RESULTS OF THE COMMUNITY NEEDS ASSESSMENT FOR A GLOBAL GRANT

Use this form to report to The Rotary Foundation on the results of the community needs assessment when applying for a global grant.

Evaluating the strengths, weaknesses, needs, and assets of the community you plan to assist is a fundamental first step in designing an effective and sustainable project funded by a global grant. Refer to the Resources for Assessing Community Needs for complete instructions and helpful tips.

This form will help you report on the results of the community needs assessment, which is a requirement for grant applications for humanitarian projects or professional training teams. Complete a separate form for each beneficiary community (e.g., school, health system, or population), using current and specific information for each. Remember that you cannot use funds from a global grant to cover the cost of this assessment, but you can use funds from a district grant.

COMMUNITY OVERVIEW

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 take place:

La Tebaida is a municipality located to the east of the department of Quindío, with 35,010 inhabitants according to DANE in the year 2023. Due to its demographic capacity, it ranks 4th in the department, with 12,000 being young people. Its economy is based on agriculture and commerce. It is the top producer of passion fruit and also has many plantations of bananas and citrus fruits. It has a large number of microenterprises. It consists of 61 neighborhoods in the urban area and 6 rural areas. There are 7 official educational institutions, no private schools, and no higher education offerings. It has basic public services and one hospital. Transportation to the rural areas is deficient. The law enforcement presence is limited, with 8 police officers and 3 for childhood and adolescence. It is classified as a municipality with early warning signs due to high rates of family dissolution, micro-trafficking, early pregnancies, among others.

DATA COMPILATION FROM THE COMMUNITY NEEDS ASSESSMENT

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

We spoke with: Community leaders, the Head of the Social Development Office of the municipality, the educational liaison of the municipality, teachers leading academic, cultural, and sports training programs, and with young people.

At what time last year were the conversations held?

The conversations took place on the following dates and locations:
- Pedacito de Cielo Educational Institution in La Tebaida on August 24, 2023
- La Tebaida House Museum on September 13, 2023
- Amanecer Center in La Popa de La Tebaida on September 15, 2023
- La Tebaida House of Culture on September 18, 2023
- La Tebaida City Hall, Social Development Office, on September 21, 2023

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

Three methods were used to collect information:

Opinion group with socialization
Surveys and socialization
Participatory community mapping

TARGET POPULATION
Who will directly benefit from the project? Indicate the groups that will benefit (such as schools, hospitals, professional training centers, cooperatives, or populations).
Five state schools located in the department of Quindío will benefit. The beneficiaries are victims of different conflicts and violence, vulnerable and at-risk.

Direct beneficiaries:
A total of 939 direct beneficiaries, as follows:
- School #1: 220 students, 22 teachers
- School #2: 40 students, 8 teachers
- School #3: 30 students, 3 teachers
- School #4: 30 students, 3 teachers
School #5: 30 students, 3 teachers
- For a total of 350 students, 39 teachers, 350 parents, and 200 community members from different neighborhoods included in the 5 schools.
Indirect beneficiaries:
- School #1: 750 students
- School #2: 250 students
- School #3: 800 students
- School #4: 800 students
School #5: 800 students (including all students from each school).
- Total: 3,400 students from the educational community and 3,400 parents, considering 1 parent per student. Adjacent community: 3,400 people, taking into account 1 additional family member or friend for each of the 3,400 students. Total: 10,200 indirect beneficiaries.

Describe the process used to identify beneficiaries.
Direct beneficiaries are those with whom we are working personally and who are part of the 5 schools. They include the young people from the courses we are working with, the

teachers implementing the program, and the parents of those young people. Additionally, other relatives or friends of these young people, who make up the adjacent community, will participate in peace circles.

Indirect beneficiaries encompass the total number of all young people in those schools where the methodology is being applied, as well as the families of all young people from the schools and the adjacent community. One family member was taken into account for each young person.

STRENGTHS, NEEDS, COMMUNITY PRIORITIES, AND PROJECT DESIGN
Strengths, Needs, Community Priorities, and Project Design

Description of Community Members' Concerns:

Needs Identified in the Community: Through interviews and opinion groups within the community, needs expressed by young people, teachers, families, the educational community, and the general community were identified. The following community needs were evident:

Needs for Young People:
- Strengthening coexistence habits
- Having tools for conflict resolution
- Addressing psychosocial needs, self-esteem, and affection
- Working on emotional well-being
- Expanding support networks
- Building healthy relationships
- Strengthening ethics and values
- Growing in tolerance, understanding, love, and self-care
- Awakening spirituality
- Motivation for study and intellectual development
- Learning to listen
- Developing critical analysis
- Need for vocational guidance and life projects
- Programs for higher education and job opportunities
- Support for their ideals
- More flexibility in teaching
- Strengthening teamwork skills
- Addressing social taboos
- Reflecting on the use of technology
- Inclusion in community development programs
- Prevention of drug consumption
- School of arts and crafts for leisure time
- Improved civic education and better nutrition

