Course: BUS 400

Internship Report

FALL 2016

ANALYSIS OF COMMUNITY NEEDS AND WANTS, AND STRATEGIES TO ENSURE EFFECTIVE COMMUNITY SERVICES IN RURAL AREAS.

VSO INTERNATIONAL

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Letter of Transmittal

9th January 2016

Ariful Ghani

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Subject: Submission of Internship Report

Dear Sir,

Here is my report submission on "Analysis of community needs and wants, and strategies to ensure effective community services in rural areas." This report is done through collecting data in real time and analyses on the field case scenario thence, this report aim to provide information regarding specific community needs and wants so that a generalized conclusion can be drawn.

I have worked in the organization named VSO ICS as an 'in country volunteer' with UK volunteers, researchers and officials for three months period. During this time period I have learned various theoretical and on the hand practical knowledge about analyzing community needs and wants, recruiting process including conditions, selection process, budgeting, preparing hand over notes, advertising, cross-cultural learning, primary market research, and conflict management. This report covers various aspect of what I have learned in the process.

Therefore, I want to express my sincere gratefulness to you for your kind direction and suggestions in preparing this report and hope this report will be resourceful.

Sincerely,

MD. Mahamood Salekin

ID#12304077

Acknowledgement

Having a successful project report is really a great pleasure. I would like to extend my sincerest appreciation to the following peoples who helped accomplish this. Firstly, I would like to thank immensely, my honorable advisor Md. Ariful Ghani for his appropriate direction, guidelines and for showing a great deal of patience through the time in order to prepare this capable report.

Secondly, I would also like to thank VSO- ICS country director, Mr. Simon Brown who time to time shared inspirations throughout the journey. Thirdly, special gratitude to my team leader Nicolas Gibson and Hossain for sharing key insights of VSO ICS project and helping and teaching a great deal regarding in collecting information and giving direction in implementing strategies.

Most importantly, I would like to show my gratitude to my supervisor from VSO, Mohsin Arif Reja for showing endless patient and providing assistance.

Above all, I would like to thank the Almighty for giving me the gift of wisdom and understanding and for answering prayers.

Executive Summary

This report is a methodical process prepared to analyze certain aspect of community demands and strategies to overcome obvious issues while conducting the operation. Firstly, view from root approach is emphasized as community needs and wants were determined through collecting real time data from the community people. Afterwards, it is analyzed using nomothetic approach so that strategies can be generalized and implemented. Secondly, there are critical issues varied from the previous cycle of VSO ICS project, hence in this cycle the aim is to address those issues and take long lasting actions. Those issues and action strategies are explained in terms of rural context. From the overall analysis and key findings, actions are already been applied during the operation. Finally, recommendation is provided so that for the next cycle it will be easier for them to conduct next phase of needs assessment analysis.

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Chapter 1: Introduction

1.1 Introduction

Bangladesh is a developing country with the most densely population in the world. About 70% people live in rural areas. This rural segment is manly depends on agricultural activities, undesirably this agricultural sector alone failed to contribute to the eradication of the rural poverty. Bangladesh government have pursued various polices and strategies at the remote level to ensure apposite rural development. Beside the local governance, Non-Governmental Organizations or NGOs are working with selected sample of the poorest community based on pre-assessed needs and demands. They are working alongside with the government remaining within the context of overall developments.

Rural Development: The Ultimate Concept

The goal of rural development is to raise productivity and consequently the real income of families earning their livelihood by increasing employment opportunities in farm and non-firm activities, thereby facilitating their levels of physical, social, and cultural well-being (Sen, 1995). From the delivery point of view, it is the combination initiatives taken by the local government, community participation, and NGOs. Conceptually rural development is inter-disciplinary relating to economics, political science, public administrations, public health, business management, co-operative, credit, community operation, calculation and other fields (Mashreque, 2000).

Hence, from the definition it is clear that for the rural development NGOs' contribution is undeniable. This internship report is also based on an NGO that is operating for the development of various countries.

The Organization

1.2 Organization Background

VSO ICS falls under Non-Governmental organization (NGO) working in 20 countries across the world. Alec and Moira Dickson found it in 1958. It is running and funded by the UK Department for International Development. VSO (ICS) brings volunteers from the UK and developing nations to volunteer in a portion of the poorest locations in Africa, Asia and Latin America.UK volunteers work one next to the other with local volunteers in developing nations, living with host families in the local community for 3 to 4 months duration. The program gives individuals in various nations a one of a kind chance to cooperate, to create and share valuable skills, and to make a realistic and practical commitment where it is required in local communities. Volunteers participated in a 12-week diverse volunteering program. The way of the program provides great demanding opportunities. The volunteers on the program work with a partner organization from another nation for the span of the program. Every volunteers spends the span of the program with a local counterpart and live with local host homes to work on community projects and raising awareness, doing research and arranging skill training. Moreover, they are a piece of a diverse group, both as far as social and social assorted diversity, settling on choices that need to be considered by everybody. Volunteers in this way must be exceptionally adaptable and adjust to conditions altogether different to what they are utilized to.

1.2 Organization Logo

1.3 Organization Vision

VSO ICS vision is 'A world without poverty'.

1.4 Organization Mission

The Organization aims at bringing people together to battle poverty. Organization's distinctive role in international development is to put dedicated volunteers with cautiously nominated organizations so that their skills produce the utmost value. Nearly sixty years of experience, that when teachers teach their skills to others, community groups shown dependable sources of revenue, and governments facilitated to make systems impartial, all of this brings a long-term change.

1.5 Core Values

- By thinking globally, we can change the world
- Progress is only possible by working together
- Knowledge is our most powerful tool
- People are the best agents of change

(**Source:** VSO international, about us, vision- value- strategy)

1.6 Details of Service

Operation in Bangladesh

The project, based in rural Bangladesh, works on Good Governance, improving Livelihoods and raising awareness on Sexual Reproductive Health issues. Improving livelihoods was achieved by giving skill training to members of the community, identifying entrepreneurs' to set up businesses and creating links with government members. Raising awareness on sexual reproductive health issues was achieved by identifying and training Peer Educators to be local representatives and by running courtyard sessions to the wider community.

The group of volunteers consists of 17 members in total for a specific region, and is divided into 3 smaller groups. One team is focused on Sexual Reproductive Health issues (SRH team). Another focused on developing Livelihoods (called Livelihoods team) within the community and the final team called the Governance team focused on creating and running large community action days, active citizen days, peer educator training on roles and responsibilities of LGIs (Local Government Institutions)/ LSPs (Local Service Providers) and Youth Club Capacity Building Training. Within the first week, the whole team organized themselves, conducted a session with 4 youth clubs, and found out their needs within the community. Currently VSO ICS is running in three different regions of Bangladesh - Khulna, Bagherhut, Dinazpur.

From July 2017, in Rangpur, Gaibandha and other remote areas VSO ICS will start working.

1.7 Strategies Followed

- **PEOPLE FIRST**

In the organization strategy, People come first, sets out how the organization will raise their impact against marginalization and poverty:

1. Extend and deepen the impact through the programs
2. Mobilize global citizens to support the Sustainable Development Goals (SDGs) applied for specific country
3. Position volunteering as a powerful contribution to delivery of the SDGs

THEORY OF CHANGE

VSO's Theory of Change illuminates how we make a distinct difference to deprived communities and ensure our contribution is an enduring one.

(Source: VSO International, strategy, 2016)

1.8 Board of Directors

VSO International Executive Board set the strategic direction of VSO in accordance with legal and regulatory guidelines. VSO operates globally through a chain of international fundraising and recruitment hubs, and a robust network of program offices in developing nations.

