



COMMUNITY NEEDS ASSESSMENT RESULTS FOR A GLOBAL GRANT.

OVERVIEW OF THE COMMUNITY

Describe the characteristics (such as geographic information, main sources of income, population size, and access to education/health services) of the specific community where this project will be carried out.

The institution, is immersed in the Rufino Jose Cuervo commune; it is located in the south-western sector of the city, recognized by the Municipal agreement 007 of May 10, 1997. The population served by the institution belongs to strata 1, 2 and 3; with various types of housing: Subnormal neighborhoods (invasions), one- and two-floor houses such as Puerto Espejo and La Fachada and the new urbanizations with Apartment Towers. According to DANE source, the estimated population of the municipality for the year 2018 is 299,712. In the commune two are located 17%, estimated at 50,951 inhabitants.

The Ciudadela del Sur Educational Institution is located in the Ciudadela Puerto Espejo, between stages I and II, block 12 to 14, it belongs to commune number 2, South Western sector of Armenia, with influence in the neighborhoods, Ciudadela Puerto Espejo Stages I and II, Tesoro, Tesorito, la Virginia, Lindaraja, Santa Rita, Manantiales Alcázar del café, la Fachada and el Poblado. According to the socio-educational census, the surrounding neighborhoods are made up of some (6,000) six thousand homes, corresponding to the most densely populated, Fachada (2,450) two thousand four hundred and fifty homes.

Since 1999, the sector of influence of the Institution has been populated at an accelerated rate, due to the fact that it is a sector of urban growth of social housing in the south of Armenia, with extensive relocation, which determines great pressure. of places for all grades. Today there are new developments such as Ciudadela Chilacoa, Conjunto Residencial Cielo, El Camino de Cócora, Jardín de La Fachada, among others.

A Diagnosis of the popular culture of the context has been carried out on three hundred (300) homes under the curricular approach of science, technology and society, analyzing the following cultural variables:

Use of free time: Due to the economic situation, the family seeks to stay at home watching television and sleeping or in nearby places or free places in the neighborhood; They request drug prevention workshops, informal courses and recreational projects for children and adults.

Economic component: The biggest problems in the community are unemployment and lack of opportunities, which are related to hunger, crime, drug addiction, poor academic performance, and domestic violence, among others.

Housing and food security: Almost 85% of the families surveyed live in their own home by paying bank loans. In some cases, the houses are small, causing overcrowding. Unemployment and the high cost of public services decrease and make the family sustainability difficult.

Politics: Lack of knowledge of citizen action, disinterest in the public goods, low level of participation, inability to exercise their rights and duties as a citizen.

Science: The productive activities carried out most by the community are street sales, rural activities, family businesses (stationery stores, mechanics, stores, cafes, among others). These activities that are carried out are learned because they have seen them done or those are a family tradition. The work they do to meet basic needs; there is a rejection of bosses, they prefer to work independently.

Society: The social values of coexistence among the community are not clearly defined. Due to the cultural diversity, the lack of employment, the insecurity, the problems of drugs, alcohol, and prostitution, there is a floating and unstable community. They assume a welfare attitude and expect radical solutions to their problems from third parties. Regarding religious beliefs, a wide variety of other groups have emerged, but the majority are Catholic.

Health: The most frequent diseases are flu and dengue fever caused by poor garbage management. The vast majority have SISBEN and are affiliated with an ARS (subsidies for vulnerable communities and public health insurances).

Education: Parents assume that the educational process of their children is the exclusive function of the School and results in little educational commitment to their children and to the Institution. They do not see the Institution as an educational transformer but as an AGENT of social assistance.

Cultural Identity: There is no community identity due to lack of solidarity among community members, drug addiction, prostitution, teenage pregnancies, juvenile delinquency, insecurity, carrying weapons, deficiency in values, disintegration and/or domestic violence, differences in religions and a marked level of intolerance among members.

Government Management: The majority of respondents do not find answers and support from government entities in solving their different problems: insecurity, health, housing, public services, etc.; Furthermore, there is no efficient leadership within the community that manages aid and/or intervention from the state and other entities.

