Commonwealth Youth Programme

Diploma in Youth Development Work

Tutor Manual

Commonwealth Secretariat
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The Commonwealth Youth Programme's Mission

CYP works to engage and empower young people (aged 15–29) to enhance their contribution to development. We do this in partnership with young people, governments and other key stakeholders.

Our mission is grounded within a rights-based approach, guided by the realities facing young people in the Commonwealth, and anchored in the belief that young people are:

- a force for peace, democracy, equality and good governance,
- a catalyst for global consensus building, and
- an essential resource for poverty eradication and sustainable development.

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Contents

How to use this manual

This manual is part of the Commonwealth Youth Programme Diploma in Youth Development Work. It has been prepared to help tutors undertake the important tasks they have in the delivery of the programme.

1 Programme overview	Read this first to give you a sense of what the Diploma is all about and how it hangs together.
2 What should a youth development worker know and be able to do? 3 Making sense of roles 4 A groupwork session 5 Assessment 6 Help and support	These sections provide practical information and guidance about the tutor's role.
7 Educational methodology	This sets out the educational principles and curriculum issues that underpin the whole programme.
8 Using the modules	This gives guidance notes on using the modules, with outlines of each module's approach, content, learning outcomes and so on.

Once you have read the Programme overview, please use this manual as a resource as and when you need it.

Example

- You may decide to check out the modules you are teaching in Section 8 *Using the modules*, then read about the underlying educational theories in Section 7 *Curriculum and educational methodology*.
- Or you might first want to clarify your role in Section 3 *Making sense of roles*, and how it relates to others in Section 6 *Help and support*.

A manual like this is written for a wide audience, for those working in tertiary institutions and those supervising students in their place of work. If you feel that any section is too basic and is not adding anything to what you already know, skip it and go on to the next. Please note that the term 'tutor' is used throughout the manual to cover a range of different support roles that are explained in more detail later.

Icons have been used to highlight particular things in the manual:

Activity

Activities are often used to encourage reflective learning and may involve a practical task. Answers are not provided.

Reading

Read as suggested.

Case study

Read these examples and think about any related questions.

The same system is used in the materials for students (plus self-help questions, where answers are provided). These icons have been used here to help you engage with the content and ideas in the Tutor's Manual, to ensure that you are familiar with the icons and to give you a flavour of the same learning experiences as your students.

Finally, it is important to emphasise that as a tutor on the programme you are part of a collective enterprise, and a key partner in the learning process. We value your skills, knowledge and experience and appreciate your feedback on all aspects of the programme. The programme can only succeed by making effective use of your existing expertise. This manual and other support services available are designed to assist in this process.

1 Programme overview

This section will help you to:

- get to know about the background to the development of the programme
- understand why supported distance education is well suited to the programme
- appreciate the distinctive nature of youth development work, and the three key roles of youth development work on which the programme is based
- relate Commonwealth values to youth development work
- see the difference between 'welfaring' and 'empowering' as approaches to youth development work.

The Programme overview shows how the programme hangs together and its key assumptions, value base and starting points.

The development of the programme

Since 1974 the Commonwealth Youth Programme (CYP) has been offering a Diploma in Youth Development Work. It has been running training programmes, based on an action research approach, to equip youth functionaries, youth leaders and those providing opportunities for young people to meet the new challenges they face. Four Regional Centres – Africa, Asia, the Caribbean and the Pacific – play a key role in delivering these programmes, with the support of the Pan Commonwealth Office (PCO).

In the past, these programmes took the form of residential courses organised by the four Regional Centres. As a result, CYP developed a wealth of expertise in the education and training of youth development workers. The quality of the programmes led Commonwealth member governments to call for a wider range and larger number of people to be able to participate.

At the same time, the PCO and Regional Centres recognised that rapid changes were taking place – in the social and economic context, in the welfare professions, and in the daily lives of young people themselves. Tertiary education too was changing rapidly with the introduction of new ways of learning and new forms of accreditation.

In 1995, the Commonwealth Youth Ministers Meeting (CYMM) in Trinidad and Tobago mandated a feasibility study for developing the Diploma by supported distance education, with the aims of:

- allowing larger numbers of students to participate
- allowing students to study nearer to home
- allowing in-service students to study while continuing in professional roles.

