

Basic Information

Grant title

EDUSER FOR PEACE PHASE 2

Type of Project**Humanitarian Project**

Address community needs and produce sustainable, measurable outcomes

Primary Contacts

Name	Club	District	Sponsor	Role
Trevor Birt	Armenia International	4281	Rotary Club	Host
Bricia El Awar	Save Our Planet	5330	Rotary Club	International

Committee Members

Host committee

Name	Club	District	Role
MARIA TERESA SILVA PIEDRAHITA	Armenia International [Rotary Club]	4281	Secondary Contact
Rosa Ramirez Bedoya	Armenia International [Rotary Club]	4281	Secondary Contact
Isabel Jaimes Montaña	Armenia International [Rotary Club]	4281	Secondary Contact

International committee

Name	Club	District	Role
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Do any of these committee members have potential conflicts of interest?

A conflict of interest occurs when someone is in a position to make or influence a decision about a grant or award that could benefit them, their family, their business, or an entity in which they serve in a paid or voluntary leadership or advisory position.

For each Rotary member who serves on the grant committee, list all relationships that the member has with any scholarship recipients, cooperating organizations, project vendors, or other individuals or organizations that will benefit from the grant.

None.

Next, list all relationships that district officers and other members of the sponsor clubs or districts (other than the members of the grant committee) have with any award recipients, cooperating organizations, project vendors, or other individuals or organizations that would benefit from the grant.

None

Project Overview

Tell us a little about your project. What are the main objectives of the project, and who will benefit from it?

Strengthening the capacities of young people, teachers, families, and members of the educational community to contribute to building a more peaceful society.

The project aims to raise awareness about the factors that cause conflict and foster personal and collective transformation processes that address its root causes. To this end, seven public schools in the department of Quindío—six in the municipality of La Tebaida and one in the municipality of Pijao—will be supported, strengthening their capacity to promote a culture of peace both within the school communities and in their surrounding areas.

The need to continue humanizing the educational process is identified, transcending academic training to integrate emotional and human dimensions, strengthening the participation and collaboration of young people, teachers, families, and other members of the educational community.

Eduser For Peace – Phase II seeks to expand and strengthen the work developed during the first phase of the project, extending its impact to new educational communities in the municipality of La Tebaida. A teacher training component called “Train the Trainers” will be incorporated, aimed at teachers interested in strengthening their knowledge and skills. These teachers, in turn, will be able to train other teachers in the methodology and guidelines of Human-Centered Education (HCE), thus multiplying and ensuring the sustainability of this approach.

This project envisions the school as a center of peace for the community, leveraging the valuable components that converge within it—young people, parents, teachers, communities, institutions, and infrastructure—and transforming it into a spiral-shaped peace radar that encompasses the entire community. Based on the premise that peace is achieved through holistic development, which includes both inner peace and the individual's relationships with others,

"Eduser for Peace – Phase II" aims to raise awareness among young people about strengthening their virtues and qualities, pursuing their own well-being and peace, developing skills for conflict prevention and resolution, and improving the culture of peace within the community at large, promoting a culture based on affection, respect, and solidarity.

Peace is achieved mainly by educating the being. Educating is creating awareness and deep knowledge of oneself. Education should cover all aspects of life. When you understand the deep origins of human and community conflicts, you can help transform them and resolve them peacefully.

In its Phase II, the project aims to sow a feeling of hope in young people and the community and strengthen the capacity of educational institutions to become spaces that generate peace.

The project will be developed in 7 official educational institutions in the department of Quindío, located 6 in the municipality of La Tebaida and 1 in the municipality of Pijao, expanding and strengthening the work started during the first phase.

- Direct beneficiaries: 225 young people from participating institutions, 32 teachers and 300 parents and members of the adjacent community.
- Indirect beneficiaries: It is estimated that the program will indirectly benefit approximately 450 members of the educational community and 150 community actors, including family, friends, neighbors, caregivers and other people close to the participants, who will be able to benefit from the positive changes generated by the process in the young people.

In total, an approximate reach of 1,157 beneficiaries is estimated, including direct participants in the project and other young people, parents and members of the communities linked to the seven educational institutions.

Areas of Focus

Which area of focus will this project support?

Peacebuilding and conflict prevention

Measuring Success

Peacebuilding and conflict prevention

Which goals of this area of focus will your project support?

