

# Target Group Analysis for the Project

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## What is Target group analysis and what is its purpose

Target group analysis is a document **identifying target groups and their needs**. Project target groups represent a subset of project stakeholders (see the Stakeholders' register). The aim of preparing the analysis is to understand the actual needs of the target groups, the problems they deal with; the analysis justifies the meaningfulness of the project.

Preparing the target group analysis enables to set up project activities so that they suit the target groups as much as possible. A detailed analysis increases the quality of the project and decreases the risk that target groups will not be interested in the project.

## When is the document prepared

The target group analysis is usually prepared in the **pre-project phase** and it follows up the Project Purpose and Stakeholders' register. The analysis can help to verify if the project purpose corresponds with the needs of the target groups, and the purpose can be amended if necessary.

## Who participates in the preparation process

The target group analysis is prepared by a **team** whose task is to justify the project purpose. It is advisable that the team is led by a person familiar with the technique of questioning.

## When is the document used

The target group analysis is used during the preparation of a project plan when the document is used for the internal needs of the team in order to set up a realistic project; it is also used during the approval of the project plan. The analysis is presented during the decision making concerning allocation of finance and approving the project implementation process.

## Process of preparing the document

1. In your team **define the project target groups** - persons or organisations that will be the users of the project outputs. Based on your experience, try to estimate which problems and needs are typical for each of the target groups.
2. **Determine a method** that will be examining each target group. Try to find previously made analysis of the target groups, e.g. graduate thesis, studies prepared by ministries, regions, non-profit organisations, etc. as this might save you work. If you do not find a **credible analysis** for the given group, make a decision if you are going to examine its needs and issues using a **survey, controlled interviews, focus groups** or other methods. Prepare a draft survey, a structure for the controlled interview and an agenda for the focus group. Determine how many representatives of the target group will be involved in the analysis, who will carry out the analysis, and when.
3. **Describe the target group**. State how big the target group is, what are its demographic features (age, sex, education, etc.) and how many people in the target group do you want to involve in the project implementation.
4. **Carry out and evaluate your investigation** (survey, controlled interviews).

5. Based on the already conducted researches or own investigation, **describe the actual needs** of the target group and problems it has to face. State how these needs and problems will be resolved by the project.

6. Describe how you will **motivate each of the target groups** to get involved in the project.

## Note

The target group analysis is a fundamental document for projects applying for grants from EU structural funds as project justification usually carries one third of the weight during the application evaluation process.

Preparing the actual analysis can be demanding both in terms of time and finance. Therefore, it is essential to determine the number of respondents so that the Analysis is credible but still efficient in terms of cost.

## Example of a completed form

<b>Target group</b>	XY Hospitality high school students
<b>Expected needs and problems of the target group</b>	
<ul style="list-style-type: none"> <li>Insufficient knowledge of foreign languages lowers the employability of graduates</li> </ul>	
<b>The method of target group analysis</b>	
<ul style="list-style-type: none"> <li>Survey - 50 3rd and 4th year students - subjective evaluation of their language skills.</li> <li>Survey - 50 graduates from 3 years ago - identification of barriers when finding employment</li> <li>Controlled interviews with 20 employers of school graduates - identifying school graduate weak points</li> </ul>	
<b>Target group characteristics</b>	
<p>The XY Hospitality high school has 176 students, out of which 96 are girls and 80 are boys who study Hospitality and Tourism. All students will participate in the "Language Skills Development" project. 30% of the students opted for the non-mandatory A level - foreign language - subject in the past two years.</p>	
<b>Determining target group needs and problems and the method of how these needs and problems are solved by the project</b>	
<p><b>Conclusions made by school graduates and employers:</b></p> <p>English:</p> <ul style="list-style-type: none"> <li>school graduates have a good knowledge of grammar - employers awarded an average grade of 2.2 for grammar and graduates even 1.8;</li> <li>graduates do not know how to hold a conversation, in particular in typical hotel situations (attending to clients at the reception, serving clients, etc.) - this problem has been identified by 85% of employers and 90% of graduates;</li> <li>written skills are also insufficient - the employers awarded an average grade of 4.1 and graduates 3.9.</li> </ul> <p>German:</p>	

- the ability to communicate in German is very limited, and for the hotel industry it is quite insufficient - employers have awarded the average grade of 4.3 for German speaking skills.

Russian:

- Russian is becoming increasingly asked for (60% of employers have a Russian speaking clientele), and the school does not offer Russian as a foreign language.

French:

- French is hardly ever required - only 10% of employers welcome knowledge of French;
- graduates hardly ever use French in practice - only 15% of the graduates did

**Conclusions drawn from the questionnaire survey carried out among 3rd and 4th year students:**

- only 16% of students are satisfied with the level of language learning;
- 75% of students evaluate the level of language learning aids as very poor, 15% as very poor;
- 65% of students would welcome more speaking activities during language lessons;
- 88% of students are interested in taking part in a language stay abroad or an internship;
- 20% of students are interested in learning Russian as an optional language.

**The method of solving problems and the needs of the target groups by the project:**

- creating a new multi-media language classroom that will significantly increase the quality of practising speaking skills;
- organising stays abroad for students which will enable them to improve their language skills when communicating with native speakers;
- organising stays abroad for teachers who will learn the know-how of teaching languages;
- introducing a new optional subject - Russian - starting with 2nd year students.

**Method of motivating target groups and involving them in the project**

The survey has shown that students are interested in the planned project. For optional activities, the project team plans the following motivational tools:

- before recruiting for stays abroad we will organise a meeting with graduates who participated in a stay abroad and who will now present the benefits of their stay abroad;
- before starting the enrolment for Russian as an optional language, we will organise a trip to a hotel with a predominantly Russian speaking clientele, and a meeting with parents where we will show the growing interest in Russian.