VSO INTERNATIONAL EXECUTIVE BOARD MEMBERS ARE:

Dr. Philip Goodwin, Chief Executive, VSO

Donne Cameron, Executive Director, Programs

Kathryn Gordon, Executive Director, People and Organizational Development

Andrew Webb, Executive Director, Business Development

Simon Brown, Country Director, Bangladesh

(**Source:** VSO international, Structure and governance**,** 2016)

1.9 Organization Structure in Bangladesh

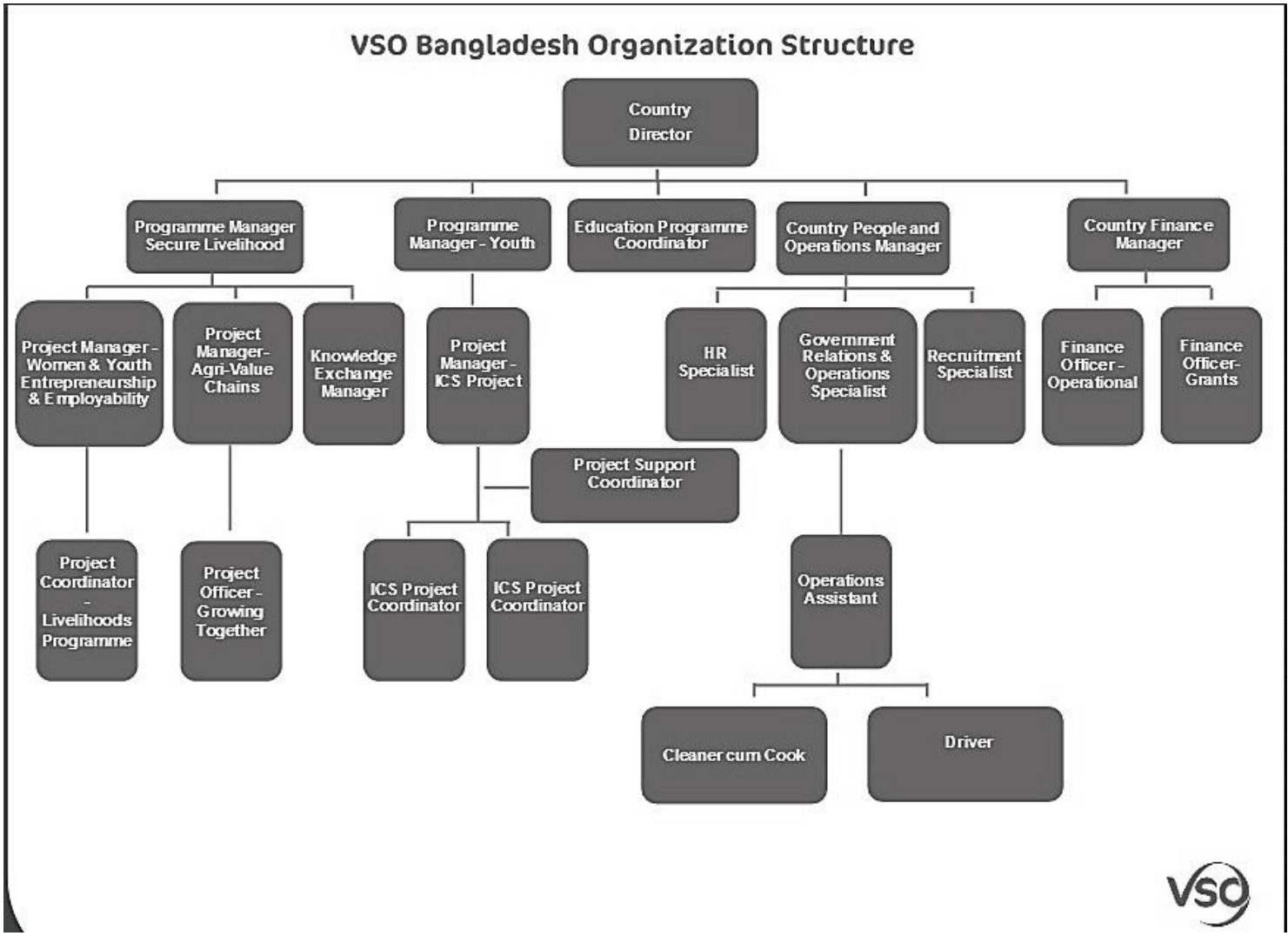

Figure 1 Organogram of VSO Bangladesh

(**Source:** Organizational Structure: VSO Bangladesh Organization Structure)

Chapter 2: Roles and Responsibilities

I have worked as 'In-country volunteer' in the 'Livelihood' group. My roles and responsibilities was diversified which utterly force me to do new types of tasks thus enhancing my overall quality. Some of the key responsibilities as follow:

Preparing Needs Assessment Analysis to understand community needs and wants

To get the holistic view of rural development I thought it is a real necessary to use 'view from the root' approach, and conducting a need assessment is appropriate to apply this theory. As I have already done SPSS analysis as a part of my BUS 302 course hence, I have used SPSS statistical software to input data from the assessment interview with the community people. Results drawn from 'Needs Assessment Analysis Report' helped significantly to evaluate overall scope of operations. Details needs assessment analysis is discussed in **chapter 3**.

Providing training to the selected applicants from the needs assessment report

After collecting all the information from the needs assessment, for the livelihood skills training-places, budgets, trainer, and duration etcetera had to be selected. I with the livelihood group took the responsibilities. I had to prepare conditional training agreement with the trainer and the trainee; thus enhanced my negotiation skill along the way.

Monitoring and evaluation of each project taken

Constant monitoring and evaluating was the most difficult task as this is my second time doing such work at a large scale. Just after arranging the livelihood skills training, I had to go to the training places and monitor using several logical checklist. After finishing the training, I had to write an evaluation report for the office stating if the training went successful or not based on several criterions. Some criterions were- total training hours completed, training agenda covered, trainees' average attendance, depth of skilled learned, key challenges, products production, and trainer evaluation etcetera. The idea is to validate the cost incurred, and measure the effectiveness of the project taken.

Preparing report, case studies for UK and in country office

I had to prepare final livelihood handover report for the next cycle. Case studies I wrote to

indicate any significant story of success, challenges, innovation or strategies regarding the project.

Preparing Budgeting and Proposal

Another difficult task is preparing budgets and proposal ahead of any project taken. I with the team went to the market to get idea regarding prices of the materials. Proposal states the objectives and the outcomes of the project and later it requires to be accepted from the offices. A budget and proposal sample is added in **the appendix A**.

Organizing Community Action Days

From the community needs and wants analysis, regarding these selected social issues - Gender equality, Maternal health, Early Marriage, Women Empowerment we have arranged community action days where we wrote letters to invite the chairmen, teacher, doctors, local celebrities, specialist to come in the community action days. I was in charge of organizing the schedule and maintaining the crowd. Almost in every action days, over 400 people attended.

Cross cultural learning with UK volunteers

As a mandatory task, I attend several session on cross-cultural learning. Where we shared ideas on core cultural factors, life style, demographics, and sharing our learning.

Social mapping and Govt. institutions mapping and building relations

To made link between the community people and the local organizations and Govt. offices I with the team went to there; talked with the officials and collected information on address, services they ought to provide free of charge and with fees, time and special projects if they took already for the community. Later, with all the information we made a hand book on institutional mapping.

Market Research

Another vigorous task that really yields exceptional result was market research. Before, starting the livelihood skill training we went for market research and talked with several entrepreneur and business groups. We event went to ‘Khulna chamber of commerce and industry office’ to get a great deal of information regarding market demands and presently booming business type and products. We made filtering questions so that upon asking it gave indication on which type of skill training is appropriate and effective.