Enhancing the capacity of individuals and communities to transform conflict and build peace; Training community members in peace education, peace leadership, and conflict prevention and resolution;

How will you measure your project's impact? Find tips and information on how to measure results in [the Global Grant Monitoring and Evaluation Plan Supplement](#). You need to include at least one standardized measure from the drop-down menu as part of your application.

Measure	Collection Method	Frequency	Beneficiaries
Number of individuals trained	Grant records and reports	Every six months	100-499
Number of groups and organizations participating in peace-building efforts	Grant records and reports	Every year	100-499
Number of conflicts mediated	Grant records and reports	Every year	100-499
Number of communities reporting reduction in level of conflict	Grant records and reports	Every year	100-499

Do you know who will collect information for monitoring and evaluation?

Yes

Name of Individual or Organization

VIRGINIA THOMAS

Briefly explain why this person or organization is qualified for this task.

Virginia Thomas has more than 20 years' experience leading monitoring, evaluation and learning exercises on humanitarian response, gender equality, age and vulnerability programming and policy at national and international levels. She has worked with such agencies as UNHCR, UNICEF, UNFPA, World Food Programme, Save the Children, and Government of Canada to research and develop gender equality and humanitarian delivery policies and programming in such sectors as education, health, nutrition, prevention and access to social protection. She is experienced in research design and documenting good practices, reconstruction of Theories of Change, qualitative and quantitative analysis, outcome harvesting and drawing lessons to achieve results and inform policy dialogue, public advocacy and future programming.

Location and Dates

Humanitarian Project

Where will your project take place?**City or town**

La Tebaida and Pijao

Country

Colombia

Province or state

Quindío

When will your project take place?

2028-02-07 to 2029-08-10

Participants

Cooperating Organizations (Optional)

Name	Website	Location
Guerrand Hermes Foundation for Peace	https://ghfp.com.co/	Fundacion Amanecer La Tebaida Colombia

Supporting Documents

Do any committee members have a potential conflict of interest related to a cooperating organization?

No

Why did you choose to partner with this organization and what will its role be?

The GHFP is the Colombian branch of GHFP in England. It will be supporting the project using it's successful methodology encapsulating everything required to achieve the best outcome for individuals.

Partners (Optional)

List any other partners that will participate in this project.

Colegio Piedacito de Cielo La Tebaida

1. To provide spaces in the school Piedacito del Cielo for the collective healing and peace circles with parents and community members as and when needed
2. To support the GHFP in introducing and explaining the Eduser for Peace methodologies to communities and schools in the community
3. To support the project in its relationship with the local municipality and officials
4. To enable the other schools to learn from the experience of Piedacito del Cielo in implementing the methodology

Rotarian Participants

Describe the roles and responsibilities that the host and international sponsors will have in this project. Please be specific. Which sponsor will receive and manage the grant funds?

The Rotary Club of Armenia International will be managing the financial donations received from all Rotary partners in conjunction with Accountant/Auditor who will keep a ledger of all transactions, supply bank statements and receipts informing International host regularly through virtual meetings and RI using reports.

RC Armenia International will be responsible for opening, implementing all activities and closing of the project. Ensuring monitoring and evaluation is carried out and reports provided.

RC Save The Planet will support host club when and where necessary through regular meeting held virtually and intend to visit the project in 2029.

Describe how the partnership between the host and international sponsors was formed. What agreement have the sponsors made toward ensuring that the project will be implemented successfully? How will they manage any challenges that arise throughout the project?

The host saw the pilot project of the project in La Tebaida, Colombia, and recommended the proposal that the methodology be spread to neighboring schools as a first step towards a broader implementation in the region.

The International host saw the project at the 9th Colombian Project Fair and wanted to be involved directly with the project as a principle person.

RC Armenia International and RC Save The Planet both have experience with Global Subventions and their implementation following all RI guideline and recommendations so as to impact communities in the best practices available.

Budget

What local currency are you using in your project's budget?

The currency you select should be what you use for a majority of the project's expenses.

Local Currency	U.S. dollar (USD) exchange rate	Currency Set On
COP	3100	

What is the budget for this grant?

List each item in your project's budget. Remember that the project's total budget must equal its total funding, which will be calculated in step 9. Project budgets, including the World Fund match, must be at least 30,000 USD.

