

GREEN LIGHT EDUCATION ASSISTANCE PROGRAM

EXECUTIVE SUMMARY

The Green Light Program had some challenges in 2011 that helped us acquire valuable experience. Our challenges arose due to an increase in the number of schools, students, report cards, monitoring visits, phone calls, meetings, unresponsive families, students who left and joined the program mid-term, and situations that required close monitoring of each zone. In addition there was a change in the company providing groceries to the school restaurants, which led to a lack of resources to improve meals and required an increase in the time dedicated to rural schools.

All went well despite the challenges and the number of students who received uniforms, shoes and school supplies increased from 81 in 2010 to 104 in 2011. These students were from three zones: FANDIC in the north of Bucaramanga; ASODISPIE in Piedecuesta; and FUNSOVID in the tourist area of the Mesa de los Santos.

In the school lunch program, the number of students receiving assistance was increased from 194 in 2010 to 279 in 2011. The following rural schools in Los Santos were involved in the program: Regaderos, La Laguna, Los Teres, La Loma y Paso Chico, San Francisco, Garbanzal, El Pozo y Espinal Bajo.

Of the 104 students who received assistance in Bucaramanga, three were suspended and 10 withdrew due to failure to pass the grade, unresponsiveness to the program, and because the family moved away. In terms of achievements, five finished primary school and six (including one girl with disability) completed high school.

The number of available spaces in the lunch program was 279 but 298 students occupied these spaces because there were 19 changes throughout the year. At the end of the year four students failed the grade, four withdrew from school and 22 students failed to provide report cards.

The achievements in the seven primary and two secondary schools were as follows: In primary schools Los Teres y El Pozo, 12 students moved to the higher level primary schools, Garbanzal and Los Santos, in order to continue their studies after finishing third grade. In the other schools, 44 students finished primary and 13 students finished ninth grade in La Laguna school and moved to Regadero or Los Santos secondary schools to finish high school. The program had one graduate in Regadero high school.

Students worked hard to get marks in the high and superior levels. Their report cards showed that they improved from one semester to the other.

Other achievements of note were the provision of essential equipment to the restaurants by the municipal government (facilitated by the Green Light Program) and the food preparation workshops received by the cooks.

Appreciation and thanks from the Program Coordinator

I thank our Lord Jesus for His mercy towards me, for helping me to complete the year satisfactorily and for providing an excellent team that worked toward continual improvement and success.

I also thank the benefactors of this program because, thanks to them these children have the opportunity to continue their studies until graduation, knowing that every year they will receive assistance to reach that goal.

Finishing with a thought:

“Don't give up, please don't give way,
Even if the cold burns,
Even if fear bites,
Even if the sun sets,
And the wind goes silent,
There is still fire in your soul
There is still life in your dreams.

Because life is yours and yours is the desire
Because every day is a new beginning,
Because this is the hour and the best moment.”

Mario Benedetti

There is no more to say except thank you and may 2012 be filled with triumphs and new challenges, with the help of our Lord Jesus and according to His will.

Rocío Núñez Espinel

1. PROGRAM ACTIVITIES

Lunch Program

- Increased the number of restaurants from 5 to 9 schools, from 195 to 279 students.
- Held monthly meetings with the facilitators and the company contracted to provide groceries.
- Received the accounts of the money provided by families for each student.
- Collected and monitored report cards for each semester.
- Met with teachers and director of schools in the zone La Laguna.
- Met with the parents every three months.
- Met with the cooks of the school restaurants.
- Organized workshops in food preparation for 27 cooks in collaboration with the Los Santos municipal nutrition program.
- Organized the volunteer Sra Beatriz to teach workshops in the preparation of nutritious meals.
- Organized the visit of CAPD directors to various schools.
- Collaborated in the presentation of bicycles and gifts to students in the school Espinal Bajo.
- Delivered Christmas hampers to facilitators.
- Monitored delivery of new equipment to the restaurants by the municipal government.
- Participated in the Open Forum of Colombia's Family Wellbeing program, an important meeting to express dissatisfaction with the company contracted to provide groceries from September to November.
- Monitored the delivery of items important to the restaurants.
- Accompanied CAPD directors when they visited all of the zones
- Delivered seeds such as cilantro and parsley to the cooks for them to start a small garden for the restaurant.