The educational institution is public in nature (totally free) and houses approximately 2,200 students in 2023, in its 4 locations: Central Headquarter, Puerto Espejo, La Fachada and Quindos.

COMMUNITY NEEDS ASSESSMENT DATA COLLECTION:

When you did the assessment, who did you talk to in the community? At least two different community representatives and beneficiaries who are not involved in Rotary (such as teachers, doctors, or community leaders) should be included in the discussions.

The evaluation was carried out on the community and students through the coexistence survey attached to that analysis in Excel. A survey was also carried out virtually among teachers, which was completed voluntarily by some of them. Finally, there were various verbal interview spaces with the principal, secretaries and teachers available to recognize the school from their perspective and experience in the place.

When last year were the talks held?

Over the course of the year, it has been a constant process because we have had very good relations since the development of RecicRAI in 2020. Thus, obtaining the coexistence survey was experienced at the end of 2022. The initial meetings with the principal, teachers and community were used to. The CUPERA and virtual survey of teachers was carried out this year according to the needs that arose in the development of this project.

What methods did you use to gather information from community members (such as community meetings, interviews, or focus groups)?

In-person meeting of teachers and directors, virtual surveys, interview.

TARGET POPULATION

Who will directly benefit from the project? Indicate the groups that will benefit (such as schools, hospitals, vocational training centers, cooperatives or towns).

Ciudadela del Sur Public Educational Institution

Describes the process used to identify beneficiaries.

Since the recognition of the community in 2020 by the RecicRAI project, there is the possibility of remaining in constant communication with the school for its implementation, closure, and subsequent review visits. In that period of time between 2020 and 2023, it was relatively easy to show that they still have difficulties living together, but in this case, at the headquarters, where the older children study. Thus, we decided to research into learning first-hand about the problems at this headquarters and began with the aforementioned information collection methods.

STRENGTHS, NEEDS COMMUNITY PRIORITIES AND PROJECT DESIGN

Describe what community members said they cared about during the evaluation.

The community in general is interested in educational quality from equipped classrooms with technology, books, decent infrastructure and safe spaces where students, teachers, and the community in general coexist peacefully.

Describe the community's strengths and resources.

Over the years, Ciudadela del Sur has become an innovative school through its alliances with other entities such as SENA (techno-academy), NeuroEnglish (English for the little ones), sports and cultural incentives that make them a friendly community. and willing to change. The facilities are very good and the human resources (staff) are very willing to work towards activities or projects that allow them to continue growing, being the second largest school in Armenia currently.

INDICATOR	STRENGTH
ACADEMIC PERFORMANCE	92% of students pass the school year
COEXISTENCE	Most students are respectful in the institution.
	Teachers accompany students' activities such as break time and others.
	Parent meetings and group addresses are formative.
	Support has been obtained from the family police station to resolve possible conflicts and attacks.
	The pedagogical care route was built and socialized.
DESERTION	A high percentage of students finish the school year even at another institution.
FREE TIME USE	Important advances have been generated in sports and art activities, among others.
	We have a martial musician band
SENSE OF BELONGING	Sense of belonging has improved in the 4 headquarters of the educational institution, taking care of the infrastructure and furniture available.

Describe challenges and gaps in community behaviors, skills, and knowledge.

The educational community has experienced advances in infrastructure, but lacks job creation and business activities, forcing people to move to other areas of the city. Consequently, there is a possibility of school dropout among many students. On the other hand, it is evident that the educational level of the inhabitants according to the 2016 development plan is classified as follows:

HIGHEST LEVEL REACHED	PERCENTAGE
Academic (Bachelor)	5%
Complete primary	30%
Complete high school	10%
Technician	5%
Incomplete primary	50%

On the other hand, we can mention the following indicators and their respective weaknesses to delve into the topic of challenges and deficiencies.

INDICATOR	WEAKNESS
ACADEMIC PERFORMANCE	8% of students don't pass the school year
COEXISTENCE	A group of students avoid using uniforms or following school rules. Many of them, don't have efficient breeding patterns.
DESERTION	2.56% of the students don't finished the school year, specially because they misbehaved, or used drugs.
FREE TIME USE	There are few playfu activities in the sector that invite teenagers to use their free time after school.
SENSE OF BELONGING	It is necessary to keep working on puntuality and personal presentation to be increased.

