Course Title
O2 Module Developed by MEH – UK

Objectives of the Module

- To identify and analyse the participants 'needs through a participatory methodology
- To create ownership and commitment among the involved parties
- To develop a shared perception of problems
- To enhance engagement and commitment among all participants: learners, trainers, school directors, families…
- To enhance critical thinking
- To improve active citizenship

Learning Objectives

- To improve analytical capabilities and self- analysis attitude
- To improve problem solving skills
- To improve planning skills and monitoring results
- To improve self-evaluation
- To learn management tools

Module Description

In class - session	Topics Covered
1.	The analysis of problems related to the subject
2.	The analysis of objectives
3.	The analysis of strategies

Each lecturer/trainer will prepare the module presentations that will be distributed at least 10 days ahead of the course delivery due date.

Due to the specificity of each module, the materials will be adjusted to enhance interactive individual and team-based work and presentations. The format of the materials and the teaching method might be in a form of: games, icebreakers, case studies, video materials, individual and team-based assignments, discussions, readings and role playing.

Debriefing/Evaluation

Upon the completion of the training each attendee will be able to assess the following areas:

- The analysis of problems related to the subject: the image of reality;

- The analysis of objectives: the image of a future, improved situation;

- The analysis of strategies: the comparison of different chains of objective according to the existing resources

- The group dynamics

1. Teaching method

The Problem Tree Analysis belongs to the family of participatory planning techniques, in which all parties involved identify and analyse the needs together. This is a participatory methods aim to create ownership and commitment among the involved parties.

The process of analysis helps to build a shared sense of Understanding, Purpose, Action.

The heart of the exercise is the discussion, debate and dialogue that is generated as factors are arranged and re-arranged. Through this methodology, it is possible to develop a shared perception of problems, to enhance engagement and commitment among all participants: learners, trainers, school directors, families, to enhance critical thinking, and active citizenship.

The main output of the exercise is 2 tree-shaped diagrams in which:

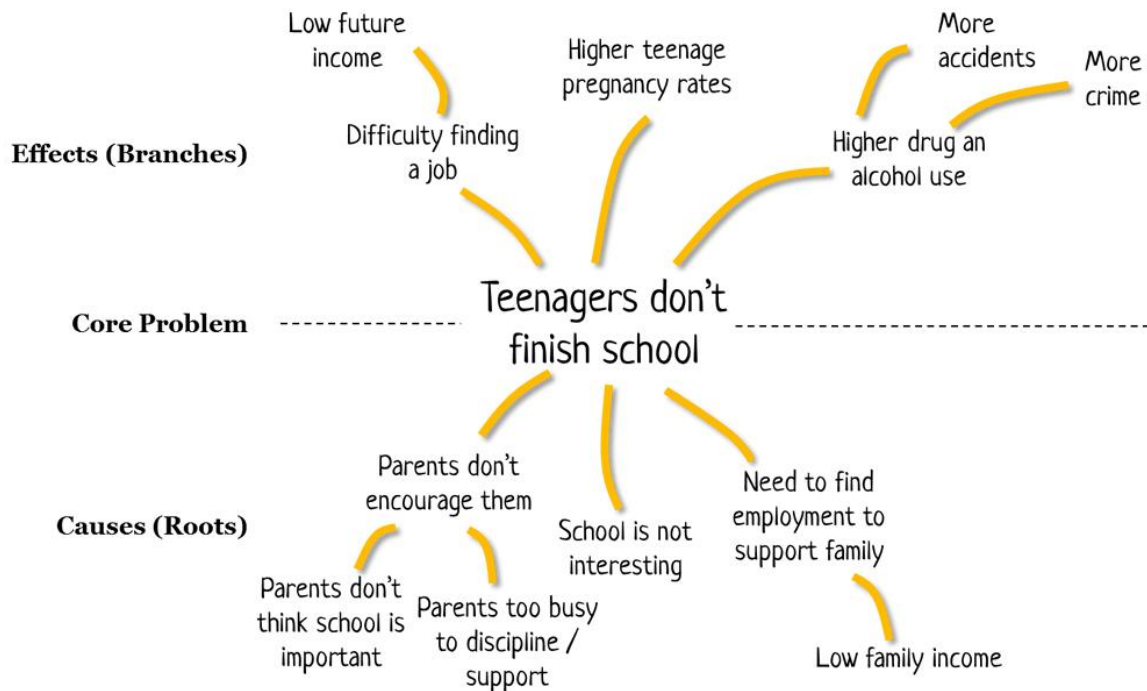| TREE PARTS	PROBLEM TREE	OBJECTIVE TREE
Trunk	Focal problem	Main objective
Roots	Causes	Specific objectives
Branches	Effects	Results

Such tree diagrams create a logical hierarchy of causes and effects and visualizes the links between them.
They create a summary picture of the existing negative situation and contribute to find concrete solutions according to the existing resources.
An Action Plan including:

Specific Objective	Who	What	When	Resources

Tree problem example:

Effects (Branches)

Low future income

Difficulty finding a job

Higher teenage pregnancy rates

More accidents

More crime

Higher drug an alcohol use

Core Problem - - - - - - - - - - - - - -   Teenagers don't finish school   -

Causes (Roots)

Parents don't encourage them

Parents don't think school is important

Parents too busy to discipline / support

School is not interesting

Need to find employment to support family

Low family income

Another benefit of this methodology is that the identified main problem can be broken down into manageable and definable chunks and this allows a clearer prioritisation of factors and helps focus objectives.

TASK 1: Brainstorming on problems of a specific topic

- According to the number of people you might split in groups of max 6 people (as much mixed as possible)
- Choose a name for your group
- 15 minutes: think and discuss about "problems" related to your role as a learner

TASK 2: Develop a Problem tree

As a group:

- Define the core problem (focal problem or central point)
- Write it down on a paper on a wall
- Formulate the causes effects (consequences) of the core problem, and put them on the post it above or below the core problem according to the causes/effect relationship. Hints : Be careful about how you describe the problems: "lack of money to go to school", instead: "Fees school are not affordable" could open up discussion about other ways to answer the problem.

– Present the tree to the rest of the audience

TASK 3: Develop an Objective tree
Switch the groups

– Transform the Problem tree in Solution tree: Reformulate the negative situations into positive situations that are desirable and realistically achievable. E.g. "teenager drop out", is converted into "teenagers complete the school".

TASK 4: Develop an Action Plan
Switch again the groups, each group will be back to the Problem tree they have developed
– Read, discuss and adjust if necessary the solutions found by the other group
– Develop an Action Plan by reflecting on "what skills and experience can we offer to address the 'problems' and reach the "objectives" (solutions)?

2. Tools and materials used in the training
PPT in attachment, Flipchart, pens and paper mates, post it (go green: instead of post-it, use recycled paper and blue tack)

3. Assessment of anticipated and gained know-how

Observation and discussion

4. Recommendations for improvement

- No big balloons or big vague concepts, e.g. no infrastructure, **but** be precise, e.g. lack of easy public transport
- No absent solutions (danger: you block alternatives), e.g. we have a lack of money and I can't go to school **instead,** the problem is: school fees are not affordable

- No non- existing problems, e.g. no existence of NGOs, **but** the problem now is that there is no knowledge on how to run an NGO
- No formulation of interpretations, e.g. the government is lazy, **but** the government does not issue formal validations