#	Category	Description	Supplier	Cost in COP	Cost in USD
1	Training	See attached list for 7 schools	GHFP	152470000	49184
2	Operations	10 monthly reports from 32 teachers	teachers from 7 schools.	11840000	3819
3	Supplies	Stationary	Local	650000	210
4	Personnel	Coordinador	Claudia Gonzalez	36000000	11613
5	Monitoring/evaluation	Monitoring & evaluation	Virginia Thomas	20000000	6452
6	Tuition	Workshop for teachers	GHFP	8000000	2581
7	Training	Group training	GHFP	4000000	1290
8	Project management	Bank charges, taxes, Auditor/Accountant	Cesar Martinez	16000000	5161
9	Project management	Unforeseen	To be determined	18750000	6048
Total budget:				267710000	86358

Funding

Tell us about the funding you've secured for your project. We'll use the information you enter here to calculate your maximum possible funding match from the World Fund.

#	Source	Details	Amount (USD)	Support*	Total
1	Cash from Club	Armenia International [Rotary Club]	1,000.00	50.00	1,050.00
2	District Designated Fund (DDF)	4281	2,000.00	0.00	2,000.00

*Whenever cash is contributed to the Foundation to help fund a global grant project, an additional 5 percent

is applied to help cover the cost of processing these funds. Clubs and districts can receive Paul Harris Fellow recognition points for the additional expense.

How much World Fund money would you like to use on this project?

You may request up to 1,600.00 USD from the World Fund.

1600

Funding Summary

DDF contributions:	2,000.00
Cash contributions:	1,000.00
Financing subtotal (matched contributions + World Fund):	4,600.00
Total funding:	4,600.00
Total budget:	86,358.00

Sustainability

Humanitarian Projects

Project planning

Describe the community needs that your project will address.

Identified Needs:

The project will address a comprehensive understanding of what well-being means:

- Needs of young people: They need their own space that allows for personal growth, being heard, and reflecting on various aspects of their lives; they require opportunities for spiritual and values development, as well as to participate in educational activities.
- Needs of teachers: They need to broaden their horizons and humanize their teaching, in addition to having spaces for their own growth and self-care.
- Needs of families and the community: They have economic and educational needs, as well as the need to learn new forms of communication.
- Needs of educational communities: They need to prioritize planned activities for youth and foster a culture of peace within the institution.

How did your project team identify these needs?

We spoke with community leaders, teachers, prominent academics, youth, and parents. These conversations took place in August 2026.

How were members of the benefiting community involved in finding solutions?

In local schools: students, teachers, and coordinators of the educational institutions linked to the program.

In the local community: Neighbors of the Amanecer community, and the Salvador Arango and Obrero neighborhoods of the Municipality of La Tebaida. These groups actively participated in the identification of needs and, through their contributions, helped deepen the most relevant aspects that require attention.

How were community members involved in planning the project?

As already mentioned, we have been working for five years in a local school and about a year with 4 new schools on the implementation of the person-centered education methodology for peace; during this period, the methodology has been adapted to local conditions and needs in collaboration with students, parents, teachers, and school management teams. This means we have a local team of people in the community who work with us and the schools.

The community needs assessment was conducted by:

- María Teresa Silva, Rotary project leader
- Claudia Milena González, project sub-coordinator and psychological advisor
- Luisa Fernanda Montoya, project psychological advisor (GHFP Foundation)
- Ayda Brigitte Ramírez, re-educational psychopedagogue (GHFP Foundation)

Two methods were used to gather information:

1. Survey
2. Community meeting

The evaluated communities were:

- Barrio Obrero and Salvador Arango (La Tebaida) / Method used: Community meeting
- La Tebaida youth community (ages 14 to 18) / Method used: Survey
- Amanecer / Method used: Community meeting
- Teachers of La Tebaida and Pijao / Method used: Survey

Project implementation

Summarize each step of your project's implementation.

Do not include sensitive personal data, such as government ID numbers, religion, race, health information, etc. If you include personal data, you are responsible for informing those whose personal data is included that you are providing it to Rotary and that it will be processed in accordance with Rotary's [Privacy Policy](#).

#	Activity	Duration
1	Continue implementing the methodology in the 5 existing schools but with new youth	1 year
2	Expand the implementation of the methodology to 2 new schools	1 year
3	Preliminary meetings with school directors and leaders	one month
4	Preliminary meetings with teachers participating in the Project	one month
5	Teacher training	Six months
6	Preliminary meetings with students and parents	one month
7	Mentoring sessions in 7 schools	15 months
8	Emotional peace circles aimed at students	15 months
9	Support circles for parents and peace circles for the community	11 months

Will you work in coordination with any related initiatives in the community?

