

Introduction

Welcome to your first topic which is called **Community Profiles**.

Here you will be learning:

- What a community profile is
- Why communities and organisations develop community profiles
- What information is needed to develop a community profile
- How to develop a community profile.

What is a community profile?

A community profile is a description of the people in the community, it breaks the community population down into categories, such as:

- age groups
- gender groups (male/female)
- occupational status (employed/unemployed)
- marital status (married/divorced/single/widow)
- family groups
- educational levels
- and many other things.

A community profile gives an understanding of what the community is really like;

- history
- resources
- organisations
- culture

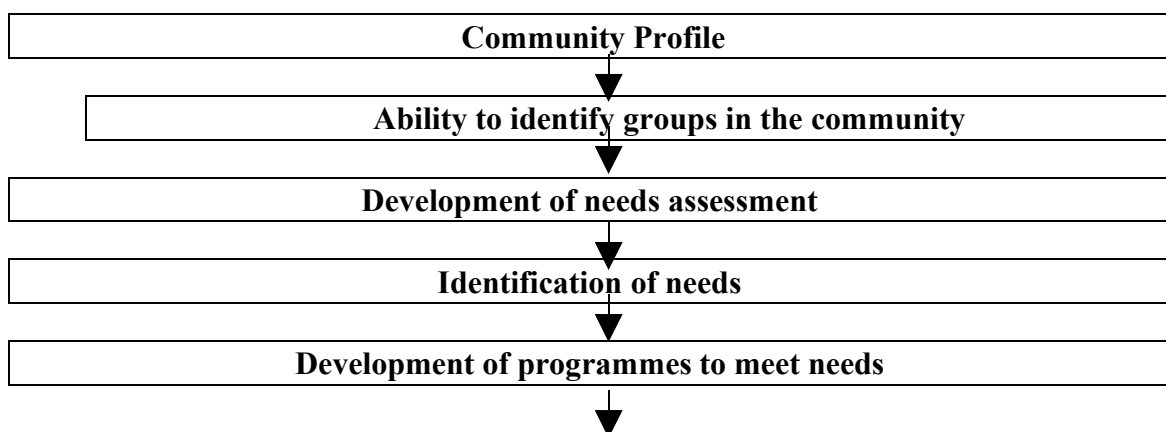
The purpose of a community profile

Community profiles help organisations understand the community where they live and work. Community profiles outline the type of people in the community. For example:

- Help community members understand the different groups in the community, so that they can work together more effectively for the good of the community
- Help understand the different needs of the different groups in the community.
- Help to compare one community with another.
- Develop programmes to meet the needs of the community and its members.
- Conduct a needs assessment of the community

Once these groups are identified you can conduct a **needs assessment** of the community and work towards developing and implement programmes to meet those needs.

These 5 things are related. Look at the flow chart below.



Find funds to operate programmes which meet the needs of the community Types of information in community profiles Community profiles involve collecting many different types of information, including the following.

There are different types of Community profile information.

Demographic Information.

- Population numbers
 1. How many people live in the community
 2. How many people of different ethnic groups live in the community
 3. How many people of different religious groups live in the community
- Gender - male/female
- Age groups - breakdown of ages of people in the community
- Birth places - which state or division
- Residence - where people live most of the time
- Family types – single parent/double parent/extended
- Language - Ethnic language/Burmese/English/other
- Housing – occupied by a single family/more than one family
- Income - breakdown of amount of income
- Employment status - employed full-time/regular part-time/irregular day labour/unemployed
- Types of activity - administration/agriculture/trading etc
- Education - years completed
- Recreation.

Resources

These are things which the community owns or has at its disposal, such as:

- Staffing - people employed to work for the community
- Machinery – e.g. tractors, generators
- Tools – e.g. farming tools
- Livestock – e.g. chickens, ducks, buffalo
- Vehicles - cars, trucks, motor cycles
- Equipment - telephone, fax, computers, radios
- Funding – regular and occasional
- Buildings – e.g. houses, office, meeting hall, school
- Land – paddy land, garden land, forest, grazing lands, etc.