2.1Livelihood Activities at a Glance

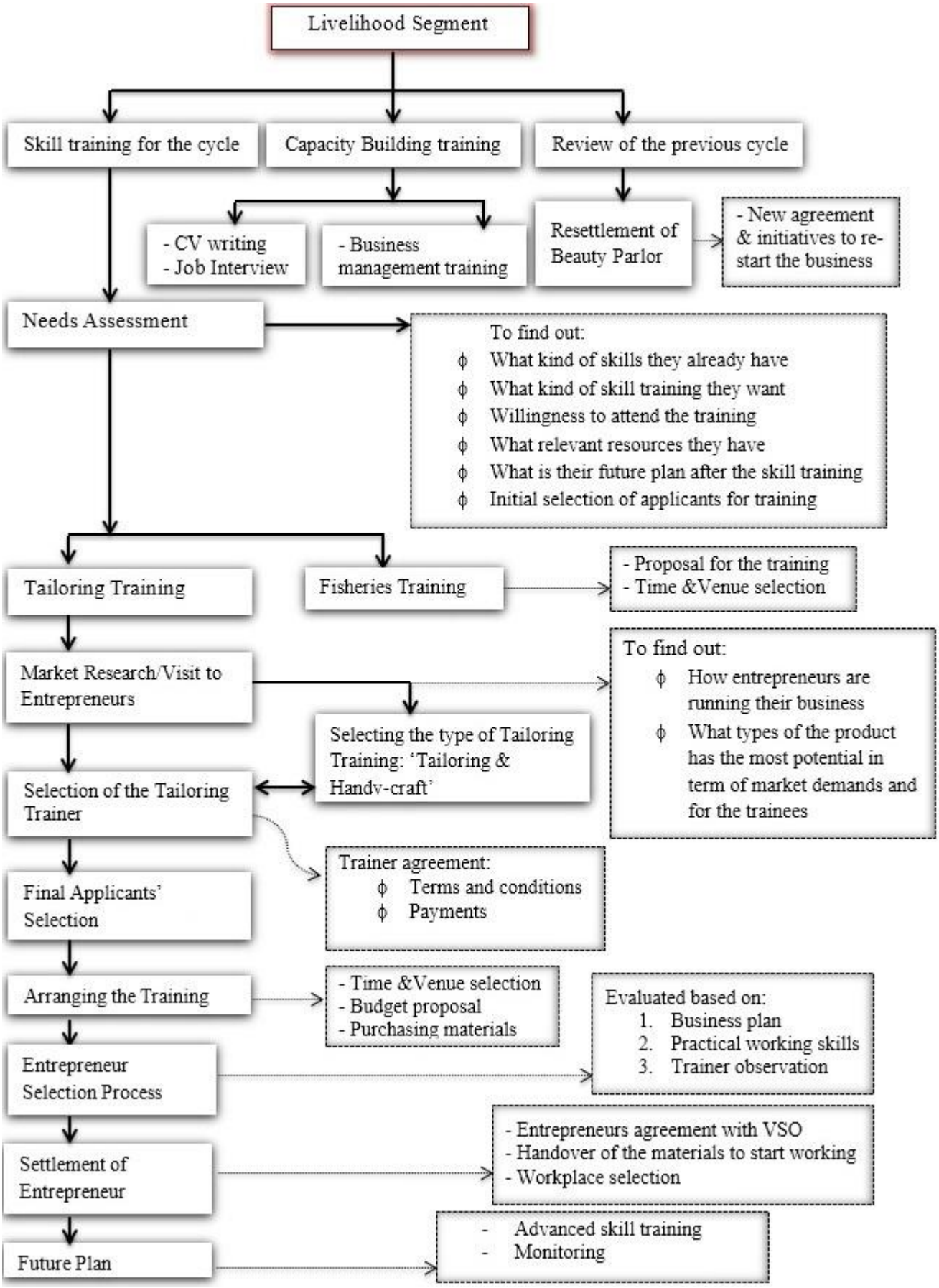

Figure 2 Flow Chart: Livelihood Activities

Chapter 3: Analysis of Community Needs and Wants, and Strategies to Ensure Effective Community Services in Rural Areas

3.1 Rationale behind the topic

Understanding what the community people really want is extremely tough to determine. Therefore, there should be broad-spectrum needs assessment analysis following pertinent hypothesis in relation to prior theories. Issues/challenges confronted while conducting the assessment is also needed to be studied. After gathering information from the needs assessment analysis report a negligible impromptu usage of administrations is not going to work in any case. Thence, what broad thematic framework is taken after to get effective outcome for community services provided is studied extensively further.

3.2 Objective of the study

Broad Objectives

This study analysis aim to recognize certain 'needs' or 'gaps' between present condition and desired condition and describe various strategies taken to provide effective community service.

Specific Objectives

- Using nomothetic approach to understand communities' demographics, socio-economic conditions
- To discover the aspect of the local government services dedicated for the community people and how much they aware of those
- Identifying what skill training community people want and what resources they have
- Analyzing unique features of the strategies taken
- Identifying the challenges faced and how to overcome those
- Provide recommendations

3.3 Methodology

DATA COLLECTION SOURCE:

i. Primary Sources.
ii. Secondary Sources.
iii. Digital Journal for literature review

PRIMARY SOURCES

- On hand report prepared by me, other volunteers and VSO officials
- VSO magazine provided by VSO
- Face to face interview with community people and various Non- Government officials and Govt. officials

SECONDARY SOURCES

- Official website of VSO International
- Official website of UK AID
- Handbook provided from other NGOs

DIGITAL JOURNAL

- Collected via internet as PDF format

PROCESS

Majority of data here is from primary sources and is collected during the working process. For analytical purpose, data is collected in real time during the assessment interview with the community people. Other primary information is taken from VSO's yearly publications and reports. As for secondary sources, official's websites of VSO is looked for collecting information regarding organization's vision, mission, organogram and strategies. Sources are mentioned accordingly and in the reference section, Harvard reference style is followed.

3.4 Limitation of the report

There are a lot of time I thought I could not prepare the analysis as in several stages I have faced numerous issues. During conducting 'Needs Assessment Analyzing report' to understand community needs and wants, I have identified several limitations and challenges. My internship placement was in Khulna. Therefore, It was difficult for me come physically to meet my advisor for getting any help.

A) BEFORE INTERVIEWS:

i) **Question Pre-testing:** Pre-testing of questionnaire is done on a small sample of respondents to identify and eliminate potential problems. Pre-testing ease the final the interview process. Since there was a shortage of time we were not able to run pre-testing.

ii) **Questions Translation and Context:** Questions are formed in English first therefore then translating in proper Bengali language without breaking the original context to fulfill the question's main objective is a difficult task.

B) DURING INTERVIEWS:

iii) **Time Issues:** First interview session was conducted from 9:00 am to 1:30 pm. Maximum of male family members were not at their home during the time. Thence, the ratio of female and male interviewees is not symmetrical. Potential youth interviewees of the community also went to their respective educational institutions; leading to low participation rate.

iv) **Control of Field Force:** For the interview, the team was divided in 8 groups and it is In-home personal interview in 4 different locations thus continual supervision is impractical here.

v) **Control of the Data Collection Environment:** Since, there were several group scattered in different areas and supervision is impractical, the data collection environment was not controlled. External noises faced are - cross answers, external interruptions. Noises occurred while collecting the information are - information biasness, writing answers in improper contexts or manner.

vi) **Memory Recall:** Interviewees' recalling ability regarding certain aspect of the questions may leads to missing or unusable data. For instance, rural household do

not usually keep calculation data regarding their earnings and expenditures. Hence, responding aids (answering options, clues is provided).

vii) **Low Incidence Rate:** Refers to the percentage of the persons eligible to participate in the interview. Since our targeted respondents represent a niche (dependent upon age, income, skills, gender) rather than general population, it becomes difficult to find appropriate interviewees in non-random sampling.

viii) **Lack of Support:** Local supports while conducting the assessment depends on different local supportive personnel, local authorities, hired helping hands, volunteers and their availability during the assessments. Only supportive personnel are the youth club members but some of them were busy with their studies, collage exams and family matters thus the assessment team has to struggle managing the workloads and area mapping in some cases.

