



## Lifelong Learning Programme

### IGIV – Guide

### Analysis and Reflection

<b>Name</b>	<b>Method Planning and Evaluation</b>
<b>Time</b>	20 to 60 minutes
<b>Target Group</b>	Trainer, Pedagogues, Social Worker and Teacher
<b>Material, space, number of rooms if needed, etc.</b>	Worksheet „Method Planning and Evaluation“
<b>Work Area</b>	Project, Organisation and Program level
<b>Learning Results</b>	
» <i>Knowledge</i>	Knowledge about the complexity of methods and their application.
» <i>Skills</i>	Grasping methods in their different facets and learning to separate desired effects from undesired ones.
» <i>Competencies</i>	Choosing, planning and implementing methods for a project or a different setting in a useful manner. Being able to critically evaluate them.
<b>Guide</b>	
» <i>Step by step know-how</i>	<p>Go through the planned methods, activities, exercises with the worksheet „Method Planning and Evaluation“. The steps are:</p> <ol style="list-style-type: none"> <li>1) Which aims to I hope to achieve with this method, which processes do I want to initiate?</li> <li>2) Who is this method easy for?</li> <li>3) Who is this method difficult for?</li> <li>4) Does the method run the risk of reinforcing potentially present exclusion mechanisms?</li> <li>5) Does the method run the risk of reinforcing societal dominance relations?</li> <li>6) Does this method run the risk of injuries / insults / re-traumatizations?</li> </ol> <p>If yes for 4-6: How can I deal with this appropriately?</p>



Education and Culture DG



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<p><b>Applicability and Limits</b></p> <p><i>The following should be pointed out:</i></p> <p>» <i>The optimal size of the group</i></p> <p>» <i>The point of time in a certain working process when the method can be used</i></p>	
	Individual Work
	Before applying the various methods you use the working sheet. Take the time for an exchange with your colleagues.
<b>Source</b>	Katharina Debus (developed in Jungenarbeit und Schule)

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## Method planning and method evaluation

Title of the method:

	1) What am I aiming for with these methods, which processes do I want to initiate?	2) Who is this method easy for? (loud, quiet, quick-witted, language-related, physical ability, fine motor skills required, reading/writing, teamwork, ... )	3) Who is this method difficult for? (see previous column)	4) Does this method reproduce potentially present exclusions? (relating to group dynamics)	5) Does this method run the risk of reproducing social conditions of dominance*?	6) Does this method run the risk of injuries / insults / (re)-traumatizations?	7) If yes for 4-6: How can I deal with this appropriately? (Prevention, taking up for discussion, protect individuals, divide the group, seek help, don't use the method etc.)
P L A N N I N G							
E V A L U A T I O N							

\*Privileges / disadvantages / upgrading / degrading by gender, sexual orientation, attachment behaviour, racialisation, ethnicization, nationality, religion, social class, physicality, ability, ...

**Principally:** Pay attention to the fact that the methods vary according to the aforementioned strengths and weaknesses.

**Teaching staff:** Does a conflict of roles evolve due to your position as an assessing person? Making mistakes is part of the deal! There is no perfect method ...