Teachers' Needs:
- Growing interest in students

- Improving communication with young people
- Rethinking teaching methods
- Being agents of peace in the educational community

Families' Needs:
- Creating continuous psychosocial support programs
- Strengthening family bonds
- Focusing attention on young people
- Establishing limits of freedom due to the absence of caregivers at home
- Improving values education, communication, and problem-solving skills
- Need for affection and wisdom
- Learning how to educate children
- Growing in empowerment and respect for women
- Programs for leisure time utilization
- Entrepreneurship training to improve family income

Educational Community Needs:
- Generating programs to motivate parental involvement
- Creating programs that involve families
- Organizing listening centers
- Implementing tools for peaceful conflict resolution
- Strengthening relationships between teachers, youth, and parents
- Addressing special learning difficulties
- Growing in respect for differences
- Focusing education on the interests of young people
- Growing in confidence
- Devoting more time to understanding young people than teaching content
- Need for peace
- Institutions to be more comfortable and attractive
- Making school more enjoyable
- Improving streets and access roads
- Improving hospital care and mental health services
- Transforming the power structure in the school environment
- Offering a variety of study topics
- Rebuilding the social fabric of the community

Community Needs:
- Revaluing the family unit
- Having healthy environments
- Learning to recognize problems and flaws
- Developing a culture of optimism
- Addressing emotional and mental health issues due to a tendency toward suicide
- More spaces for participation

- More social leaders
- Increased awareness of noise control
- Learning new things
- Recognizing community problems and flaws
- Resolving the issue of early prostitution/sexual exploitation and working with different actors involved
- Constructing more sports centers
- Relocating drug addicts
- Strengthening ties with government entities
- Improving public services
- Need for parks, sports centers, and rehabilitation centers for young people

Description of Community Strengths and Resources:

Identified Strengths:
The community's strengths include communal action boards, seven educational institutions, commercial and industrial development, recreational areas for families, cultural centers, and good public services. The warm attitude of the citizens, a culture of simplicity, and a capacity for service were also noted.

Challenges and Deficiencies in Community Behaviors, Skills, and Knowledge:

Challenges:
Family recovery.
Motivating young people to be aware of their responsibility for their own lives.
Group solidarity.
Family values.

Deficiencies:
Socio-economic difficulties.
Education system lacking personalized attention and interest in the needs of young people.
Lack of hope due to violence, uprooting, and displacement.
Absence of educational, job, and personal growth opportunities.
Inability to find and develop opportunities.

Community Skills and Knowledge:
The community is aware of its difficulties, has analyzed its deficiencies, desires improvement, and has the ability for self-critique.

Project Addressed Problems:
The project will address the absence of peace stemming from the lack of well-being, including:

- Lack of projection of the school as a generator of peace for the community.
- Absence of prioritization of educational content and activities.

- Lack of non-moral values and virtues in families, youth, community, and school.
- Lack of motivation for stakeholders to find their well-being.
- Psycho-emotional problems of youth, families, and the community.
- Lack of self-esteem and understanding of emotions.
- Conflict-ridden relationships and intolerance.
- Lack of listening, vocational guidance, teamwork skills.
- Lack of spaces for growth dialogues and peace-building.
- Lack of healthy relationships, personalized attention to the interests and needs of young people.
- Lack of non-moral virtues within the family, ethics, and values.
- Lack of interest in guiding and directing teachers for young people.
- Lack of quality communication within families, intrafamily violence, lack of spaces for reflection, and awareness of self-care.
- Lack of understanding of educational activities, conflicts, mistreatment, indifference, and lack of leadership.
- Lack of understanding of the importance of peace, disjunctive family cells, lack of hope, and community conflicts.

How the Community Currently Addresses These Problems:
The community is currently not actively addressing these problems but instead has a passive attitude, waiting for proposals from the school. They attempt to resolve issues through dialogue with an analytical and open attitude but have not yet found deeper ways to address the challenges. In specific conflict situations, they resort to the police.

Details on Project Design to Address These Problems:
The community conducted an analysis using surveys, interviews, socialization, and participatory community mapping. The applied tools were systematized, and conclusions were drawn regarding the needs and issues of the community.

The analysis results indicate the need to address these issues through peace education. Therefore, it is necessary to implement the Human-Centered Education for Peace (H.C.E.) methodology, which proposes a revolution in education by placing the human being at the center for peace development.

The methodology teaches that educating for peace is fundamentally about virtues and non-moral qualities such as compassion, solidarity, quality treatment, affection, self-motivation, and self-learning. It encompasses the school, youth, families, and the community comprehensively, avoiding any form of instrumentalization of the human being.

