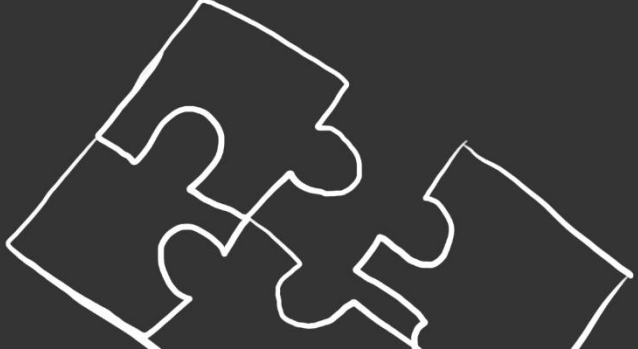
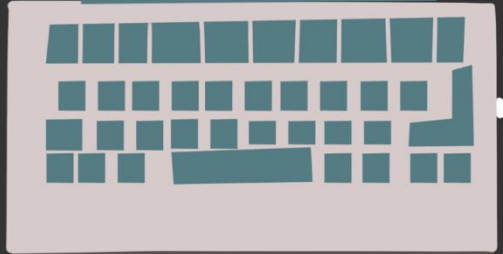
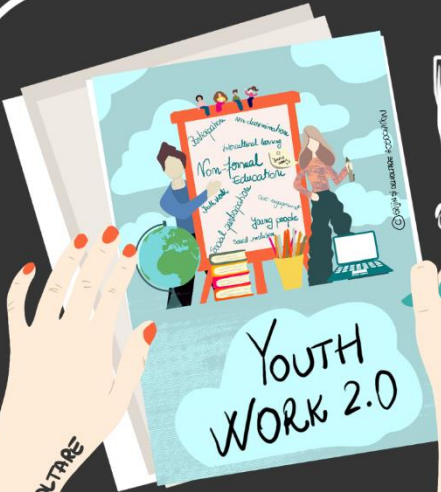
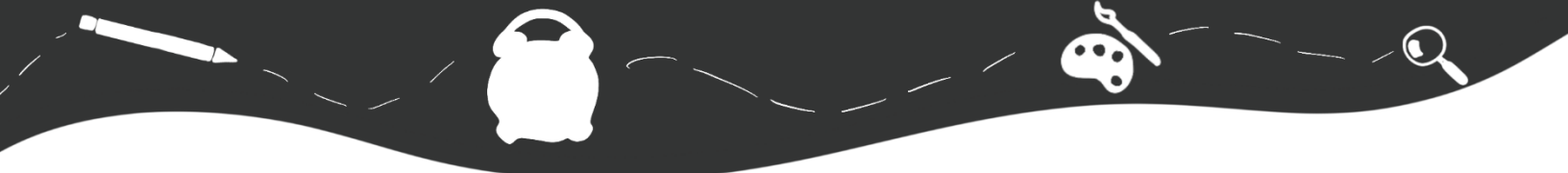




Instrument 11: How to choose the methods - differences between the methods and methodology, aims, target group, time, space, experience, preferences, individuals, topic





This instrument will help you understand how to select the non-formal education methods for the activities with young people with and without fewer opportunity jointly.

Is very simple to use this instrument, you read the tasks and you fill in the banks, you write, reflect and think. Feel free to use the designated space to write your thoughts and add more space or even pages if you feel necessary. There are no right or wrong answers. You can reflect and answer to these questions by analysing your existent youth work or you can plan your future youth work. Think outside the box and dream big!

Methodology is what you are going to do in order to achieve your objectives and results. Methodology doesn't mean methods. Think as methodology as an educational logic to choose the future methods to use. The methodology responds to the question how you are going to reach the objectives and the methods respond to the question what you will use in order to implement it. So, for example, you will create a youth exchange (methodology) and you will use non-formal education methods (methods). You first do the methodology and then you select the methods. Now think at your activity as a youth worker and try to identify the past used methodology and methods.

Methodology	Methods





In order to choose the right methods first you should think on what you want to accomplish. What will learn the young people? The learning outcomes you want to reach through the activity will become the aim of the method you want to use. For example, if you want to make the young people learn the concept of identity or values, the selected methods should aim to make the young people understand the identity characteristics or the importance of values. List all your learning outcomes in a chronological way, so start with what the young people will learn first.



1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.



Search for non-formal methods and instruments that helps you to reach every learning outcome. You can also include informal methods if you believe is necessary. Search through manuals, booklets and different websites. Is good to include also methods that you have once experienced as a participant. You can use the methods for the same purpose it was created or you can adapt the method as you like. If you are in the beginning of your career then it will be difficult for you to adapt. Once you will work with different groups, it will be easier to adapt the methods. Our organisation developed 21 new non-formal education methods that will help you to develop social, civic and intercultural competences and support the social inclusion.

Make a list with the methods that you want to use in order to reach your learning outcomes.

Learning outcomes	Empirical methods	Learning consolidation methods	Integrative learning methods




Now think at the non-formal instruments that you will use and need in order to support better the young people’s learning process.

Each non-formal education activity should start with the get to know each other and team building methods. Especially because you are working with young people with and without fewer opportunities jointly you need to create occasions for the young people to understand and to know each other and to build the solidarity and mutual understanding between them. Identify specific get to know each other methods and teambuilding methods that you want to use the activity.