Uniform program (Fandic, Funsovid & Asodispie)

- Collected documents for applicants to the program
- Selected students for the program.
- Met periodically with the facilitators of each zone.
- Monitored report cards.
- Met with parents every 3 months to monitor student progress.

- Generated a network of solidarity within each institution.

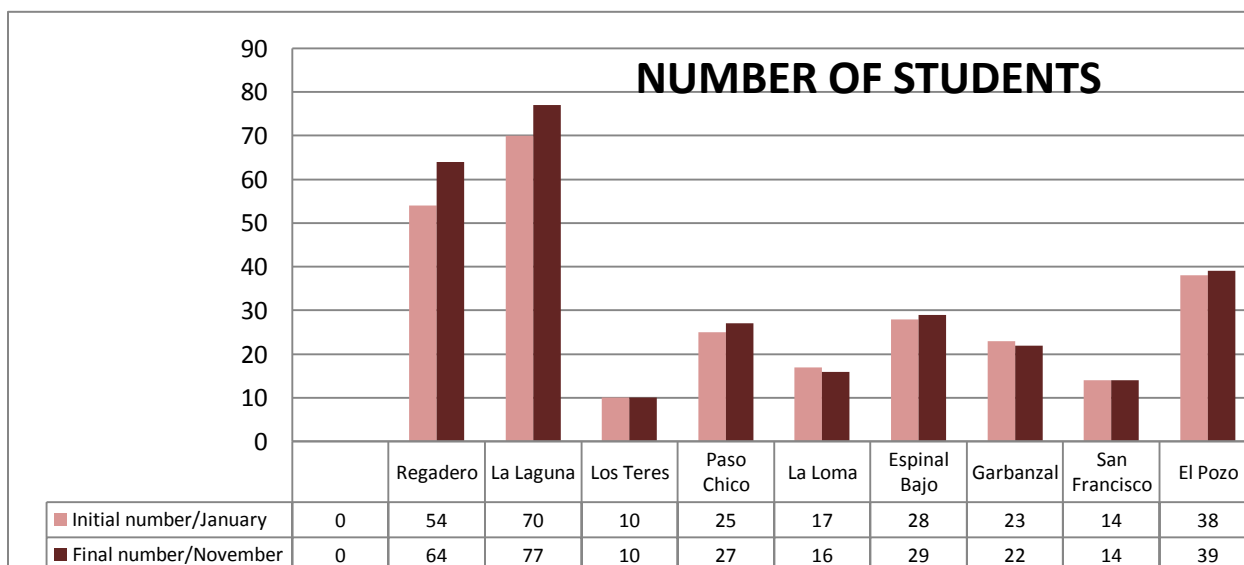
Administration

- Ordered the uniforms, shoes and school supplies, paid for them and delivered them to students.
- Controlled petty cash expenditures and presented monthly financial reports
- Met periodically with the accountant
- Met periodically with the Green Light Supervisory Committee

2. STATISTICAL REPORT

2.1 LUNCH PROGRAM

Students in nine school restaurants received assistance, four more than last year. Comparison between the two years shows that the available spaces increased from 192 in 2010 to 279 in 2011. In total the number of students in the lunch program was 216 in 2010 and 298 in 2011.



