

GREEN LIGHT EDUCATION ASSISTANCE PROGRAM

2020

This report will show three blocks of information: Project results, Projection for 2021, and Financial information.

2020 brought changes for all humanity and there was no exception for the Green Light program. Some of the challenges experienced in rural communities in both Santander and Guajira will be mentioned below.

EDUCATIONAL PROJECT IN RURAL AREAS

Challenges faced by students due to the pandemic.

Virtual classes and connectivity in rural communities

Only 25.4% of students had internet service. Therefore, the students did not receive virtual classes but remote classes. The vast majority obtained materials through subject work guides and received guidance through the cell phone of a relative.

Some students had good interaction with the teacher, but some teachers only provided the guides to the students without verifying that they had really mastered the subject. Some students were not able to acquire the necessary competency in their subject area, which further exacerbated problems for those with learning difficulties.

However, the commitment of other teachers must be highlighted who, despite not having many computer skills, were concerned about keeping their students informed, and used pedagogical strategies and adaptations to the curriculum to meet their goals.

Most parents did not have a cellular data plan and bought minutes for their phones so their children could receive their homework and send the answers. Students whose parents were not schooled, had to study without assistance. Other students decided to seek work instead and either left school or neglected their studies.

Students in Santander had the opportunity to borrow a school computer. However, some communities had no, or poor internet so could no use this option.

Two years ago, two rural communities were provided with free internet service by a national government program to improve rural connectivity. But this service was discontinued by the new government leaving these communities without internet connection.

In Guajira, no student had access to a school tablet or computer because the school wouldn't lend them out leaving only 25 students who had internet to respond to their classes. However, primary school students had access to teachers living in the same community making it possible for them to receive guidance. In contrast, high school students had difficulties completing their homework because they didn't understand the material. Many indigenous high school students are still in the process of recovering grades in 2021 so they will not fail the course. Final results will be known in March.

The pandemic also affected the students psychologically. 22.3% suffered from anxiety, stress or depression disorders Cases were reported, though not all treated. It should be noted that these are the reported cases; many others were not. It came to light much later, at the end of the year, that some families had members who were hospitalized or deceased.

Lessons Learned

- ✚ The most widely used means of communicating with families in rural communities was WhatsApp. It was the most accessible and economical for dissemination.
- ✚ It is impossible to make video calls without the signal failing. To avoid this problem, WhatsApp was used.
- ✚ The communities have cell phones with low storage capacity, which prevents any installation of an App that allows them to receive virtual classes.
- ✚ Some families, especially in Santander, joined with neighbouring families to install Wi-Fi internet service. But they encountered two problems: prices increased due to the demand for the service, especially to pay the network, and secondly, families did not live so close to others.
- ✚ Primary school teachers living in their communities in Guajira, paid for internet service and sold internet time to students who needed access to resource material. This helped them pay for a costly service.
- ✚ It was not feasible to send educational content using apps because not all students had access to the internet.

Impact of Green Light Program on High school Student Graduates

A survey was sent out to students who had graduated from the program in the last two years asking about their current status and how the program impacted their education. 167 responded.

76% finished their baccalaureate. Of those who completed high school, 71.9% had the support of the program and 55.1% continued studying a university career or took a technical course. The other 44.9% took either a short course or started their studies but did not finish because they could not support themselves financially.

Others had already started a family. The professional careers studied were psychology, law, systems engineering, social work, physiotherapy, economics, and veterinary medicine. Technical courses were accounting, tourism, marketing, environmental management, operations, early childhood, facial and body aesthetics, business logistics, pedagogy, administrative assistant, and electronics. Short courses were private security, beauty, first aid and others.

The remaining 24% dropped out of school either because they failed the year or were dropped from the program because they did not respond to program requirements. Comments made on the survey were that they “had a great demotivation and lost interest in continuing to study”.

When inquiring about the length of time that students participated in the program, 44.6% ranged between 3 and 4 years. It was noted that those who had been in the program for 9 and 10 years responded to it well. Some families have continued to participate since the program began. Of these, 73.7% had 1 to 2 family members in the program., However, 9% had more than 5 extended family members indicating that the program was recommended to other relatives.

