



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 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), Neuro English (English for the little ones), University La Gran Colombia, IMDERA (sports and cultural entity) that have helped to improve students' life projects before finishing high school. It is easily appreciated the disposition of the school staff to keep creating that kind of strategies in order to give to students hope and better future options. The Institutional Educational Project shows this chart:

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.

Ciudadela del Sur is the second biggest school of the region and is considered one of the best 4000 schools of the country, showing high results in its particular condition of a public one, with low income and free tuition. Moreover, the alliances mentioned have given important results in national tests such as ICFES ¹.

¹ The test taken by Colombian students in the last year to measure proficiency in 5 main components: mathematics, biology, English, reading and citizen competencies is a requirement to enter to any University. The School is measured by a global score that rates it from C- to A+, the worst to the best.

Ciudadela del Sur is currently located in “A” category and plans to rise to “A+” in two years. The school is equipped with an indoor court, classrooms with TV or Smart screens, internet connection, two systems room (a bit outdated) and few green areas. Most of the students are involved in projects and try to overcome home difficulties by attending school. Teachers are well prepared to teach their subjects. The majority of them have master degrees. Some parents are committed and supports to their children in time, advisory and love.

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 have forced 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.

Coexistence features:

Ciudadela del Sur has worked hard not only at improving academic results but also at creating a safe environment for students, no matter their nationality, skin color, abilities, age or sexual orientation. Among its population of 2.200 for 2024 we have:

- 82 students with cognitive or physical disabilities
- 222 students displaced by armed conflict
- 33 extra age students (not corresponding to the current grade and cognitive development)
- 16 afro-descendant students

-9 indigenous students

-10 Venezuelan students

The mentioned population is prioritized in special programs to have achievable academic objectives and the benefits that the Colombian law disposes. However, the problematic of coexistence is born due to external behaviors of other students that could be related to: 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, lack of tolerance and empathy not specifically linked to this special group of students, but also with others from the school in general.

In recent years, there has been a significant improvement in the commitment of many students regarding the limited places that the school has and the awareness they have about losing them if they do not show adequate results. However, some situations still persist to some extent and must be eradicated, especially when the main objective of Ciudadela del Sur for this 2024 is “to impact positively the emotions” and “o tolerance to bullying”.

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

After research, interview and polls (attached to this file), it was demonstrated that nationality, gender, sexual orientation and power war were the causes of conflict that usually got students involved in verbal or physical aggression, broking harmony into and outside the main headquarter, where students from 6th to 11th grade studied. “Empathetic” was created to address that conflict in three phases:

PHASE 1: “war and peace in Colombia”

PHASE 2: “building up an international network for peace”

PHASE 3: “CISUR Booklet”

The mentioned phases are described in detail in the Project File.

The community addresses the problem by cross-projects that are scheduled annually and are part of the duties that any public school must accomplish by law such as “o bullying”, “parents school”, ethics subject, orientation to vulnerable students and the coexistence agreement that is the document that contains rights and duties of the whole community of Ciudadela del Sur Educational Institution with its punishments and pedagogical activities.