C) DURING ANALYZING THE DATA:

i) **Missing Data:** There are few cases of data missing. **N/A** option is added because of various circumstances. Some questions do not apply to few respondents or they do not want to give or do not know any answers at all. To avoid missing data and for the ease of calculation N/A option is used.

ii) **Data Interpretation:** Some collected data needed further classifications especially for 'Qualitative' data.

3.5 Analysis of Community Needs and Wants

To study community needs and want I have prepared 'Needs Assessment Analysis report.' This nomothetic approach is accustomed to understand communities' demographics, socio-economic conditions, and the aspect of the local government services dedicated for them. About 100 households are assessed so that a generalized conclusion can be drawn. SPSS statistical software is used as a medium to input and analyze the collected data. Key findings is also added. This report analysis is kept as simple as possible to make it more self-explanatory.

NEEDS ASSESSMENT CONDUCT INFORMATION

Total Participants: 100 Households

Areas Covered (Villages): Shabokhali, Pachpara, Charbaniari, and Kharamkhali

Period: 17th October to 18th October (9 am to 5pm)

Instruments: File, Pen and Papers

Supportive personnel: Youth Club Members

NEEDS ASSESSMENT QUESTION STRUCTURE

There are 17 questions in total and questions are divided into three main pertinent factors:

I. Livelihood
II. Good Governance
III. Sexual reproductive Health and Rights.

Question Structure: This needs assessment follows structured data collection process so that questions are asked in a prearranged order or segments. Segments are:

1. Introduction/Preface Message
2. Identifying Information
3. Classification Information
4. Basic Information (Main Assessment Questionnaires)

1. Introduction/Preface Message:

We are volunteers with VSO ICS and Renaissance. We come from Bangladesh and the UK, and we are here to support local youth clubs and the community. We are working in three different sectors livelihoods, sexual reproductive health rights and good governance. We will tailor our work to the needs of the community. We are here to ask some questions about these areas to find out what your community wants and needs.

2. **Identifying Information:** Includes Name, contacts numbers, serial, sampling area name to verify respondent listed were actually interviewed.

Name: Village Name:
Contact Number:

3. **Classification Information:** Consists of socioeconomic and demographic characteristics. It is used to classify the respondents and understand the results.

Sex/লিঙ্গ		Male/পুরুষ		Female/মহিলা
Age/বয়স				
Occupation/পেশা				
Income in BDT/আয়	Weekly/সাপ্তাহিক		Monthly/মাসিক	

5. **Main Assessment Questionnaires:**

Needs assessment questions in this section are the results of pre-logical objective analysis. There should be an objective for each question so that upon asking, it will provide an answer and thus a proper conclusion can be drawn. Questions are included in the **appendix B.**

ANALYSIS AND STATISTICAL INTERPRETATIONS

Statistical analysis and interpretation of data is presented below:

DEMOGRAPHIC ANALYSIS

Village and Gender Frequency Analysis:

		Gender		
		Female	Male	Total
Village Names	Charbaniary	21	5	26
	Sabhokhali	17	7	24
	Pachpara	15	6	21
	Kharamkhali	20	9	29
Total		73	27	100

*Figure 3 Village Names * Gender Cross tabulation*

Statistical Interpretation: It suggests that we have taken **100** respondents, among them **73**

respondents are **females** and **27** respondents are **males**.

ANALYSIS OF LIVELIHOOD SEGMENT

Occupation:

		Gender		
		Female	Male	Total
Occupation	Studying	16	**14**	30
	Housewife	**49**	0	49
	Teacher	1	0	1
	Agriculture	3	5	8
	Small Business	2	3	5
	None	2	5	7
Total		73	27	100

*Figure 4 Occupation * Gender Cross tabulation*

Statistical Interpretation:

i) Maximum of female respondents are housewife (49 Housewife) (F 2.0)

ii) Maximum of male respondents are Students (14 Students) (F 2.0)

Training Categories:

Gender and Training Category:

Training		Gender		
		Female	Male	Total
	Fishery	4	7	11
	Agriculture	0	1	1
	Tailoring	**33**	1	**34**
	Cattle & Goat rearing	15	0	15
	Beautification	4	0	4
	Computer	6	11	17
	Not possible	11	7	18
Total		73	27	100

*Figure 5 Training * Gender Cross-tabulation*

Future plan with resources in respective of each types of training:

Future Plan * Resources * Training Crosstabulation

Training	Future Plan		Resource							Total
			Agricultural Resources	Pond/ Gher	Sewing Machine	Computer	Livestock	No resources	Premises	
Fishery	Yes	Count	3	4				2		9
		% of Total	27.3%	36.4%				18.2%		81.8%
Agriculture	Yes	Count						1		1
		% of Total						100.0%		100.0%
Tailoring	Yes	Count	1		2		0	15	1	19
		% of Total	2.9%		5.9%		.0%	44.1%	2.9%	55.9%
Cattle & Goat rearing	Yes	Count	5		0		3	3		11
		% of Total	33.3%		.0%		20.0%	20.0%		73.3%
Beautification	Yes	Count						3		3
		% of Total						75.0%		75.0%
Computer	Yes	Count	0	0		0		2		2
		% of Total	.0%	.0%		.0%		11.8%		11.8%

*Figure 6 Future plan * Resources * Training Cross-tabulation*

Training and Future Plan Cross-tabulation

		Future Plan			Total
		Yes	No	N/A	
Training	Fishery	9	2	0	11
	Agriculture	1	0	0	1
	Tailoring	**19**	15	0	34
	Cattle & Goat rearing	11	4	0	15
	Beautification	3	1	0	4
	Computer	2	15	0	17
	Not possible	0	0	18	18
Total		45	37	18	100