Satisfaction query showed that 99.4% were satisfied with the program recognizing that finishing high school had improved their economic and social conditions. Improvement in the economic condition led to 60.1% pursuing further education. 95.8% were motivated to improve their marks and to complete high school. 41.3% said that family participation had increased in the various educational opportunities offered and 74.2% felt that the student's self-esteem improved.

SAVINGS AND ENTREPRENEURSHIP PROJECT

A group of 143 families were asked about their satisfaction with the Gema savings project for adults and the Yes Club for children. The savings project has been active for 2 years in Santander; in Guajira it began as a pilot project this year. Results indicate that 58% have been saving for 2 years and 48% started in 2020. In terms of the experience of saving, 78.3% confirm that it is the first time that they have been able to save any amount of money.

The participants in the saving groups were educated in financial issues and investment of savings. 63.3% understood that investment was necessary to multiply their savings. One person saved to buy a steer, which he managed to do. After 2 years he sold the animal and with the money saved in year two, he built his own home. A young man under 15 years in the Yes club bought a baby calf with his first savings. Two years later he has it for sale so that he can purchase a heifer with the support of his grandparents.

The savings project impacted families because training was combined with monitoring through regular meetings. 92.3% participated in the training on financial

education, a topic that they had not received before. 83.2% stated that they were satisfied with their ability to save even during the pandemic, which affected family economy in 90% of the families and caused difficulty in monthly saving in 71.3%.

Lessons learned from the participation in the savings group:

- ✚ Some families changed their mentality, noticing that it was possible to save, something they had not done before.
- ✚ They learned to better utilize the savings, something they thought was impossible.
- ✚ They felt they were acquiring the habit of saving. It gave them satisfaction to collect money saved and to be able to use it.
- ✚ They believed it was possible to achieve their dreams and objectives in the short term.

REPORT OF ACADEMIC PROGRAM BY DEPARTMENT

Results in Santander

92% of students in Santander will continue in the program. It should be clarified that, because of remote learning and the challenges faced by students, all those who passed their year and did not drop out of school, continued with the program.

The table below provides comparative results for the last three years.

YEAR	# BEGAN IN PROGRAM	% STAYED IN PROGRAM	% SUSPENDED	WITHDREW OR FAILED A COURSE	ADVERSE EFFECT
2020	401	92%	3.3%	4.7%	0
2019	503	83.8%	3.6%	12.6%	0%
2018	545	87.0%	2.0%	10.0%	1%

The program dealt with several external threats in 2020 such as remote learning in rural communities. Two communities had no internet and in others the signal was low or unstable. Connectivity in homes was 27.8%. It should be noted that the program benefited 94% of students in rural communities but reached only 33.6% virtually, showing that many do not have internet even if they live in town.

In addition, 31% of students suffered from stress because many of the families could not work during the quarantine. So, they had to make financial adjustments to be able to provide the students with the support needed to respond with their academic obligations. There were intra-family conflicts, and several presented with health problems, especially psychological affectations.

In spite of difficulties, the program in Santander had results in each of the projects implemented.

PROJECT	RESULTS
Rural Education	Education assistance materials were delivered before the pandemic lockdown.
	72 students graduated from high school and 35 continue with their studies.
	WhatsApp was used to communicate with families.
	The school for parents was suspended due to the pandemic.

Young Karol Rosana Moreno was among the outstanding students. She was the best student in the school with the highest average of 350 points. She hopes to study a degree in foreign languages with an emphasis in English at the National Distance University. In Colombia. The government offers a Generation E program in which subsidies are provided to students to continue their university studies. This consists of two options; first, students with scores higher than 351 and Sisbén below 32 points can apply and secondly, those who obtain an ICFES score higher than 210 can apply.

Schools had to make adaptations in 2020 that delayed their reporting. The final report was received in the last week of December. However, because some students had errors in their report cards, they were not able to provide it.

