DEVELOPING YOUR OWN SITUATION ANALYSIS

Planning how to conduct a Situation Analysis was discussed earlier in Week 2. This section now considers the content and type of information required, and provides a template for writing your report The following pages contain a series of tables with a range of questions that you may need to answer in order to produce a comprehensive Situation Analysis report. Whilst not all the questions will be relevant to your specific initiative, at least considering them will help you to understand your local context and to determine which are the most important needs and issues. It is also helpful to make note of how the data is obtained and which data sources have been consulted, as this will provide a basis for developing indicators for monitoring and evaluating your project.

This worksheet has 4 sections:

Your Community: considers the background information that describes your community

Sport and development within your local context: considers your community's attitudes and existing relationship with sport based interventions.

Organisational Capacity: considers the capacity of your organisation

Situation Analysis Report is a report template to bring together your situation analysis.

This guidance has been curated from several helpful sources

Tools for Project Planning

Sport for Protection Toolkit Programming with Young People in Forced Displacement Settings

Humanitarian Response: Needs Assessment Guidance and Templates

Your Community

Theme	Question	Answer	Data Source or Collection Method
Population	How many people are in the community?		
	What is the age distribution?		
	What is the (estimated percentage of men and women)?		
	What ethnic groups are represented in the community?		
	What is their distribution (as an estimated percentage?		
Education	What are the literacy rates of your community?		
	What percentage of the community graduate from primary school?		
	What percentage of the community graduate from secondary school?		
	What percentage of the community graduate from university?		
	What percentage of the community have skilled employment?		
Economic	What percentage of the community have access to housing?		
	What percentage of the community have stable access to food?		
	What kind of jobs do people have in your community? Eg Manufacturing, agriculture, hospitality, healthcare etc.		
	What are the key areas of economic growth in your area?		

The Commonwealth

Australian Aid

sportanddev.org

Theme	Question	Answer	Data Source or Collection Method
Environmental	What type of environment is your community located in? Rural, urban, tropical, dry etc.		
	How big is the geographical area covered by your community?		
	How easy is it to access the different areas of your community?		
	How far away are the closest facilities, hospital, school, metropolitan area?		
	How easy are they to travel to?		
Political	What are the current major political issues ?		
	What are the political priorities of the current government?		
	How is the government viewed within the community?		
	How well do local government representatives function and work together with national government, law enforcement and other public departments?		
Cultural	What are the major cultural values in the community?		
	Are there any major cultural conflicts between different sectors of the community?		

This table of questions was taken directly from the Grassroots Collective. Which is a practical resource to support the planning of development projects
https://www.thegrassrootscollective.org/situational-analysis-nonprofit

Sport and development within your local context

The following questions consider the suitability of a sporting initiative in more detail. They address some of the cross cutting themes of rights, protection and equality. They also consider the areas in which sport can align with the Sustainable Development Goals. This table was taken from Sport for Protection Toolkit Programming with Young People in Forced Displacement Settings. Whilst young people are often the focus of Sport Development initiatives, these questions could be adapted to consider other vulnerable or marginalised groups.

Theme	Question	Answer	Data Source or Collection Method
Sport in Context	How does the community normally deal with the challenges young people face (e.g. strengths, resources, support networks)?		
	How do young people enjoy themselves and spend their leisure time?		
	When is their leisure time? How is leisure time impacted by factors like age, gender, poverty, living arrangements, etc.?		
	How do young people normally communicate and express their feelings? With whom?		
	What is appropriate in terms of physical contact and clothing?		
	Which traditional and popular sports and games are played? How are they played? By whom? Where?		
	Do the sports and activities identified have other purposes or meanings (e.g. finding spouses, betting, settling disputes, practicing religion)?		
	Who makes up the formal and informal protection systems (i.e. the individuals, groups, organisations, institutions, laws/policies, social norms, attitudes, beliefs, etc.)?		
	What are the protective and risk factors for young people?		
	What partnership opportunities exist?		
	What organisational capacity exists to support a Sport for Protection programme?		
	Which spaces are available/used for sports?		

Theme	Question	Answer	Data Source or Collection Method
Social Inclusion	To what extent are young people enjoying their rights to economic, social, cultural, civil and political life?		
	To what extent are young people engaged with their families, communities and each other?		
	Are there any young people who are not engaged? Why?		
	In what sports/activities are young people interested? What kinds of sports would they be most likely to join?		
	Does ethnicity or social class determine who plays which games?		
Gender	Of what gender-related sensitivities should programme developers be aware (e.g. seeing girls play, etc.)?		
	What roles do different genders play at different ages that facilitate/hinder them from participating in sport (e.g. early marriage/family responsibilities)?		
	Is it acceptable for boys and girls to play together and at what ages? How can we do mixed-gender activities54 in a responsible and emotionally/physically safe way?		
	Do adults play any games? What activities are considered appropriate for young women and young men?		
	Are boys and girls treated equally within their families, communities, schools, etc? If not, why not? Are there leaders in the community who successfully challenge those norms (positive deviance)?		
	What is the political climate regarding male and female roles?		
	How do the local customs and social norms compare to government policies (e.g. female circumcision, etc.)?		