Figure 7 Training Future Plan Cross-tabulation*

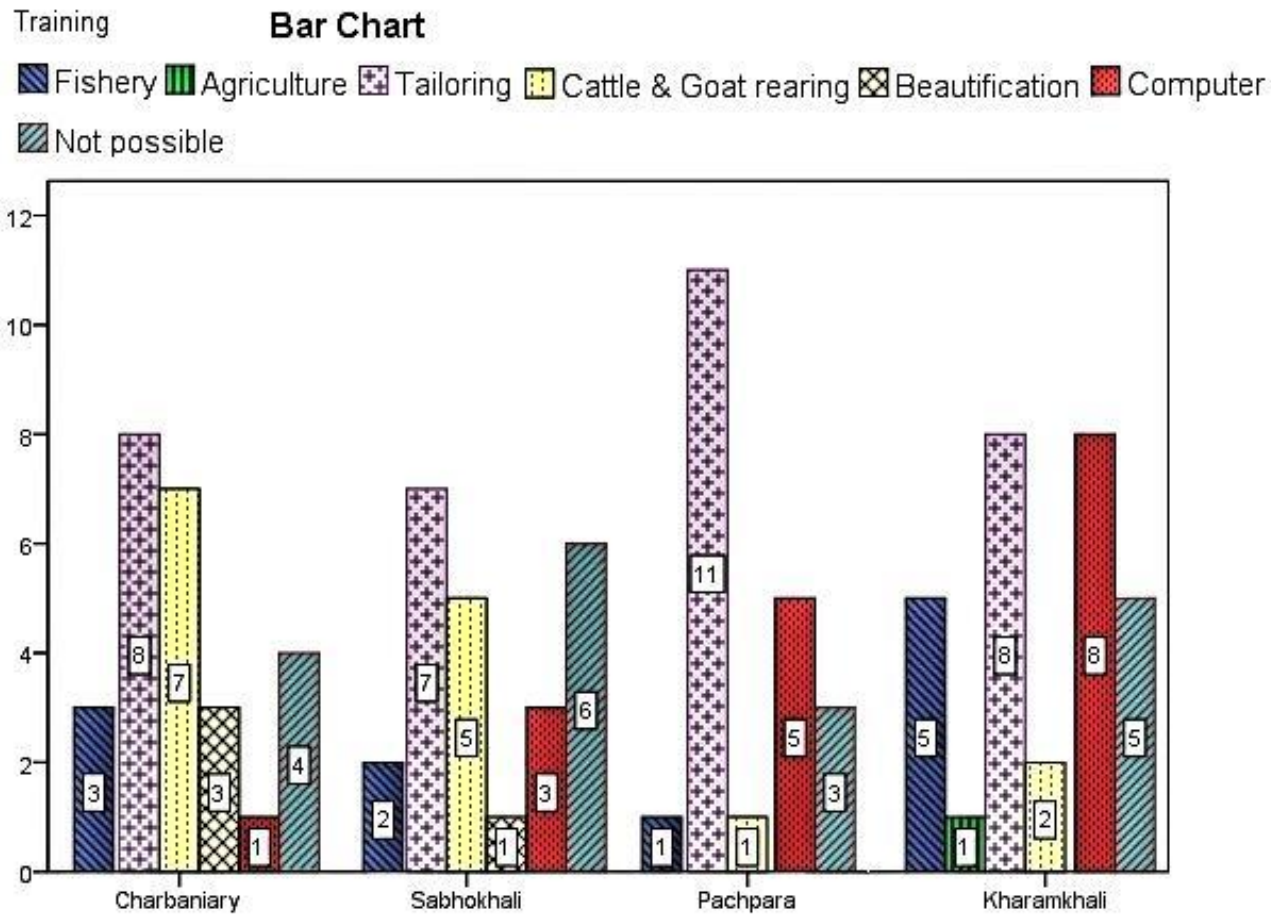

Figure 8 Bar chart: Training demands in each village

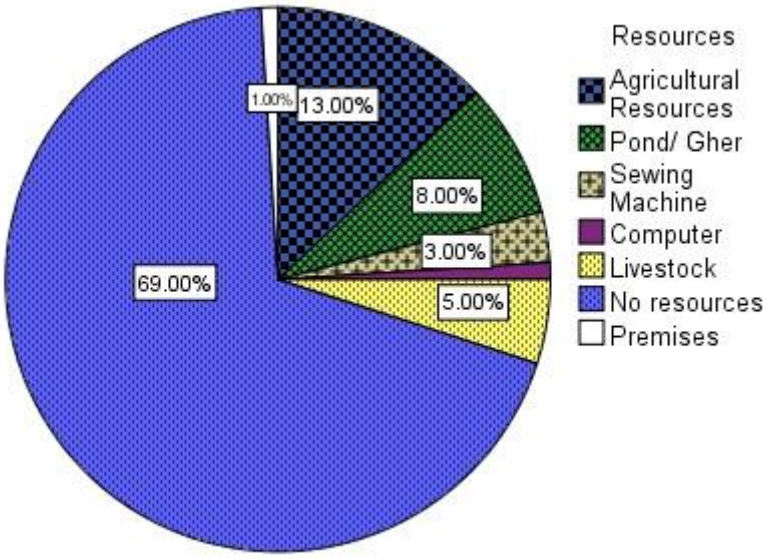

Figure 9 Pie Chart: Available resources

Statistical Interpretation:

i) Though tailoring training is the most anticipated for female respondents, (**33** female respondents want tailoring training) (F 2.1) only **19** respondents have a future plan (F 2.3) of implementing their training skills. Only **2 respondents** (F 2.2) have relevant resources as sewing machine.

ii) Fishing training demands is lower as male respondents are low but maximum of respondents has decent future plan with relevant resources. **36.4 %** have Pond/Gher as relevant resources and **27.3 %** have agricultural resources. (F 2.2)

iii) There is demand for computer training but maximum respondents have no future plan (only **2** out of **15** respondent has future plan) (F 2.3)

iv) **15** respondents want cattle and goat rearing training (F 2.1)

v) Only few people need beautification training (**4** respondents) (F 2.1)

Key Findings: Since tailoring training demands is the highest, and best suitable for female respondents it should be arranged. It takes time to give proper tailoring training, and trainer to trainee ratio **(1:12)** is low; hence best applicant should be sorted out to give proper training. A few people want to get training in fisheries but most of them have future plan and relevant resources so fisheries training have potentials. Respondents want Computer training but mainly for their own personal developments; still if feasible as general training, it can be arranged.

ANALYSIS OF SEXUAL REPRODUCTIVE HEALTH AND RIGHTS SEGMENT

Do the girls in this household feel confident with the knowledge of menstruation and pregnancy?

Confident with the knowledge of menstruation and pregnancy

			Category		
			Yes	No	Total
Gender	Female	Count	59	14	73
		% of Total	59.0%	14.0%	73.0%

Figure 10 Confidence percentage rate

Where do they get this information?

Knowledge source of Pregnancy & Menstruation

		Frequency	Percent
Valid	Mother/Family Community/Friends	14	14.0
	NGO Health Workers	16	16.0
	Govt. Health Workers	20	20.0
	Girls Club/ VSO	11	11.0
	Unsure	6	6.0
	Husband	1	1.0
	N/A	22	22.0
	Doctors	7	7.0
	Total	97	97.0
Missing	System	3	3.0
Total		100	100.0

Figure 11 Knowledge sources of Pregnancy and Menstruation

If there were no barriers, whom would you like to talk to about SRH issues?

From Whom to learn SRH issues

		Frequency	Percent
Valid	Female Family Members	19	19.0
	Female Health Expert	33	33.0
	No Preference	11	11.0
	Husband	5	5.0
	N/A	17	17.0
	Doctors	15	15.0
	Total	100	100.0

Figure 12 from whom to learn SRH issues

Statistical Interpretation:

i) Statistics says that **59** out of **73** female respondents have knowledge about Pregnancy & Menstruation. (F 3.0)

ii) **14%** of the respondents got information from **Family** and **Friends** (F 3.1)

iii) **16%** of the respondents got information from various **NGOs** (F 3.1)

iv) **20%** of the respondents got information from **Govt. Health Workers** (F 3.1)

v) **11%** of the respondents got information from the **Girls Club/ VSO** (F 3.1)

vi) **19 %** stated that they feel comfortable talking about SRH issues with their **Female Family Members** (F 3.2)

vii) **33 %** stated that they prefer **Female Health Experts** (F 3.2)

viii) **11%** has **No Preference** (F 3.2)

Key findings: Though statistics says that most of the female respondents are confident which is impressive but it is very difficult to measure their depth of knowledge regarding these SRH issues. Most of the respondents got SRH information from health workers from both Govt. and NGOs. Therefore, more strong relationship should build up between health workers and community peoples. Surprisingly, Girls club is also responsible for spreading SRH thus this club should be given more emphasis on the future.

How many girls aged 15 – 35 live in this household?

Female Members. 15-35

persons		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	61	**61.0**	61.0	61.0
	2	22	**22.0**	22.0	83.0
	3	6	**6.0**	6.0	89.0
	None	11	**11.0**	11.0	100.0
	Total	100	**100.0**	100.0	

Figure 13 Female Family Members

Do any of them attend the girls club? Why / why not?