Learning to meet learners' needs

"The emerging context of the rights approach to development is forcing more and more states to commit themselves to providing equal opportunities for education to their citizenry, irrespective of age, sex and levels of readiness. No wonder then that the learner profile is changing – constrained by their family, financial and work related situations, learners look for and take courses/degrees when they are already in a job; they prefer taking courses/degrees over longer periods of time, breaking their studies in between; they look for education/training that satisfies their immediate needs or fits into their long-term developmental strategies; and they prefer end-to-end user-friendly educational products and services – their behaviour is more like customers than the traditional fresh-from-the-school obedient students. To them, education/training must return the value of money spent on it."

Source: Koul 2006, p. 6.

The CYP accepted the challenge of introducing a new human resource development strategy. It recognised the need for a different kind of relationship with tertiary education. To begin this process, the PCO developed a partnership with the University of Huddersfield in the United Kingdom, one of its new universities with experience of professional education and development, much of it in service and/or part time. The University had recently launched a BA in Community Education, which reflected many of the principles that Commonwealth Ministers wished to see embedded in the new strategy.

Much has been achieved since the inception of that partnership. Consultations about the strategy have taken place in all four Commonwealth regions, and the partnership has expanded to include 28 Commonwealth universities and tertiary institutions and the

Commonwealth of Learning. It has also involved a wide range of stakeholders, including government departments, non-governmental organisations (NGOs) and community groups. The outcomes are many and include learning not only for the Diploma's hundreds of students but also for tutors, universities, government agencies, CYP and those involved in the provision of Quality Assurance (QA).

Regional evaluations in 2001-3 in Asia, the Caribbean, Africa and the Pacific showed that the development of this dynamic partnership – which brought together the universities, government departments, employers and CYP – helped to promote the success of the Diploma. This partnership has potential to ensure the recruitment of the most motivated and promising students and to build in mechanisms to encourage access for under-represented groups.

Although all evaluations reflected high praise for the learning materials from both learners and tutors, the curriculum needed some updating. Between October 2003 and February 2006, CYP embarked upon a process of reviewing the modules, eliciting feedback from all stakeholders.

In addition to building structures to deliver the programme for youth development workers, the Diploma has been the catalyst for the development of a body of practical and theoretical knowledge and understanding on which future youth development initiatives may draw. The Diploma materials and related publications provide a strong foundation for the professionalisation of the sector. For example, the requirement to balance academic rigour with appropriate forms of assessment underpinned the development of the *Asia Question Bank* (2001), a valuable resource available across the Commonwealth. The first edition of *Intercom*, the Student Newsletter, in 2003 added a further resource, and the launch of the refereed journal *Commonwealth Youth and Development* has had an impact that extends beyond the countries of the Commonwealth. These initiatives will add to the body of knowledge concerning youth work and help to address the need to develop a strong theoretical foundation for future developments.

But partnerships are not really about institutions, contracts and memoranda of agreement. They hinge on relationships between people, shared understandings and common visions that evolve across the barriers and boundaries of ethnicity, gender, culture and language. This applies even more to a Pan Commonwealth enterprise like this Diploma. Already, much has been done that would not have been possible without this active involvement of a wide range of individuals and groups, too numerous to mention. Now you have joined the partnership – as a tutor who will both help deliver the programme and, we hope, play a crucial part in its future development.

What is supported distance education?

At an early stage in the programme's development, it became clear that the main mode for delivery should be supported distance education. There is more about the educational methodology in Section 7 of this manual, but it is important to set out its distinguishing features here.

Supported distance education

- is flexible, allowing the programme to be adapted to meet the needs of different countries and learners
- uses a wide range of teaching and learning methods, including published materials, tutorials and work in groups and individually
- makes use of new technology while recognising its limitations and the need for face-to-face learning situations
- links in easily with existing programmes run by tertiary education bodies.

Supported distance education is therefore different from both traditional academic approaches and earlier forms of distance education. We recognise that every learning situation is unique – no two teachers and no two students are exactly the same. It would be against the spirit of supported distance education to treat this manual as rigidly prescriptive. It is vital that you draw on your experience and judgement to select and adapt material and to decide when to use the techniques described.

Nonetheless the Diploma does have a 'bottom line', a key set of propositions that underpins its vision. Indeed one of the key reasons for its introduction is to achieve more consistency in terms of:

- understanding the nature and purpose of youth development work
- clarifying what is meant by quality in the delivery of services to young people
- setting professional and academic standards.

This manual aims to state this set of propositions clearly, especially in relation to the role of a youth development worker and to educational methodology.

Supported distance education involves tutors taking on a facilitative role, working alongside groups of students to explore ideas and theories, linking them with local contexts. For some tutors, this is a new experience. In order to address these new demands, tutor training has been provided and has been shown to be an important way to promote students' learning and enhance the Diploma. CYP Regional

Centres and external regional moderators have played major roles in tutor training.