Get-to-know-each-other –
methods that helps them to get
to know each other and their
elements of identity

Group rules – methods that help
them establish the group rules
and boundaries



Team building methods



From the listed non-formal education methods select the methods that encourage the collaboration and cooperation between the young people with and without fewer opportunities. In which way the young people will collaborate and communicate?



A large rectangular area with a dashed border, intended for the student to write their answer to the question above.



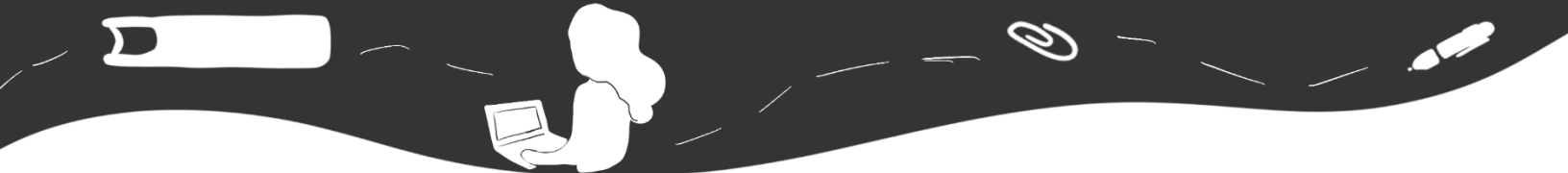
Arrange the used methods in the chronological way. Start with the methods that you will use first and end with the methods you will use last. During the non-formal activity, the level of trust and familiarity in the group should be increased progressively with each method used. Select and implement first the methods that requires low level of trust and familiarity and end with the ones that requires high level.



A second large rectangular area with a dashed border, intended for the student to write their answer to the question above.

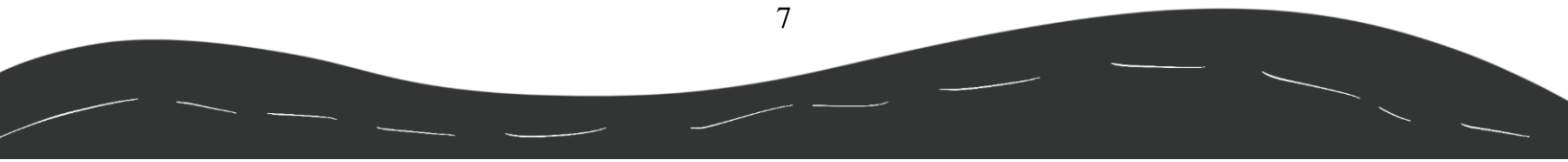
Now is time to make the selection of the non-formal methods. Take each method you identified and verify if it fits with most of the following criteria:

Name of the method:	Yes	No
You have the competences to use it	<input type="checkbox"/>	<input type="checkbox"/>
You can handle the young people reaction caused by the method	<input type="checkbox"/>	<input type="checkbox"/>
You have the financial and human resources to implement it	<input type="checkbox"/>	<input type="checkbox"/>
It uses experiential learning principles, Kolb Cycle	<input type="checkbox"/>	<input type="checkbox"/>
Generates new experience or reinterpret an existing experience	<input type="checkbox"/>	<input type="checkbox"/>
Consider all 4 learning styles	<input type="checkbox"/>	<input type="checkbox"/>
Includes all the participants	<input type="checkbox"/>	<input type="checkbox"/>
Encourage any types of communication	<input type="checkbox"/>	<input type="checkbox"/>
Contributes to the process of team building	<input type="checkbox"/>	<input type="checkbox"/>
Improves the group dynamics	<input type="checkbox"/>	<input type="checkbox"/>
Encourage the mutual support	<input type="checkbox"/>	<input type="checkbox"/>
Supports acceptance of diversity and each participant's limitations	<input type="checkbox"/>	<input type="checkbox"/>
Respond to the young people's needs	<input type="checkbox"/>	<input type="checkbox"/>
The young people have the necessary skills to fulfil the tasks	<input type="checkbox"/>	<input type="checkbox"/>
Consider the competences of the participants	<input type="checkbox"/>	<input type="checkbox"/>
Ensure equal participation and chances for all	<input type="checkbox"/>	<input type="checkbox"/>
Not represent a barrier in the learning process	<input type="checkbox"/>	<input type="checkbox"/>
Supports active participation	<input type="checkbox"/>	<input type="checkbox"/>
Encourage the personal expression of each participant	<input type="checkbox"/>	<input type="checkbox"/>
Fits with your group size	<input type="checkbox"/>	<input type="checkbox"/>
Young people can learn from themselves/ from the other participants	<input type="checkbox"/>	<input type="checkbox"/>
Offers space and time to reflect and observe	<input type="checkbox"/>	<input type="checkbox"/>
Offers space and time to reflect to conclude and apply what they have learned	<input type="checkbox"/>	<input type="checkbox"/>
The young people discuss and share with the group their thoughts, opinions, perceptions and feelings	<input type="checkbox"/>	<input type="checkbox"/>
Is suitable for the fewer opportunity that the young people are facing	<input type="checkbox"/>	<input type="checkbox"/>



If you liked one method but it doesn't fit with most of the criteria, then you can adapt it. Select the method that you like but it doesn't fit and try to adopt it. What you need to change?

A large rectangular area defined by a dashed border, intended for a student to write their response to the question above.





Sprijin
si
Dezvoltare
Association



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