



Title: HAZLO FÁCIL POR LA PAZ MAKE IT EASY FOR PEACE

PROJECT DETAILS

Project Objective:

Provide young people and mentors with comprehensive training in various disciplines that will enable them to acquire the skills required in today's world, through an innovative B-learning model (a blended learning model), which is student-centered and practical in approach.

Country/Location: México

Focus Area: Peacebuilding and Conflict Prevention

Implementation Year: 2027

Total Project Budget: \$54,288.00 USD

Missing Funds: \$54,288.00 USD

Community Assessment:

Overview:

The municipality of Temoaya in the State of Mexico (with 105,766 inhabitants) is currently considered "the homeland of the Otomí people" because it is the municipality with the largest number of inhabitants of this pre-Hispanic ethnic group.

The project begins with the first meeting attended by: The mayor of Temoaya, Berenice Carrillo Macario, and the director of DIF, Bernardo Rivera Sánchez, representing the municipal authorities, with the participation of Imelda Escamilla, PhD, and Diana Bolaños, MAD, president and secretary of CR Lindavista, where the need to implement a project for young people was raised, involving the resolution of existing conflicts within families and neighbors.

An inventory of assets continues to be made in different middle and high schools, where the need to update computer, robotics, and arts workshops has been detected. The Lindavista CR is currently actively participating in achieving the delivery of the refurbishment of these spaces.

A project in the area of peace and conflict resolution is proposed at Official High School No. 44, and meetings are being held with high school authorities and teachers, who state that young people require comprehensive training in areas such as literacy and good communication in English and Spanish, emotion management, physical and mental health care, the languages of science, soft skills, logical and reflective thinking, and topics related to lasting peace.

An online mapping of 514 students is implemented to register them as potential candidates to participate in a training project for peace and conflict resolution.

An online survey is implemented for registered students that considers categories such as: communication skills, conflict resolution, safety and violence in their community, leadership, free time, and health.

We are implementing the selection process based on the results obtained in the survey and the possibility of awarding scholarships to 90 students.

Subsequently, a more detailed mapping of the needs and interests of the students proposed for scholarships will be carried out.

Why did you decide to focus on addressing this problem?

What other needs exist in the community?

What other organizations are working in the community on issues that are not related to the problem you identified and what services are they providing?

Who conducted the community assessment and when? What methods were used?

Describe the community and institutions where your project will take place. Include any relevant information about the area.
Note: Describe the setting (e.g., community, school, refugee camp). Include factors such as the setting being a postconflict zone, an urban area with high youth violence, a family or community setting, or an area where there are disputes over natural resources.

Tell us about the people that the project will help.

Note: Include any political, religious, or social tensions that are relevant to the peacebuilding effort. Highlight any particularly vulnerable groups.

Based on the community assessment, describe how the problem you identified is currently being addressed or mitigated. What are the key challenges?

Note: Describe the social dynamics, risks to peace, and any history of violence, tension, or unrest. Include supporting data on factors such as crime, conflicts or displacement.

What are the community's strengths and resources?

Note: Describe existing programs, cultural norms, institutions, or mechanisms that are in place to address conflict or promote peace. Include any peacebuilding efforts, legal or mediation structures, government initiatives, community peace committees, or religious or cultural leaders who are working for peace.

Are any similar programs or initiatives being implemented in the community by non-Rotary entities, government agencies, or nongovernmental organizations (NGOs)? How will these similar initiatives enhance your project's effectiveness?

Note: Describe how you plan to coordinate with other organizations, if you do.

Project Design:

GOALS

Empower individuals and communities to transform conflicts and build peace.

Train community members in areas such as communication, logical and critical thinking, comprehensive health, and leadership for peacebuilding and personal development.

Using the indicators derived from the pillars of positive peace:

1. Good governance
2. Equitable distribution of resources
3. Free flow of information
4. Good relations with neighbors
5. High level of human capital
6. Acceptance of the rights of others
7. Low levels of corruption
8. Strong business environment

IMPACT

To increase young people's skills in preventing and resolving conflicts in complex situations, and to generate tangible ways to improve peace measures in their communities.

Through a high-impact educational program that focuses on improving their health, developing logical and analytical thinking, strengthening their personal identity, improving their English language communication skills, reinforcing their reading comprehension, oral and written communication, problem solving, scientific thinking, use of ICT for personal and professional development, creativity, and development of 21st-century skills.

Each of the courses is designed by experts in various fields of knowledge, applying innovative learning strategies that promote autonomous learning.

TARGET POPULATION

90 high school students aged 13 to 18 and 18 mentors from the community of Temoaya

CURRICULUM MAP

The curriculum map includes six critical topics:

- i. Reading comprehension, writing, and oral communication
- ii. Achieving happiness and goals
- iii. The everyday world of science
- iv. Logical and analytical thinking
- v. Living peacefully and healthily
- vi. Analysis of contemporary readings in English

All of these topics are transversally linked to 21st-century skills. They have been carefully selected based on the needs expressed by students who, despite being in high school, have not yet learned these skills for various reasons, and these deficiencies prevent them from facing the challenges of a highly demanding modern world.