Girls Club Attend. * Female Mem. 15-35 Crosstabulation

Count

		Female Mem. 15-35				
		1	2	3	None	Total
Girls Club Attend.	Unaware of it	30	10	2	0	42
	No permission from family	2	0	0	0	2
	No time	5	2	0	0	7
	Yes	7	8	2	0	17
	Too young	1	0	0	0	1
	No reason Given	15	1	0	0	16
	N/A	1	1	2	11	15
Total		61	22	6	11	100

Figure 14 Female Family members and Girls Club attends

Statistical Interpretation:

i) **42** respondents having female family members stated that they want to but unaware of the clubs (F 3.4)

ii) **2** respondents responded they do not have permission from their families (F 3.4)

iii) **17** responded that their girls are already attend the girls club (F 3.4)

Key findings: Girls club needs more publicity and exposure among the villages.

When someone in your family is sick or injured, where do you take them?

Primary Health Care * Village Names Crosstabulation

Count

Primary Health Care	Village Names				Total
	Charbaniary	Sabhokhali	Pachpara	Kharamkhali	
Upazilla Health Complex	16	17	14	15	62
Community Clinic	8	2	1	7	18
Private Clinic	1	0	2	1	4
Local Doctors	1	5	3	4	13
Homeopathy	0	0	1	1	2
Total	26	24	21	28	99

Figure 15 Primary Health Care preferences in each village

Statistical Interpretation:

i) **62** respondents stated that they go to Upazilla Health Complex (F 3.5)

ii) **18 respondents** stated that they go to Community Clinic (F 3.5)

iii) **13** respondents stated that they go to Local Doctors (F 3.5)

iv) Only **4** respondents stated that they go to Private Clinic (F 3.5)

Key Findings: SRH team had pre notion idea that maximum people prefer Govt. Health Clinic but there is huge concern about the percentage of people go to Community Clinics as those are close to villages. Only **18%** prefer to go to the Community Clinic. Therefore, the SRH team needs to take initiatives to encourage community people to take services from nearest Community Clinics and it suggests that Community Clinic should improve their services.

What issue do you think your community needs more education on, e.g. eve teasing, gender equality?

Community Issue * Village Names Crosstabulation

Count

Community Issue	Village Names				Total
	Charbaniary	Sabhokhali	Pachpara	Kharamkhali	
Gender Equality	6	0	1	2	9
Maternal health & Baby care	7	1	4	1	13
Child Marriage & Dowry	5	13	6	9	33
Female Hygiene	3	2	2	2	9
None	3	4	5	7	19
Eveteasing	2	4	3	8	17
Total	26	24	21	29	100

Figure 16 Community Issues in each village

Statistical Interpretation:

i) **33** respondents suggested that they need more education on **Child Marriage** and **Dowry** (F 3.6)

ii) **13** respondents say that they need to know about **Maternal Health** and **Baby care** (F 3.6)

v) **17** respondents stated that they want awareness education on **Eve teasing**. (F 3.6)

vi) **9** respondents need education on **Female Hygiene** (F 3.6)

Key Findings: Most of the respondents want awareness education on Child Marriage and dowry. Some of the respondents think there should be more education on maternal health and Female Hygiene. Hence, peer educators and Girls club members can get training regarding these topics so that they can spread knowledge later on among the community people. There are demands for eve teasing too but it may be the result of information biasness occurred during the interviews. (Eve teasing is given as an example so there is a common tendency of the respondents to choose from the example given by the interviewers)

ANALYSIS OF GOVERNANCE SEGMENT

Did you know Union Parisad is responsibility for clean, safe drinking water?

Union Parisad's Responsibility for Clean, Safe drinking water

Aware (Yes/No)		Village Names				Total in percentage
		Charbaniary	Sabhokhali	Pachpara	Kharamkhali	
UP's Responsibility for water and clean	Yes	18	21	17	26	**82%**
	No	8	3	4	3	**18%**
Total		26	24	21	29	100%

Figure 17 UP's Responsibility for clean, safe water Village Names Cross-tabulation*

Did you know that the UP is responsible for supporting your agricultural activities?

Union Parisad's responsibility for Agricultural activities

Aware (Yes/No)		Village Names				Total in percentage
		Charbaniary	Sabhokhali	Pachpara	Kharamkhali	
UP's Responsibility for Agricultural	Yes	16	13	17	17	**63%**
	No	10	11	4	12	**37%**
Total		26	24	21	29	100%

*Figure 18 UP's Responsibility for Agricultural * Village Names Cross-tabulation*

If yes, what type of agricultural activities?

Expectation of Agricultural help from Up * Village Names Crosstabulation

Count

		Village Names				
		Charbaniary	Sabhokhali	Pachpara	Kharamkhali	Total
	Vaccination for Cattle & Goat	1	1	2	2	6
	Seeds & Fertilizers	8	3	8	7	26
	Pesticides & Spray Machine	1	1	2	0	4
	Development (Information)	1	3	2	4	10
	Training	0	1	0	0	1
	None	15	15	7	16	53
Total		26	24	21	29	100

Figure 19 Type of Agricultural activities

Did you know that the UP is responsible for maintaining the infrastructure, such as roads?

Aware (Yes/No)		Village Names				
		Charbaniary	Sabhokhali	Pachpara	Kharamkhali	Total
Responsible for Infrastructure	Yes	21	19	16	26	**82**
	No	5	5	5	3	18
Total		26	24	21	29	100

*Figure 20 Responsible for Infrastructure * Village Names*

Statistical Interpretation:

i) Statistics suggests that **82%** of the respondents thinks that it is UP's responsibilities to provide clean, safe drinking water (F 4.0)

ii) **63%** of the respondents thinks that it is UP's responsibilities to provide support on agricultural activities and **37%** are not concerned about it (F 4.1)

iii) **26%** of the respondents thinks that it UP's responsibilities to provide support on Seeds and Fertilizers (F 4.2)

iv) **10%** of the respondents chose development supports on agriculture department (F 4.2)

v) **82%** of the respondents thinks that UP's is responsible for Infrastructures (F 4.3)

Key Findings: It suggests that though most of the respondents think that it is UP's responsibilities to provide clean, safe drinking water but many **are not** concern about UP's responsibility on **Agricultural supports**. So, the Governance team should emphasize on making community people more aware about agricultural support provided by Union Parishad.

What else do you think the UP is responsible for?

What Else UP responsible for * Village Names Crosstabulation

		Village Names				
		Charbaniary	Sabhokhali	Pachpara	Kharamkhali	Total
What Else UP responsible for	Proper Sanitation system	3	4	4	2	13
	VGF card	2	1	0	1	4
	Financial Help	1	1	0	1	3
	No idea	16	16	12	21	65
	Education	0	0	0	1	1
	Monitoring Health care	2	2	0	2	6
	Electricity	2	0	5	1	8
Total		26	24	21	29	100

Figure 21 What else UP is responsible for

Are there any issues you would like to raise with your UP?

	Village Names				
	Charbaniary	Sabhokhali	Pachpara	Kharamkhali	Total in %
Drinking Water	9	6	7	6	**28%**
Electricity	0	1	9	2	**12%**
Proper Sanitation System	5	3	1	2	**11%**
Road Construction	4	6	3	5	18%
Health Issues	0	0	1	1	2%
None	8	8	0	13	29%
Total	26	24	21	29	100%

Figure 22 Issues to rise with UP members

Statistical Interpretation:

i) **13%** of the respondents stated that they think UP is **responsible** for proper **sanitation** system (F 4.4)

ii) **65%** of the respondents stated that they do not have **any ideas** (F 4.4)

iii) **6%** of the respondents stated that UP is **responsible** for Monitoring **Health Care** (F 4.4)

iv) **8%** stated that they think UP is **responsible** for providing Electricity (Demand for Electricity is high in Pachpara; about 5 responds recorded) (F 4.4)

v) **28%** respondents want to raise their voice with **UP members** regarding on **Drinking Water** (F 4.5)

vi) **12% respondents** want to address Electricity with **UP members** (F 4.5)

vii) **11%** respondents want to address Proper Sanitation with **UP members** (F 4.5)

Key Findings: All the Governance segment questions' objectives are correlated. Most of the respondents answered **electricity, sanitation system** in both the questions that means Local Government still needs to focus on these issues. Also, Majority stated that they want to raise their voice on **safe drinking water** with the UP members. Moreover, there is significant concern on the subject of **monitoring** Govt. Heath Care.