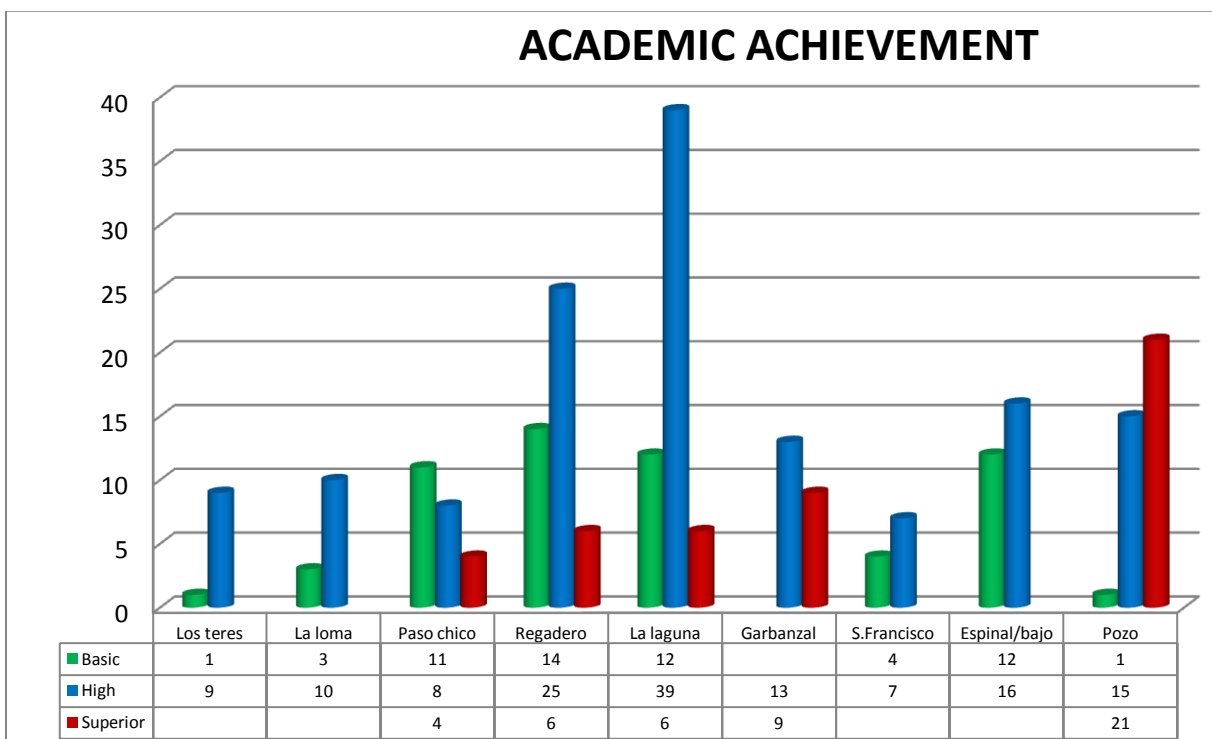
The results are deceiving because of the high degree of change-over in the two large school restaurants, Regadero and La Laguna. Changes occurred due to lack of compliance and reduced need for the program. Other school lunch programs had change-over due to withdrawal from school, lack of compliance and mid-term school registration.

It is important to point out that not all the school restaurants could include all students who registered mid-term due to a new government policy (in the family wellbeing program) that did not permit restaurant spaces to be transferred between schools. However, these children were able to be helped due to the 500 peso levy paid by the parents (Note: see reference to the levy on Page 6).

2.2 Scholastic Achievement

2.2.1 Rural Schools in Los Santos

The table below provides a comparison of the average marks of the students in the various rural schools.



An explanation of the results is provided below.

- Primary school Los Teres: Academic achievement was high with a range of averages between 7.6 and 8.9. Ten students were in the program at the beginning of the year; one student, who arrived mid-May, did not have an official space in the program due to government policy but was assisted by collaborative efforts of the facilitator, teacher and families.
- Primary school La Loma: Average marks have not improved from last year and, although the marks were high, the teacher argued that parent commitment to education

was low and that students showed little interest in studying. Two children failed to attend class and when the parents were consulted they failed to respond. It should be mentioned that many students repeat the same grade several times in this school because of lack of effort to study, learning difficulties or failure to attend class.

- Primary school Paso Chico: This school also has poor academic performance. Issues are poor discipline and lack of respect for the teacher. However, some students are committed to the program and teacher, and receive encouragement to study from their parents.

Note: Although parents show little interest in the school program it is difficult to take drastic measures because the schools are located in very needy areas where work is scarce, where families have numerous children, and there is a marked tendency toward learning problems, poor nutrition, dysfunctional families and lack of affection.

- Primary and secondary school El Regadero: The situation is thus: 14 students need to improve their grades to continue in the program and 18 students did not provide their report cards, which means the program is not reaching the objective of improving academic performance for 32 students. However, the remaining students are achieving high and superior grades thus demonstrating their commitment to education.
- High School La Laguna: Academic performance is high and the effort of students to improve their marks has been noted. It was interesting to learn about the situation for two students: Student 1, with poor marks and frequent absence from school lunch, had to leave school to hurry home to help his mother and three younger brothers. A teacher learned about his situation at one of the community meetings and arranged for him to have his lunch early and to help him with his studies. As a result, his marks improved. Student 2, who had poor marks, little interest in studying and poor discipline, was encouraged to study harder by the facilitator, who was his god mother. His marks progressively improved in the last two semesters.