Organisations and services

This section should include an outline of all the organisations and services which operate within the community. Organisations and services usually fall into the following groups:

- Health care - clinic, hospital, permanent medic, visiting medic
- Education – primary, middle or high school
- Management - community office, community committee
- Training - regular training programme, occasional training opportunities
- Women’s organisations - welfare activities, production activities

Community history would include:

- Date of establishment
- Reasons for establishment – e.g. displacement by fighting,
- Major events - establishment of school, attack, major disease or fire, building of community office etc
- Major developments – part of community relocated, access to community development funds.

Culture

This information helps people to understand the way the community behaves or operates.

This section of a community profile would include information on:

- Main ethnic groups – Karen, Mon, Burman, etc
- Minor ethnic groups -Indian, Muslim, European, etc
- Major languages spoken – Sgaw Karen, Pwo Karen, Mon, Burmese
- Main religious groups – Animist, Buddhist, Christian etc
- Major cultural events in the community.

This is an example of a community profile, which has been edited to fit in this booklet. There is obviously much more information, plus graphics that could be put in.

Mon Refugee Camps Community Profile

Introduction

This community profile relates to the Mon refugee camps, located a short distance from the Thai border town of Sangkhlaburi. The profile forms a picture of the community, including demographic information about the people, with an emphasis on education, attitudes to education, education resources and education needs.

The survey was intended to form a basis on which recommendations about education service could be made to the Thai authorities.

How the information was collected

The information was collected by consultation, observation and questionnaire of 300 persons between ages 18-50. In-depth interviews were conducted with teachers, camp-leaders, parents and students. Data was also collected using a structured 2 part questionnaire about all household members and questions about education and training.

The results

The results of the survey were analysed and presented in a report which brought together information from the Mon and Karenni refugee camps.

Section 1 - Historical background

Alongside other ethnic nationalities in Burma, the Mon has revolted against the Burmese government, demanding equality and self determination. During the course of the civil war in Burma, the numbers of displaced people (inside Burma in the border area and refugees across the border of Thailand) has steadily increased. The Mon refugee community in Thailand dates back to 1990.

At that time, in consultation with local authorities in Thailand, camps were established in the Sangkhlaburi District of Kanchanaburi Province for approximately 10,000 refugees.

Section 2 - The people

1. Age and sex of Mon refugees

Between 40% and 50% of camp residents are aged 14 or less, with approximately 30% aged less than 10. There are very few camp residents aged more than 55.

2. Family relationships of household members.

The community consists of mainly young families with approximately 40% of the residents being either the head of the household or the spouse.

About half of the residents are unmarried children of a household head.

3. Number of months lived in camps

Almost half of the Mon refugees at the time of the survey had lived in the camps less than 12 months, while just 23 % had been living in camps for 4 or more years.

4. Economic activities

The residents are dependent on outside assistance and there are no economic activities inside the camps. However, refugee camps like other communities, require administration and services and the refugees themselves organise to provide these services.

Figure 4a. Economic activities of Mon refugee camp population

Activity	Male	Female (Percentage)	Total
Professional and administration	18.7	7.4	13.2
Day Labour	16.8	9.	13.2
Agriculture	21.6	14.5	18.2
Gardening	3.4	2.2	2.8
Hunting & Gathering	7.4	1.3	4.4
Trading	4.4	4.0	4.2
Production	4.8	2.5	3.7
Student	3.2	7.6	5.3
Housework	11.6	45.4	28.0
No Activity	3.8	3.4	3.6
Unclassified work	4.4	2.2	3.4
Total	100.0	100.0	100.0
N	476	447	923

The Mon refugees were mainly from an agricultural background, with 61 % working in agriculture prior to reaching the refugee camps.

Economic activities of Mon refugees prior to entering refugee camps.

Activity	Male	Female (Percentage)	Total
Professional & Administrative	2.4	3.1	2.8
Sales, Trading & Factory work	9.1	13.6	11.3
Domestic help	17.1	14.8	15.9
Agriculture & Fishing	62.2	58.6	60.6
Soldier	4.9	0.0	2.4
Student	1.2	1.2	1.2
Housework	1.2	8.0	4.6
Unclassified	1.8	0.6	1.2
Total	100.0	100.0	100.0
N	164	162	326

5. Geographical origin

Well over 80% of Mon refugees were born in villages.

