



# 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 the [Conducting Community Assessments](#) handbook 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.

## **COMMUNITY OVERVIEW**

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

### **Location and population:**

The Educational Institution Ciudadela del Sur is located in the south-western sector of Armenia, Quindío Colombia. It is 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 the Armenia 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.

### **The Educational Institution Ciudadela del Sur:**

Ciudadela del Sur 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, from preschool to 11<sup>th</sup> grade, accomplishing the whole requirements to graduate from high school in Colombia.

### **Characteristics of the community:**

*NOTE: information taken from PEI (institutional educational project). It is the official document that describes in detail the schools of the country with context, location, headquarters, infrastructure,*

*capacity, rules, uniform, rights and duties. Enclosed to this project in Spanish.*

**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.

## **COLLECTING COMMUNITY ASSESSMENT DATA**

When you conducted the assessment, who in the community did you speak to? 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 (2020). To explain, this project was made in “La Fachada” headquarter. Its main aim was to generate positive peace actions in students from 1st to 5th grades, teachers and the community by the use of recycling as the tool to work cooperatively, embellish the school, train parents to find a new source of income and the awareness of the importance of taking care of the planet (500 direct beneficiaries). The successful first grant for a Rotaract Club in Colombia was possible due to the commitment of the community and its deep interest in better possibilities for them from peace processes, in which students became leaders recycling with total awareness of the relevance of the activity for their school and the world. Also, they learned to work together and do activities of embellishment such as painting, decorating, taking care of a mini pig and two dogs, gardening and harvesting tomatoes, onions, carrots to take home and share with their families. Nowadays, the headquarter focuses its educational field in the Coffee Cultural Landscape and 500 students are leaders and experts in the process with possible certification in the future with alliances that are running now. So, to continue with the topic, the principal of the school Jorge Adrian Acevedo mentioned that other headquarter was having trouble with conflict, in this case the Central One. So, after several meetings with him, selected teachers and data such as coexistence poll 2022 sent by the school in a first moment, it was corroborated that coexistence problematics were happening due aspects such as nationality, gender, sexual orientation and power war that got students involved in verbal or physical aggression, broking harmony into and outside the school. On the same hand, by testimony of the targeted teachers, parental upbringing significantly marked behavior among some problematic students. Finally, teachers ‘perspective showed that “coexistence pact” the official document to catalog faults and give sanctions was far away of helping to decrease the conflicts or at least being more formative.

“Empathetic” was created to address that conflict focalizing 8 of 22 groups from 6 to 9 grades that showed more conflicts and academic deficiencies due to those behaviors (interviews and reports attached). So 280 students, 280 caregivers (parents, aunts, grandparents, depending on the student context) and 45 teachers should be included in the intervention, understanding that all actors have a part of responsibility that necessarily need to work towards the same purpose for endurable results.

When in the last year did the discussions occur?

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

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

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

### **TARGET POPULATION**

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

Educational Institution Ciudadela del Sur, Central Headquarter.

Describe the process of how the beneficiaries were identified.

The Central headquarter 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). On the other hand, 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). The division made is necessary to keep the groups 1 and 2 focused in the University La Gran Colombia agreement, where 10-1 and 11-1 study 2 semesters of "Professional in Modern Languages Program" for free simultaneously with school. The other groups can study vocational training at 10<sup>th</sup> and 11<sup>th</sup> grades related to environment, architecture, systems engineering certified by Servicio Nacional de Aprendizaje SENA, as informal education certified.

So, groups 6-4, 6-5, 7-4, 7-5, 8-4, 8-5, 9-4, 9-5 (8 of 22 groups from 6 to 9 grades) showed more conflicts and academic deficiencies. Interviews to teachers, academic reports taken from Punto Edu and data collected at first time were the evidence of identification of beneficiaries. As a consequence, 280 caregivers (parents, aunts, grandparents, depending on the student context) and 45 teachers should be included in the intervention, understanding that all actors have a part of responsibility that necessarily need to work towards the same purpose for endurable results, where educational processes are successful if those 3 pillars are integrated.

### **COMMUNITY STRENGTHS, NEEDS, PRIORITIES, AND PROJECT DESIGN**

Describe what members of the community said matters to them during the assessment.

- Teachers emphasize that sanctions are repeated because students have deep problematics that come from home, inner feelings and the immediate context. So, routes to improve self and familiar issues can improve their attitude inside school. Also, the process could avoid conflicts they would have more tools to act and intervene in difficulties before those increase.
- Some parents have trouble caring students because of lack of tools and their own childhood private from positive practices to help them to correct a mistake.
- Students have remissions to go to therapy but health system is very slow and one appointment of 1 hour could take 2 or 3 months to be approved and scheduled.
- Orientation at school is a first contact to report the most difficult situations and send them to health insurance; from that point caregivers are in charge.

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 3rd 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. Only 2.99% of schools are located in this category nationally.

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 bio factory, RecicRAI as a peace project in “La Fachada” Headquarter 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).

Describe any challenges and gaps in the community’s 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 or distracted in other home needs such as nourishment, uniforms, school supplies, conflict among couples. 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, with very negative effects in students' motivation, help from home, or support to be part of the focalized groups (poor families usually avoid encouraging students to go to the university because of lack of resources) so, students do not effort enough to be part of groups 1 and 2 and prefer to prepare for being the workforce of the country.

