



# Identification of social development needs within a community for building robust social impact strategy

A webinar on Needs Assessment

June 2020



# Agenda

**5**

Sattva's COVID response

MINUTES

**45**

Needs Assessment – Importance, Framework, Execution Approaches

MINUTES

**10**

Decision making based on findings

MINUTES

**30**

Q&A

MINUTES



## Tips to note for today's session



Please refrain from using video and audio during the session.  
The recording of the session will be shared post the Webinar

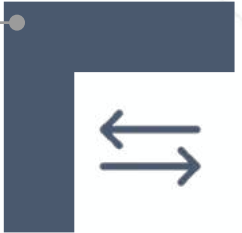


Drop your thoughts, reflections in the Chat window.  
We will answer the questions in the chat at the end of the Webinar

# Sattva is leveraging its experience and expertise in the ecosystem to combat COVID-19 through a four-pronged response

## Engage

Engage with the ecosystem to enable data-led decision making and better actionable insights



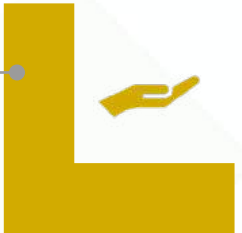
## Orchestrate

Orchestrate immediate relief by establishing multi-stakeholder partnerships



## Enable

Enable social enterprises to survive and thrive to achieve greater impact at scale through this crisis



## Build

Build intervention models that address the key needs and impacts the most affected in the COVID world



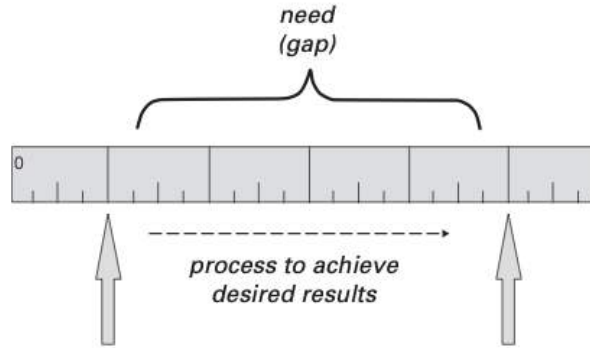
# Key Questions to discuss today

## Needs Assessment

- a. What is Needs Assessment?
- b. Why is a Needs Assessment important before designing a social development program?
- c. How is a Needs Assessment different from a Baseline Assessment?
- d. When should a Needs Assessment be done and by whom?
- e. What are the steps involved in doing a Needs Assessment study?
- f. How to interpret the results of a Needs Assessment study?
- g. How can a Needs Assessment study help in decision making and program designing ?

# What is a Needs Assessment

A **needs assessment** is a systematic process for determining and addressing the needs, or "gaps" between current conditions and desired conditions in a community/geography/context. The discrepancy between the current conditions and the desired conditions must be measured to appropriately identify the need. A good metric for desired conditions to be achieved are the SDGs.



## For example:

In 2004, the United Nations Development Group completed a series of needs assessment case studies related to the Millennium Development Goals. The cases included sample needs from Bangladesh, Cambodia, Ghana, Tanzania, and Uganda. For example, in Bangladesh, 50 percent of the population was living in poverty in 2000, and the goal was to lower the poverty rate to 30 percent by 2015. This gap of 20 percent provides a clear need to be addressed.

# Why is a needs assessment important for designing a social impact program?

A thorough needs assessment will contribute to programme planning, monitoring and evaluation, as well as project accountability and is a key step in the project planning life cycle.



## Target the most vulnerable

- Helps prioritize amongst the most vulnerable across geographies, sectors, duration of impact



## Increase Collaboration

- Make it easier to maximize reach
- Bridge between community and decision makers for the subsequent outcomes of any intervention



## Systematic decision making

- Helps build systematic processes that offer a foundational set of procedures to reflect on, customize, and continually improve in order to enrich your decisions in the life cycle of an implementation program



## Maximize impact

- Replicable model with a flexible structure that can be applied to guide your decisions
- Scalable process that can be appropriately scaled for the scope of your improvement efforts.