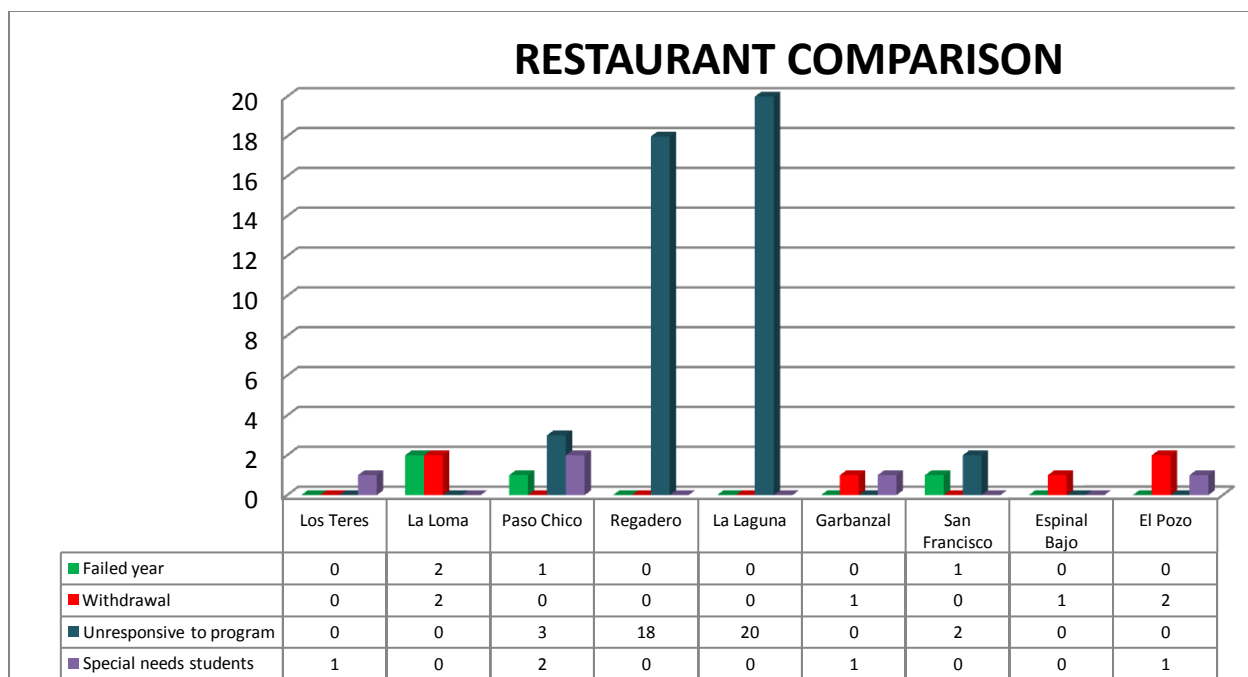
Note: It has been difficult to supervise the school lunch program in Regadero and La Laguna despite of the measures that were taken this year to control the tendency of the facilitators to add and delete students from the program list without proper assessment. Much of this problem arose due to poor communication between the facilitators and the community.

- Primary school Garbanzal: This school has grades 4 and 5. Grades are very good due to the interest and assistance provided by the teacher, parents, the cook, and the facilitator. Students transfer to this school from Los Teres and El Pozo schools.
- Primary school San Francisco: This school offers grades from Kinder to fifth grade and the students frequently transfer to La Laguna for higher grades. The teacher and the cook were supportive of the program but that was not the case with all of the parents.

- Primary school Espinal Bajo: Offers grades 1 to 5 from which the students transfer to Regadero. These students strive to improve their academic performance and their grades are good. The students of this school were privileged to receive nine bicycles, school supplies, shoes and a year-end party from a Colombian foundation called, “Bicycles to educate”.
- Primary school El Pozo: Offers grades 1 to 3. Student performance was very good. Students passing third grade transfer to primary school Garbanzal or to the primary and secondary school in Los Santos. Frequent communication from the teachers and the facilitator helped keep the program informed of school dynamics such as the case where two children missed a month of school due to a virus and where two other children absented themselves from school for one month and then withdrew without explanation.

2.2.2 Comparison between School Restaurants

The table below presents a comparison of school restaurants in terms of failed year, withdrawal from school, lack of response to program responsibilities such as handing in the report card by a certain date, and special needs students.



The table shows the degree of variability amongst the schools with Paso Chico, Regadero y La Laguna being the best performers.