6. Ethnicity and religion

More than 90% of the members of the Mon refugee camp communities stated they were ethnically Mon and 96% said they were Buddhists.

Section 3 Education in Mon refugee camps

1. Literacy by age and sex

There is a low level of literacy among the Mon refugees, with illiteracy higher among females than males.

2. Levels of education

Given the low levels of literacy, it is not surprising that almost 50% of Mon refugees aged 15 and over have had no schooling. The schools located in the Mon refugee camps are run by the Mon community and include several primary and middle schools and one high school. Schooling is not compulsory and approximately between 30 and 50 per cent of school age children in the camps did not attend school.

School attendance of Mon refugee school-age children

Months in Refugee Camp	Age			Total
	5-9	10-14	15-20	
	%	%	%	
less than 12	10	38	30	25
12-23	43	63	17	40
24-25	58	78	33	59
36-47	67	77	40	73
48-49	43	79	27	53
60-71	72	82	59	73
72 plus	-	-	-	-

Despite the low level of school attendance, parents stressed in interviews the value they placed on education. Most parents interviewed had been farmers and did not want their children to be farmers.

Section 4. Education Resources

Teachers:

It is difficult to recruit enough volunteers to teach in the camp schools and the result is large classes especially in lower grades. Most teachers are unqualified.

Facilities:

School buildings in the camps are built to the same standards as houses, using local materials and local labour. There is usually no flooring and classroom are separated from one another by half walls only. This means there is a lot of noise from one class to another.

Teaching materials

The Mon community has produced and printed text books in the Mon language but most schools lack clocks, posters, maps, and do not have radio or TV. The schools are supplied with basic school stationery materials such as exercise books through NGOs with the permission of the Royal Thai Government.

Summary:

The community profile above provides a picture of the Mon Refugee Camp community with a focus on education. It does not include every aspect of life in the Mon refugee camps. It includes demographic information and information relevant to education.

Sample Community Profile Questionnaire

The following simple questionnaire, which is related to the Mon Refugee Community Profile, may be a useful example to follow.

Interview number: _____

Date: _____

Time started: _____

Time completed: _____

Name of Interviewer: _____

(Write answer in space provided or tick appropriate box)

1. Age and sex:

What is your age: _____

What is your sex: M F

2. Household type:

How many persons are in your household? _____

Are you the

Head of household?

Spouse of the head of household?

Unmarried Child of the head of household?

Married child of the head of household?

A relative of the head of household or spouse?

Unrelated to the head of household or spouse?

3) Time lived in refugee camps

How long have you lived in this refugee camp? _____

4) Ethnic group and religion

What is your ethnic group?

Mon

Karen

Karenni

Tavoyan
Burman
Shan
Arakanese
Kachin
Other (specify) _____

What is your Religion?

Buddhist
Animist
Muslim
Catholic
Protestant
Other (specify) _____
None

5) Place of birth:

Where were you born?

In a town?

In a village?

Name of Township and State/Division _____

6) Economic activities

Professional and administrative
Day Labour
Agriculture
Gardening
Hunting & Gathering
Trading
Production
Student
Housework
No Activity
Unclassified work

What was your occupation before you became a refugee?

Professional & Administrative
Sales, Trading and Factory work

Domestic help
Agriculture & Fishing
Soldier
Student
Housework
Unclassified

Can you read and write in any of the following languages?

Burmese
Mon
Karen
English
Other (specify) _____

What is the highest level of schooling you have completed?

Primary
Middle
High

The sample questionnaire shown above is directly related to the Mon Refugee Community Education Profile. Your own questionnaire would reflect your purpose and the community which you want to make the profile of.

You may want to include questions about employment and unemployment e.g.

Employment:

Are you:

Employed
Unemployed

Type of employment:

How are you employed?

Full-time
Part-time
Irregular day labour
Seasonal labour

You may also want to know the income of the members of the community: e.g.

Income:

Do you earn?

Under 5, 000 Baht each month

Between 5, 000 Baht and 10,000 Baht each month

Between 10, 000 Baht and 15,000 Baht each month

Over 15,000 Baht each month

You may want questions about the health or how they use their leisure/recreation time.