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 due to intolerance, lack of communication, conflict management, empathy, demotivation, among others. Ciudadela del Sur for this 2025 aims to "positively influence emotions" and "zerotolerance to bullying". Therefore, this project seeks to direct efforts towards this path with the plan attached in the grant and Empathetic document.

What issues will the project address, and how does the community currently address those issues?

The problematic is usually faced with "coexistence agreement" (attached) giving sanctions to students based on the severity of the offense, but the sanction usually is punitive and superficial, not working at all inner situations, immediate context or with plenty knowledge about how to handle it in a formative way from the teacher's role.

Empathetic aims to address conflict from a preventing perspective with 3 phases that involve students, caregivers and teachers as follows:

Provide the specific details of the project design and how it will solve these issues.

## **PHASE I:**

### **Peace and Conflict Prevention Program: A Formative Approach:**

*Strengthening school coexistence through the training of 45 teachers in pedagogical and mediation strategies, with a minimum of 20 hours of training, for the effective implementation of a formative care route in grades six, seven, eight, and nine.*

#### *Activities:*

1. Self-Knowledge Workshop

Specific: Conduct a self-knowledge workshop where students identify their strengths and weaknesses, fostering self-esteem and personal identity.

2. Dream Map Creation

Guide students in creating a visual map that represents their dreams and goals, presenting it to their group.

3. Emotional Management Workshop

Conduct a workshop on identifying and managing emotions, providing tools for emotional management.

4. Motivational Talks

Organize three talks with professionals who discuss the importance of identity and life projects, providing role models and motivation.

5. Conflict Prevention and Resolution Workshop

Conduct a workshop teaching technique for conflict prevention and resolution, as well as assertive communication, including simulations and role-playing games.

6. Personal Reflection Journal

Encourage students to write a journal where they reflect on their emotions and experiences.

7. Artistic Expression Activities

Conduct art workshops where students express their emotions through different mediums (painting, theater, music).

8. Reflection and Closing Meeting

Organize a final meeting where students share their learnings and reflections on the program.

Facilitate a comfortable and welcoming environment for discussion.

## **PHASE II:**

### **Parents' School and Psychological Support:**

*Strengthening parental competencies in psychological first aid, emotional management within the family, and the application of non-physical and non-verbal corrective measures through a training program aimed at 280 targeted guardians over 20 hours.*



1. Introduction to Assertive Parenting Workshop (3 hours)

Understanding different parenting styles and their effectiveness.

2. Active Listening and Assertive Communication Workshop (3 hours)

Implementing sessions to teach active listening and assertive communication techniques. Assessing communication improvement through practical exercises.

3. Conflict Management Workshop (3 hours)

Techniques for conflict resolution in parenting. Evaluating the application of techniques through simulations.

4. Positive Discipline Strategies (4 hours in two sessions)

Providing a workshop on positive discipline techniques that promote mutual respect. Assessing the implementation of strategies through follow-up in later sessions.

5. Empathy and Understanding Workshop (2 hours)

Conducting a workshop that fosters empathy toward adolescents and their challenges. Assessing understanding through reflection and discussion exercises.

6. Self-Care for Parents Workshop (3 hours)

A workshop on the importance of self-care in assertive parenting. Evaluating the implementation of self-care practices through follow-up.

7. Closing and Reflection Meeting (2 hours)

Bringing all parent groups together to foster a sense of community and reflective process. Allows parents to consolidate their learning and establish connections.

**PHASE III:**

**Self-Development Program:**

*Developing identity, life projects, and emotional management in 280 students from grades six, seven, and eight at Institución Educativa Ciudadela del Sur, through a 36-hour theoretical-practical training program that promotes their emotional and personal well-being.*

1. Self-Awareness Workshop

Objective: Conduct a self-awareness workshop where students identify their strengths and weaknesses, fostering self-esteem and personal identity.

2. Dream Map Creation

Guide students in creating a visual map representing their dreams and goals, which they will present to their group.

3. Emotional Management Workshop

Deliver a workshop on identifying and managing emotions, providing tools for emotional regulation.



#### 4. Motivational Talks

Organize three talks with professionals who discuss the importance of identity and life projects, providing role models and motivation.

#### 5. Conflict Prevention and Resolution Workshop

Conduct a workshop that teaches techniques for conflict prevention, resolution, and assertive communication, including simulations and role-playing.

#### 6. Personal Reflection Journal

Encourage students to keep a journal where they reflect on their emotions and experiences.

#### 7. Artistic Expression Activities

Organize art workshops where students express their emotions through different media (painting, theater, music).

#### 8. Reflection and Closing Meeting

Host a final gathering where students share their learning and reflections on the program, creating a comfortable and welcoming discussion environment.

#### **Personalized Psychological Mentoring**

Training in emotional management, conflict resolution, and self-recognition for the 40 students experiencing the most difficulties due to intrinsic or extrinsic factors, with 15 psychology sessions over a year.

Professional CVs enclosed and GG training plan.

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

Excel attached to describe: logical framework, schedule, plan, financial responsibilities, expected behavior change, sustainability.

#### **Contact Information:**

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