**IO1 - Resource 2**

Inclusion Needs Analysis Kit

*”If you don’t know where you are going anywhere will do.[[1]](#footnote-1)”*

**A. Purpose of the kit**

WHO IS THIS KIT FOR?

”Inclusion Needs Analysis” Kit is for educators, trainers, training&HR managers, coordinators, vocational counselors, social workers, mentors, other adult education practitioners who need for more structure and planning in their work related to NEEDS of persons with disabilities.

To be able to meet the educational&inclusion needs of disabled adults through projects&initiatives both organizations and practitioners have to re-deﬁne their working methods and their relationships with these adults. This is a complex process which will not just happen on its own. They need to take time to understand the demands and to plan how they can best meet those specific demands. Practitioners need to find out the gaps&difﬁculties of disabled adults in terms of education/training and inclusion on labor market.

This kit is meant also for anyone interested in learning more about how needs approach can help to improve the quality and impact of their inclusion work. If anything is certain in the world of inclusion it is the fact that there is always something new to learn.

Inclusion can be understood as the process of helping disabled people to overcome specific challenges and barriers in order to move forward in their lives. It is a long-term process which is made up of many steps and achieves many goals (large and small) along the way. In practice, inclusion should be highly individualized - the process is ongoing and there is often no clear end point or “finish line”.

**B. Needs Analysis/Assessement**

**(Education&Training Needs; Development Needs)**

A needs analysis can help organizations and practitioners to determine the current position of the group of people with disabilities they work with. This, in turn, makes it easier to decide where it is need to go. In essence, a needs analysis could be:

• A review of past successes and challenges in terms of inclusion in different areas (training&education, employment, participation, development etc.)

• An inventory of what has been developed and what areas still need to be explored

• A health check of internal procedures put in practice for respective group

• A framework for understanding the ”specific picture” of the needs and issues facing the group of people with disabilities

• A framework for understanding the “bigger picture” of inclusion in the community.

*DEFINITION*

What is a Needs Analysis/Assessment?

*Simply defined as:* A systematic process to identify and prioritize gaps in current and desired results. Ultimately, needs assessments help to make better informed decisions.

**Key issue – The discrepancy between the current and desired results**

**Key Term – Needs**

**Needs:** Discrepancies between the results currently be achieved and the desired results to be accomplished.

*"Needs are value judgments: that a target group has problems that can be solved"![[2]](#footnote-2)*

Needs classifications[[3]](#footnote-3) include:

* felt needs (what people say they need)
* expressed needs (expressed in action)
* normative needs (defined by experts)
* comparative needs (group comparison).

**Key Term – Assessment**

**Assessment:** A process for assigning value or worth to someone or something in order to make decisions.

**Key Term – Needs Assessment**

**Needs Assessments:** A process to define, measure, and prioritize needs – it is the “what” (what an organization or an individual needs). It is part of building beneficiary awareness and autonomy.

***Needs assessment activities are characterized as any exercise conducted to understand the various needs of a certain type of population.***

A needs assessment[[4]](#footnote-4) is a systematic process to collect and analyze information on what a target group needs:

* to learn
* to do
* to experience
* to understand
* to improve.

Needs assessments[[5]](#footnote-5) involve systematically gathering and analysing information relating to:

* the needs,
* conditions,
* and capacities of persons of concern

in order to determine gaps between a current situation and agreed standards. It must be conducted with the active involvement of persons of concern.

Needs analysis, involving the identification and evaluation of needs, is a tool for decision making in inclusive projects, services and activities (education, employment, human rights etc.).

**A needs assessment[[6]](#footnote-6) gathers information to help with planning and provides an understanding of the individual’s strengths and abilities, and the barriers that may prevent achievement of their goals.**

A needs analysis is a study undertaken to find out the root of a problem and how to resolve it. A needs analysis must find out not only the needs, but why those needs exist.

*In other words, the question why something won’t or doesn’t work is just as crucial!*

The analysis then becomes the basis for recommendations for different future support actions and projects.

Needs analysis as a continuous step in a project or initiative design - it should be done:

Participatory assessment[[7]](#footnote-7) is a process of building partnerships with persons with disabilities of all ages and backgrounds by promoting meaningful participation through structured dialogue. Participatory assessment includes holding a variety of discussions with women and men, in order to gather accurate information on the specific challenges they face and the underlying causes, to understand their capacities, and to hear their proposed solutions.

In other words, needs assessment is a process of evaluating *the problems and solutions identified for a target population*. In this process, there are emphasized the importance and relevance of the problems and solutions.