For students embarking on a programme of supported distance education, the provision of intensive induction and orientation programmes has been found to be important. As well as providing an introduction to the Diploma itself, induction programmes introduce students to the demands that the supported distance model will place on them and provide the opportunity for them to build supportive networks. They enable students to develop self-confidence about their ability to succeed as learners, and especially as distance learners. Students also need full access to universities' facilities including information and communications technology (ICT) resources and libraries, and support in terms of work practice in the field. Study skills and pastoral guidance are also important.

What is youth development work?

At the centre of the Diploma is an understanding of the purpose of youth development work.

This is important because of the development of welfare services during the twentieth century. This resulted in many different types of interventions in young people's lives – for example, by teachers, health workers and social workers. The pattern of development in each country has been different, but the trend is towards a range of types of welfare work, and the 'professionalisation' of each type, resulting in its own qualifications, its own ethos and its own professional associations. The pros and cons of this line of development can be debated. Professionalisation is promoted in the name of quality services, but it makes a holistic approach to the needs of young people more problematic.

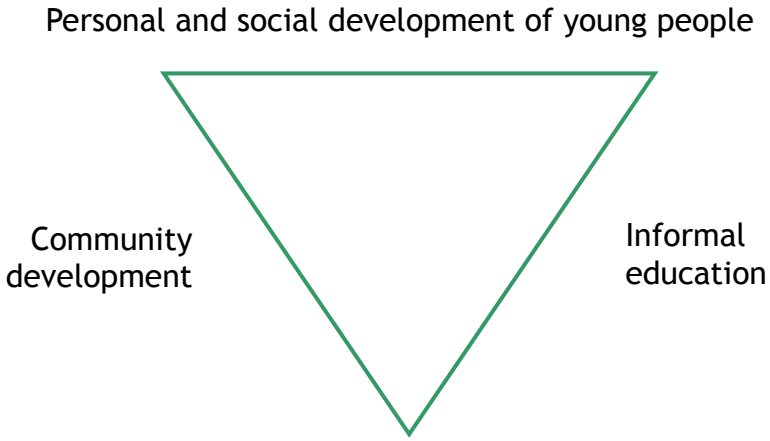
Youth development work operates alongside these different professional groups. Indeed, the Diploma is based on the idea that youth development work is often more effective when it does operate in this way rather than in isolation. It is therefore important to be clear about the contribution of youth development work to the overall pattern of welfare services.

Youth development work:

- is concerned with the personal and social development of young people in its broadest sense
- uses the methods of informal education, which seek learning opportunities that arise outside the formal worlds of education, training and work
- learns from and is influenced by community development in that it works with young people in the context of the community in which they live, builds community capacity by using its strengths

and skills in the development of services and is accountable to the community in which it operates.

These three aspects of youth development work can be shown in the following way:



An example may help to explain the distinctive nature of youth development work.

Case Study

Imagine that you have become aware of a group of young people who have increased leisure time – perhaps their village has recently acquired a piped fresh water supply, thus eliminating the need for them to walk long distances and queue for hours to get water for their family.

This particular group spends a lot of time together, generally messing around, sometimes being asked to move on – and may be in danger of getting into trouble with the police or other authorities. A teacher might respond to this situation by organising classes that, although worthy, might not attract the young people.

A youth development worker would take a different approach. She or he would first talk to the group and get to know them, finding out about their lives, their hopes and fears, and their feelings about themselves, their friends and their village. The youth development worker would encourage the group to think about how they would like to use their time, and get them to agree on a project or activity they could work on together. It could be a simple social activity, or a more ambitious health project, depending on the nature of the group.

Now comes a crucial part. At this stage the temptation is for the worker to organise the activity or project, and for the group to become participants. The worker becomes a service provider, and the group consumes the service. The good youth development worker will resist this temptation. He or she will support the group in organising the activity, but will not do it all for them, making careful judgements about how far to challenge the group with new,

unfamiliar tasks, and about exactly what kind of support is needed. The worker will consider what resources are available to assist the group in its community, and help them to gain access to these resources – for example, an organisation with meeting rooms they might use, or a printing facility, or a local person with the skills needed.

In other words, the youth development worker is not only concerned with the activity or project, but also with the process by which it comes about. He or she will look for learning opportunities for the group in the organisation of the activity or project. This will include the experience of working together as a group, making decisions and carrying them out. It will involve the group in gaining self-esteem and confidence, learning new skills and knowledge, and making a contribution to the neighbourhood.