Yes

Briefly describe the other initiatives and how they relate to this project.

Yes. The Secretariat of Education of the Department of Quindío is providing training to guidance psychologists of educational institutions and has invited the Eduser for Peace Phase II project, along with its strategic ally GHFP, to provide training to the 52 guidance counselors of the educational institutions in the department of Quindío. The contents of the training focus on a new perspective on peace that stems from human well-being. Likewise, the Departmental Secretariat of Education has conducted an analysis of the coexistence needs of all educational institutions.

Please describe the training, community outreach, or educational programs this project will include.

Within the school itself, the project includes individual mentoring and emotional sharing time for secondary pupils. It also includes time for cognitive development for the young people. It also includes peace circles for supporting the teachers. In the community, it includes peace circles for the parents and other community groups. This proposal redirects towards the pursuit of well-being that produces peace and quality in all aspects of human life. This project, with its methodological, theoretical, and human foundations, will deeply touch

hearts, transforming them. The proposal will generate quality and warmth in relationships for all involved. It will strengthen schools so that they radiate peace within and in their surroundings. It will work on the quality of education, awareness, trust, and self-motivation. It will enhance tools for stakeholders to advance in their autonomous development towards peace.

How were these needs identified?

The methodology teaches that educating for peace is fundamentally about virtues and non-moral qualities such as compassion, solidarity, quality treatment, affection, self-motivation, and self-learning. It encompasses the school, youth, families, and the community comprehensively, avoiding any form of instrumentalization of the human being.

The project will address the absence of peace stemming from the lack of well-being, including:

- There is still a lack of prioritization of educational content and activities.
- Lack of values and virtues (beyond the merely moral) in some families, youth, the community, and the school.
- Still a lack of motivation among the involved actors to achieve their own well-being.
- Psychoemotional problems in youth, families, and the community.
- Lack of self-esteem and understanding of emotions.
- Conflicting relationships and intolerance.
- Absence of spaces for constructive dialogue and peacebuilding.
- Lack of healthy relationships and personalized attention to the interests and needs of youth.
- Lack of virtues, ethics, and values in the family environment.
- Deficient communication in families, domestic violence, and a lack of spaces for reflection and awareness regarding self-care.

The community has begun to modify its passive attitude toward the identified needs; however, it is observed that it is necessary to continue working through dialogue, analysis, and an open attitude in order to deepen and find true transformations in human behavior.

Two methods were used to gather information:

1. Survey
2. Community meeting

What incentives (for example, monetary compensation, awards, certification, or publicity), will you use, if any, to encourage community members to participate in the project?

In our experience, teachers, parents, and community members enjoy having the space to share and work through their life experiences together.

List any community members or community groups that will oversee the continuation of the project after grant-funded activities conclude.

The project trains the teachers of the school to implement the methodology. Each school has a rector and a councilor who will also be trained. The GHFP will continue to support financially the core of the project. We are also involving the University of Quindio and Uniminuto University with whom we are carrying out two investigations that will strengthen the implementation of the proposed peace program.

Budget

Will you purchase budget items from local vendors?

No

Explain the process you used to select vendors.

Not applicable

Did you use competitive bidding to select vendors?

No

Please explain.

Does not exist in Colombia

Please provide an operations and maintenance plan for the equipment or materials you anticipate purchasing for this project. This plan should include who will operate and maintain the equipment and how they will be trained.

Not applicable

Describe how community members will maintain the equipment after grant-funded activities conclude. Will replacement parts be available?

Not applicable

If the grant will be used to purchase any equipment, will the equipment be culturally appropriate and conform to the community's technology standards?

No

Describe how the project team will help community members adopt the technology.

Not applicable

After the project is completed, who will own the items purchased by grant funds? No items may be owned by a Rotary district, club, or member.

Not applicable

Funding

Does your project involve microcredit activities?

Have you found a local funding source to sustain project outcomes for the long term?

No

Will any part of the project generate income for ongoing project funding? If yes, please explain.

No.