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)**“Training Needs Assessment” (TNA)** is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294) A **Training Need** reveals a performance gap, and the gap can be filled with training.  It exists when a person does not know how to do something – it is a lack of knowledge, skills, and attitudes.

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)A **Non-Training Need** reveals a gap, however this gap cannot be filled (or fixed) with training. Someone knows how to do something, but something else affects his/her performance.

**Training Needs = Desired Capability – Current Capability of Beneficiares**

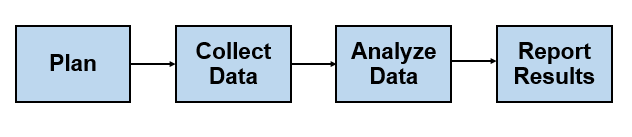
*TYPES of* Needs Analysis/Assessment

There are several ways of doing such analysis[[8]](#footnote-8) – they should be used in combination depending on the needs, time availability and expertise of the practitioner.

|  |  |
| --- | --- |
| Type of Needs Analysis | What the Analysis Answers |
| Performance analysis or gap analysis | * Is this issue a skill, knowledge, attitude limitation? (for instance, negative self belief of the person with disability ) * How can this limitation be addressed? * Is a certain action a proper way to overcome it? |
|  |  |
| Needs versus wants analysis | * Is the problem tied to a need? * Why should implement a specific action, project or initiative? |
|  |  |
| Job/task analysis | * Whay is the best way to do something specific? * How can this task be broken down into teacheable and ”doable” parts? |
|  |  |
| Target group analysis | * Who is the targeted group for this specific action, project or initiative? * What and how could we know about them to help design and costumize the project? * What other groups might benefit from it? |

**C. Assessement Steps**

The four steps of the needs assessment[[9]](#footnote-9) are as follows:



**1. Planning** – The first step in a needs assessment involves defining desired outcomes and creating a plan to achieve them.

The planning phase lays the groundwork for the rest of the process. During this phase, important activities include the following:

* Define the purpose and intended outcomes of the needs assessment process within the local context.
* Determine the guiding questions that the needs assessment should answer (if the needs assessment is not part of a larger project that has already identified central questions or concerns).
* Establish actions, timelines, and responsibilities for all related activities.
* Identify relevant stakeholders, plan for their involvement, and invite them to participate, beginning with the planning process.
* Articulate the content (what the needs assessment will cover), the process (how the needs assessment will be accomplished), and the audience for the assessment.

**2. Data Collection** – In the data collection step, the data is collected about the possible problems and how they are affecting beneficiaries.

Gathering information can be the process of collecting existing information or developing new information. The process can be formal or informal and involves different kind of methods and tools. It is also extremely relevant that these beneficiaries are directly involved in this phase.

However, the first thing to be done by a practitioner to explain what he/she is doing, and why, to the beneficiaries. This is a very important step in the needs analysis process and is often overlooked.

**3. Data Analysis** – In the data analysis step, the data is organized and then prioritized to determine the needs.

After gathering information, analyze it, interpret it, and draw conclusions from the information. It is rarely appropriate or helpful if a practicioner who gathers needs analysis information independently analyzes and interprets information and suggests conclusions. This phase of the needs assessment is most effective as a collaborative process that includes diferent kind of experts who works with persons with disabilities.

The experts will likely need to do both qualitative and quantitative analysis.

*For qualitative analysis:*

* Secure a transcript of the interaction.
* Review the transcript for patterns/themes.
* Collect quotes to support each identified pattern or theme.
* Write a summary of the findings focused on the key themes.

*For quantitative analysis:*

* Tally responses for descriptive results (describing the participants).
* Analyze the mean/ median/mode (averages) and correlated data (when results from one question are directly linked to results from one or many other questions. These can be used to predict, in general, how others would respond).
* Define rankings and trends identified in the results.

Write up the results and put them into graphics. This will set the stage for the final step – reporting on results.

**4. Reporting on Results** – The final step, reporting on the results, should include a summary of results and finally a recommended solution such as developing a project/programme or a initiative in a specific area. In this phase it is also highly recommended that the beneficiaries be directly involved.

**D. Methods&tools of needs analysis related to the disability**

Good needs analysis covers a range of information of needs using a range of data collection tools. Because needs are not always clear and are likely changing, it is important that needs are gathered from the multiple perspectives with a variety of methods.