Sometimes there is a misunderstanding that youth development work is more interested in the process (how something is done) than the product (the end result, activity or project). However, this is not the case. It is very important that the group should succeed in achieving its objectives. Although we do learn from failure, we are more motivated by success! This is particularly true of disadvantaged young people, who have already experienced too much failure. The skill of the youth development worker lies in supporting the group towards success, building on its strengths and challenging it to try new things – without taking over. Clearly, one of the key judgements is the first one about the activity or project selected. If it is too easy or straightforward, it will not offer a challenge and there will be nothing really at stake for the group. If it is too difficult, the group will experience failure – again – and its sense of alienation from the community will be reinforced.

This case study illustrates the complex role of the youth development worker and the need for appropriate professional education and development.

In this programme, three distinct roles for the youth development worker are identified: enabling, ensuring and empowering.

- **Enabling** is about creating the conditions in which young people can act on their own behalf, and on their own terms, rather than relying on other people, and especially professionals, to do things for them.
- **Ensuring** is about operating in accordance with value systems that give a sense of purpose and meaning to how young people use their skills and knowledge.
- **Empowering** is about putting democratic principles into action in the fullest sense, so that young people can play a constructive part in the decision-making that affects them at different levels of society.

Section 2 of the Tutor's Manual includes a more detailed outline of these three roles in the form of generic core competences. There you will be able to see how understanding and knowledge are related to skills. Equally important, the model recognises that youth development workers need to be able to do these things themselves and to help other workers to develop these skills. The trained youth development worker usually has a 'managerial' or 'leadership' role for paid staff and for unpaid volunteers. Sometimes, youth development workers lead or participate in organisational development – for example, budgetary control, staff development and policy development. This is essentially an extension of the leadership role explained above, and the same principles apply. This programme promotes a management style that reflects the principles of the kind of youth development work it promotes.

In outlining these roles there is already scope for misunderstanding. If the work is about helping young people achieve their objectives, what does a youth development worker do if a group wishes to organise an activity that is, for example, racist or sexist in character? Does this pose a professional dilemma? In reality, this kind of situation does not arise very often. When it does, it needs to be challenged constructively. If the group insists on pressing ahead with its racist or sexist activity, it needs to know that it will not receive the support of the youth development worker but will encounter active opposition. One test of a successful programme of professional development is that it helps workers to deal more effectively with such testing situations.

Commonwealth values and youth development work

The values that inform this programme are, as you would expect, the Commonwealth values reflected in the Singapore Declaration in 1971 and the Harare Commonwealth Declaration in 1991. It is no coincidence that an entire module, Module 6, of the programme is about Commonwealth values. There is always a danger of such statements becoming truisms – things that are fine and worthy, and nobody dares challenge, but that lack real meaning in everyday life. Given the importance of values in youth development work, it is vital to ensure that this does not happen. However familiar you may think you are with these documents, it is worth re-reading them and remembering the context in which they were produced – during struggles for the liberation of peoples, or in the face of the violation of human rights or democratic principles. Youth development work has a vital role to play in making these values come alive for young people – and therefore in ensuring their continuing relevance to new generations.

In a sense, these values may be understood as the 'curriculum' of youth development work. There has been a great deal of debate about the relevance of the term 'curriculum' to informal education, which does not have a syllabus like formal education, stating when different subjects are dealt with at different times of the day. But different values will come to the fore depending on the kind of activity or project – for example, conflict resolution, equal rights, democracy or challenging prejudice based in race, gender or disability. Sometimes a number of different values will be dealt with in a holistic way in the same project or activity. But ultimately the youth development worker should be able to relate everything that she or he does to Commonwealth values.

To be living and meaningful, such values must evolve and change, as they did between 1971 and 1991. Young people will participate in that debate as Commonwealth citizens. They will be interested in controversial aspects as well as ones that are widely shared. The purpose of the programme is not to preach dogma but to encourage young people to be questioning and critical. The youth development worker should be capable of dealing with controversial issues – for example, in the area of gender and sexual orientation – in a sensitive and open manner. This is the inevitable result of taking values seriously. It is worth remembering at such times that values change over time, indeed that if they do not they are in danger of becoming irrelevant to young people's lives.