Do you get any support from your UP? If yes, what type of support do you get?

What Types of helps		Any supports from UP		
		No	Yes	Total
	None	80	0	80
	Agricultural training	0	1	1
	Agriculture Developments	0	2	2
	Latrine Planting	0	1	1
	Money for Land	0	1	1
	Reliefs for Natural Disasters	0	4	4
	Orderly citizen money	0	2	2
	Tube well Planting	0	1	1
	Vaccination for Cattles	0	4	4
	VGF Card	0	4	4
Total		80	20	100

Figure 23 Types of Help provided by UP

Statistical Interpretation:

i) **20%** of respondents got support from UP (F4.5)

Key Findings: It seems that UP provided some relief for natural disasters' affected people and VGF card for selected underprivileged respondents. Few respondents got vaccinations for cattle and goats. Still the percentage rate is very low. To increase the rate of service provided by the UP, the community people needs to be more aware of the UP's responsibilities so that they can claim various services provided by the local government.

Do you read the **VSO-ICS** billboard?

Options		Frequency	Percent
Valid	Yes	62	62.0
	No	38	38.0
	Total	100	100.0

Figure 24VSO-ICS billboard Freq. Analysis

Statistical Analysis:

i) **62%** responded that they see VSO-ICS billboard (F 4.6)

ii) **38% responded** that they do not see VSO-ICS billboard (F 4.6)

Key findings: It seems many respondents see the VSO-ICS billboard but at what extent they understand the motto of the billboards is very difficult to capture.

3.6 Strategies to Ensure Effective Community Services in Rural Areas

There are several issues derived from the previous cycle. Thence, in this cycle, to provide effective community services it is a great necessary to take actions and create path for the upcoming cycle. Issues are very practical and resource concentric.

Issues are:

1. There were not any assessments done in previous cycle to understand community needs and wants thus actions taken were not effective, as those were not customized according to the community preferences.
2. Skill training categories was not updated and revised
3. In livelihood segment during the skill training many trainees lost their interest and dropped off
4. Two selected entrepreneurs from previous cycle failed to operate their business effectively
5. Previous handover note was not informative and what steps they followed is not very clear
6. Youth clubs was not getting facilities so they were not happy
7. There is no documents created for trainer and trainee agreement so what terms and conditions was followed is unknown

Strategies taken to address these issues:

1. **Needs Assessment Analysis:** To understand community needs and wants better in this cycle needs assessment is conducted and every questions are logical and designed to address community issues.

2. **Revised and up to date skill training:** What kind of skill training has the most market potential in terms rural context is researched vigorously. The team went to market research, talked with youth development officer and identified the factors having the most influence while choosing types of skills training. For instance, beside tailoring, fisheries, cattle and goat rearing, mobile servicing training we have found that it is important to give CV writing and interview training.
3. **Thematic selection process for the skill training:** In this cycle for the selection of trainees for skill training, a systematic approach is taken. Firstly, from the needs assessment we selected initial trainees based on multiple filtering questions.
   - ❖ Do they really want any training?
   - ❖ If they want, then what kinds of skill they already have in relation to what kind of skill training they want
   - ❖ What resources do they have?
   - ❖ What is their future plan?

   After that, we invited our trainer in the interview session to select final trainees for the training. Consequently, the major idea is to select those trainees who are dedicated and will not lose their interest in the middle of the training.
4. **Capacity building training:** Though the trainees get the usual training since they are not educated enough and running a business for the first time often they cannot understand right course of action leading to many difficulties. Ergo, this cycle a detailed capacity building training is arranged on 'how to run a business effectively and efficiently.' It is not a mere meeting but a thematic and interactive session where several pertinent topics is discussed in way so that it gave the trainees an incredible insight to a real life business journey indicating specific rural contexts.
5. **Thorough handover note:** A detailed handover note is introduced where all possible topic is covered. Handover includes proposal, framework, budgets, outcomes, recommendation. Hence, next cycle volunteers will easily understand what we have done and how we did it.

6. **Registration of the youth clubs:** Youth clubs work purely on voluntarily. They do not get any additional funding facilities and attention. If the clubs is registered under 'Upazilla Youth Development Center' then they will get many facilities from it. The Governance team arranges a session inviting Upazilla Youth Development officer so that youth clubs can understand registration process and requirements.

7. **Formal agreement letters and training certificate:** In this cycle formal agreement letter mentioning all the conditions is introduces so that all the parties can keep tracks and conduct their functions accordingly. In addition, a formal training completion certificate (registered under certified training organization) is provided so that trainees can use it if necessary to get a job.

Chapter 4: Critical Findings

4.1 Critical Findings from the Analysis

The bizarre truth: It may sound absurd but I discovered that community people do not know what they really 'need.' There is significant difference between 'needs' and 'wants'. They may 'want' something but the question is do they really 'need' it, whatever they want is it appropriate for them? This is why, when we arrange community action days, courtyard sessions we tried to clarify why it is important even if they think they do not need it.

Unaware of the Govt. services: I have found out that majority of the community people are unaware of specialized service, which are dedicated for them. Only a few people took agricultural support and youth development support.

Chapter 5: Recommendations

Recommendation for the Needs Assessment Analysis:

1. Clearly defining the **major objectives** of the whole assessment then divide those objectives into **sub-components**
2. Have a clear idea of the target population (demography, socio-economic condition, behavioral characteristics). Pre-testing is the easiest way to gather information concerning the targeted population
3. Try to understand - 'What we think they need' and 'What they think they need' and 'What they really need!'
4. Each question should have a logical objective
5. Questions should be translated **clearly** but **simply** based on the understandability of respondent
6. Questionnaire structure should be analyzed and if possible conduct pre-testing to make sure problems are eliminated
7. Proper interview **instructions** should be given before conducting the interview sessions
8. Try to choose and conduct the need assessment interview in **convenient time**; respective to the **interviewees**
9. Explain the respondents **Who** you are, **What** you are going to ask, **Why** asking and **Why** it is important for both interviewer and interviewee before starting the interview session
10. Using **Response Aids** such as - explanations, clues, options so that respondent can get ideas and thus memory recalling becomes easier. Understanding is associated to respondent socioeconomic characteristics. Poor understanding is connected with a high incidence of undefined or no-opinion response. Example: providing an **income range** to get an easy response on households' income.
11. Collecting the data in a manner so that it can be analyzed later. **Qualitative** answers should be **'categorized'** to be inputted later on statistical software otherwise it would become very difficult to interpret.
12. Collect respondent contact information correctly

Recommendation for the training:

1. It is better to involve skill trainer in the selection process of the trainees, as the trainer knows what qualities and initial skills they should have and upon asking what kind of questions, he will get all the answers

2. Keep in mind when to choose the venue and time the convenience of the trainer and the trainees as other factors are attached to it (food, travel expenses)

3. In the time of signing any agreement letter, carefully describe each terms and conditions to all the parties involved in it. The entrepreneur should understand all the responsibilities clearly

4. Make sure among the trainees who will not be selected as final entrepreneurs do not feel very hapless. Try to motivate them, and if possible then try to find ways to make a linkage with chosen entrepreneurs so that everybody can work together