PROJECT	RESULTS
SAVING AND ENTREPRENEURSHIP	20 Gema groups and 4 Yes clubs were in operation.
	The Gema groups saved \$65.597.500 in their second cycle.
	Yes Clubs saved \$3.800.150
	The Gema groups had 225 meetings in a cycle of 10 months.
	Yes Clubs had 70 virtual and in-person meetings beginning in June.
	Yes groups had 16 training sessions on financial economy for entrepreneurs.
	Gema groups received 10 in-person and 14 virtual training sessions.
	Each group had 2 audits and a closing of accounts.

PROJECT	RESULTS
LEADERSHIP TRAINING FOR FACILITATORS	Facilitators received training on how to start a Yes group.
	10 workshops on "getting to know yourself" were provided.
	Monthly meetings to monitor projects.
	Academic achievement reports were received.

Project – Women Empowerment

A pilot project to generate community empowerment in rural women was carried out in 2020. It provided training in three modules - self-recognition, personal empowerment, and community empowerment.

Facilitators received training on personal development using techniques that helped them to increase self-knowledge and to empower both them and their community. They received 3 modules with the themes: know yourself at work, life history, self-recognition, and limiting beliefs. Techniques such as autobiography, the mirror, the wheel of life, the roots of the tree were used. They received workshops every 8 days starting in August.

Statistics

Report on Graduating students

BENEFICIARIES	STUDENTS 2020	GRADUATES	CONTINUE STUDYING	WILL NOT STUDY
GARBANZAL	26	9	5	4
ESPINAL BAJO	27	2	1	1
ESPINAL ALTO	32	4	2	2
POZO	27	6	1	5
LLANADAS	19	3	2	1
SAN FRANCISCO	10	1	1	0
PASOCHICO	32	6	1	5
REGADERO	36	4	3	1
TERES	19	1	0	1
LAGUNA	31	5	3	2
POTRERO	11	2	1	1
LOMA	9	0	0	0
FUNSOVID	81	25	14	11
LA PURNIA	18	2	0	2
FANDIC	24	1	1	0
ASODISPIE	0	1	0	1
TOTAL		72	35	37

Number of Groups

YEAR	GEMA GROUPS	YES GROUPS	GEMA G. CLOSED	YES C. SUSPENDED	ADULTS	CHILDREN
2020	20	8	1*	4*	303	108
2019	16	6	0	0	213	82

*La Loma group was closed because they did not have enough members to open. .

*The 4 Yes groups of children with disability were not opened in 2020 due to the pandemic.

Workshops on financial education

Year	Gema	Saving & entrepreneurship	Budget
2020	20	5	20
2019	16	16	0

Groups participating in the virtual workshop on Saving and Investment

	GEMA G. NAME	COMMUNITY	MUNICIPALITY	PARTICIPANTS
1	Undertaking the future	Albania	La Guajira	17
2	The Wars & Popstars	Funsovid	Los Santos	14
3	The Caterpillars	Garbanzal	Los Santos	8
4	The Wonders	La Purnia	Los Santos	9
				48

Groups participating in the virtual workshop on Budgeting

	GEMA G. NAME	COMMUNITY	MUNICIPALITY	PARTICIPANTS
1	Undertaking the future	Albania	La Guajira	16
2	The Wars	Funsovid	Los Santos	13
3	Caterpillars and butterflies	Garbanzal	Los Santos	11
4	The Wonders	La Purnia	Los Santos	9
5	Popstar	Funsovid	Los Santos	12
6	The Stars	Facilitadoras	Santander	16
7	Beautiful Hope	El Pozo	Los Santos	12
8	Sweet Hope	El Pozo	Los Santos	13
9	Water Spring	La Purnia	Los Santos	12
10	Warriors of Teres	Teres	Los Santos	21
			Total:	135

Groups participating in the in-person workshop on budgeting

	GEMA G. NAME	COMMUNITY	MUNICIPALITY	PARTICIPANTS
1	The Morenas	San Francisco	Los Santos	10
2	Entrepreneurs of La Laguna	La Laguna	Los Santos	17
3	The Indomitable	Pasochico	Los Santos	8
4	Entrepreneurs Regadero	Regadero	Los Santos	21
5	United for the future	Espinal Bajo	Los Santos	12
6	Unity for Progress	Espinal Bajo	Los Santos	10
7	Entrepreneurial Ants	Potrero	Los Santos	12
8	Dreaming Mothers	Espinal Alto	Los Santos	15
9	Entrepreneurs Fandic	Fandic	Bucaramanga	16
10	Efforts for Tomorrow	Llanadas	Los Santos	19
Total:				140