Restating Commonwealth values

In order to make more explicit its framework for youth development, CYP reiterated its Mission Statement and Values Statement in the 2007 Strategic Plan to read:

> "The Commonwealth Youth Programme (CYP) works as a trusted partner to empower, engage and create value so that young women and men can contribute to the economic, social and cultural advancement of their families, communities and countries."
>
> "As a Commonwealth agency, CYP is driven by the following fundamental values:"
>
> - "respect for diversity and human dignity and opposition to all forms of discrimination whether rooted in race, ethnicity, creed or gender;"
> - "adherence to democracy, the rule of law, good governance, freedom of expression and the protection of human rights;"
> - "supporting the elimination of poverty and the promotion of people-centred development and progressive removal of wide disparities in living standards among members; and"
> - upholding international peace and security, the rule of international law and opposition to terrorism."

(Commonwealth Youth Programme (2007), Commonwealth Strategic Plan, Commonwealth Secretariat)

At the 2005 Commonwealth Heads of Government Meeting:

> "Heads of Government affirmed the importance of promoting tolerance, respect, enlightened moderation and friendship among people of different races, faiths and cultures. In this regard they commended various initiatives at the national, regional and international level and encouraged the Commonwealth Secretariat to strengthen its interaction with other bodies that seek to build a common platform of unity against extremism and intolerance."

(Commonwealth Secretariat, 2005)

Empowering versus welfaring

Youth development work needs to consider how such values are reflected in day-to-day interactions with young people and in the whole approach to professional practice. The emphasis given to 'enabling, ensuring and empowering' as the three key roles of the youth development worker shows that the programme is committed to an 'empowering' rather than a 'welfaring' model of service delivery.

Welfaring

To understand the welfaring model, think about the post-war development of welfare services in the northern hemisphere, and particularly in the United Kingdom and North America. There was a tendency to believe that the major social problems of the time could be resolved by setting up a complex welfare state, supported by taxation. Raising the compulsory school-leaving age, providing public housing, developing personal social services such as child protection, and extending the criminal justice systems to prevent anti-social behaviour were all part of this. Social policy evolved at a time of economic growth in these countries – sometimes at the expense of other parts of the world. The emphasis was on providing services for people. These sometimes replaced existing forms of self-help or community support. It was assumed that professional interventions were by definition better than more informal approaches.

Economic problems and cuts in public expenditure created problems for such complex welfare states. Public opinion turned against services, accusing them of wasting resources and being bureaucratic and unresponsive to people's needs. Often the services approached young people in particular with a 'we know best' attitude. Once they stopped listening, such services lost the public support they needed for the high level of taxation required. But they also lost credibility because it turned out that, after all, they did not have magic solutions to all problems. Poverty, disadvantage and prejudice continued to be the daily experience of many citizens. However, the lack of support meant that governments were not prepared to raise taxes to pay for the further extension and development of services. The welfaring model faced a crisis of public confidence.

Empowering

The empowering model offers an alternative to the welfaring model that avoids some of these problems. It makes more modest claims about its capacity to solve social problems. It emphasises the need for partnerships between professionals and communities. It listens to what communities have to say, seeking to build on their strengths and skills rather than bringing in paid professionals. It is sceptical about whether extra resources, by themselves, will solve problems. It

questions how existing services are organised, and whether they are as effective as they might be. New resources, where they are available, are targeted more effectively to particular groups or to new ways of working that should be more effective than traditional approaches. In this way, the empowering model hopes to rebuild public confidence in welfare services and win active community involvement in the delivery of services.

As has already been said, the pattern of development of welfare services varies greatly in each country. The above analysis does not apply to them all. But lessons can be learned from the mistakes that have been made elsewhere. Many of the features of sustainable development (covered in Module 13 of the programme) reflect the 'empowering' approach to youth development work – for example, its emphasis on the building of local community capacity rather than relying heavily on skills from outside.

Activity

To end this section, make notes about any questions you now have about the programme.

Identify parts of this manual that may answer your questions.

Write a short learning action plan for yourself, setting out how and when you will use this manual.

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2 What should a youth development worker know and be able to do?

This section will help you to:

- outline the knowledge, skills and values that youth development workers need
- think about how to apply the general principles in your own work.

If you have not already done so, read 'What is youth development work?' in the Programme overview.

Activity

What makes youth development work distinctive from other interventions in young people's lives?

Note down your ideas.

Sometimes, courses are developed in a vacuum. They may not define clearly what the learner will need to know and be able to do (knowledge and skills) to operate effectively in their chosen field. Such courses tend to become a mixture of sociology, psychology, human growth and development, and other subjects. The practitioner is left to make the connections between this material and her or his current or future professional role. Considering more carefully the needs of those who practise youth development work and, equally important, those who employ them points to the need for more specific coverage of the skills required and a more appropriate academic curriculum.