5. Making a waiting/contingency list in advance so that if any entrepreneur fails to fulfill his/her responsibilities the materials can be handed over to person from the list immediately

6. Monitor the skill training frequently so that both the trainer and the trainees feel they are being observed and ask them about their progress, problems. It surely motivate them a lot

Chapter 6: Conclusion

Relations with the government and NGOs in Bangladesh had long and raging history. Just after the liberation war NGOs worked closely with the inexpert government thus the extent of innovations and developments was not significant, even then it is clear activities done in that period actually created the platform for NGO sectors in Bangladesh. VSO ICS program is an exceptional program for Bangladesh for both volunteering experience and rural development. The main purpose is the development of rural community however; another log lasting aim of VSO ICS project is to make inspired volunteers through giving voluntary work opportunities in the development sectors. The idea is that after the project ended volunteer will do action at home where he or she will try to do something for the society at a large scale. Working suddenly in new environment is never easy for the volunteer and this actually help volunteers to overcome challenges and build up qualities. 'Livelihood of the poor are improving only very slowly, and the rural ultra-poor are not benefiting from emerging livelihood opportunities' (DG development, 2000) that is why VSO ICS project is targeting ultra-poor people from the rural communities. Presently, community demands are changing rapidly and ICS project should look for merging technological innovations with the skill developments. Though ICS is trying to create a long lasting relationship with community people and Govt. officials still there should be a more systemic platform introduced. In the next cycle, community peoples' expectation will be much higher thence, ICS project framework should be updated accordingly.

Appendix A

Sample Budget proposal for skill training:

3rd November to 1st December.

Aim:

- To train the attendees in the basics of tailoring, including a siari and salwar kameez.

- To train the attendees on less main stream items like handicrafts.

Budget:

No.	Item	Unit Price	No. of units	Total Price
1	Trainer and assistant (including travel)	70,000 taka	1	70,000
2	Materials	60,000 taka	1	60,000
3	Travel for attendees	30 taka	336	10,080
4	Snacks	15 taka	336	5,040
5	Water	60 taka	8	480
6	Tissues	40 taka	8	320
7	Notebooks	15 taka	12	180
8	Folders	30 taka	12	360
9	Pencils or Pens	10 taka	12	120
10	Cups (permanent or temp)	2 taka	336	672
11	Contingency	2,000 taka	1	2,000
12	Tea	70 taka	14	980
13	Sugar	18 taka	21	378
			Total Cost	**150,610 taka**

Appendix B

Livelihood assessment questions:

1. Who lives in this household? And does anyone work?
   আপনার পরিবারে সদস্য কতজন ? তাদের মধ্যে কারা উপার্জন করেন?

2. What skills do you have in relation to work? আপনার কি ধরণের দক্ষতা আছে?
3. Would you like to/be able to attend a training session to develop a new / existing skill?
   আপনি কি আপনার নতুন/বর্তমান দক্ষতা উন্নয়ন করতে স্বেচ্ছায় প্রশিক্ষণে অংশগ্রহণ করতে চান?
   □ Yes/হ্যাঁ □ No/না
4. What skills would you like to learn? কোন দক্ষতা বৃদ্ধি করতে আপনি প্রশিক্ষণ নিতে চান?
   □Fishery/মৎস্য □ Mobile Phone Servicing/মোবাইল সার্ভিসিং □ Cattle and Goat Rearing/গরু ও ছাগল পালন □ Tailoring/দর্জি □ Agriculture/কৃষি □ Beautification/বিউটিশিয়ারলার
   Other/অন্যান্য:
   How do you want to implement these skills in future? /আপনি ভবিষ্যতে কিভাবে এই প্রশিক্ষণটি কাজে লাগাতে চান?
   What resources do you have? e.g. computers, equipment – agriculture, tailoring etc.
   আপনার কি ধরনের সম্পত্তি আছে (যেমনঃকম্পিউটার,কৃষি যন্ত্রপাতি,সেলাই মেশিন ইত্যাদি)

Figure 25Livelihood assessment questions

Sexual Reproductive Health assessment questions

5. How many girls aged 15 – 35 live in this household?
   আপনার পরিবারে ১৫-৩৫ বছররের কতজন মেয়ে আছে?
   Do any of them attend the girls club? Why / why not?
   তাদের মধ্যে কেউ কি গার্লস ক্লাবে গিয়েছে?যদি যায় তাহলে কেন/কেননা ?
6. When someone in your family is sick or injured, where do you take them?
   যখন আপনার পরিবারের কেউ অসুস্থ অথবা আহত হয় তখন প্রাথমিক চিকিৎসার জন্য কোথায় নিয়ে যান?
7. What issue do you think your community needs more education on, e.g. eve teasing, gender equality etc.আপনি কি মনে করেন আপনার এলাকায় কোন বিষয় নিয়ে গুরুত্বসহকারে আলোচনা করা প্রয়োজন?(যেমনঃইভটিজিং, লিঙ্গ সমতা)।
8. Do the girls in this household feel confident with the knowledge of menstruation and pregnancy?(If appropriate) আপনার পরিবারের মেয়েরা ঋতুস্রাব/মাসিক এবং গর্ভকালীন প্রয়োজনীয় বিষয়ে ধারনা আছেকিনা?
   □ Yes/হ্যাঁ □ No/না
   Where do they get this information? আপনি এই সম্পর্কে তথ্য কিভাবে/কোথাথেকে পেয়েছেন?
9. If there were no barriers, who would you like to talk to about SRH issues? যদি কোন প্রতিবন্ধকতা না থাকে তাহলে আপনি কার সাথে 'প্রজনন স্বাস্থ্য' সম্পর্কে কথা বললে উপকৃত হবেন?

Figure 26 Sexual Reproductive Health assessment questions

Governance assessment questions:

10. Did you know Union Parisad is responsibility for clean, safe drinking water? আপনি কি জানেন পরিস্কার-পরিচ্ছন্নতা,নিরাপদ পানি নিশ্চিত করা ইউনিয়ন পরিষদের দায়িত্ব?
    □ Yes/হ্যাঁ □ No/না
11. Did you know that the UP is responsible for supporting your agricultural activities? আপনি কি জানেন ইউনিয়ন পরিষদ কৃষি সংক্রান্ত কাজকর্মে সহায়তা দিতে দায়বদ্ধ?
    If yes, what type of agricultural activities? যদি হ্যাঁ হয় তাহলে কি ধরনের?
12. Did you know that the UP is responsible for maintaining the infrastructure, such as roads? আপনি জানতেন কি,ইউনিয়ন পরিষদ অবকাঠামো (যেমন রাস্তাঘাট) ঠিকমত বজায় রাখতে দায়বদ্ধ?
    □ Yes/হ্যাঁ □ No/না
13. What else do you think the UP is responsible for? (আপনার মতে ইউনিয়ন পরিষদ আর কি কি দায়িত্ব আছে?
14. Do you get any support from your UP? If yes, what type of support do you get? আপনি কি ইউনিয়ন পরিষদ থেকে কোন সেবা পেয়েছেন?যদি পেয়েথাকেন তাহলে তা কি?
15. Would you like to receive training sessions on the roles and responsibilities of the UP? আপনি কি ইউনিয়ন পরিষদের দায়িত্ব সম্পর্কে জানতে প্রশিক্ষণ নিতে আগ্রহী?
    □ Yes/হ্যাঁ □ No /না
16. Are there any issues you would like to raise with your UP? If yes, please state: আপনি কি ইউনিয়ন পরিষদের মেম্বরদের সামনে কোন বিষয় তুলে ধরতে ইচ্ছুক?

Figure 27Governance assessment questions

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