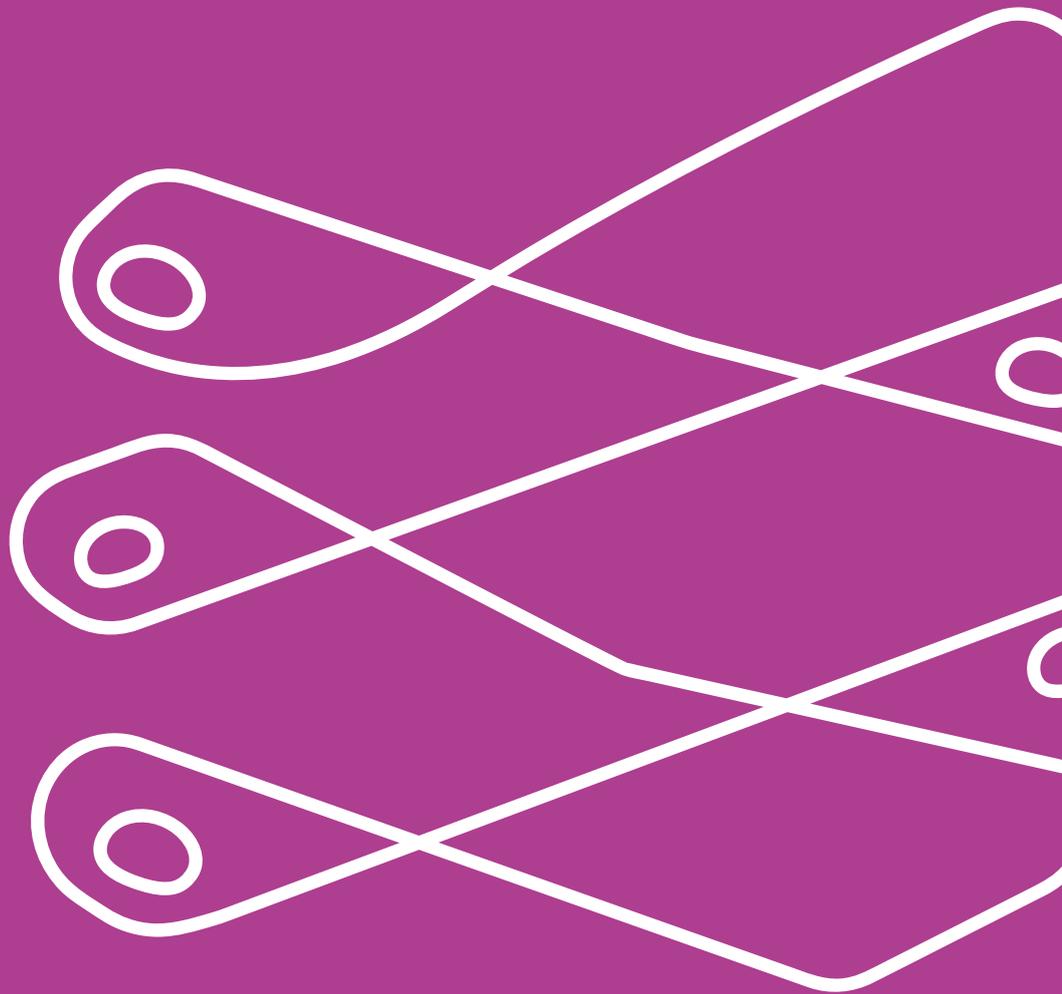


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step 1: analyse

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step 1: analyse

You have the motivation to build a long term educational programme, but... what is the problem you want to solve with it? What is the gap you are trying to fill? What change do we want to create? Who needs this, and why now? Before you put your hands on the job, understand where you want to go with it.

This step is about making sense of the **why**, **for whom**, and **what** will be your long-term educational programme. It helps define the objectives of your learning journey.

Understand the challenge. Start by exploring the challenge or theme you're addressing. It could be a social issue, a skill gap, or an emotional need. Ask yourself: Why is this important? What is the context (local, cultural, emotional)? Is it really a need or just an idea?

Go out. Ask people. Sometimes we believe it is easier to check through online reports or academia. Challenge yourself and ask people in your local community for their needs. You can go to a bar, a youth center, a elderly residency or even the park to collect information (quantitative or qualitative). This will give you a nice overview of the opportunities.

Listen to the unheard. Working with historically underrepresented communities can take longer. And it can also bring you to being inclusive in your programme. Prepare in advance. Use various methods: whatsapp surveys, google forms, checking with friends. Open the space to voices that will really benefit from your future programme.

More analysis tools. You can analyse the challenge through desk research, interviews, experience-based reflection, or collaborative conversations. You can also visualise it, using mind maps, diagrams, or storytelling, to make it clearer for yourself and others.

Partners in crime. Map who is doing the same work or similar in the field you want to fill a gap or challenge. Can they join efforts with you? What can they bring to the programme? Can they share resources, opportunities, contacts? Don't underestimate asking for help from other groups, associations, NGOs, town-halls or even museums. People are ready to help.

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step 1: analyse

The audience. Think about who this programme is for. By targeting the audience (participants or people who will benefit from this programme) you can check their needs. Further, have a look at amplifiers to use or road-blocks to avoid at the time of searching for a bigger impact in your audience. You can build a participant persona to find the right people. Use empathy map to understand the needs better.

Find your purpose. It is important to align personal passions with a creative visual to guide you on your learning framework. To explore your inner passions, skills or knowledge, try the IKIGAI tool. This version designed by Co.Wonders, aims to focus on the key learnings and create the roadmap of educational purpose to cover.

Tools to make your analysis:

You want to...	Suggested tools
Understand the problem	Conflict tree, research, group discussion, going out to ask in the streets.
Define learning goals	Learning outcomes matrix, reflective journaling, theory of change (ToC).
Identify audience and partners	Stakeholder map, persona cards, empathy map.
Explore personal learning purpose	Inner-passion questions, IKIGAI.
Connect themes and ideas	Visual metaphors, storytelling, post-it mapping

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step 1: analyse

Education as a tool. When you have your challenge clear, look at it from the perspective of the type of activism you can undertake to solve it. Is it about political actions? Public actions? Campaigning? Legal interventions? Monitoring and research? Or education? If your answer is education - go to the next steps.

Long term education needed? Education can also work with short-term programmes or just a one time workshop. Ask yourself what would serve the best to address your challenge and if you are seeking to make your learners fluent in the topic you will address - long-term education is a perfect fit. Through repetitions, frequent meetings and practice you can build sustainable effects.

A last word before starting your analysis. Not everything will be clear from the start. Be open to new topics. Ask questions to guide the options. Don't rush into structure or strategy: let the topics appear through observation, dialogue, and reflection. This is where your long-term educational programme starts to find its real shape.

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