The skills required are identified by observing what youth development workers actually do – i.e. by functional analysis. But this

programme recognises that skills cannot be divorced from knowledge and values. It is the underpinning theory of youth development work that makes the programme coherent. Students and tutors need to be familiar with this theory and to be able to explain it to others.

Activity

Explain to a colleague, friend or relative who is not familiar with the area what a youth development worker actually does.

Use the three key roles of enabling, ensuring and empowering.

Give concrete examples or case studies to clarify the concepts you are using.

Generic core competences

In this programme, the role of the youth development worker is described in the form of generic core competencies. These are the skills, associated with the underpinning knowledge and values, that a youth development worker must have to be able to do her or his job. They are generic and core because they are needed regardless of the different settings in which a worker may find her or himself.

Youth development work takes many different forms, as described in Module 3 *Principles and Practice of Youth Development Work*. Unit 3 of that module outlines nine main practical settings for youth development work. These are:

- detached and outreach
- activity-based
- vocational
- centre or building-based
- crisis intervention
- policy development and social planning
- social action
- health care
- government.

The generic core competencies are essential requirements in all of these settings. Students must demonstrate their abilities in these areas by providing evidence of different kinds, both on the job and off the job (for example, reports of practical work undertaken or written assignments to demonstrate knowledge and understanding). These

core competencies are thus very important. Indeed, they are the heart and soul of a programme like this.

The generic core competencies are set out here, organised under the three key roles – enabling, ensuring and empowering.

Role A: Enabling

Enabling is about creating the conditions in which young people can act on their own behalf, and on their own terms, rather than relying on other people – and especially professionals – to do things for them.

Guiding principles

The practitioner should understand and value:

- the cultural values and traditions of the groups, societies and countries to which young people belong
- the importance of young people's contribution in the big picture of national, social, economic and political life.

Work with young people

The practitioner should be able to assist young people to:

- find ways of developing both as individuals and collectively
- have more say in matters affecting their lives
- make positive contributions to the communities to which they belong
- develop new skills
- raise their horizons and aspirations.

Work with other practitioners

The practitioner should be able to assist other workers to:

- work more effectively as a team member
- work in a way that is needs led
- understand the needs and aspirations of young people
- think through appropriate responses
- implement needs analysis and policy
- develop new ways of working with young people.

Work with organisations

The practitioner should be able to assist organisations to:

- mainstream young people and the issues that affect them in policy formulation and implementation
- be responsive to the needs and interests of young people
- work together to deliver appropriate programmes, partnerships and networks.

Role B: Ensuring

Ensuring is about operating in accordance with the value systems that give a sense of purpose and meaning to how young people use their skills and knowledge.

Guiding principles

The practitioner should understand and value

- the concept of equity, which should underpin programmes, activities and outcomes
- a robust pluralism of ideologies (different value systems) that should inform practice.

Work with young people

The practitioner should be able to assist young people to:

- secure appropriate learning activities and opportunities
- see themselves as active citizens with a positive contribution to make
- set up and sustain youth forums to develop and express their needs and interests to governments, institutions, organisations, etc.

Work with practitioners

The practitioner should be able to assist other workers to:

- understand the distinctive contribution of youth development work
- understand equity issues and the design and implementation of strategies to address these issues
- use appropriate management techniques to operationalise the above.

Work with organisations

The practitioner should be able to assist organisations to:

- be sensitive to young people's needs and interests
- make sure appropriate resources are available
- develop their capacity to plan, deliver and monitor the services they provide.

Role C: Empowering

Empowering is about putting democratic principles into action in the fullest sense, so that young people can play a constructive part in the decision-making that affects them at different levels of society.

Guiding principles

The practitioner should understand and value:

- democratic principles and practices and their practical relevance to work with young people
- the importance of young people acquiring the skills to influence the decisions that affect their communities.

Working with young people

The practitioners should be able to assist young people to:

- realise their full potential
- undertake a constructive and assertive role in social change
- access resources
- play a full and active part in social and economic development
- organise self-sustaining youth forums, initiatives, etc
- assert their own and other people's human rights
- put into practice Commonwealth values and principles
- participate fully and actively in democratic processes.

Working with other practitioners

The practitioner should be able to assist other workers to:

- practice advocacy alongside and on behalf of young people
- develop programmes that enable young people to acquire the skills needed to influence decision-making
- support appropriately groups led and controlled by young people.

Working with organisations

The practitioner should be able to assist organisations to:

- change policy and improve its implementation
- involve young people directly in decision-making wherever possible
- take young people's views into account.