2.2.3 Community Participation

Agreements

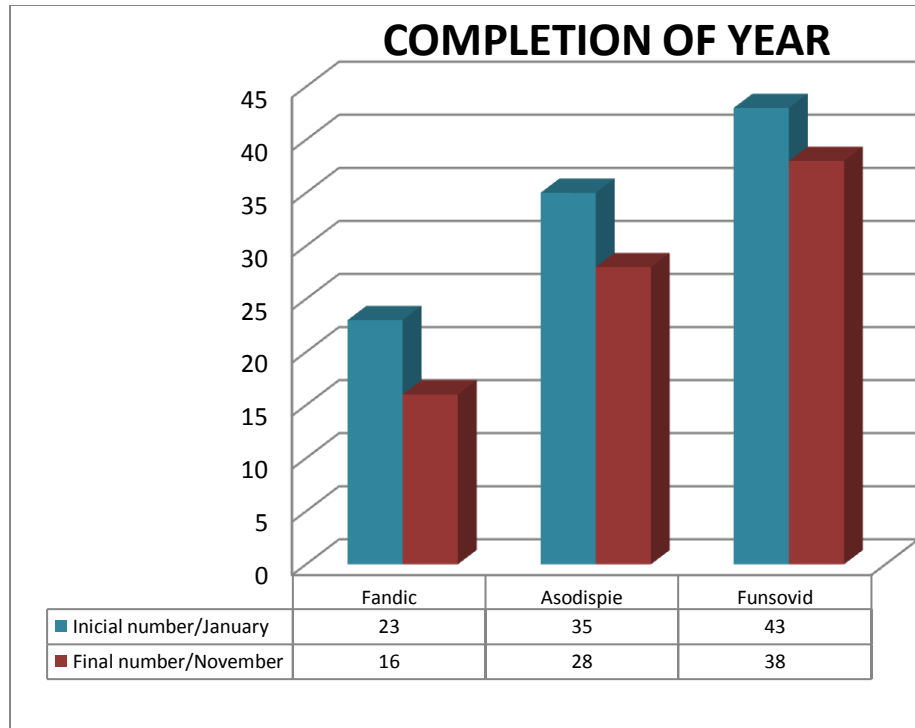
- Voluntary weekly financial assistance of \$0.28 to \$0.55 provided to the restaurant by the parents, made it possible to supplement the meals, replace damaged food and supplement the salary of the cooks.
- Two to four parents in each restaurant were assigned as supervisors to ensure timeliness of the lunch, the quality and quantity of groceries received, and the cooks' performance.

2.2.4 General Results

- The percentage of parents attending the meetings was 75%. Those who could not participate sent their regrets, which was an improvement from the previous year when some parents did not explain that they could not attend due to work commitments.
- Teachers attended the monthly meetings with the facilitators.
- Meetings were held with teachers and school directors to deal with an issue that required their cooperation.
- Progress was made in the level of academic achievement.
- An extraordinary meeting was called for parents of the Regadero and La Laguna schools because of poor response to issues such as the minimal donation of \$0.28. The outcome of the meeting was favourable in that the parents paid up-to-date (50% of this money was paid to the cooks and the other 50% went to a fund for eventualities in 2012), missing report cards were provided, and attitudes towards the work done by the cooks improved.
- An extraordinary meeting was held with teachers of La Laguna to solicit greater support for the restaurant and the parents of the students. The cooperation of the teachers facilitated the resolution of several issues within the school.
- The Green Light program joined forces with a Los Santos health program called 'healthy habits' to deliver four training sessions for 27 cooks and facilitators. Green Light provided an expert in food preparation who assisted the nutritionist in teaching the improvement in the preparation and consumption of healthy food as per the menu designed by the Government Family Wellbeing program.