Beneficiary Report

COMMUNITIES	# STUDENT 2020	GRADUATES	WITH-DRAWN	SUSPENDED	FAILED THE YEAR	# STUDENT 2021
La Laguna	279					
GARBANZAL	26	9	0	1	1	16
ESPINAL BAJO	27	2	2	0	0	23
ESPINAL ALTO	32	4	0	0	0	29
POZO	27	6	3	0	2	19
LLANADAS	19	3	0	0	0	17
SAN FRANCISCO	10	1	0	0	0	9
PASOCHICO	32	6	4	2	0	25
REGADERO	36	4	0	0	0	32
TERES	19	1	0	1	0	18
LAGUNA	31	5	0	4	0	27
POTRERO	11	2	0	0	0	15
LOMA	9	0	0	0	0	9
MESA SANTOS	99					
FUNSOVID	81	25	4	5	0	48
LA PURNIA	18	2	3	0	0	14
URBAN ZONE	24					
ASODISPIE	0	1				8
FANDIC	24	1	0	0	0	23
TOTAL	402	72	16	13	3	332

COMMUNITIES	# STUDENTS 2021	ELEMENTARY			HIGH SCHOOL			GRAND
		BOY	GIRL	TOTAL	BOY	GIRL	TOTAL	TOTAL
LA LAGUNA								
GARBANZAL	16	1	3	4	4	8	12	16
ESPINAL BAJO	23	4	2	6	12	5	17	23
ESPINAL ALTO	29	0	4	4	12	13	25	29
POZO	19	3	2	5	6	8	14	19
LLANADAS	17	2	5	7	3	7	10	17
SAN FRANCISCO	9	0	1	1	4	4	8	9
PASOCHICO	25	2	4	6	12	7	19	25
REGADERO	32	5	2	7	14	11	25	32
TERES	18	4	2	6	7	5	12	18
LAGUNA	27	2	2	4	12	11	23	27
POTRERO	15	2	5	7	3	5	8	15
LOMA	9	4	1	5	3	1	4	9
MESA D/L SANTOS								0
FUNSOVID	48	3	2	5	16	27	43	48
LA PURNIA	14	0	2	2	9	3	12	14
URBAN ZONE								0
ASODISPIE	8	1	0	1	5	2	7	8
FANDIC	2377	1	0	1	11	11	22	23
TOTAL	332	34	37	71	133	128	261	332

Green Light Education Assistance Program in Guajira

Comparative Table:

YEAR	PROGRAM	SUCCESSFUL COMPLETION	SUSPENDED	WITHDRAWN & FAILED YEAR
2020	178	74%	0	26%
2019	252	79.8%	12.4%	8.8%
2018	188	83%	8%	10%

The pandemic had a serious effect on the students in the Green Light program in Guajira. 26% withdrew from the program with some failing the year and others withdrawing from school. The 75% of academic performance requirement was not implemented so as to not exclude students who, with much effort, assumed the challenge of continuing their studies.

Project results:

PROJECT	RESULTS
EDUCATION	The Cerrejón Rotary Club and the Fundación Rotaria Manos Solidarias donated two computers per community to minimize the impact caused by virtual learning and the absence of computer equipment in some families. The communities of Coveña, Nuevo Amanecer and Jurimakal, were then able to install internet service and thus be able to guide the students in doing the research for their study requirements.
	Basic computer skill workshops were provided to give students information on technological applications and how to send their homework to teachers.
	15 students who were previously suspended were able to recover their grades and get back into the program.
	121 or 68% of students remained in the program with 15 suspensions for a total of 136 students.
	Tutoring sessions worked in some communities such as: Coveñas, San José and Nuevo Amanecer, but only for short and intermittent periods because parents were afraid to send to your children to receive tutoring due to the high contagion of covid 19 in the municipality.
	More than 80 students from different communities participated in a course provided by SENA on applied research methodology. The objective was to provide the student with tools and basic knowledge to carry out a research investigation.
	12 students graduated from High School.

