activities such as homework and crafts at night by taking advantage of the light generated by the panels.
	School tutoring activities started in January in Coveñas and San José, which gave them more time to initiate the program and to participate in it. The tutoring in the communities of Nueva Esperanza, Jurimakal and Nuevo Amanecer were not continuous as in the communities mentioned above and therefore the results are not as good.
	An environmental engineer provided 6 training days in physics and chemistry for 10 high school students of Los Remedios school who had no teacher for these subjects in their institution.
	79.8% of users responded to the program and will continue in the program in 2020. Of these, 4% finished secondary school. 12.4% were suspended for 2020 and 8;8% withdrew or failed the year.

PROJECT	RESULTS
<b>ECOLOGICAL</b>	<p>Cleaning campaigns and collection of recycled material were carried out in all communities.</p> <p>Weekly collection was done during the first semester by students and parents in all communities.</p> <p>The Foundation's truck collected the recycled material in the communities.</p> <p>During the second semester, the material in the communities of Nuevo Amanecer y Jurimakal was not picked up due to the difficult access for the truck.</p> <p>The collection of plastic bags and packaging of different products in plastic bottles was implemented in all communities to recycle them, thus minimizing the impact of contamination.</p> <p>The community of Nueva Esperanza planted seedlings for replanting later near the water sources.</p>

	In the communities of Coveñas and San José, the facilitators, students and teachers participated in the planting and care of medicinal plants as a way of teaching students how to use them to cure diseases.
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### Empowerment of Facilitators

PROJECT	RESULTS
<b>LEADERSHIP TRAINING</b>	The Coordinator held 12 meetings with each facilitator in order to organize an action plan and follow-up on student performance, program activities and meetings with parents.
	3 meetings with all the facilitators were held to facilitate interaction, reception of the same information, and sharing of their community experiences.
	A gift and honorarium for each facilitator was provided by the Green Light program.

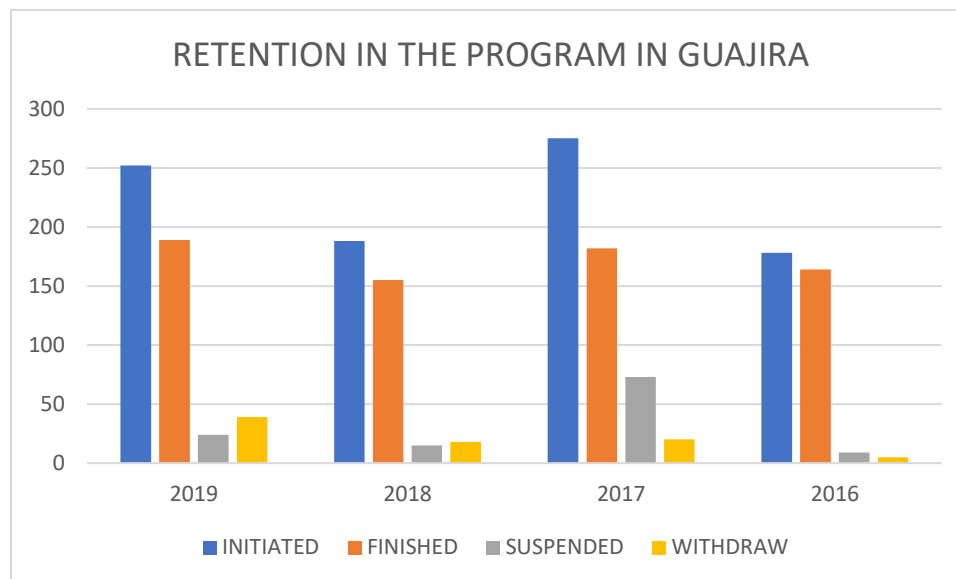
### GUAJIRA DEPARTAMENTO

COMMUNITY	BENEFICIARIES	SUSPENDED	WITHDRAWN	BASIC	SUPER	2020 CONTINUE
NUEVO AMANECER	27	4	3	7	13	20
COVEÑAS	81	2	11	10	58	68
PINSKI	15	0	3	3	9	12
JURIMAKAL	55	9	15	13	18	31
NUEVA ESPERANZA	17	0	2	1	14	15
SAN JOSE	15	0	2	0	13	13
LOS REMEDIOS	42	9	3	10	20	30
<b>TOTAL</b>	<b>252</b>	<b>24</b>	<b>39</b>	<b>44</b>	<b>145</b>	<b>189</b>

\*Basic Plan: 70% grade average.

\*\*Super Plan: 75% grade average.

WORKSHOPS FOR PARENTS AND STUDENTS			
COMMUNITIES	# PARENTS	PARTICIPATION	THEMES
Nuevo Amanecer	13	9	Solid waste management, sustainability, sense of belonging and responsibility, citizen coexistence and respect, psychoactive substances.
Coveñas	28	20	Solid waste management, parenting and values guidelines, dating and pregnancy at an early age, influence of social networks, bullying and respect.
Remedios	31	25	Solid waste management, sustainability and entrepreneurship, parenting guidelines, early pregnancy, alcoholism and drug addiction, sexually transmitted diseases.
Jurimakal	35	25	Solid waste management, leadership and sense of belonging, teamwork and responsibility.
Nueva Esperanza	7	6	Solid waste management and environmental care, teamwork, sense of belonging and responsibility, self-esteem and motivation, dating and pregnancy at an early age.
San José	9	8	Solid waste management and environmental care, bullying and respect, sex education and courtship, coexistence and citizen construction, teamwork and responsibility.
<b>Total</b>	123	93	



The graph shows that the program in Guajira had better results in 2018. It achieved greater retention of students and reduced the number who were suspended or withdrew.

## Program Costs Compared

The following table provides detailed information of the cost in each region against the number of students.

PROGRAM IN 2019	# STUDENT	BUDGETED	BANK BALANCE DEC	COST/ STUDENT CAD	EXCHANGE
*SANTANDER	500	162.946.005	26.016.785	\$ 276.985	2200
**GUAJIRA	252	26.788.809	10.102.941	\$ 137.255	2200
<b>TOTAL</b>	<b>752</b>	<b>189.734.864</b>	<b>36.119.726</b>	<b>\$ 215.365</b>	<b>2200</b>

Notes: \* The budget for Santander includes the cost of the National Coordinator plus the Regional Coordinator.

\*\* The budget for Guajira does not include to the cost of the Regional Coordinator. It is assumed by the Rotary Foundation Manos Solidarias.

## APPRECIATION

I want to thank the Lord Jesus for another year of providing opportunities to families and that today there are more of us joining in this process. Thank you for believing in the effort and dedication of those who participate in this program. Without you it would not be possible to generate community development in the departamentos of Guajira and Santander.

We are grateful because many of the students in the rural area of Santander have finished high school with very good results and won a scholarship to continue studying. We hope to contribute to Guajira reaching the same results.

We thank the Rotary Club of El Cerrejón for its commitment to the education of students from indigenous communities. Their contribution provides greater opportunities for students to achieve better academic results. Thanks to Martha, the program coordinator in Guajira, for the excellent work done.

We also thank the Investing Hope Foundation for believing in the program and giving families the opportunity to generate a culture of saving.

Lastly, we thank the COLMED Foundation for their dedicated funding of this program.

Submitted by:

**ROCIO NUÑEZ ESPINEL**  
NATIONAL COORDINATOR