

## APPROACHES TO ASSESSING NEEDS

### A. Neighbourhood Needs Analysis

#### Introduction

Torbay Youth Service works across Torbay serving young people in Torquay, Paignton and Brixham.

In order to adopt youth work interventions to meet the needs of all communities and through consultation with professionals working in the area, there is a need to produce profiles of wards/neighbourhoods in the Authority.

The reason for carrying out this work is to

- Make contacts in the community
- Gather and provide information
- Identify and highlight issues
- Enable agencies and communities to set priorities and take action

We are undertaking this work by means of

- Consultation with local people and relevant agencies
- Reference to existing information
- Gathering statistical information
- Feeding information back to the community and relevant agencies

The Youth Service are looking to respond positively to the needs outlined in the profile.

They intend to build on the partnership working that has been initiated through the Inter Agency Forums with both the voluntary and statutory services/organisations and use their resources to work towards filling any gaps in provision that are identified.

This section is for guidance framework only – it is not expected to be done for every area of Torbay.

Workers should use a combination of their local knowledge, Education Statistics, and information from other agencies to decide which areas are considered priorities for Youth Service to operate in. Once having identified these priority areas some form of community/ward needs analysis should be done.

Any needs analysis should be 'dynamic', and used to inform decision making - not left on a shelf.

Workers should decide what information they need to gather and why, and how they would use this information. They should involve young people in this process.

## **1. Neighbourhood Profiles**

### **Aim:**

To produce profiles of individual wards/neighbourhoods in the Authority

### **Objective:**

To provide information for Torbay Youth Service on wards/neighbourhoods across Torbay.

### **How:**

- Use of statistical information gained from the Education Service Research Dept.
- Using information gained from personal knowledge
- Utilising research previously undertaken by other agencies/organizations.
- Visits to the area and general observation
- Consultation with local people and groups using where appropriate
- Contacting key people from organisations working in the area

### **First Impressions**

Self-explanatory drive and/or walk round the area to generally get a feel of what it would be like to live there

### **Population**

Take figures to highlight any significant population change over the last ten years

### **Employment**

Main employers, No of people in employment, Type of employment, unemployed statistics, Carers, Retired, Long term sick

### **Housing**

Privately owned, Housing Association, Privately rented, Housing estates

### **Education**

Schools Primary and Junior, Secondary, What Secondary Schools are attended if out of the area, General standard of education received, Include Adult and Community Education

### **Health**

Standard of Health, Health care facilities  
Key people to consult — Health Visitors

### **Crime**

Obtain crime statistics and trends from local police

### **Transport**

include information on public transport  
include any community transport scheme available

### **Play and Youth Provision**

To include statutory and voluntary youth provision  
Sports facilities, groups and clubs for young people

Play areas for all age groups  
Play schemes  
Areas where play rangers work

### **Local Amenities**

An overview not lists — e g doctor's surgeries, churches, halls, post offices, supermarkets, cafes, youth and community facilities etc

### **Conclusion**

The aim is to pull together all the elements of the profile and to highlight areas of need.

It is important to note that views expressed in the profile must be substantiated by the research undertaken — notes must be taken of all interviews and filed with completed questionnaires filed etc.

## **2. Assessing needs in detached work**

### **Three questions to ask on your travels:**

- a. Tell us about what it is like living around here: the good, the bad and the ugly
- b. What would you change if you could, for yourself, your friends and your wider community?
- c. Would you be interested in us working with you to make these changes happen?

## **3. PhotoMontage (after Freire)**

1. From conversations and observation, work with young people to develop a list of 8-10 words which 'name their world' and generate an emotional response. Examples might be : friends; family; bullying; celebrity; fear; fairness; the park; the youthie etc.