The generic core competencies take account of three different levels at which a youth development worker may operate:

- at a face-to-face level with individuals and groups
- at a managerial or supervisory level with other staff – full or part time, paid or volunteer
- at a policy level, working with or within organisations to help them respond more effectively to young people's needs.

As you work with the generic core competencies, issues will arise about what is included and, perhaps more important, what is missing. Although there has been extensive consultation about them, there is no substitute for the test provided by using them with real students. There are also issues of interpretation that can be equally important. Your feedback and clarifications will help the programme to evolve and develop. It is very important that the generic core competencies are applied consistently to every student on the programme, wherever they may be studying. They cannot be changed for any individual. But there is scope for flexibility in interpretation, in using your professional judgement about what is consistent with the overall ethos of the programme.

In programmes based on this style of learning, there is a danger that such a list of competencies becomes a checklist. The student and tutor can try to go through the list, looking at each item in isolation, seeing that the student has at some point or another during the course demonstrated the particular kind of understanding or the skill described.

This way of looking at the generic core competencies is contrary to the ethos of the programme, which is concerned in a holistic way with students' personal and professional development over a period of time. The knowledge, values and skills identified cannot be neatly compartmentalised.

Example

Students are expected to demonstrate a commitment and ability to involve young people in decision-making across the whole field of their activity, not only in the youth forums mentioned under the 'ensuring' role.

In a similar way, students are expected to challenge racism or sexism in a constructive and appropriate way, regardless of which other areas of understanding or skills are in the spotlight.

General criteria

To help avoid the problem of compartmentalising, and to make our expectations of students completely clear, general criteria have been devised for the Diploma and are set out below.

1 Personal and professional development

- understand other people in order to help them
- assess self and others and develop understanding of strengths and weaknesses
- develop and extend own skills
- work on own initiative and co-operatively
- identify and create support structures for self and others.

2 Understanding the social, economic and political context

- a basic analysis of society, socially and politically, in the context of equal opportunities
- an analysis of how the students' own experiences have been shaped by the groups of which they have been part, e.g. family, peers, race, class, gender
- how the above have an impact on the work they do
- an analysis of the role of the youth and community worker, in particular her/his educational function, especially in relation to social change
- an understanding of what is involved in being accountable to young people and adults
- an analysis of the political context of the agency and an ability to handle it effectively.

3 Intervention strategies

(a) with young people

- an understanding of principles and practice of social education
- an ability to establish relationships of trust with young people and adults
- an ability to assess individual needs and respond appropriately
- an understanding of and ability to take on a range of roles, e.g. advocacy, advice counselling, befriending, debriefing, enabling and organising.

(b) with groups, communities and organisations

- an understanding of the basic principles and practice of groupwork
- an understanding of the basic principles and practice of community work and community education
- an ability to initiate and sustain developmental work with young people and adults
- an ability to initiate, enable and sustain a group
- an ability to support and enable community groups to identify needs and determine appropriate responses
- an ability to set the work within an appreciation of its area and community context.

4 Learning and development

- an understanding of how young people and adults develop emotionally, physically and intellectually
- an understanding of how people behave in groups
- an understanding of development as part of adolescence and adulthood ('normal' growth and deviation)
- an ability to create and facilitate opportunities for young people and adults to reflect on and analyse their experience in order to inform both the actions and work of the worker and the young people and adults with whom she or he is working
- knowledge of the history and development of youth and community work
- knowledge of key reports
- knowledge of broad social policy developments since 1945
- an understanding of the changing conditions of young people and a grounding in key issues, e.g. equal opportunities, welfare rights, unemployment, homelessness and health
- knowledge of historical structural explanations of inequality and discrimination.

5 Communications

- observe and listen to others
- communicate with others individually or as part of a group or community
- organise information and make it accessible
- make effective oral presentations
- write clear reports and other papers, e.g. letters, grant applications and newsletters
- use a variety of other media in work with individuals and groups and for publicising the work.

6 Planning, monitoring and evaluation

- gather, analyse and interpret information
- set realistic goals and objectives
- establish priorities in relation to policy
- formulate work programmes related to agreed objectives
- devise methods for recording and monitoring progress
- evaluate outcomes and respond appropriately.

7 Management and organisation

- an ability to manage self and the work on a day-to-day basis and an initial ability to manage people and resources
- an understanding of management, consistent with the principles and practice of youth and community work.

Making connections

Students' work will be assessed in the light of both the generic core competencies and the general criteria in a holistic way. Neither the generic core competencies nor the general criteria should be used in isolation from each other, and there should not be too narrow a focus on one element or another.