Making a change in student education requires time and innovative design, which is why the following is being considered:

- a) A duration of three semesters
- b) Three modules: basic, intermediate, and advanced
- c) Each module includes six monthly courses
- d) A total of 18 courses on specialized critical topics
- e) The educational design is carried out by volunteer specialists from the best universities in Mexico. All of them offer their services, knowledge, and skills to benefit the youth of Mexico.
- f) B-Learning model with a theoretical-practical approach
- g) State-of-the-art 24/7 educational platform

A comprehensive learning strategy called "LA PLUMA ROTARIA" has been designed. Each course generates a set of

comprehensive learning projects developed by students and evaluated by mentors and specialists, which form the basis of the strategy in each module. The results (stories, news articles, and radio programs) will be disseminated on social media and in the media.

Direct Beneficiaries:

Beneficiaries

Direct

90 young people and 18 mentors

Indirect

The families of the young people

The families of the teachers

The students that the mentors work with in their groups

People in the community who benefit from the projects.

Approximately 1,000 people in total will be impacted by this project.

Sustainability:

Sustainability

Rotary in Mexico has the opportunity to implement this program in an area of interest that has not been implemented in Mexico, and collaborating for peace is of vital importance. Beneficiary communities will be able to continue advancing in peacebuilding and conflict prevention once the participation of Rotary clubs or districts has concluded.

PHASES

Phase 1: Certify student mentors, equipping them with the skills to carry out professional mentoring with key performance indicators to guide participants as ambassadors of peace.

Phase 2: Mentoring results will be measured based on the number of young people who express their willingness, enthusiasm, and collaboration to learn, as well as by organizing positive peace events that involve the local community.

Phase 3: Weekly reports on the results of the learning assessment in the different courses included in each module of the program.

Phase 4: Random monthly comparative studies of students' academic performance as the program progresses.

Phase 5: Surveys of students, the community, and parents to measure the impact on the culture of peace.

Collaborators:

COLLABORATORS

Municipal authorities of the Temoaya government:

Nelly Brigida Rivera Sanchez, Local Representative of the LXII Legislature of the State of Mexico.

Berenice Carrillo Mcario, Constitutional Municipal President of Temoaya.

Jorge Bernardo Rivera Sánchez, Honorary President of the Municipal DIF System.

Educational authorities of Temoaya:

Corina Sonia Cuestas Flores, School Principal of Official Preparatory School No. 44.

Betania Iñiguez González, Assistant School Principal.

Angélica Jacinto Arana, School Secretary

International peace organizations:

National Peace Academy (NPA) of the University of Cleveland, Ohio,

Institute for Economics and Peace (IEP) based in the US and Mexico,

MOVILIDAD GLOBAL CD Mexico Institute of Higher Education,

National Rotary Clubs

David Carranza Acevedo, Imelda Escamilla, and Diana Bolaños Alonso

CR Lindavista

International Rotary Clubs

Georgina Rivera Singletary

District 6950 CADRE BEL and SIT Coordinator

Experts specialists

1 MC. Mari Carmen García Meza

Communication Module

UAEM

2 MC. María del Carmen Gómez

Communication Module

UAEM

3 MC. Mercedes Llano, MC. Beatriz Beltrán Bauwer, and MC. Alma Altamirano

Science Language Module

UNAM

6 MC. Ruth Gómez Rodríguez

Comprehensive Health Module

UNAM

8 Dr. Jesús Carlos Guzmán

Psychological Well-being

UNAM

9 Dr. Silverio Gerardo Armijo

Logical and Analytical Thinking Module

Evaluation and Monitoring:

- 1. Instructional design for 18 courses
- 2. Website and educational platform setup
- 3. B-Learning implementation for:
18 mentors and 3 groups of 30 students each.
- 4. Direct beneficiaries: 90 students and 18 mentors

PROJECT CONTACTS

Host Club: CR LINDAVISTA (District 4170)
Contact: DIANA BOLAÑOS ALONSO - diana.family1949@gmail.com

PROJECT FINANCE SUMMARY

Finance Calculator

Funds Sources (Requested / Committed)

Source	Club (Cash)	District (DDF)	Match + 5% Fee	Total
CR LINDAVISTA (Cash)	\$0.00 USD	-	-	\$0.00 USD
Distrito 4170 (FDD)	-	\$0.00 USD	\$0.00 USD	\$0.00 USD
N/A (Cash)	\$0.00 USD	-	-	\$0.00 USD
Distrito Intl N/A (FDD)	-	\$0.00 USD	\$0.00 USD	\$0.00 USD
TOTALS	\$0.00 USD	\$0.00 USD	\$0.00 USD	\$0.00 USD

** Required FDD ** \$0.00 USD

Total Requested Budget	\$54,288.00 USD
Total Obtained Funds	\$0.00 USD
** Funding Gap **	\$54,288.00 USD
Total 5% Cash Fee (info only)	\$0.00 USD

DOCUMENTS, PHOTOS & FILES (CLICK TO OPEN)

FOLDER: EJECUTIVA (1 FILES)

[PDF] PRESENTA HAZLOFACIL POR LA PAZ RIMEX .pdf 3,120 KB

FOLDER: FOTO PROMOCION (1 FILES)

[JPG] 2 REUNION PREPARATORIA 44.jpg 141 KB

FOLDER: OTROS		(1 FILES)
[JPG]	PENSUM ACADEMICO HASLOFACIL POR LA PAZ INGLES.jpg	142 KB
FOLDER: PRESUPUESTO		(1 FILES)
[XLSX]	BUDGET FERIA DE PROYECTOS ingles.xlsx	11 KB