3. PROGRAM PROVIDING UNIFORMS, SHOES, SCHOOL SUPPLIES

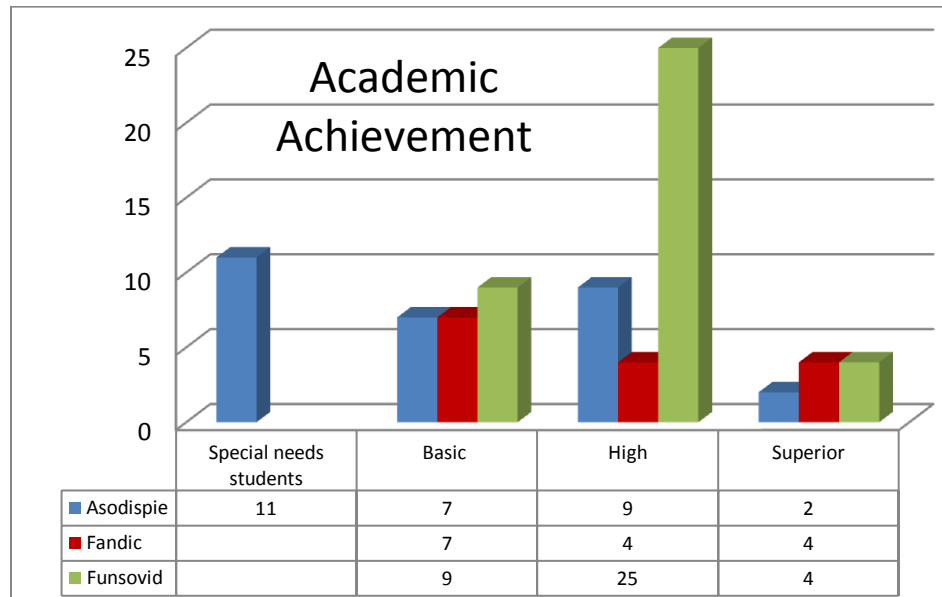
As demonstrated by the graph below, a considerable number of students who initiated the year in the program did not complete the year in the program. An explanation is provided below the graph.



- Fandic: Of the 25 students who were provided with assistance only 16 completed the year due to the following reasons:
 - Five students withdrew - two because they moved to another city, one to stay home to care for her younger sisters one of which has a disability, and one could not be reached;
 - One failed the year;
 - One was suspended due to family problems but may be readmitted when the family becomes stable;
 - Two were suspended for lack of response to the program.
- Asodispie: Twenty-eight of the 35 students who initiated the year were in the program at the end of the year for the following reasons:
 - One student graduated from high school.
 - Five were withdrawn due to lack of response to the program
 - One student was withdrawn because he failed to hand in report cards
- Funsovid: Forty-three students initiated the year and 38 remain in the program. Five students graduated from high school.

3.1 ACADEMIC ACHIEVEMENT

3.1.1 Institutions involved in the program

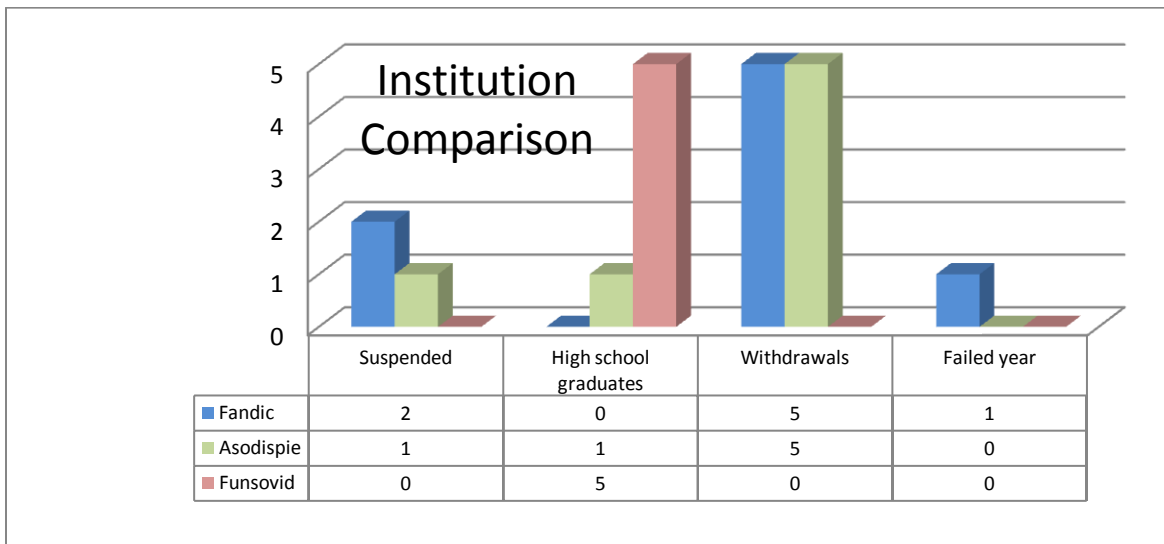


The graph shows that Funsovid is the institution with the best results. It is important to point out that these students improved their achievement in each semester.