The Green Light Program in Guajira supported rural and indigenous communities for 4 years. During this time, 31 out of 37 students graduated from high school. 17 students began a technical career with courses from SENA and 3 students began a university career.

PROJECT	RESULTS
	<p>The program objectives for this year were:</p> <ul style="list-style-type: none"> ✚ Create school recycling groups in each of the schools to reduce the amount of garbage. ✚ Involve the teachers of each community in the recycling program.

ECOLOGICAL	<ul style="list-style-type: none"> ✚ Schedule days of cleaning and collection of recyclable items. ✚ Organize nurseries of native trees and medicinal plants in each community. <p>Workshops were held with students and parents in the communities of Jurimakal, Nueva Esperanza and San José. Sacks for collecting recycle material were delivered to these communities in preparation for pick up by the Rotary Manos Solidarias Foundation truck.</p> <p>Three days were scheduled to collect recycled material in the communities of Nueva Esperanza, San José and Coveñas</p>
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PROJECT	RESULTS
SAVING AND ENTREPRENEURSHIP	The Yes Club had 15 modules of training with different themes. There were 12 days of virtual and in-person training that featured food products such as lunches, sancochos, cookies, brownies, grocery package, toiletries, raffles, bingo etc.
	Achieved savings of \$ 2.201.000 that were collected until the end of the saving cycle.
	Received 15 training modules
	The Gema group saved \$ 3.620.000 until November. Some savers withdrew all of their savings whereas others decided to leave part of their savings until next year.
	The Gema group had 2 training sessions - saving & investing, and budgeting.

The saving and entrepreneurship project was implemented in Guajira as a pilot. A YES CLUB with 19 Green Light students was created with the support and direction of the facilitator in the town of Los Remedios. She also directed the Gema group with 19 adults including facilitators and teachers from the different communities.

Group formation included discussion on weaknesses and strengths of entrepreneurs during difficult times, crises such as those experienced during the pandemic, and the difficulty of creating individual opportunities without taking advantage of the needs of others.

Participants learned to manage emotions to maintain individual and family control and to properly handle the food products offered to customers, taking into account biosafety protocols. They developed customer service and care skills.

They carried out a marketing study doing the planning and analysis of the businesses to learn which basic products were needed for a specific population, viable pricing, and to establish sales strategies.

Training reinforced the concepts of entrepreneurship in a practical way, taking into account aptitudes and capacities to achieve one's goals for a better life project.

Challenges for YES Participants:

- ✚ Conduct interviews with family, friends and neighbors to find out the products typically consumed, their prices and the willingness to buy the products offered by entrepreneurs.
- ✚ Make a video to talk about the goals of saving, the amount to save in the short, medium and long term, monetary value, how to achieve the goal and in what time, and when to invest the funds.
- ✚ Product distribution to customers with the respective biosafety protocol. Creation of creative drawings, posters, and a brochure to advertise the products offered using social networks.
- ✚ Preparation of a budget for each young person taking into account the concepts learned about establishing income and expenses and involving the family to identify if budgeting was done at home. They drew the tree of values to strengthen those qualities.

The table below lists the topics of the modules and the number of participants in each session.

YES CLUB YOUTH WITH A FUTURE. MODULES DEVELOPED 2020

No	NAME OF MODULE	No PARTICIPANTS
1	Basic data	19
2	Market study	14
3	An entrepreneur with initiative	15
4	The value of an entrepreneur.	17
5	My entrepreneurial plan in the time of Covid	16
6	Exploring proposals and new products	13
7	Serving my clients	17
8	The gift of creativity	17
9	The value of saving	19
10	Opportunities of an entrepreneur. How is my plan working out?	16
11	My products and my clients. How is it going?	19
12	Opportunity of an entrepreneur in social medial networks	17
13	Managing the Budget	18
14	Know yourself and what you can undertake	17
15	Being recursive while undertaking your business	13

GEMA GROUP

Two modules of SAVING AND BUDGETING were developed.