Assessments might rely on broad set of common tools and techniques for collecting information and making decision – many of which are also applied during or after as an activity for monitoring or evaluation purposes. From focus groups and interviews to card sorts and fishbone diagrams, most of the tools used in a Needs analysis are not unique to the process, but rather it is the “before a decision is made” perspective that is applied to each tool that defines the value of the assessment.

Techniques:

* *Resource Inventory:*

- Information is gathered from service providers for adults with disabilities, either by survey or interview

- Provides a systematic mapping of services available, points to gaps and to widely available services, and may identify services that practitioners were not aware of.

A resource inventory may point to underutilized services and may help organizations avoid launching services and programs for this target groups where there is already a service or a project in place.

* *Secondary Data Analysis:*

It is an investigation to learn what is already known and what remains to be learned about a topic/a group through reviewing secondary sources and investigations others have previously conducted in the specified area of interest. It is including a review of previously collected data in the area of interest.

* *Surveys* (questionnaires) might be:

- with Key informants - a delegate from the target audience is chosen to represent the views of their peers. They are asked to talk with their colleagues and persons in the same situation, gather information on perceived needs and then report this information to the assessement team. They can help the team understand why something is happening or understand the history of a group/community attributes.

- with beneficiaries (adults with disabilities) related to a variety of topics - their motivation; satisfaction; desires; access obstacles etc.

- training surveys.

* **Surveys – Questionnaires**

Questionnaires elicit written responses to specific questions in order to gather information from the responders. They are considered a quantitative form of needs assessment because the frequency of responses can be counted and answers to questions can be weighted with a numerical value. The responses depend on the design and quality of questions asked.

Questionnaire surveys are a popular form of need assessment because of their low cost and ease of administration. Questionnaires can address a wide array of topics, assess diverse needs, and could sample a large population. Well-designed questionnaires provide useful information returned to the researcher in a standardized format. They are widely used as a needs assessment tool in planing and developing a variety of projects for persons with disabilities.

Questionnaires can be used alone or in combination with other methods of needs assessment to assess the needs of persons with disabilities. They are relatively inexpensive, can sample large numbers and can be returned anonymously.

The quality of the data is only as good as the quality of the questions in the questionnaire. Questionnaires have an inherent limitation of providing only self-assessed and self-reported needs. Reponses may be interpreted individually (or for a certain group) since they often reflect the needs, views, and wants of only the responders. Surveys can, however, be used in conjunction with other needs assessment methods to provide reliable information.

Surveys – Questionnaires in short:

Ask respondents a series of focused questions, can be administered in paper or electronic form.

Advantages

* Inexpensive to create and administer
* Results are easy to tally
* Easy for respondents to participate
* Give quick results
* Provide both qualitative and quantitative data: soft data questions yield qualitative data; while the answer tally is quantitative

Disadvantages

* Challenging to construct questions that get the desired data
* Wording of the questions must mean the same thing to all respondents to be successful
* Choosing an appropriate answer scale can be difficult
* Respondents can skew the results by simply checking all one type of answer without really reading the questions
* they tend to have poor response rates
* A large sample is needed for reliable data.
* *Group Procedures:*

- Focus groups

- Nominal groups

- Public forums and listening sessions.

* **Focus group**

Focus group is usually, seven to ten randomly selected participants who meet criteria to be considered consumers or beneficiaries of a particular service (or project or activity). A skilled facilitator, who encourages a sense of synergy but explores differences in opinion, conducts the interview. Planning, developing core questions, facilitating or moderating the session, and analysis of data are the essential steps in conducting focus group interviews.

Focus group interviews differ from individual interviews, because members of the group draw strength from one another to express some opinions that they may otherwise view as unpopular. This is particularly important in eliciting negative views or constructive criticism from participants.

Data from focus groups may not represent the needs of the target audience unless a sufficient number of groups have been interviewed. There are no clear guidelines as to what constitutes a sufficient sample size for an needs assessment. As with questionnaires, most often focus groups are used in conjunction with other methods of needs assessment.

Focus group in short:

Provide data through group interviews regarding different topics relevant for a group of persons with disabilities, perceptions of current situation/problems and perceptions of desired situation and solutions.