Collecting information

Now that you know what a community profile looks like, you can see how much information must be collected. There are a number of ways you can get this information.

Consultation

For good consultation you meet with a person for a specific purpose, ask them a series of pre-planned questions and get the information you need.

When developing a community profile you may want to consult with the following:

- Community leaders and managers – about community history, resources, operations
- Community council or management committee - community operations
- Older people - history and culture
- Community members – about culture.

Generally, you will consult people who know a lot about the community.

Written records

Written records are a good source of information, in particular statistics. Quite often community offices will hold records relating to:

- Resources
- Population
- Funding
- Events.

Questionnaire

If you are going to develop a questionnaire, remember the following points:

- Keep the questionnaire as short as possible
- Keep the questions as simple as possible
- Make sure that you only ask relevant questions
- Don't ask personal or intimate questions
- Avoid double questions - these are sentences which ask two questions at once
- Don't use confusing questions
- Don't ask questions which most individuals could not answer
- Test the questions on someone else before you use them for your questionnaire to make sure the meaning of the questions is clear
- Work out how you are going to use the information you collect from your questionnaire before starting (so that you do not ask unnecessary questions).

Using the information

You will have collected two types of information:

- Background information
- Statistics.

Background information

The background information will relate to things like history, local cultural events and so on. The statistics will relate to the population the number of people who completed high school, the number of people living in the community, the number of people who are unemployed or employed and so on.

Statistics

Once you have collected the statistics, then you have to analyse them - in other words work out what they mean. There are a few steps you can follow to help you to do this.

1. Try to put your numbers in a logical order, e.g.

- Population statistics
- Age statistics
- Occupational statistics.

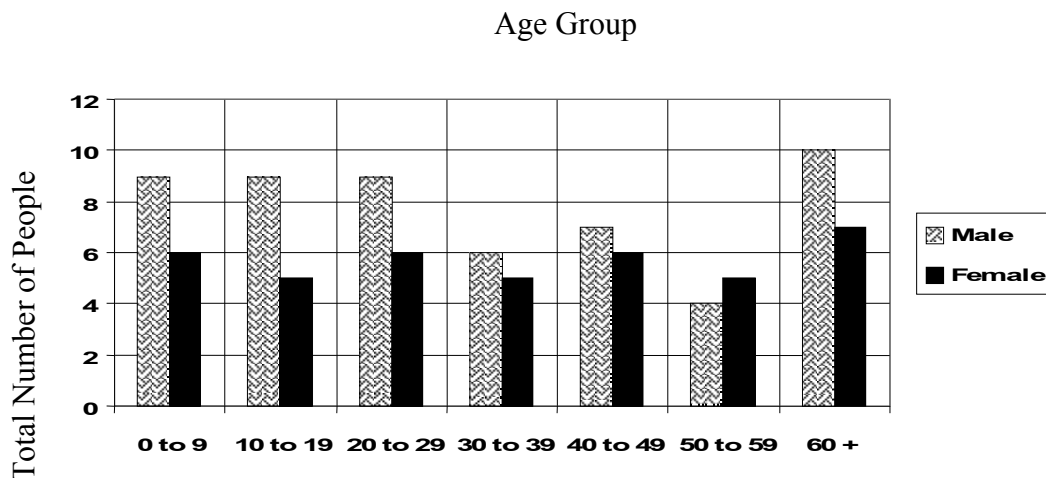
2. Build your statistics into tables if possible. For example:

Age	Male	Female	Total
0-9	9	6	15
10-19	9	5	14
20-29	9	6	15
30-39	6	5	11
40-49	7	6	13
50-59	4	5	9
60+	10	7	17
Totals	54	40	94

3. This information then can often be displayed using a chart graph.

Here's an example, showing the information above in the form of the column graph:

Age Distribution



4. Most statistics can convert to a percentage which makes it easy to compare information about different groups.
5. Once you have worked out your percentages and filled them into your table you can also show your percentages in charts.

Look at this example. The following question was asked in a questionnaire:

Type of employment:

How are you employed?