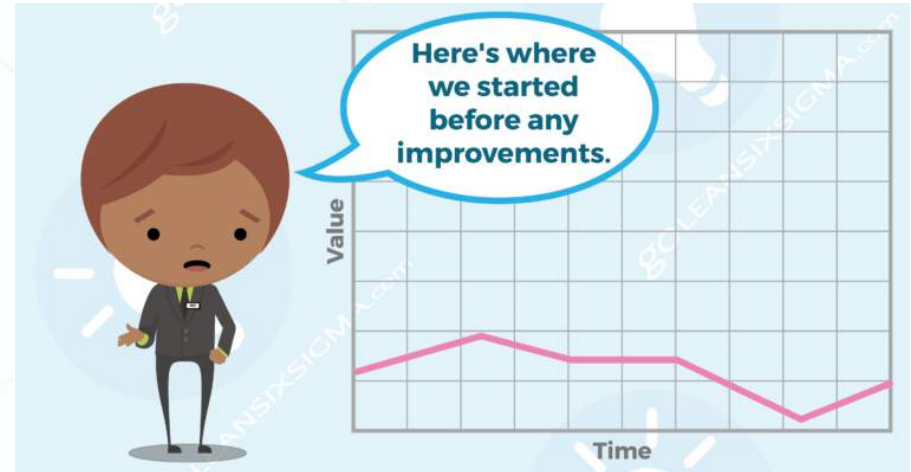
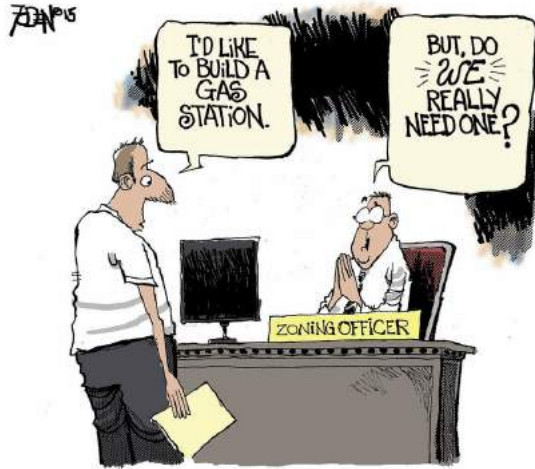
## Avoids duplication

- Helps understand the efforts by other initiatives and organizations
- Documentation, verification and assessment of needs and multi stakeholder perspective

# How is a needs assessment different from baseline?

A **needs assessment** identifies needs, and informs whether and how to intervene (helps in project design)


A **baseline study** measures specific conditions based on the indicators identified which are relevant to the project design





Data from needs assessments may be used in a baseline study, but only if it reliably captures the relevant conditions (measured through relevant indicators).





# When should a needs assessment be done and by whom

 **1** **Prior to the intervention:** When you are planning to start a new program

 **2** **During or after the intervention:** When you want to understand the emerging and most urgent needs of the community

 **3** **Alignment within the program team:** When there is a dissonance within the program team about the needs of the community

 **4** **Gaining Ecosystem support:** When you need to drive support from a funder or ecosystem that you are addressing the most important needs of the community

 **5** **Collaborative and inclusive approach to program design:** When you want to involve the community from the ideation phase and be sure that you'll get community support in what you do

 **6** **Data-driven program design:** When you want to design your program based on data-driven decision making

  
NGOs

  
Funder

  
Social Enterprises

  
Program Implementation teams

  
Policy makers

  
Solution providers

# What are the steps involved in doing a Needs Assessment?



## Benchmarking development indicators

Identify development indicator status to map with

- National SDGs
- State SDG targets
- Aspirational District metrics



## Identification of Community Needs and Aspirations

- Identify problem areas of target population
- Understand awareness, accessibility and community participation status
- Aspirations of the communities in thematic areas



## Mapping Ecosystem support

- Ecosystem players that offer support for the implementation of opportunities
- Existing initiatives undertaken within the local community



## Prioritization of the Needs for the intervention

# Framework adopted for Need Assessment



## Awareness

- Awareness, about key issues
- Knowledge about the root causes of the issues
- Information about the existing products and services



## Accessibility

- Access of essential goods and services
- Availability of infrastructure such as shelter homes and livelihood opportunity
- Access to benefits of other govt./ organization/ NGO schemes



## Affordability

- Financial capacity to afford the services
- Monthly and annual household income
- Financial management and literacy



## Adoption

- Usage of public services
- Use of infrastructure
- Mindset to behavior change



## Accreditation

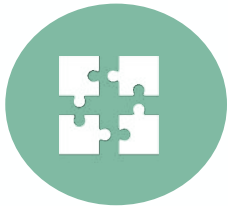
- Quality of essential goods and services being provided
- Quality of services by local government, NGOs and other Corporates



## Aspiration

- Requirements for health, education and livelihood
- Aspiration of the communities

# Execution approach for a Needs Assessment



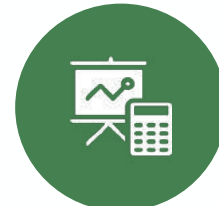
## Design

- Alignment of scope (geography, thematic areas)
- Identification of measurable indicators
- Defining Sample and Data collection methods