CONVIENTIAL FEATURES.

In recent years, there has been an improvement in the behavior of the school population and the commitment of parents to the educational process of their children. However, some situations still persist to some extent.

The greatest difficulties in solving school coexistence conflicts that students face originate from:

- Self-esteem problems
- Communication difficulties
- Difficulties in conflict management
- Low levels of empathy
- Low motivation
- Violent response to any situation
- Difficulty recognizing your wrong actions
- Refusal to accept someone else's mistake, let alone an apology.
- School bullying
- Frequent disrespect
- Drugs consumption at an early age.

The community in the Ciudadela del Sur educational institution sector faces deficiencies in the peaceful resolution of conflicts, which has led to fights and difficulties for students. In addition, there are migrants from different parts of the country in search of economic opportunities and a more favorable environment for their projects.

What problems will the project address and how is the community currently addressing those problems?

The project seeks to address coexistence problems specifically. The community addresses current coexistence problems through the resources established in any public school such as the coexistence pact, parents' meetings, sanctions resulting from the offense, but we need to delve into humanistic issues that separate the problem from a punishment and place it in an invitation to conscious and voluntary peace.

Provide specific details about the project design and how it will solve these problems:

In the first phase, students, teachers and administrators from grades 6 to 11 will be trained to understand the concepts of conflict and peace from a national point of view. We believe that the positive empowerment of these students and the creation of a natural awareness about peace processes will help reduce aggression within the school. Likewise, teachers can be helpers to replicate the concepts learned with an inherent ability to create intercultural scenarios in which victims and perpetrators can peacefully resolve problems and improve their happiness within school.

In the second phase, the trained students and teachers will become peace activators, capable of expanding their conception of peace in an international context. Empathetic has been prepared to offer virtual talks and workshops that allow activators to exchange perceptions of peace with leaders outside the country with the aim of understanding and finding new solutions to the conflicts already mentioned and empowering more young leaders to generate changes of sustainable peace. In a world with too many different problems, young people have a fundamental role in the positive and lasting changes that the world needs if they create networks from the beginning of the system, in this case, the school. At this point, English will be the tool to communicate and understand the real world with the implicit benefit of improving linguistic skills and at the same time creating peace actions.

As a third phase, students and teachers of the Educational Institution will be able to prepare a learning booklet with memories of the entire process developed with strategies, results and contacts to continue expanding this network of young leaders and generating lasting changes in society. At this point, technology will be a fundamental part of the process to help students design and produce what they want to transmit. Additionally, teachers will encourage students to draw their ideas in a second language, due to the importance of creating accessible material that can be shared with the community abroad. The result of this phase will empower students to understand the importance of language and implicitly create new skills for their life projects, making Empathetic a sustainable proposal that can be transmitted year after year.

Describes the long-term plan for the project (such as oversight, financial responsibilities, and expected behavior change) after Rotary's involvement ends:

The project relates its schedule and respective budget in the attached Excel, a one-year implementation process is evident, with a budget of \$177,373,000 COP. The supervision of the project will be carried out by Rotarian Nathalia Contreras Soler, who will delegate responsibility to her project team (2 Rotarians) who

will be in charge of developing the agreed activities efficiently and according to plan. Of course in the school, collaboration is fundamental and the commitment goes shoulder to shoulder with the Principal of the school Jorge Adrian Osorio Acevedo and whoever he considers necessary to carry out his operational functions within the project in case of his absence.

The result of this project hopes to reduce aggression rates among students from grades 6 to 11, with an approach that can last over time and be replicated in other institutions thanks to the creation of digital memories and the management of peace activators that year After year they will join this cause. In a “mirror effect” approach, aggression will become blurred as more and more people come to understand that peace is the way, and how the broad awareness of the implications of not having peace was seen during the course, not only from locally but internationally contexts. The plus of the project is to generate beings with a global conception of situations to be able to act and be true agents of change.