- Full-time
- Regular part-time
- Irregular day labour
- Seasonal

From a total of 70 people interviewed these were the results:

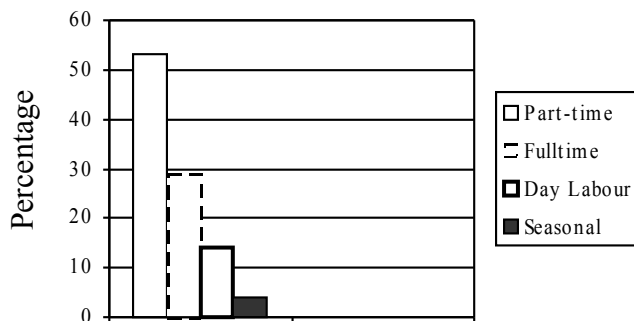
- Full time 20 = 29 %
- Regular part-time 37 = 53 %
- Irregular day labour 10 = 14 %
- Seasonal 3 = 4 %

The figure above shows that you have 20 people in the community in full-time employment. There are 70 adults in the community. So, to work out the percentage (%) you divide 20 by 70 and times it by 100 $\frac{20}{70} \times 100 = 28\%$.

Type of Employment in Community

If you would like to make a chart by hand, it would be simple to make a bar or chart column like this one:

Type of Employment in Community



6. Draw conclusions from your tables and charts.

E.g.: if the community has 34% employed full time and 66% unemployed, with nobody in day-labour or seasonal work, what condition can you draw?

Since nearly 7 out of 10 people in the community have no employment the community desperately needs to increase employment opportunities for its members.

A well designed community profile gives a good picture of the community. As you can see, the community profile can be used by the community to develop or improve services and programmes. It can also be used to prepare submissions requesting funding for programmes and services in the community.

Summary

In this topic we have concentrated solely on developing a community profile. You will have to think about how you would develop a community profile for your community and remember the example included in your reading material is not the only example you can use. A community profile is a good community development tool for providing a realistic picture of the community, to help people better understand one another and to support funding submissions.

Introduction

Welcome to Topic 2 of the module *Community Profiles and Needs Assessment*. This topic is called Needs Assessment. In this topic you will be looking at how to assess or work out the need for services in a community. This will involve:

- Understanding the difference between needs and wants
- Being able to list basic needs
- Looking at the changing ways people experience needs
- Identifying needs
- Looking at how to meet those needs.

Needs assessments identify what services will benefit the community and make it a better place to live. It is very easy to confuse needs and wants. A needs assessment is a good way to clearly identify the needs which exist in the community.

This topic ties in with other booklets, including:

- Submission Writing.
- Community Profile and Needs Assessment Project.

Before you go any further you need to have a clear understanding of what a needs assessment is.

A needs assessment is a community development tool, which usually takes the form of a survey using a questionnaire to ask people about their needs.

Communities conduct needs assessment so that they can work out:

- What their needs are
- What needs are currently being met by service providers
- What needs are not being met by service providers
- What new services are needed?

By conducting or carrying out a needs assessment you can help the community to identify their real needs. Sometimes community members confuse needs with wants. Often needs are confused with material possessions such as cars, equipment, tools, furniture and so on.

When you conduct a needs assessment you:

- Look at the community profile to see what is currently happening in the community
- Reaching decisions about what the needs of the community are
- Prioritising which needs are most important and which are least important.

Who are service providers?

Service providers work in the community to provide a service and may include:

- the teachers providing education
- the health workers that provide health care
- organisations which provide child care or nursery schools,
- government departments or companies who take care of the community's essential services, such as electricity, telephone system, water supply.
- individuals or organisations who provide dental care student hostels orphanages youth workers special care for the disabled

Needs and wants

What is the difference between needs and wants?

Needs are things we must have to ensure our personal wellbeing such as

- physical health - body
- emotional state - feelings
- social health - getting on with others
- economic health - money, employment.

To look after our personal wellbeing we **need** certain things, such as:

- water
- air
- food
- shelter and clothing
- love, companionship and friendship
- interaction with other people
- money
- purpose in life
- some access to transport
- access to education
- power and a voice in politics
- legal rights
- safety.