Topics in the module on savings were:

- ✚ The concept of saving and investment,
- ✚ Why people save and invest.
- ✚ Saving goals
- ✚ Development of a savings plan.

Topics in the module on savings were:

- ✚ Family budget,
- ✚ Budget importance,
- ✚ Budget elements,
- ✚ How to make a budget,
- ✚ Family budget management.

A Green Light program collaborator, who was also a member of the GEMA savings group, talked about her life and savings experience. It was a highlight.

Statistical Data

GREEN LIGHT STUDENT POPULATION 2020			
COMMUNITIES	PRIMARY	SECONDARY	TOTAL
NUEVO AMANECER	16	4	20
COVEÑA	24	38	62
REMEDIOS	0	25	25
JURIMAKAL	16	27	43
NUEVA ESPERANZA	5	10	15
SAN JOSE	8	5	13
TOTAL	69	109	178

ACADEMIC PERFORMANCE RESULTS

COMMUNITY	# STDUENTS	WITHDRAWL	SEMESTERS	GRADUATES	BASIC	SUPER	ACTIVE
COVEÑA	62	7	7	1	22	25	47
PINSKI	12	3	1	2	5	1	6
JURIMAKAL	31	4	6	1	17	3	20
NUEVA ESPERANZA	15	2	2	1	1	9	10
NUEVO AMANECER	20	5	0	0	10	5	15
SAN JOSE	13	0	0	0	4	9	13
REMEDIOS	25	5	3	7	3	7	10
TOTAL	178	26	19	12	62	59	121

COMMUNITY	# STUDENTS	WITHDRAWL	SEMESTERS	GRADUATES	BASIC	SUPER	ACTIVE
COVEÑA	62	11%	11%	2%	35%	40%	76%
PINSKI	12	25%	8%	17%	42%	8%	50%
JURIMAKAL	31	13%	19%	3%	55%	10%	65%
NUEVA ESPERANZA	15	13%	10%	7%	7%	60%	67%
NUEVO AMANECER	20	25%	0%	0%	50%	25%	75%
SAN JOSE	13	0%	0%	0%	31%	69%	100%
REMEDIO	25	20%	12%	28%	12%	28%	40%
TOTAL	178	15%	11%	7%	35%	33%	68%

PROJECTION FOR 2021

The Green Light program has plans to strengthen the following projects:

- ✚ For a better education,
- ✚ Savings and Entrepreneurship,
- ✚ Care of the land,
- ✚ Women's Network.

Project - For a better education
Objective: To encourage 90% participation of students in training workshop and academic performance.
Desired Results: <ul style="list-style-type: none"> ✚ 15 groups of students, linked by WhatsApp, developing their respective internal policies and means of participation. ✚ 30 modules of strategies for memory and reading. ✚ 20 modules of strategies for mathematics ✚ 2 drills of tests for 3rd, 5th, 9th and 11th grades ✚ 1 week of story-telling Olympics ✚ 1 week of mathematic Olympics

Project - Saving and Entrepreneurship
Objective: Obtain 100% participation of families linked with Green Light in either a Gema group for adults or Yes Club for children and youth.
Product: <ul style="list-style-type: none"> ✚ Add 3 more Gema groups, ✚ Add 4 more Yes Clubs, ✚ Reach a goal of 80 million pesos saved by Gema groups, ✚ Reach goal of 5 million pesos saved by Yes Clubs, ✚ Train facilitators in the methodology of Yes Clubs, ✚ Open 3 Gema groups in Guajira,

- ✚ Open 5 Yes Clubs in Guajira,
- ✚ Have 2 productive units in the 15 Gema groups.

