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| **TOOL SUMMARY: NEEDS ASSESSMENT DOCUMENTATION** | |
| Purpose | The purpose of this tool is to help the needs assessment team systematically document and triangulate the findings.   * Thorough documentation of data collected makes triangulation of data easier. * The purpose of triangulation is to use three different sources or methods to improve the reliability of information. |
| Information Sources | **Information the assessment team can collect to triangulate data:**   * Primary data/information   + Results from the use of PRA tools * Secondary data/information   + Government statistics   + Evaluation and Progress Reports from earlier phases   + Assessments conducted by other organizations   + Etc.   **Methods the assessment team can use to triangulate data:**   * Guidance on PRA and RRA tools   + LWR Evaluation Methodology Overview   + CRS Rapid Rural Appraisal and Participatory Rural Appraisal Manual (http://www.crsprogramquality.org/storage/pubs/me/RRAPRA.pdf) * Research of secondary sources |
| Who | One person should be in charge of gathering and documenting the data that is collected from all staff working on the needs assessment. |
| When | Data collection and documentation happens throughout the needs assessment. Needs Assessment takes place to capture data before the Problem Analysis is finalized   * The triangulation process should occur throughout the data collection process until answers to all the assessment questions have been triangulated. |
| Requirements | **Requirements**   * Triangulated information that acts as evidence for the problem analysis is required. |
| **Recommendations**   * Filling out the tables in this tool is NOT required, but it is recommended |
| Tips | * Use the CRS Guidance on Participatory Assessments and Learning for Gender Integration Manual (forthcoming) to help conduct the Needs Assessments for development projects.   + In 2016 the DMEL tools will be updated to incorporate emergency assessment guidance. In the meantime contact your relevant M&E representative for assistance in emergency contexts.   + Visit <http://www.needsassessment.org/> for an abundance of resources on needs assessment. * Research secondary sources before conducting primary data collection. * Don’t forget to use and cite evaluations or project data from prior phases or previous LWR projects in the target area. |
| Gender Considerations | A project that meets the LGI standards for gender integration at this stage will undertake all of the following:   * Consults secondary data sources on gender issues in the targeted area and/or sector including but not limited to:   + National statistics;   + Existing gender analyses from other projects, donors, etc.   + Other development literature on the social context. * Conducts primary data collection in the target area from men and women, girls, and boys * Organizes and triangulates primary and secondary data from men, women, girls and boys * The needs assessment should provide evidence of:   + Women’s and men’s roles at different levels including the household, the community, and other groups or associations (what do people do);   + Women’s and men’s decision-making roles in households and communities;   + Women’s and men’s access to resources and services;   + Women’s and men’s needs and interests;   + Beliefs and norms about men and women; and,   + How laws, policies, and institutions establish (or not) an equitable environment for men and women. |

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| **NEEDS ASSESSMENT DOCUMENTATION AND TRIANGULATION TABLE** | | | | |
| **Assessment Objective:** List the objectives from the Need Assessment Planning tables here. | | | | |
| **Assessment Question**  List the assessment questions from Needs Assessment Planning table here | **Respondent (Source) and Method**  List the respondent to the question here. | **Date of Response**  List the date of the response here. | **Answer**  List the respondents answer here. | **Triangulation?**  Note whether the assessment question has been triangulated (Y/N) |
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| **Example:**  **Objective 1:**  To determine the capacity of the farmer cooperative. | | | | |
| **Example:**  **Question 1.1:** Does the cooperative have functional leadership structure? | **Example:**  Government extension worker Key Informant Interview | **Example:**  4/2/2015 | **Example:**  He had worked with the leadership and thought that the president was a strong leader, but that the additional leaders were not helping to implement the cooperatives policies. | **Example:**  Triangulated? Yes |
| Cooperative members participatory workshop | 3/27/2015 | 40% of men respondents said the cooperative leadership did not respond to their needs  75% of women respondents said the cooperative leadership did not respond to their needs. |
| Provincial government agriculture department annual cooperative assessment | 4/5/2015 | The cooperative scored 2 out of 5 stars for the leadership assessment portion. |