Wants, on the other hand, are things which we do not really need for our wellbeing, but which we think will make our lives more enjoyable, such as:

- beautiful clothes
- a nice house with furniture
- lots of money
- cigarettes and alcohol

- the latest model car

Different types of needs

We all have: physical needs, emotional needs, social needs, spiritual and economic needs. Families also have needs.

- respect
- love
- cooperation
- support from and for one another
- time with one another and interest in one another.

Communities have different needs because they are a large group of people living together. Therefore, the needs relate to the people as a group, not as individuals.

Community needs include:

- structure - ways of operating so that everyone in the community is treated fairly
- resources - staff, money, equipment, buildings etc
- a sense of belonging to one another
- programmes and organisations - to help meet the individual and group needs of individual community members and groups in the community
- ways of communicating - getting information to and from community members, organisations, funding agencies etc.

Meeting needs - past and present

In the past life was much simpler than it is today. The focus was on:

- surviving,
- establishing family groups and gathering or growing food and
- trade

People had the same individual and community needs we looked at previously

The difference between the past and the present is that they relied on themselves for everything they needed to survive. They:

- hunted, gathered and grew their own food
- made their own clothes and shelter
- developed their family groupings
- lived by their own laws and rules.

If they needed something that was not in their area, they traded or bartered.

These days, however, many people's needs are met by:

- earning money to buy food, clothes, housing etc
- the government - which provides money, housing, services and so on
- service providers, such as schools, hospitals etc.

Meeting needs - whose responsibility is it?

Well, sometimes it is individual responsibility and sometimes it is the responsibility of the government and sometimes it is the responsibility of service providers.

The following chart outlines various needs and who is likely to be responsible, nowadays, for meeting those needs:

For example – in a country with a strongly developed market economy and a social welfare system provided by the government, the result might be like this:

Needs	Individual	Government	Service provider
Food	✓	✓	
Water	✓	✓	
Shelter	✓	✓	
Clothing	✓	✓	
Transport	✓	✓	
Housing	✓	✓	
Education	✓	✓	
Health care	✓	✓	
Money	✓	✓	
Love, friendship	✓		
Belonging	✓		
Welfare		✓	✓
Training programmes		✓	✓
Youth programmes		✓	✓
Nutrition information		✓	✓
Spiritual needs	✓		✓
Aged care		✓	✓
Special care		✓	✓
Community needs	✓	✓	✓

Whereas in a community in which most people live by farming with not many services provided by government, but with some assistance from NGOs might look like this:

Needs	Individual	Government	Service provider
Food	✓		
Water	✓		✓
Shelter	✓		
Clothing	✓		
Transport	✓	✓	
Housing	✓		
Education	✓	✓	
Health care	✓		
Money	✓	✓	
Love, friendship	✓		
Belonging	✓		
Welfare			✓
Training programmes		✓	✓
Youth programmes			
Nutrition information		✓	✓
Spiritual needs	✓		✓

Aged care	✓		
Special care			
Community needs	✓		

In summary, individual needs are your responsibility. Most community needs are the responsibility of some mixture of individuals, the government and service providers.

In regards to your individual needs:

- physical needs must be met by you, the government and/or a service provider
- your emotional needs are your responsibility
- your social needs are also your responsibility
- your spiritual needs are your responsibility
- your economic needs are your responsibility
- transport, if you think you need your own individual transport, you must provide it.

In regards to community needs:

- the government is responsible for providing transport for the community as a whole
- education / health is the responsibility of the government or service providers
- training programmes are often provided by service providers
- welfare is provided by the government, in some cases by service providers
- care programmes for elderly people are sometimes provided by individual families, sometimes by the government sometimes by service providers.

Some community needs have to be met by the community members themselves and this varies from community to community.

For example:

- the need for resources such as buildings, equipment and furniture for schools and hospitals - sometimes has to be met by community members - with government providing skilled staff such as teachers, doctors etc.
- the need for communication among community members- organising meetings, newsletters etc. is the responsibility of all community members
- the need for structure - how the community is organised is the responsibility of all community members (although in some countries the government may insist that it is done in a particular way).

Now we are going to shift direction and look at how to actually assess needs. There are a number of ways to do this.