Advantages

* Develop hypotheses that can be tested with a larger groups
* The facilitator can make note of nonverbal behaviors that accompany statements
* Skilled facilitation results in all focus group members being heard rather than just the more verbal participants

Disadvantages

* Very time- and resource-intensive
* Can fall under the influence of particularly verbal members and give a false impression of unanimity
* Difficult to conduct with just one facilitator to run the group and make notes.
* **Nominal group technique (NGT)**

It is a group process involving problem identification, solution generation, and decision making. It can be used in groups of many sizes, who want to make their decision quickly, as by a vote, but want everyone's opinions taken into account (as opposed to traditional voting, where only the largest group is considered). The method of tallying is the difference. First, every member of the group gives their view of the problems&needs, then solutions, with a short explanation. Duplicate solutions are eliminated from the list of all solutions, and the members proceed to rank the solutions, 1st, 2nd, 3rd, 4th, and so on.

Some facilitators will encourage the sharing and discussion of reasons for the choices made by each group member, thereby identifying common ground, and a plurality of ideas and approaches. This diversity often allows the creation of a hybrid idea (combining parts of two or more ideas), often found to be even better than those ideas being initially considered.

In the basic method, the numbers each solution receives are totaled, and the solution with the highest (i.e. most favored) total ranking is selected as the final decision. There are variations on how this technique is used. For example, it can identify strengths versus areas in need of development, rather than be used as a decision-making voting alternative. Also, options do not always have to be ranked, but may be evaluated more subjectively.

* **Public forums and listening sessions**

They are a valuable resource[[10]](#footnote-10) in upholding open lines of communication with the target group – people with disabilities as well as other people within community. Such citizens has a main role in identifying problems, needs and concerns.

In the "public forum" or public problem-identification and problem-solving session, people with disabilities discuss important issues for them.

A transcript of their ideas about the dimensions of the issue and what can be done to solve problems and preserve strengths provides an excellent basis for subsequent planning and implementing different inclusive actions and projects.

**Public forums:**

* Give people a chance to express their views offering valuable insights
* Are a first step toward understanding both the people and community's needs and resources.
* Others methods:

#### Reflection on action and reflection in action

Reflection on action is an aspect of experiential learning and involves thinking back to some performance, with or without triggers (such as videotape or audiotape), and identifying what was done well and what could have been done better. The latter category indicates learning needs.

Reflection in action involves thinking about actual performance at the time that it occurs and requires some means of recording identified strengths and weaknesses at the time.

#### Self assessment by diaries, journals, log books, weekly reviews

This is an extension of reflection that involves keeping a diary or other account of experiences.However, practice might show that such documents tend to be written nearer the time of their review than the time of the activity being recorded.

#### Critical incident review and significant event auditing

Although this technique is usually used to identify the competencies of a profession or for quality assurance, it can also be used on an individual basis to identify learning needs. The method involves individuals identifying and recording, say, one incident each week in which they feel they should have performed better, analysing the incident by its setting, exactly what occurred, and the outcome and why it was ineffective.

* **Interviews**

An interview can be viewed as a conversation with the purpose of gaining in-depth insight into someone’s perspective. Interviews can be conducted in person or over the telephone. The advantages of an interview are that it is personal and gives the researcher an in-depth understanding of the beneficiary’s perspectives. Qualitative interviewing unveils a broader range of learning needs and opportunities for program development than quantitative methods alone.

Telephone interviews can be less time consuming and less costly than in-person interviews. Questionnaire surveys consisting of set questions with provision for elaboration on certain areas can be used for telephone surveys. Long telephone interviews are difficult for both parties and lack the nonverbal cues that would help the interviewer redirect the questions.

On the other hand, interviews are not anonymous, take time and effort, and are not feasible for assessing the needs of large numbers of beneficaries. Analyzing descriptive interview data can be challenging and can take four to five times as long as the time spent in data collection. Interviews as a needs assessment technique are useful to understand beneficiaries and how this shapes their perception of different kind of needs.

Interview in short:

Elicit reactions of the interviewee to carefully focused topics through one-on-one discussions; usually accompanied by notetaking or recording.

Advantages

* Provide rich detail
* Produces consistent data across interviews that can be compared to identify patterns and trends
* Allows awaring of possible needs that someone never saw as particularly important or that he/she never even knew existed
* Can be used to “flesh out” quantitative data collected in a survey.

Disadvantages

* Time-consuming for the volume of data gained
* Interviewees must truly represent the targeted population or the data will be skewed
* Frequency of responses does not get at the reason behind the responses
* Interviewer must be careful to record, not interpret interviewee responses.

Sample of possible questions for interview with a disabled person:

* What are the issues of greatest concern for you in the local area (e.g. related to education and employment)?
* What is the root cause of the issue? Is it pertaining to you as an individual – specifica needs? To the community?
* For each issue, how are you most affected by this issue? Is there another person or group affected by the problem? In what way?
* How could the issue be addressed?