This is achieved through the following basic processes:

Individual Sessions between a Tutor-Teacher and a Student (Guidance Time):
- Group sessions (10 young people per group) accompanied by a facilitator to awaken the interest of the young person in the development of their own intelligence (Cognitive Time).

- Group sessions (10 young people per group) accompanied by a facilitator to learn about their emotions (Emotional Time).
- Sessions for the well-being of teachers.
- Peace circles with parents.
- Peace circles with communities.

How will you address the problems?

This proposal redirects towards the pursuit of well-being that produces peace and quality in all aspects of human life. This project, with its methodological, theoretical, and human foundations, will deeply touch hearts, transforming them. The proposal will generate quality and warmth in relationships for all involved. It will strengthen schools so that they radiate peace within and in their surroundings. It will work on the quality of education, awareness, trust, and self-motivation. It will enhance tools for stakeholders to advance in their autonomous development towards peace.

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

Supervision:

The program includes making an agreement with all involved schools so that school government bodies approve the project and guarantee its supervision and continuity. School government bodies will ensure the smooth progress of the project, as they do with the overall functioning of the institution. The school government will be requested to allocate a few weekly hours to ethics and Spanish so that these subjects facilitate some pillars of the methodology within the curriculum. Parent meetings will also be adjusted to focus on the well-being of parents.

Schools will be asked to provide spaces for meetings, workshops, and gatherings. The project includes working with the municipal conciliation table in La Tebaida to incorporate the Eduser for Peace Program into the municipal development plan.

The project considers a strategic alliance with the NGO Guerrand Hermes Foundation For Peace to conduct supervision in the year following the completion of the project.

Evaluation:

The project proposes qualitative and quantitative evaluation. Qualitative involves interviews with stakeholders, and quantitative involves the application of a self-perception survey, providing quantifiable results of improved self-esteem, a foundation for well-being and peace. These evaluations are condensed into an evaluation report.

Financial Responsibilities:

The managers of the Eduser for Peace Program and the NGO Guerrand Hermes Foundation for Peace will continue working on securing funds for the sustainability and continuity of the project. This is similar to what they have been doing at the Pedacito de Cielo educational institution during the four years they have been working on the implementation of the Human-Centered Education for Peace program through foundations, embassies, municipal governments, and other entities related to education.

Expected Behavior Change:
A real transformation is expected towards the pursuit of well-being generated by peace, both for those involved and their surroundings. The school is expected to become a center that strengthens and radiates peace.
It is expected that the school, the educational community, the youth, the teachers, the families, and the adjacent community become peace multipliers.

For the Youth:
- To have a more comprehensive view of what a well-being life, a product of peace, means.
- To understand that the development of their own life is in their hands.
- To know how to resolve conflicts peacefully.
- To grow in solidarity and compassion.
- To be agents of peace.
- To focus their efforts on what brings them motivation, joy, fulfillment, well-being, and peace.
- To be more self-aware of themselves, their interests, and their needs.
- To be more open, focused, and calm.
- To have higher self-esteem.
- To be healthier emotionally.
- To strengthen their affective networks.
- To strengthen cognitive tools for self-learning.
- To be heard.
- To heal deep wounds and pains.
- To have hope.

For Teachers:
- To grow in the human approach in the development of their role as teachers.
- To direct their attention and care towards the particular needs of the youth.
- To approach the youth in a warmer manner.
- To nurture the learning of the youth rather than judging it.
- To strengthen their self-care.
- To be agents of peace.
- To understand that educating is primarily educating the being; therefore, to strengthen education in virtues and non-moral qualities.

For the Educational Community:
- To become a beacon that radiates peace to the community.
- To take responsibility for supervising the continuity of the project.
- To bring about a culture change towards peace in educational institutions.
- To create a harmonious classroom environment.
- To strengthen spaces for integrating and listening to families.
- To place the youth, their interests, and needs at the center of educational activities.

For Families:
- Through this process, to strengthen new leaders and agents of peace.
- To find a space for their own growth and self-care.

- To redefine their relationships around warmth, good treatment, with the immense benefits that this brings in unity, joy, love, and solidity.
- To learn to resolve conflicts peacefully.
- To strengthen virtues and non-moral qualities.
- To be more aware of the necessary changes that need to be made to strengthen themselves as a family.
- To heal deep wounds and pains.
- To have a more positive attitude for families.

For the Adjacent Community:
- To participate in this process towards the well-being that peace brings.
- To gain new learnings and tools to strengthen communication and good treatment.
- To heal deep wounds and pains.
- To strengthen tools to be agents of peace through this process.

Environmental Assessment (For all projects in the field of Water, Sanitation, and Hygiene)

What are the current major environmental threats to local soil, air, water resources, and the ecosystem?

Indicate relevant cultural practices for the project (such as agricultural techniques or traditions).

What positive and negative environmental changes do you expect from the project?

September 30, 2023