Consultation

One of the most effective ways to collect information, whether it is for the community profile or needs assessment, is by talking with people - consultation.

When conducting a needs assessment you would consult people who know a lot about the community and what the needs are likely to be. Such as:

- community managers
- health care workers
- service providers
- teachers
- administrators

- committee members
- older community members
- leaders of political organisations and other community organisations.

If you are going to use consultation you should follow these steps:

- identify the people you think must be consulted - they should be key people in the community
- develop a set of questions you want to ask these people, or a questionnaire you want them to complete
- gather the information
- analyse the information to work out what it is really telling you about the needs of the community.

Records

Community and government offices can be a good source of written information resources

- population
- health issues
- employment
- education
- housing etc.

You may be able to use these statistics to work out what the community already has, what resources are currently involved in meeting needs, and what resources are going to waste.

Questionnaire

A questionnaire is a set of questions which are put together for the purpose of collecting specific information from a group of people.

Writing questions

If you are going to develop a questionnaire, remember keep the questions simple.

Keep the questions short and simple

E.g.: Please tick the age group which applies to you.

0 - 20 years

21 - 30 years

31 - 40 years

41 - 50 years

over 51 years

Is the community committee providing services which meet your needs?

Yes

No

Always provide a 'Don't Know' or 'Not Applicable' choice, so that the questions can be answered by everyone.

Yes

No

Don't know

Not applicable

Tick the recreational facilities you use in the community.

volleyball court

basketball court

football ground

children's play area

cinema

Designing your questionnaire

When you have decided what questions you will be including in your questionnaire you need to think about the layout of your questionnaire.

Remember the following points:

- always make the first question important but easy to answer

E. g: How long have you lived in the community?

- Under one year
- Between one and five years
- Longer than five years.

- leave plenty of room for people to answer if you ask them to provide written information

E. g: Please explain why you attend community meetings.

- if there are different pathways through the questions, make sure that you provide instructions which make clear the different pathways.

E. g: Please start by answering questions 1 - 5.

If you answer 'yes' to question 6, then please go straight to question 12.

If you answered 'no' to question 6, please go straight on with question 7.

- if you ask questions which relate to sensitive information, make sure you place these later on in the questionnaire.

E. g: Please indicate how you feel about the local police officers:

- completely reliable and friendly
- friendly but not reliable
- unfriendly and unreliable

The following pages provide an example of a community needs assessment

Borderline Community

Community Needs Assessment

The following needs assessment questionnaire has been developed by the Borderline Community Management Team, after talking with the community council and developing a community profile.

The purpose of this questionnaire is to gather information from community members so that the CMT can identify definite community needs, for groups living in the community and for the community as a whole.

Interviewer: _____

Date: _____

Time started: _____

Time finished: _____

Instructions:

1. Please answer all of the questions in this questionnaire.
2. The questionnaire should take about 30 minutes to complete.
3. All information you provide will remain **confidential**.
4. If you have any problems answering the questions please speak to your community council representative.
5. When you have finished the questionnaire please return it to the community council office or have it ready to be picked up by your community council representative on the 9th of October.

Section 1: Personal details

1. What is your age group? (Please tick the age group you fall into.)

<input type="checkbox"/> Under 14 years	<input type="checkbox"/> 35-39 years
---	--------------------------------------

- | | |
|--|--|
| <input type="checkbox"/> 15 - 19 years | <input type="checkbox"/> 40 - 44 years |
| <input type="checkbox"/> 20 - 24 years | <input type="checkbox"/> 45 - 49 years |
| <input type="checkbox"/> 25 - 29 years | <input type="checkbox"/> 50 - 45 years |
| <input type="checkbox"/> 30 - 34 years | <input type="checkbox"/> over 55 years |

2. How much money do you have coming in over a year? (Please tick the correct amount.)

- Under 5000 baht
- 5000 -10000 baht
- 10 000- 15 000 baht
- 15 000 - 20 000 baht
- More than 20,000 baht

Section 2: Housing

1. Do you: (Please tick one answer)

- live in own family's house ⇒ go to question 4
- live in another family's house ⇒ go to question 2