Authorizations

Authorizations & Legal Agreements

Legal agreement

Global Grant Agreement - to be authorized by the primary contacts and club presidents (or DRFC chairs if district-sponsored)

This Global Grant Agreement (Agreement) is entered into by The Rotary Foundation of Rotary International (TRF) and the grant sponsors (Sponsors). In consideration of receiving this Rotary Foundation Global Grant (Grant) from TRF, the Sponsors agree that:

1. All information contained in this application is, to the best of our knowledge, true and accurate.

2. We have read the Terms and Conditions for Rotary Foundation Global Grants (Terms and Conditions) and will adhere to all policies therein.
3. The Sponsors shall defend, indemnify, and hold harmless Rotary International (RI) and TRF, including their respective directors, trustees, officers, committee members, employees, agents, associate foundations and representatives (collectively Rotary), from and against all claims, including but not limited to claims of subrogation, demands, actions, damages, losses, costs, liabilities, expenses (including reasonable attorney's fees and other legal expenses), awards, judgments, and fines asserted against or recovered from Rotary arising out of any act, conduct, omission, negligence, misconduct, or unlawful act (or act contrary to any applicable governmental order or regulation) resulting directly or indirectly from a Sponsor's and/or participant's involvement in grant-funded activities, including all travel related to the grant.
4. The failure of the parties to comply with the terms of this Agreement due to an act of God, strike, government regulation, war, fire, riot, civil unrest, hurricane, earthquake, or other natural disasters, acts of public enemies, curtailment of transportation facilities, political upheavals, civil disorders, outbreak of infectious disease or illness, acts of terrorism, or any similar cause beyond the control of the parties shall not be deemed a breach of this Agreement. In such an event, the Agreement shall be deemed terminated and the Sponsors shall refund to TRF all unexpended global grant funds within 30 days of termination.
5. TRF's entire responsibility is expressly limited to payment of the total financing amount. TRF does not assume any further responsibility in connection with this grant.
6. TRF reserves the right to cancel the grant and/or this Agreement without notice upon the failure of either or both of the Sponsors to abide by the terms set forth in this Agreement and the Terms and Conditions. Upon cancellation, TRF shall be entitled to a refund from the Sponsors of any global grant funds, including any interest earned, that have not been expended.
7. The laws of the State of Illinois, USA, without reference to its conflicts of laws principles, shall govern all matters arising out of or relating to this Agreement, including, without limitation, its interpretation, construction, performance, and enforcement.
8. Any legal action brought by either party against the other party arising out of or relating to this Agreement must be brought in either, the Circuit Court of Cook County, State of Illinois, USA or the Federal District Court for the Northern District of Illinois, USA. Each party consents to the exclusive jurisdiction of these courts, and their respective appellate courts for the purpose of such actions. Nothing herein prohibits a party that obtains a judgment in either of the designated courts from enforcing the judgment in any other court. Notwithstanding the foregoing, TRF may also bring legal action against Sponsors and/or individuals traveling on grant funds in any court with jurisdiction over them.
9. This Agreement binds and benefits the parties and their respective administrators, legal representatives, and permitted successors and assigns.
10. If any provision of this Agreement is determined to be illegal, invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.
11. Sponsors may not assign any of their rights under this Agreement except with the prior written consent of TRF. Sponsors may not delegate any performance under this Agreement without the prior written consent of TRF. Any purported assignment of a Sponsor's rights or delegation of performance without TRF's prior written consent is void.
12. TRF may assign some or all of its rights under this Agreement to an associate foundation of TRF. TRF may delegate any performance under this Agreement to an associate foundation. Any other purported assignment of TRF's rights or delegation of performance without the Sponsors' prior written consent is void.
13. Sponsors will comply with all economic and trade sanctions, including those implemented by the Office of Foreign Assets Control (OFAC) of the United States Department of Treasury, and will ensure that they do not support or promote violence, terrorist activity or related training, or money laundering.

14. This Agreement constitutes the final agreement between the parties. No amendment or waiver of any provision of this Agreement shall be effective unless it is in the form of a writing signed by the parties.