## Execution

- Stakeholder mapping
- Data Collection through defined qualitative and quantitative methods
- Benchmarked Indicator mapping



## Solution Design

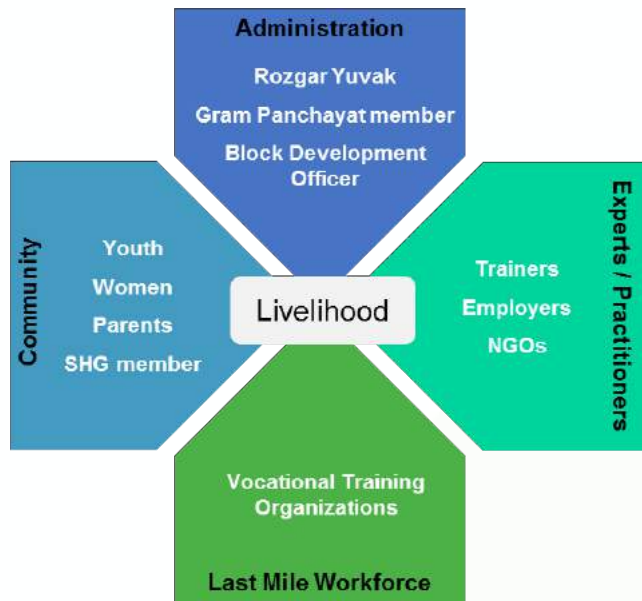
- Identify priority areas based on -
- Gap Analysis of actual and benchmarked indicators
  - Prioritized needs of the community
  - Ecosystem availability
- Recommend opportunity based on priority areas and support systems available in the area

# Execution approach for a Needs Assessment

**Execution**



**Solution Design**



| Indicator   | District Value - Haridwar <sup>1</sup> | State Value - Uttarakhand <sup>2</sup> | National Value - All India <sup>3</sup> | Priority Ranking |
|---|--|--|---|------------------|
| Student-Classroom Ratio                             | 32                                     | 23                                     | 32                                      | Grey             |
| Percentage of teachers received in-service training | 3.80%                                  | 7.65%                                  | 9.73%                                   | Red              |
| % enrollment of girl children in school             | 47.65%                                 | 46.98%                                 | 48.01%                                  | Green            |
| % drop out of children from school                  | 8.27%                                  | 1.19%                                  | 4.03%                                   | Red              |
| Transition from Primary to Secondary School         | 84.43%                                 | 94.10%                                 | 90.63%                                  | Yellow           |



# How to interpret the results of a Needs Assessment study?



## Background and Objective

Communications services organisation which launched it's CSR Foundation in India

- **Assess** existing gaps in awareness, accessibility, and quality of education
- Map community participation, aspiration and existing resources in Haridwar



## Approach

- Stakeholder mapping
  - Community – Students and Parents
  - Administration - Gram panchayat, BEO, DEO
  - Experts – Head Master, SMCs, Existing NGOs
  - Last mile workforce – Teachers
- Prioritised Benchmarking
  - Quality of Education
  - Access to Education
  - Community Aspiration



## Priority Mapping



- Existing Status of Access and quality of schools
- Community Aspiration of girl child education and continuation of education
- Willingness of Schools and administration for collaborative approach

# How to interpret the results of a Needs Assessment study?



## Background and Objective

- Manufacturing Company has been engaged in undertaking livelihood interventions since 2009 as part of its CSR
- Identify potential areas of intervention in surrounding community
- **Assess** community needs, aspiration and existing resources in 3 districts



## Approach

- Thematic Focus
  - Education, Livelihoods, WASH, Health
- Stakeholder mapping
  - Community, Administration, Experts, Last mile workforce
- Demographic benchmarking to identify priority areas



## Priority Mapping

3 GOOD HEALTH AND WELL-BEING



- % Anaemia among women
- % immunization of infants
- % access to safe drinking water
- % household toilets
- Access to pre natal and ante natal care
- Awareness of preventive health practices

4 QUALITY EDUCATION



- % Enrolment rates and Drop Out rates in Primary, Secondary and High schools
- Parent involvement in children's education
- Infrastructure availability in schools

8 DECENT WORK AND ECONOMIC GROWTH



- % Youth as marginal workers
- % Women in employment
- Income distribution
- Livelihood mapping

# Rapid Need Assessment

## Understand the pre-existing conditions

- Use secondary resources to define initial hypotheses
- Evaluate the existing health, education and livelihood initiatives available with
  - Hospitals
  - Schools
  - Community based organizations
- Map the existing vulnerability of communities