2. Would you prefer to live in your own family's house? (Please tick one answer)

- Yes ⇒ go to question 3
- No ⇒ go to question 4

3. What is stopping you and your family living in your own house? (Tick one box)

- not enough money/materials to build one
- not permitted to do so
- other: _____

4. What condition is your house in? (please tick one answer)

- satisfactory ⇒ go to section 3.
- unsatisfactory ⇒ go to question 5

5. What are the major problems? (Please tick all problems with your house.)

- too small
- in bad condition
- in a bad location (e. g flooding)
- other _____

6. What is stopping you from improving your housing? (Please tick one answer)

- I can't afford it
- no available materials
- no available land
- I don't have the time to arrange it
- I don't have permission ⇒ go to question 7

other _____

7. What permission is required?

Section 3 Health

1. Were you sick, injured or feeling unwell any time in the last 2 weeks?

- yes
 no ⇒ go to question 5

If yes, go the next question.

2. What was the problem? (Tick any of the answers below.)

- malaria
 cold, flu, sore throat or virus infection
 headache
 injury
 stomach problems
 back problems
 other: _____

3. Did you seek medical treatment for this health problem?

- yes ⇒ go to question 4
 no ⇒ go to question 5

4. Who did you go to?

- community health worker
 visiting nurse or doctor
 town hospital
 other: _____

⇒ go to question 6

5. Why didn't you get medical treatment? (Tick one answer)

- no medical workers in the community
 don't feel confident with the community medical worker
 couldn't afford treatment
 suitable medical treatment too far away
 couldn't leave children
 other: _____

6. Which of the following prevents you meeting your health needs? (Tick any of the

answers below.)

- no medical treatment available in local community
- no transport available to health clinic
- other: _____

Section 4: Education

1. Do you have children attending primary school? (Please tick one answer.)

- Yes ⇒ go to question 2
- No ⇒ go to question 5

2. Where are they attending school? (Please tick one answer)

- in the community ⇒ go to question 5
- in a nearby community or town ⇒ go to question 3
- in another country ⇒ go to question 3

3. Would you like your children to attend school in the local community?

(Please tick one answer)

yes

no

4. Why are your children not attending primary school in the local community?

no schooling available

poor quality education

other: _____

5. What educational needs do your primary schools children have that are not being met?

(Tick any of the answers)

not enough teachers

school or classrooms too small

not enough sports equipment

not enough learning resources (books, pens, maps etc)

no instruction in preferred language

other: _____

Thank you for completing this questionnaire.

For your needs assessment, you will be looking at the information collected to:

- identify needs which exist in the community
- needs which are being met and by whom and especially
- needs which are not being met.

Consultation

During your consultation with community members, staff members and service providers you will have written notes about needs which these people have identified.

Records

The records that you access from the community office and service providers may provide information on:

- population
- resource
- the organisations and programmes operating in the community.

Questionnaire

Statistics are the numbers you have collected in your questionnaire. Once you have collected them you have to analyse them - in other words work out what they mean. There are a few steps you can follow to help you to do this.

1. Put your numbers in a logical order

- how many people with school age children send their children to school in the community:
- how many people with school age children send their children to school in another community.

2. Build your statistics into a table

3. Once you have put all of your information in order, you simply put the various parts of the community profile and needs assessment together to present to the community and funding agencies.

Using needs assessments to get services and funding

The whole point behind conducting a needs assessment is to work out what the community's needs are, what needs are being met and what needs are not being met.

Why do you want to know this? So that you can work towards meeting those needs which are currently not being met.

How can you meet these needs? By getting new programmes.

How do you get new programmes? By preparing budget proposals and securing funding for them.

How do you secure funding? By convincing the funding bodies that a real need exists.

How do you convince the funding bodies that a real need exists? By using the needs assessment and its results to back up what you say in your funding submission.

Needs assessment are used to identify needs in the community. If needs do exist and they are not being met, the community should think about applying for funding for additional programmes.

Summary

In this topic we have looked at needs assessments - how to conduct them, what is involved and how to use the information you collect.

A needs assessment is a very important community development tool.

A needs assessment can help you to identify needs and then work towards meeting needs. By conducting a needs assessment you can help the community to work together and you can provide benefits for the whole community.