



# GLOBAL GRANTS COMMUNITY ASSESSMENT RESULTS

Use this form to report community assessment findings to The Rotary Foundation when you apply for a global grant.

Assessing the strengths, weaknesses, needs, and assets of the community you plan to help is an essential first step in designing an effective and sustainable global grant project. See [Community Assessment Tools](#) for full instructions and helpful tips.

This form will help you report the results of your community assessment, and it's required when you apply for any humanitarian or vocational training team grant. Complete a separate form for each beneficiary community (e.g., school, health care system, or village), using information that is both current and specific to each community. Remember, you can't use global grant funds to cover the cost of doing an assessment, but you can use district grant funds.

## Beneficiary community or institution

Negril, Parishes of Westmoreland & Hanover, Jamaica W.I.

## Groups in the community that would receive a clear, direct, and immediate benefit from the project

Primary School Teachers  
Primary and High School students.

## Beneficiaries' demographic information, if relevant to the project

Demographic information will not be relevant when it comes to the selection of teachers, participating schools will identify teachers to be involved. Selection will take account of a teacher's needs, ability to benefit from training & pass on the benefits of their training to colleagues.

There will be no entry requirements for the Learning Centre, it will be available to male & female school children, between the ages of 8 years to 18 years, wishing to further their education.

Who conducted the assessment? (check all that apply)

- Host sponsor members
- International sponsor members
- A cooperating organization
- University
- Hospital
- Local government
- Other [Click or tap here to enter text.](#)

Assessment dates

The need for a after school learning facility has become clear from the RC Negril's involvement with educational programmes, which have brought members into contact with teachers, parents and students. In particular a programme called "Get Kids to School" (GKTS) –which is operated by Mary Gate of Heaven Roman Catholic Church (the Cooperating Organisation) & RC Negril. This programme has, for the past 6 years, helped families to ensure their children attend school regularly.

A training needs assessment was conducted in late 2017, involving teachers in 4 local schools.

What methods did you use? (check all that apply)

- Survey
- Community meeting
- Interview
- Focus group
- Asset inventory
- Community mapping
- Other [Click or tap here to enter text.](#)

Who from the community participated in the assessment?

Rotarians, Mary Gate of Heaven Catholic Church (MGoH) , teachers, parents & students.

List the community needs you identified that your project would address.

1. The need for students to have the opportunity to continue learning after school. There is no such facility in Negril, & for many children home does not provide them with even a reasonable learning environment.

2. Teachers have identified various training needs arising from the challenges faced in the classroom; large class sizes coupled with a wide range of abilities – particularly in basic literacy & numeracy standards. Students with low levels of social skills & little parental support for their education. Teachers are also provided with little support in relation to identifying & supporting pupils with special needs. The fear for teachers is that they do not have the capability to include pupils in disadvantaged groups. The community need therefore is to equip teachers with knowledge and skills to make them more effective in dealing with these challenges thereby making the classroom a more inclusive environment.

List any needs you identified that your project would not address.

Solutions to several other unrelated community needs, identified through the clubs involvement in the community, being pursued separately. A global grant application, with a different Rotary International partner, is in process for a project to create a vocational training centre, in the Parish of Hanover. The needs to strengthen maternal & child care services at the Negril Health Centre and a need to improve water & sanitation at the Mount Airy Primary & Basic School have also been identified & projects to address these needs are being developed.

List the community's assets, or strengths.

1. MGoH (the Cooperating Organisation) which is willing & able to manage & fund the Learning Centre post project.
2. School principals & teachers, with a desire to increase their effectiveness in the classroom who are prepared to discuss & address their training needs.
3. A programme called "Get Kids to School" which for 6 years has been helping students & families to overcome obstacles to regular school attendance. Jointly sponsored by MGoH and RC Negril, the programme is presently supporting 120 children.

Considering the needs and assets you listed, explain how you determined the project's primary goal.

This project is intended to build upon the benefits being delivered by educational programmes already in place, in particular "Get Kids to School". GKTS is presently helping 120 children to attend school regularly. Whilst the benefits of regular school attendance are apparent, it became clear that many students do not have the opportunity to continue their school work at home – because of a variety of factors; lack of parental support, no access to technology, no space, even no electricity etc. Hence the priority attached to providing such a facility.

Similarly – now that GKTS is ensuring more children are present in the classroom, the intention is to help teachers make the most of that opportunity. Teachers have identified training needs that if met would help them to be more effective in dealing with specific challenges that they face in the classroom. Hence the priority attached to teacher training.

How would your project's activities accomplish this goal?

The activities would:

1. Lead to the provision of a facility that children would use, before or after school, to continue their learning. The intention is that children will be supervised, and where appropriate guided/mentored.
2. Provide teachers with a bespoke training programme, developed in conjunction with Western Carolina University. Teachers will then pass on the benefits of their training to other teachers in their schools.

What challenges have prevented the community from accomplishing the project's goals?

The community is located in rural Western Jamaica, as far from the capital, Kingston, as it is possible to be. Whilst the Ministry of Education may be aware that issues of this sort are impacting children's education, it is not resourced to meet all of the needs that arise. Often rural areas struggle to secure a sponsoring organisation willing & able to assist a project such as this.

How is the community addressing these challenges now?

These challenges are not presently being addressed.

Why are the project's activities the best way to meet this community need?

Both elements of the project will go directly towards meeting the needs that have been identified. Teachers will receive training specifically designed to meet the needs that they have identified, and will be assisted in passing knowledge and skills to colleagues. Students will have access to a supervised learning environment before & after school, in order to continue their studies, homework research etc.