## Merge findings with primary research

- Understand the current COVID spread
- Gauge the community sentiments including feelings of anxiety and aspiration
- Map the community's response to the existing services

## Map offered funds & existing projects to leverage

- Identify the pre-existing projects
- Identify the pre-existing institutional bodies to collaborate with
- Link to the opportunities for adoption

## Actionable insights

- Key thematic areas which require utmost attention to address the needs of the communities
- Key interventions to design to address the needs identified
- Key opportunities to collaborate and engage within the ecosystem for collective impact
- Key measurable indicators to track the progress of the interventions



# Interpreting results for decision making



## Strategic Decisions

### Informing goals of the program

- Identification of key action areas based on priority mapping
- Alignment of program objectives with community needs and ecosystem priorities
- Defining targets based on benchmarked global, national and local indicators



## Tactical Decisions

### Informing design of the program

- Identification of components of the program based on access, awareness and knowledge of community
- Alignment of program objectives with organizational priorities
- Defining the role of ecosystem institutions and internal team in reaching objectives



## Operational Decisions

### Enabling effectiveness of the program

- Identification of factors influencing execution of the program
- Alignment of organizational abilities to undertake program activities including sectoral expertise and execution abilities
- Define local feasibility factors influencing smooth execution such as on ground mobilization and participation

# Case Study for you

A NA exercise has come up with the below key insights

- Low teacher student ratio in schools
- Lack of access to alternate education (Tuitions, private schools etc)
- Low literacy level among parents
- Medium knowledge of Good Agricultural Practices in farming community
- Lack of continuous irrigation due to power supply issues

Based on these, one of the interventions developed was initiating digital computer class based on established teaching content.

However, the program is unable to achieve intended knowledge change among students. Why?

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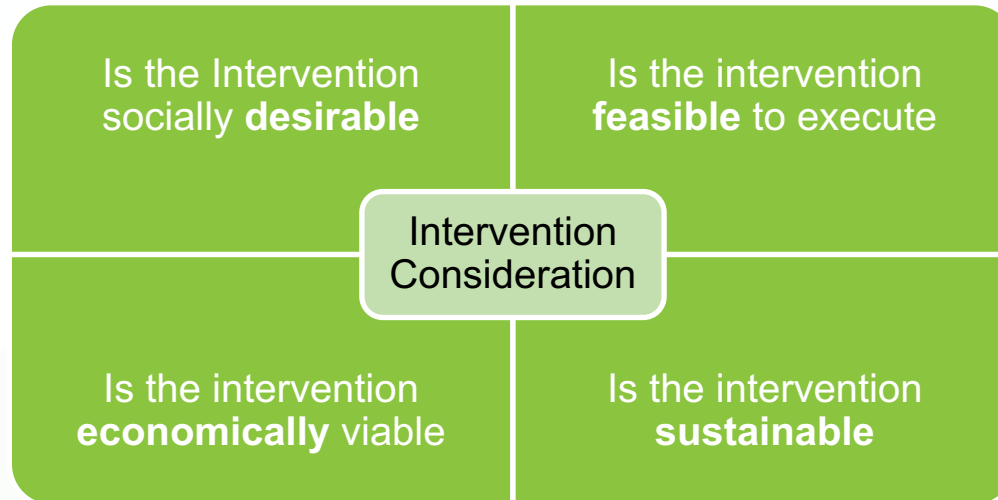
However, the program is unable to achieve intended knowledge change among students. Why?

*Operational decision making – Power supply issues necessitates back up solar/battery power systems.*

# Key considerations to translate findings into program intervention –

## Reflections on Need assessment findings –

- Establish **if some of the needs/gaps are inter-connected** and are the results of same root cause (Nutrition leading to negative education and health outcomes).
- What is the expected time frame to address certain gaps (Short term, Long term)
- What level of partnerships, collaboration is required to ensure gaps are addressed systematically.



# Resources for Need Assessment

Need Assessment Guide by World Bank

<https://openknowledge.worldbank.org/handle/10986/2231>

List of measurable indicators

<https://secc.gov.in/welcome> - District level socio-economic indicators

<http://rchiips.org/nfhs/> - District level health indicators

<https://censusindia.gov.in/pca/pcadata/pca.html> - Overall population level indicators

COVID 19 India Vulnerability profile by India Data Insights

<https://www.indiadatainsights.com/IDI-Interact/covid-19-india-vulnerability-profile/>

Free data collection platforms

<https://www.kobotoolbox.org>

<https://www.zoho.com/forms/?src=top-header>

# Q & A

**Thank You**