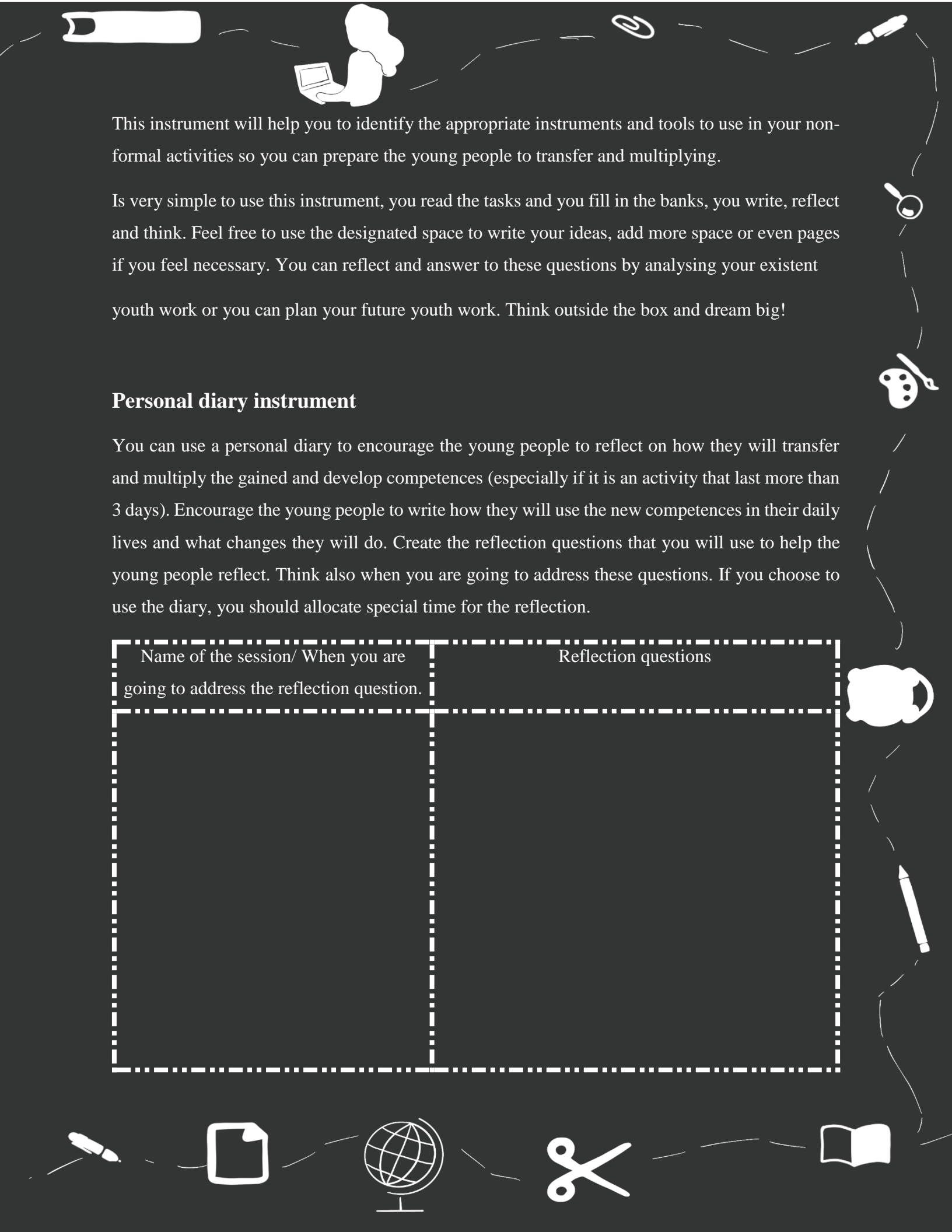


**Instrument 14.**  
**Instruments and tools to**  
**ensure transfer and**  
**multiplying**





This instrument will help you to identify the appropriate instruments and tools to use in your non-formal activities so you can prepare the young people to transfer and multiplying.

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 ideas, add more space or even pages if you feel necessary. 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!

### Personal diary instrument

You can use a personal diary to encourage the young people to reflect on how they will transfer and multiply the gained and develop competences (especially if it is an activity that last more than 3 days). Encourage the young people to write how they will use the new competences in their daily lives and what changes they will do. Create the reflection questions that you will use to help the young people reflect. Think also when you are going to address these questions. If you choose to use the diary, you should allocate special time for the reflection.

Name of the session/ When you are going to address the reflection question.	Reflection questions

## **Non-formal education methods**

After each used method you need give time to young people to process the new information and to analyse how they can use it in their daily lives. Have a look on the activity design. Look at each session description and each used non-formal method. Now is time to analyse what the young people will learn during each method (is the aim of the method itself or the learning objectives/ aim of the session) and what question you will address in order to help them understand how they will use the gained competences in their daily lives. Use module 10 to remember what questions you can ask.

<b>Name of the session and used methods</b>	<b>What they will learn and how they can use what they've learned in their daily life</b>	<b>Question you will address in order to help the young people understand how they will use the gained competences in their daily lives</b>



Once you have a clear picture on what the young will learned and how they can apply it, it is time to analyse whether you have provided adequate approaches to implement stage 4 of Kolb's cycle.

<b>Name of the session</b>	<b>Planned approach (plenary reflection, individual reflection, small group reflection)</b>	<b>Revised approach (plenary reflection, individual reflection, small group reflection)</b>



## Special sessions

Develop special sessions to help the young people to:

- analyse what they have learned during the non-formal activity
- create realistic and specific individual plans on how they will use the gained/ developed competences.

1. Map the gained competence


How will you help the young people to map their competences? What methods will you use?








What competences will the young people gain/ develop through the activity? What reflection questions will you ask in order to help them identify their competences?

	Reflection questions
Social competences	
Civic competences	
Intercultural competences	
Social inclusion and discrimination	
Other competences	



2. Create the action plan

How will you help the young people to create their action plan? What methods will you use?



How the action plan will look like? What the young people should plan? Adapt the requirements of the plan to the target group's profile. A typical action plan should include objectives, expected results, specific measures/ actions/ activities and deadlines for each of it





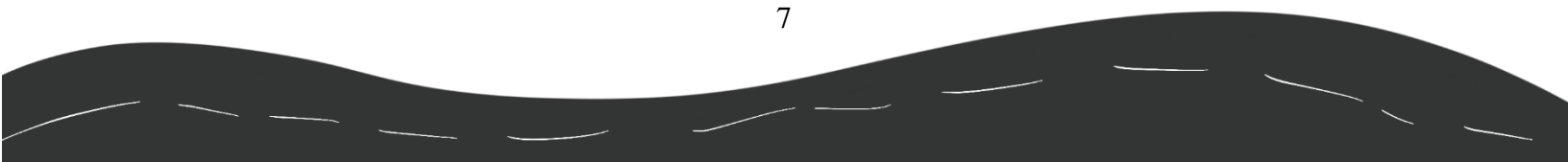
### 3. Develop the session

Develop the entire session on how you will help the young people to transfer and multiply in your next non-formal education activity. How many sessions will you do for this?

Time	Session description	Used methods and instruments

### After the non-formal activity

How you will support the young people to implement their action plans?





How you will ensure the communication and collaboration between the young people after the activity?



What measure you will take in order to ensure the follow-up and sustainability of the activity? In what way you will continue the activity?





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