



## 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.*

#### **Location and population:**

The institution 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. The estimated population of the municipality for the year 2018 was 299.712. In the commune two is located 17% of that population, estimated at 50.951 inhabitants. Ciudadela del Sur Educational Institution influences 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 of the city.

#### **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, 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 are carried out by family tradition. 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 subsidies for vulnerable communities and public health insurances.

Education: most of the 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 (free tuition) and houses approximately 2.200 students per year 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 first assessment was verbally made when finishing ReciCRAI Global Grant, realizing coexistence problematics at the Central Headquarter (2020). After, a coexistence survey was implemented by the school in 2021 and 2022 as internal strategy of improvement. It was shared to Rotary by request. Thirdly, an interview to the Principal let us to recognize the main needs of the school (2023) related to conflict resolution and environmental awareness in the Central Headquarter (file attached). From this point, Rotary applied a new survey looking for possible reasons of conflict in order to create Empathetic, by the use of Google Forms and Excel to collect data (environmental awareness is a smaller project that is running by Rotary too). Finally, a meeting with teachers and the Principal let polish possible doubts about needs and is written in a file attached too.

When last year were the talks held?

Communication stays due to the role of a Rotary member into the school as a teacher.

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

Use of surveys and a process already mentioned of four years approximately.

## **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.

### **Describe the community's strengths and resources.**

Ciudadela del Sur has become a leading school in training processes through its strategic alliances with other entities such as:

- The National Learning Service SENA (TechnoAcademy for grades 8 and 9)
- Neuro English (English for preschool and elementary school)
- IMDERA (sports and cultural entity in various extracurricular activities)
- University of Quindío (interns in various areas who teach classes or research)
- Modality of Bachelor's Degree in Technologist in Architectural Drawing, Natural Resources or Software taken during grades 10 and 11.
- NEW Bachelor`s Modality with two semesters of Modern Languages taken with the Universidad la Gran Colombia totally free during grades 10 and 11, entering to 3<sup>rd</sup> semester after graduating from school.

All of them are aimed at improving the life projects of students before finishing high school. In addition, Ciudadela del Sur is the second largest school in the region and is listed as one of the best 4000 in the country, showing high academic results despite its scarce resources and public character. To illustrate, the aforementioned alliances have given very important results in national tests such as the ICFES, placing students currently in the "A+" category, the highest category in tests for the country.

Ciudadela del Sur has an administrative, managerial and faculty community highly committed to innovation projects and any proposal that promotes improvements in its campus. Among the most representative projects is ENDER for the study of robotics, mathematical olympiads, knowledge test seminars, PRAE with recycling, love for nature and biofactory, RecicRAI as a peace project in the Façade Headquarters and soccer and basketball schools.

The school is equipped with an indoor court at its headquarters, all the classrooms of the campuses have a 20" or 30" TV and a 65" Smart screen with offline activity and 30 connectable tablets. The school has some

places with internet connection, two systems rooms (a bit outdated) and small green areas. Most of the students participate in transversal projects and the professors are well prepared to teach their subjects, with master's degrees and some with doctorates (105 professors).

Finally, the school manages a model focused on English, organizing the groups of students according to their proficiency in the second language. Groups 1 and 2 of each grade are characterized by very good academic performance and by being comprehensive and competent in all areas of knowledge, especially English (directly linked to support and commitment from home, the student's own motivation, immersion in English projects from grade 1). Groups 3, 4, and 5 or 6 (if exists), usually have less comprehensive educational processes and require greater support to achieve their objectives. Usually groups 4 and 5 or 6 present more marked difficulties in their behavior (directly linked to lack of commitment and support at home, extra age, demotivation in the student's life project or immediate environment that affects their perspective of education).

**Example:**

<b>Grado 9-1</b>	<b>Grado 9-2</b>	<b>Grado 9-3</b>	<b>Grado 9-4</b>	<b>Grado 9-5</b>
34 estudiantes Promedio de <b>4.2</b> en todas las áreas. Reciben clases totalmente en inglés.	33 estudiantes Promedio de <b>3.8</b> en todas las áreas. Reciben clases parcialmente en inglés.	31 estudiantes Promedio de <b>3.5</b> en todas las áreas.	31 estudiantes Promedio de <b>3.5</b> en todas las áreas.	31 estudiantes Promedio de <b>3.3</b> en todas las áreas.
En grado 10 y 11 pasan a ver dos semestres de Licenciatura en Lenguas Modernas con un perfil de egresados con Bachiller Académico	En grado 10 y 11 harán parte de una línea de práctica con el SENA que puede elegirse entre Software, Recursos Naturales y Dibujo Arquitectónico con un perfil de egresados como Tecnólogos.			

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

The educational community has made a great stride in improving its infrastructure (neighborhood) but the lack of job creation and entrepreneurial activities have forced people to move to other areas of the city. As a result, there is a possibility that many students will drop out of school. 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%

These deficiencies can lead to a lack of family support for the development of students' academic activities, or, failing that, to underestimate the importance of the completion of school in their life projects.

On the other hand, as mentioned in the population identification of this document and the PEI, the composition of the students' families is very diverse and many of their environments are vulnerable due to intrinsic factors such as: guardians who are not their parents due to abandonment, divorces, convictions, parents who reside abroad. Also, parenting factors with physical and verbal punishment that affect the healthy growth of the child due to lack of tools for affective upbringing. Finally, extrinsic aspects such as dangerous residence environments due to drug sales, robbery, prostitution, among others, which can affect the healthy growth space that the child needs.

**School coexistence:**

Ciudadela del Sur has worked hard not only to improve academic outcomes but also to create a safe environment for students, no matter their nationality, skin color, abilities, age, or sexual orientation. Among its population of 2,300 students by 2024 we have:

- 82 students with cognitive or physical disabilities
- 222 students displaced by the armed conflict
- 33 extra-age students (not corresponding to current grade and cognitive development)
- 16 students of African descent
- 9 indigenous students
- 10 Venezuelan students

This population is prioritized in special programs to have achievable academic objectives and the benefits provided by Colombian law (characterization, PIAR, orientation, referral to health).

However, some problems of coexistence persist, not only with the prioritized population but also with other students from grades six to nine that are attributed to parenting patterns, immediate environment of their homes and difficulties in self-esteem, assertive communication, conflict management, empathy, motivation, among others. Ciudadela del Sur for this 2025 aims to "positively influence emotions" and "tolerance to bullying". Therefore, this project seeks to direct efforts towards this path with the plan attached in the grant and Empathetic document.