The students with disability in Asodispie have improved academically. Their parents expressed their satisfaction with the progress of their children in parent's meetings and are proud of their achievements. The program has been a success for the student's school, Nigrinis.

Fandic, who also has students with disability, included the disabled students in the larger group because the improvement in their grades made it feasible.

3.1.2 Comparison in Performance between Institutions



Asodispie had difficulty in selecting students who would respond well but, with the assistance of the facilitator, the best students were chosen to continue in the future.

3.1.3 Community Participation Results

- The families performed duties of cleaning and fund raising, sometimes weekly but in other cases every two to five months.
- Parent meetings were held every three or four months in each zone.
- The coordinator and facilitators were in frequent communication.

4. SWOT ANALYSIS

4.1 Lunch program SWOT analysis

Lunch Program	
<p>WEAKNESSES Supervision of the program in the large restaurants in Los Santos remains difficult due to the delay in handing in report cards and the change-over of students throughout the semesters.</p> <p>Change of the company contracted to provide groceries resulted in poor quality products, missing products and waste.</p>	<p>OPPORTUNITIES Encourage better control of the program on the part of the community (teachers, community leaders and parents).</p> <p>Improve the preparation and quality of food in each restaurant.</p>
<p>STRENGTHS Cooperation by the teachers and school directors has improved making it possible to give the school more responsibility.</p> <p>The facilitators have been responding satisfactorily to the program.</p> <p>Workshop training for the cooks resulted in better food preparation and strengthened the cooks' commitment.</p>	<p>THREATS Report cards were still late despite improved communication with the school directors and teachers.</p> <p>The contract for grocery provision for school restaurants in all of Colombia is opened each year by the Government Family Wellbeing program. The same contractor cannot continue; rules and relationships change. Thus the program has to start afresh to seek cooperation from the new contractor each year, which means that continual improvement and team work does not advance.</p>

4.1.1 Action Plan

ACTION PLAN 2012 RESTAURANTS
<ul style="list-style-type: none"> • Include all students of Regadero and La Laguna schools in the program. These schools will be on probation for six months. The criteria for the school continuing in the program will be: improvement in academic performance, community participation and proper control of student spaces. • Remove the unsuccessful obligation to sign for lunch received and to hand in report cards, which will help save paper and the environment. • Collect student grades for each semester from the director of seven primary and two high schools, and for the three schools not under her jurisdiction. It is important to stress that the school save money for the photocopying. • Continue to work in improvement of the meals. • Establish contact with the new contractor for groceries and its respective implementing company. • Meet with parents in the 12 schools in the program. • Meet frequently with the facilitators

4.2 SWOT Analysis in the program providing uniforms, etc.

UNIFORM PROGRAM	
<p>WEAKNESSES Weak control and ownership on behalf of the institutional leaders, facilitators and families demonstrated in Asodispie by the following: various students were suspended in 2010, 50% of the new students in 2011, recommended by the President, were withdrawn due to lack of response from the students, the President and parents, which meant that not all the communication notes were not delivered. This behaviour threatens the stability and the outcome of the program in Asodispie and resulted in a decrease in the number of students accepted for 2012.</p> <p>The handing in of report cards is still delayed.</p>	<p>OPPORTUNITIES Develop better trust and program credibility.</p> <p>Public recognition of the program.</p> <p>Continue to use the criteria of cooperation and academic performance.</p> <p>Plan to have the facilitators take more responsibility without losing or diminishing control of the program.</p>
<p>STRENGTHS Increasing cooperation of the families, the facilitators and the functionaries of the institutions.</p> <p>Constant monitoring of the program helps one keep abreast of different situations.</p> <p>Experience helps one to use time optimally, especially in the purchase of items.</p> <p>Students are committed to improving academic performance.</p> <p>Provision of opportunistic solutions in each zone.</p> <p>Consistent interest on the part of the supervisory committee.</p>	<p>THREATS Poor program control in different zones means the objectives of the program will not be accomplished.</p> <p>Delay in school reporting causes unfavourable results.</p>

4.2.1 Action Plan – Uniform program

ACTION PLAN 2012 – UNIFORM PROGRAM

- Revise the facilitators' job description so they take increased responsibility for control of their communities.
- Develop a register for reporting by the facilitators
- Train the Funsovid facilitator
- Meet with the facilitators to hand over the management in each zone
- Deliver monthly reports