Ecological Project

Objective: Foment care of the land and have educated families

Desired Result:

- ✚ Plant 322 trees, cared by children and youth,
- ✚ 15 communities with household gardens,
- ✚ 15 communities with gardens of medicinal plants,
- ✚ 15 communities applying compost to their plants,
- ✚ 15 communities separating garbage,
- ✚ 15 communities with adequate recycling,
- ✚ 15 communities recycling bottle caps (donated to a NGO)

Women's Network Project

Objective: Achieve 80% participation of Green Light mothers

Desired Result:

- ✚ Sharing conversations with women,
- ✚ Workshops of module "know yourself",
- ✚ Workshops of module "personal empowerment",
- ✚ Workshops of module "Community empowerment".

FINANCIAL INFORMATION 2020

OVERVIEW OF GREEN LIGHT FINANCES			
ITEM	BANK	INCOME	EXPENSE
CAPD contribution		\$ 119.931.800	
Colombian contribution		\$ 44.140.200	
Bank balance		\$ 36.463.317	
Bank interest		\$ 97.305	
Uniform kit expense			\$ 85.604.576
Administrative expense			\$ 68.146.250
Humanitarian assist			\$ 9.534.950
Community expense			\$ 17.522.800
2019 balance Santander	\$ 26.016.785		
2019 balance Guajira	\$ 10.446.532		
TOTAL	\$ 30.969.752	\$ 200.632.622	\$ 180.808.576
December balance			\$ 19.824.046
To be refunded			\$ 147.300

GENERAL ACCOUNTING REPORT			
GREEN LIGHT SANTANDER			
ITEM		INCOME	EXPENSE
Contributions for Santander		\$ 140.470.131	
CAPD contributions	\$ 92.152.122		
Bank balance 2019	\$ 26.016.785		
Investing Hope contributions	\$ 6.977.500		
Santander Community contributions	\$ 14.357.000		
Agape contributions	\$ 931.300		
Bank income	\$ 35.424		
Santander purchases			\$ 59.726.672
Uniforms	\$ 13.920.350		
Shoes	\$ 25.733.243		
School supply kit	\$ 20.073.079		
Administrative expense Santander			\$ 47.371.751
Transport	\$ 1.126.300		
Communication	\$ 1.529.800		
Honorariums	\$ 37.800.000		
Office supplies	\$ 319.400		
Contribution to Fandic	\$ 2.400.000		
Computer	\$ 2.000.000		
Withholding tax	\$ 1.562.000		
Bank tax	\$ 537.801		
Return to Investing Hope	\$ 96.450		
Humanitarian Assistance			\$ 5.308.650
Santander	\$ 5.308.650		
Community Expense			\$ 13.932.800
Travel expense to Guajira	\$ 428.200		
Training in Bogotá	\$ 307.900		
Training for Gema groups	\$ 931.300		
Internet service assistance	\$ 1.900.000		

Facilitator services	\$ 9.937.400		
Support for Yes club saving	\$ 324.000		
Snacks	\$ 104.000		
TOTAL		\$ 140.470.131	\$ 126.339.873
Balance		\$ 14.130.258	
Balance in bank		\$ 14.277.558	
Expense yet to pay		-\$ 147.300	

GENERAL ACCOUNTING REPORT			
GREEN LIGHT PROGRAM GUAJIRA			
ITEM		INCOME	EXPENSE
Contributions for Guajira		\$ 60.162.491	
CAPD contribution	\$ 27.779.678		
Bank balance 2019	\$ 10.446.532		
Contributions from Rotary FRMS	\$ 21.874.400		
Bank income	\$ 61.881		
Uniform kit assistance			\$ 25.877.904
Uniforms	\$ 17.029.286		
Shoes	\$ 1.991.760		
School supply kit	\$ 6.856.858		
Administrative Expense Guajira			\$ 20.774.499
Transportation	\$ 927.000		
Communication	\$ 667.000		
Office supplies	\$ 129.700		
Honorariums	\$ 18.866.049		
Taxes			
Bank taxes	\$ 184.750		
Humanitarian Aid			\$ 4.226.300
Guajira	\$ 4.226.300		
Community expenses			\$ 3.590.000

Internet service assistance	\$ 1.050.000		
Cameras for computers	\$ 590.000		
Facilitator services	\$ 1.950.000		
TOTAL		\$ 60.162.491	\$ 54.468.703
Bank balance		\$ 5.693.788	