15. Rotary may use information contained in this application and subsequent reports for promotional purposes, such as in Rotary magazine, in Rotary Leader, on rotary.org and on social media. For any and all photographs submitted with any application or follow-up report, the Sponsor hereby grants to Rotary an unlimited, perpetual, worldwide right and license to use, modify, adapt, publish, and distribute the photograph(s) in any media now known or hereafter devised, including but not limited to, in Rotary publications, advertisements, and Websites and on social media channels. The Sponsor represents and warrants that (a) each adult appearing in the photograph(s) has given her/his/their unrestricted written consent to the Sponsor to photograph them and to use and license their likeness, including licensing the photograph(s) to third parties, (b) the parent or guardian of each child under age 18 or each person who lacks legal capacity appearing in the photograph(s) has given unrestricted written consent to the Sponsor to photograph the child or individual and to use and license their likenesses, including licensing the photograph(s) to third parties, and (c) it is the copyright owner of the photograph(s) or that the copyright owner of the photograph(s) has given the Sponsor the right to license or sublicense the photograph(s) to Rotary.

16. Privacy is important to Rotary and any personal data that the Sponsor shares with Rotary will only be used for official Rotary business. The Sponsor should minimize the personal data of Grant beneficiaries that it shares with TRF to only personal data that TRF specifically requests. Personal data that is shared with TRF will be used to enable the Sponsor's participation in this Grant process, to facilitate the Sponsor's Grant experience and for reporting purposes. Personal data provided to TRF may be transferred to Rotary service providers (for example, affiliated entities) to assist Rotary in planning Grant-related activities. By applying for a grant, the Sponsor may receive information about the Grant and supplementary services via email. For further information about how Rotary uses personal data, please contact privacy@rotary.org. Personal data provided to TRF or collected on this form is subject to [Rotary's Privacy Policy](#).

17. The Sponsors agree to share information on best practices when asked, and TRF may provide their contact information to other Rotary members who may wish advice on implementing similar activities.

18. The Sponsors will ensure that all individuals traveling on grant funds have been informed of the travel policies stated in the Terms and Conditions and have been made aware that they are responsible for obtaining travel insurance.

19. To the best of our knowledge and belief, all relationships between grant committee members, district officers, and other members of the sponsor clubs or districts and any scholarship recipients, cooperating organizations, project vendors, or other individuals or organizations that will benefit from the grant have been disclosed in this application. Except as disclosed here, neither we nor any person with whom we have or had a personal or business relationship will benefit or intends to benefit from Rotary Foundation grant funds or have any interest that may represent a potential conflicting interest. A conflict of interest occurs when someone is in a position to make or influence a decision about a grant or scholarship that could benefit them, their family, their business, or an entity in which they serve in a paid or voluntary leadership or advisory position.

Primary contact authorizations

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17. The Sponsors agree to share information on best practices when asked, and TRF may provide their contact information to other Rotary members who may wish advice on implementing similar activities.

18. The Sponsors will ensure that all individuals traveling on grant funds have been informed of the travel policies stated in the Terms and Conditions and have been made aware that they are responsible for obtaining travel insurance.

19. To the best of our knowledge and belief, all relationships between grant committee members, district officers, and other members of the sponsor clubs or districts and any scholarship recipients, cooperating organizations, project vendors, or other individuals or organizations that will benefit from the grant have been disclosed in this application. Except as disclosed here, neither we nor any person with whom we have or had a personal or business relationship will benefit or intends to benefit from Rotary Foundation grant funds or have any interest that may represent a potential conflicting interest. A conflict of interest occurs when someone is in a position to make or influence a decision about a grant or scholarship that could benefit them, their family, their business, or an entity in which they serve in a paid or voluntary leadership or advisory position.

District Rotary Foundation chair authorization

I hereby certify that this global grant application is complete, meets all Foundation guidelines, is eligible for funding, and that the sponsoring club and/or district is qualified.

All Authorizations & Legal Agreements Summary

Primary contact authorizations

Name	Club	District	Status
Trevor Birt	Armenia International [Rotary Club]	4281	
Bricia El Awar	Save Our Planet [Rotary Club]	5330	

District Rotary Foundation chair authorization

Name	Club	District	Status
Xiomara Jaimes Villamizar	Bogotá-Santa Barbara [Rotary Club]	4281	
Patsy Orr	Murrieta [Rotary Club]	5330	

DDF authorization

Name	Club	District	Status
Xiomara Jaimes Villamizar	Bogotá-Santa Barbara [Rotary Club]	4281	
Fabio Vejar Montañez	Bogotá-Chico [Rotary Club]	4281	

Legal agreement

Name	Club	District	Status
Lino Gonzalez Calvillo	Save Our Planet [Rotary Club]	5330	
JACOB PAUL	Armenia International [Rotary Club]	4281	