Theme	Question	Answer	Data Source or Collection Method
Disability	How does the community view people with disabilities (i.e. do they hold protected status, or are they considered inferior)?		
	What accessibility issues exist for young people with disabilities (e.g. are parents protective and fearful of their engagement in sports, are playing areas accessible, etc.)?		
	What disabilities do potential participants have?		
	Which physical access barriers do they face entering a sports facility or space?		
Social Cohesion	Are there pre-existing tensions between social groups, ethnicities, genders, etc.?		
	In conflict settings, who are the warring parties, and what are their respective goals?		
	Are there existing situations/activities that can heighten/ relieve social tensions?		
	Who are the leaders that unite and connect people between different groups?		
	Do people of different 'groups' live separately?		
	Where do people meet?		
Psycho Social Well being	What are the emotional concerns/risks facing young people in this setting (e.g. loneliness, fear, violence, abandonment, separation, ostracism, etc.)?		
	What protective factors exist to help young people deal with these risks (e.g. supportive family structures, governmental/ private services/systems)?		
	What are the barriers for integrating into the current society?		
	What life skills do young people need/receive training for (e.g. job skills)?		
	Which types of psychosocial supports already exist?		

Organisational Capacity

This table taken from the Grassroots Collective, helps you to consider your organisations capacity to deliver your aims. They also provide a SCOPE exercise template which may also be useful for your planning .

Theme	Question	Answer	Data Source / evidence
Staff Qualifications and Experience	How many people are in your organisation?		
	What is their technical experience?		
	Has your organisation undertaken any previous development projects?		
	What types of projects were these?		
	What types of specific interventions did you provide?		
Relationships, Organisations, businesses, Government bodies	Does your organisation have existing relationships with the community from previous projects?		
	Which broad areas of the community do you have existing relationships with? For example, children, women, teachers, industries such as farming and manufacturing.		
	What external businesses, organisations or government bodies does your organisation have existing relationships with? Could you draw upon these relationships for specific projects?		
Obstacles and knowledge or capacity gaps	What are the major obstacles or insufficiencies of your organisation and your staff members?		

Finally put all this together into a report. Below is a template, adapted from Humanitarian Response.

SITUATION ANALYSIS

PROJECT TYPE
Country name

XX

Number of people living in affected areas

XX

Number of affected people

# of affectedby provinces

7.5

4.3

2.5

3.5

4.5

x y z zz xx

XX

Number of people requiring intervention

# of displaced by province (thousand):

SITUATION OVERVIEW

1   Description of the issues – SDG alignment

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2   Priority needs

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3   Exisiting capacity to meet needs

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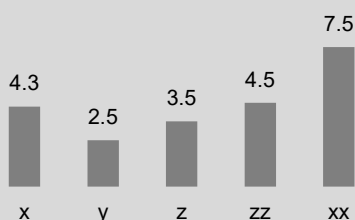
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DETAIL OF ISSUES AND REQUIREMENTS

Local Profile: (Narrative to explain the profile of the region and the numbers of people that require the intervention) Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

xx million		Xx million	17%
Total Population		**People living in affected areas**	of total population potentially affected
(World Bank 2011)		(General Census 2005)	
xxx,000 – x million			
Estimated nr. of people affected by the issues			
(multiple source)			
xx0,000		xx0,000	xx,000
Priority 1		**Priority 2**	**Priority 3**
(Source)		(Source)	(Source)
tbd	tbd		xx'000	x,x00
Group 1	**Group 2**	**Group3**	**Group 4**	**Group 5**	**Group 6**
(source)	(source)	(source)	(source)	(source)	(source)

Source: ------

Most affected areas or groups:

- Area x has been particularly affected because factor x,y,z

- Areas xyz: While to date little information is available, it is very probable that these areas have been hard hit due to factor x,z,c,

Local issues:

- Education:

- Infrastructure:

- Government capacity:

- Livelihoods:

Status of the Community

- Current vulnerabilities:

- Initial information on need, what changes are being requested and who is requesting them:

- Lessons learned from similar projects:

Your organisations details here… This template was adapted from Humanitarian Response- Their template is available in Microsoft Word format

DEVELOPMENT CAPACITY

National and local capacity and response

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International capacity and response

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PROJECT ACCESS

How receptive would the community be towards the project

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Barriers and risks to project implementation

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BASELINE INFORMATION

Pre-project needs and statistics : Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit

Basic services : Healthfacilities, educational facilities, wastewater, electricity

Baseline Indicators - statistical information relevant to your project and context. Represented over a period of years or months- change to suit your need.

Poverty	2008	2009	2010	2011	2012
1.1 Proportion of population below $1 (PPP) per day					
Population below $1 (PPP) per day, percentage					
Population below national poverty line, total, percentage					
Population below national poverty line, urban, percentage					
Poverty gap ratio at $1 a day (PPP), percentage					

Malnutrition	2008	2009	2010	2011	2012
1.2 Prevalence of underweight children under-five years of age					
Children under 5 moderately or severely underweight, percentage					
1.3 Proportion of population below minimum level of dietary energy consumption					
Population undernourished, percentage					
Population undernourished, millions					

Education	2008	2009	2010	2011	2012
1.4 Net enrolment ratio in primary education					
Total net enrolment ratio in primary education, both sexes					
Total net enrolment ratio in primary education, boys					
Total net enrolment ratio in primary education, girls					

Health	2008	2009	2010	2011	2012
1.5 Under-five mortality rate					
Children under five mortality rate per 1,000 live births					
1.6 Infant mortality rate					
Infant mortality rate (0-1 year) per 1,000 live births					
1.7 Proportion of 1 year-old children immunized against measles					
Children 1 year old immunized against measles, percentage					

Your organisations details here… This template was adapted from Humanitarian Response- Their template is available in Microsoft Word format