2. Discuss the list and discuss what images could be used to illustrate each of those words

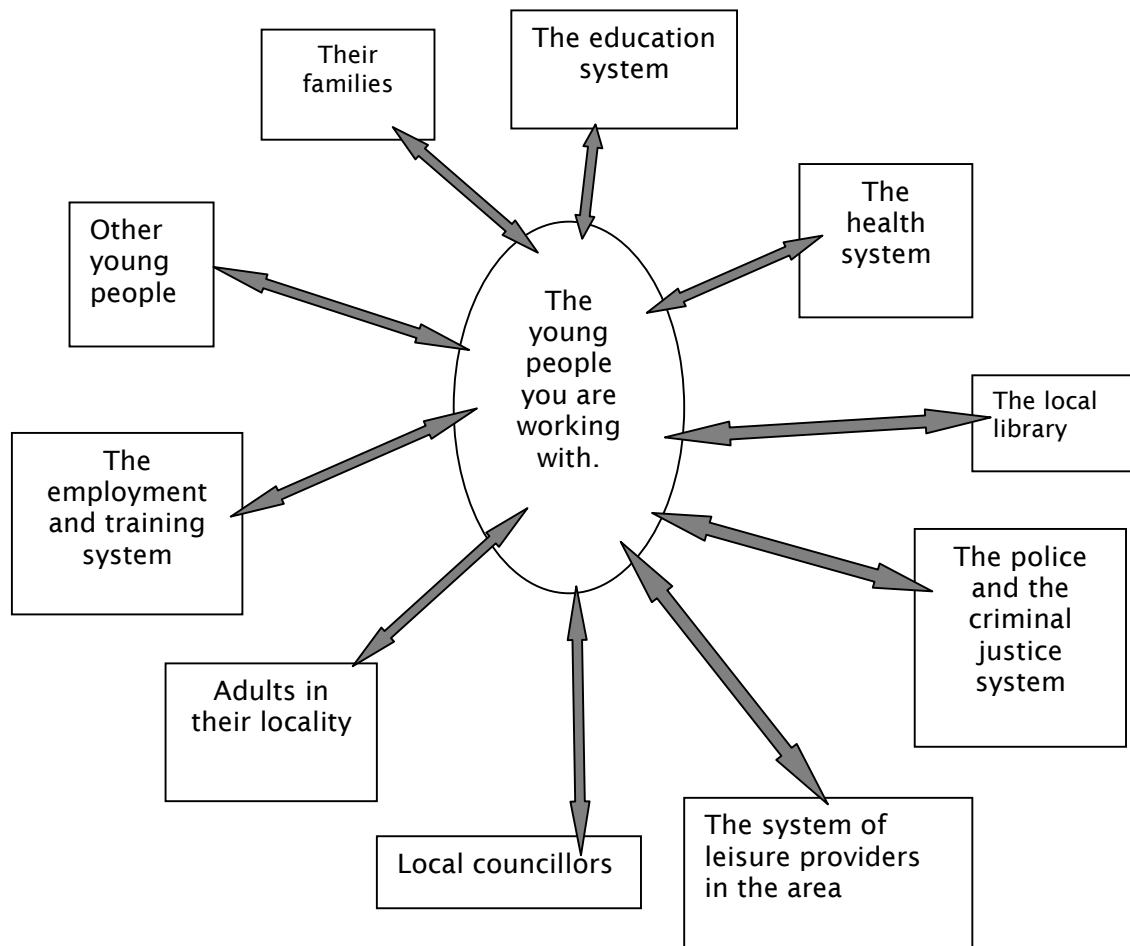
3. Give the young people in groups of 2-3 a disposable or any other kind of camera. (This can be done with video, too, but video is sometimes less easily structured). Their brief is

- to plan a film's worth of still photos which will illustrate each of these words individually
- to take the photos
- to select 8. (This stage is important as it encourages thought about the criteria, negotiation etc.)
- to caption them, explaining their choice
- to exhibit them to the rest of the group.

#### 4. Clark's systems model

David Clark writes of the 'community' being experienced by young people' as being composed of a range of social systems, some formal institutions, others more informal groupings. These systems affect the lives of the young people for good or ill. The two-way arrows suggest two-way influence and that a community development approach to youth work would mean 'opening up these systems to each other' i.e. if the young people are having difficulty with angry adults or a dysfunctional local health centre (in their eyes), instead of simply listening and sympathising, there is substantial value in the youth work team working with both 'ends' of the system, separately and together, to open up communication between them and seeking a resolution to the difficulties of both parties.

The Youth work is the 'connecting system'



## **B. Youth work setting needs analysis:**

### **1. Checklist for Profiling the Membership of a Youth Project**

It's valuable from time to time for a youth work team to stand back and ask themselves: 'what do we know about the young people we are working with?'

#### 1. The Hard Facts

- Who comes to the project: gender, age, ethnic origin, abilities/disabilities ?
- Where do they live ?
- Daytime: which schools ? colleges ? training providers ? employment ?

#### 2. Softer Facts

- Current friendship groupings
- Lifestyle outside the project: where do they hang out ? what do they do to pass the time ? why : what's in it for them ? access to local towns/cities ?
- Patterns/issues : schooling ; relationships within peers ; relationships with parents ; relationships with other adults locally ; sexual health issues ; awareness of drugs, alcohol and substance issues ;
- What does their world look like to them ? what developments in their individual/collective lives would make their lives better ? what do they need to learn to be able to do to achieve those development needs

3. If this is who we're attracting, who are we not attracting ? (This question is not designed to clobber you over the head if you're already attracting as many as you can handle ! Your answer, however, may influence longer term planning.

### **2. Questionnaire using a sample taken from young people attending.**

In order to improve your Youth setting we need to know more about you and what your needs are. To help us help you please complete the questionnaire.

**Name of your Youth Setting**

**About you and where you live**

1. Please state if you are

Male [  ]

Female [  ]

2. How old are you (Please circle)

12      13      14      15      16      17      18      19+

3. How would you describe your ethnicity?

White:	Black Caribbean	Black African:	Black Other
Indian Sub Continent:	Chinese — Vietnamese	Other Ethnic Group:	

4. Do you have any disabilities?

5. How far do you travel to your Youth Setting?

6. What issues concern you most in your neighbourhood? (Tick those that apply)

Sexual Assault	Physical Assault	Abduction:	Vehicle theft	Bike/skateboard theft	Burglery	Theft
Racial attacks	Drink Driving	Intimidation	Illegal drug use:	Street Robbery	Vandalism	Public Drunkenness:

7. What new hobbies/activities/interests would you like opportunity to do in your youth setting?

8. What prevents you from doing what you want



13. What do you most get from your youth setting (please number in order of preference (1 being the most important))

I get to do things I wouldn't normally do	
I can meet my friends	
There are things to do	
It's fun	
I like to talk to the youth workers	
I learn new things	
If I have a problem there is someone I can talk to	
I enjoy organising things	
I can achieve things	

14. What would encourage you to talk to the youth workers more? (Please tick most applicable)

A different youth worker being available	
Youth workers listening to me more	
Youth workers approaching me more	
Knowing more about what they do	
Being able to see them privately	
The youth workers being around during the day	
Having more activities so that we spend more time with the youth workers	
Others.	