Once a need of the beneficiaries has been identified as the focus of an activity or project it should be explored in more detail.

The following questions are relevant to understanding the need better:

• What outcome would you like to achieve?

• What specific skills or attitudes or ....sometthing else are required to achieve this outcome?

• How could these skills best be provided to you or other people in the same situation?

• Do any trends in the local economy suggest that there is a likely demand for specific skills?

**E. Practical worksheets and templates for practicioners**

**working with people with disabilities**

During the whole process of needs assessment practitioners could use a variety of templates and worksheets that might be adapted to the concret situation.

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)**TEMPLATE 1:**

|  |  |
| --- | --- |
| **FACTORS** | **POINT OF DISSCUSION** |
| **A. Economic Factors** | Consider the **economic factors** affecting the disabled people you are working with:   * What sort of economic trends are occurring? Consider seasonality, production and employment opportunities. * What are the industries or major sources of employment in the area? * What is the average income of the disabled people you are working with? How does this compare to others in the area? * What is the unemployment rate of the target audience? What is the major cause of this unemployment? * What other economic factors are applicable?    Unemployment   Lack of job opportunities   Seasonal Employment   Poor business growth   Poverty   Other (Specify below) |
| ***NOTES:*** |  |
| **B. Social factors** | Consider the **social factors** affecting the disabled people you are working with:   * What are the demographics of the community? Example: gender, age, life expectancy, etc. * What are the population trends affecting the community (family-size, etc.)? * Do the people you are working with have access to affordable education? * What inclusion-related issues and trends are present in this group&community? * What role does the local authorities play in the lives of the group&community? * Is there a history of conflict or discrimination in the community? * What cultural norms and practices are present in the community? * What other groups or organizations are doing development work for disabled people within the community? * What other social factors are applicable to your beneficiary group:    Population Growth   Discrimination   Health-related issues   Education   Social isolation   Other (Specify below) |
| ***NOTES:*** |  |

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)**TEMPLATE 2:**

|  |  |  |
| --- | --- | --- |
| **Data Analysis Template – synthetic sheet** | | |
| Data Source | Frequency of Collection | Trends |
| *Include all sources of data used to assess the needs* | *Include the frequency of each data set collected* | *Include data trends over the past 6 months or 1 year, if applicable. Trends may need to be broken into grades, subgroups, categories etc., to evoke effective conclusions* |
| **Conclusions** | | |
| * *Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory* * *What trends or patterns are present?* * *What is the magnitude of discrepancies between different type of data?* * *What are the controllable key factors that could be contributing to strengths or challenges?* | | |

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)**TEMPLATE 3:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Training Needs Analysis** | | | |
| Identified skill area for development | Initial Skill level? | Priority? | Training activityThis may be a distinct workshop or course, or any other activity intended to address the training need |
| 1. ... | *Low/*  *Medium/*  *High* | *Low/*  *Medium/*  *High* |  |
| 2. ... | *Low/*  *Medium/*  *High* | *Low/*  *Medium/*  *High* |  |
| 3. ... | *Low/*  *Medium/*  *High* | *Low/*  *Medium/*  *High* |  |

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)**TEMPLATE 4:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | What s the issue? What persons with disabilities want to be changed? | How? | Outcomes&How evidenced? |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)**TEMPLATE 5:**

|  |  |
| --- | --- |
| **Beneficiary** |  |
| **GOALS AND OBJECTIVES OF ANALYSIS** |  |
| **DESIRED OUTCOME** |  |
| **NEEDS** |  |
| **BARRIERS** |  |

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)**TEMPLATE 6:**

**Systematization form**

Group of disabled persons: \_\_\_\_\_\_\_\_\_ Subgroup: (Sex: \_\_\_\_ Age group: \_\_\_\_\_\_\_)

Date: \_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Issue** | **Causes** | **Capacity to overcome the issue** |
|  |  |  |
|  |  |  |
|  |  |  |

[](http://www.dreamstime.com/stock-images-check-d-checkmark-icon-isolated-white-image69986294)**TEMPLATE 7:**

|  |  |  |  |
| --- | --- | --- | --- |
| Beneficiary |  | | |
| Purpose |  | | |
| 2 major concerns on: | Skills/attitudes development required? | | If ”yes” what type of support?  *(for instance – training, counselling, etc.)* |
| *yes* | *no* |
| a) Education  ...  ... |  | |  |
| b) Employment  ...  ... |  | |  |
| c) Participation  ...  ... |  | |  |

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