



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 [Community Assessment Tools](#) 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.

Beneficiary community or institution

Click or tap here to enter text.

Student Teachers of UABC (other universities are potential for the future)

Groups in the community that would receive a clear, direct, and immediate benefit from the project

Click or tap here to enter text.

This training will benefit future teachers and their students. Potentially, the educational institution as the learning becomes ubiquitous.

Beneficiaries' demographic information, if relevant to the project

Typically, the student teacher population at UABC are local, Mexican citizens and in the 18- 24 year old range. Mixed gender.

Who conducted the assessment? (check all that apply)

- Host sponsor members
- International sponsor members
- A cooperating organization

- University
- Hospital
- Local government
- Other Click or tap here to enter text.

Assessment dates

Click or tap here to enter text.

Several iterations were conducted in 2020 beginning in March and again in September.

What methods did you use? (check all that apply)

- Survey
- Community meeting
- Interview utilizing a consistent set of questions.
- Focus group
- Asset inventory
- Community mapping
- Other Click or tap here to enter text.

Who from the community participated in the assessment?

Click or tap here to enter text.

The recent past and present student teachers whom participate in our Learning Laboratory.

List the community needs you identified that your project would address.

1. Experience with virtual training methodologies.
2. Experience with virtual teaching technologies.
3. Knowledge of student engagement techniques.
4. Utilization and providing direction for growth with Emotional Intelligence.

List any needs you identified that your project would not address.

1. Broader enablement of engagement techniques during virtual and in-person teaching.
2. Understanding reasons behind disengaged learners and how to manage.
3. Better listening and observation skills.

List the community's assets, or strengths.

1. UABC has a strong and long term teaching program.
2. Availability of high quality teachers and student teachers.
3. Engaged student teachers.

Considering the needs and assets you listed, explain how you determined the project's primary goal.

Click or tap here to enter text.

The basics were determined by the social distancing aspects of the pandemic. It is our believe that regardless of the pandemic these skills will be in demand and desirable traits for any future teacher as hybrid learning will become the norm.

How would your project's activities accomplish this goal?

Click or tap here to enter text.

While our learning laboratory's primary goal is to assure the continuing education of children in the program, it is the quality of teachers that participate in the program that matters. In today's pandemic and its virtual learning requirements, most teachers are not fully equipped to deal with the complex nature of distance learning. Accurately gauging student engagement and reasons for disengagement are critical to providing the best overall education regardless of topic. The AVANT 8 Step course will in short order provide the basics to approach excellence in virtual teaching technology.

What challenges have prevented the community from accomplishing the project's goals?

Click or tap here to enter text.

The primary hurdle has been the pandemic and its required transition to virtual learning which has nakedly revealed the mixed and often poor technology provided to teachers and learners. Compounding the issue is the fact that most teaching institutions are only now beginning to understand the implications of disengaged students and the need to train teachers to be well equipped observers with the tools to modify declining behavior.

How is the community addressing these challenges now?

Click or tap here to enter text.

Our Learning Laboratory has adapted to the virtual teaching requirements with a cooled mix of technology designed to reduce the gaps however, we are still sorely lacking due to funding requirements for both training and technology.

Why are the project's activities the best way to meet this community need?

.The Learning Laboratory is a rare program designed to engage student teachers and students allowing

engagement to professional teachers who can assure the learning and its growth continues. This program engages the student for up to 6 years between primary and secondary school and designed to encourage strength in communication and an aim for university. During those 6 years the students will experience 30 teachers who gain diverse and critical experience engaging with experience US based teachers. The outcome for all is better prepared student teachers as well as well educated students. This is a true win-win.