Reference has already been made to the distinction between 'on the job' and 'off the job' learning. It is necessary to clarify what is meant by these two terms.

In traditional educational thinking, learning happens in distinct situations, such as a classroom, lecture theatre or tutorial group, or through reading set texts. These are very different from work situations, such as day-to-day running of a youth project, organising an activity for a group of young people or working as part of a team to create a new service. This programme is based on the assumption that learning happens in all these different situations. The first, more traditional setting, can be described as off the job learning; the second, in a work setting, as on the job learning.

This programme seeks to integrate these two kinds of learning, so that students are confident in applying their knowledge and their understanding of the day-to-day situations with which they deal. The need to make connections is obvious in, for example, Module 7 *Management Skills*, where the student is asked to analyse a case study or real work situation. However, it applies equally to a more 'theoretical' module such as Module 2 *Young People and Society*. Students should be able to use their observations of how young people actually behave to question theories of adolescence that they have learned about. In this way, students develop as reflective practitioners, applying theory and practice in a balanced way. Too much emphasis on theory results in practitioners who have no ability to work with real young people. Too much emphasis on practice results in an anti-intellectual approach that is focused on activity at the expense of reflection. The mix of theory and practice that we aim for can be described as praxis.

Although education has changed a great deal in recent years, students (and even sometimes tutors!) find it difficult at the beginning to make creative links between theory and practice. This is because the two areas tend to exist in separate compartments in people's thinking. It is not easy to persuade students that observations they have made in their day-to-day work about how groups of young people behave are just as relevant (provided they are well founded and clearly analysed) to the theory of adolescence as something they might read in an erudite text book on adolescent psychology. Equally, students find it difficult to see how a sociological theory can be used in their work with young people.

An example may help.

Case Study

Understanding a social phenomenon

Imagine a group of young people are angry about how they have been portrayed in a local newspaper, or on TV or the radio.

Clearly, the youth development worker will want to help the group respond to this situation – perhaps by approaching journalists or editors – to try to get a more positive and balanced view of young people represented. A good tutor can use a situation like this to illustrate a sociological theory to the students – in this case, perhaps, how moral panic about young people can develop into pervasive myths without any foundation in fact. A good youth development worker will help the group of young people reflect on what happened. What made them angry? How did they respond at first? Which strategies worked and which failed to achieve their objectives?

Such situations can lead to a youth development worker talking about sociological theory to a group of young people in an animated and interesting way. The skill lies in making use of the opportunities that arise to help young people make links between such ideas and their daily lives. It is a very powerful experience when an individual or group realises that they have encountered a social phenomenon – in this case, a moral panic. Young people need to understand their world if they are to be empowered to become active citizens.

Reread the generic core competences and general criteria earlier in this section.

Activity

What feedback would you like to give the programme developers about the generic core competences or the general criteria?

Would you leave any out or add new ones?

How might you interpret or apply them in your tutoring work?

Make note about your ideas.

3 Making sense of roles

This section will help you to:

- describe the different roles involved in delivering this programme
- clarify your own role.

In different partner institutions, different terms will be used to describe similar roles. In some partner institutions, a number of roles will be clustered into the job description of one particular member of staff. In other institutions, the different roles will be delegated to several people. In addition to the role of tertiary education institutions, this programme gives key roles to organisations delivering services to young people, such as non-governmental organisations (NGOs), member governments and departments of youth affairs or of youth and leisure.

In many ways it does not matter what the title is within the individual institution or organisation, but it needs to be clear who does what. These roles are particularly important because the Diploma is not modelled on a simple correspondence-course type of distance education. It is the roles described in this section that make the Diploma consistent with the principles and practice of supported distance education described in the Programme overview.

Please note that the term 'tutor' is used throughout the manual to cover a range of different support roles that are explained in more detail here.

Activity

Jot down the main components of your work with students in relation to the Diploma.

Diploma co-ordinator

This involves taking overall responsibility within the institution for the delivery of the Diploma. The co-ordinator will make sure that:

- other roles are being fulfilled effectively
- the institution is fulfilling its responsibility to students as laid out in its memorandum of understanding with the CYP
- the activities of the institution are coherent and consistent with the spirit and intention of the Diploma.

The coordinator will monitor and evaluate individual student progress and the performance of the institution in the delivery of the programme. She or he will have regular contact with the CYP Regional Centres and the external regional moderators and will refer problems and issues that cannot be resolved within the institution as appropriate to other partners. They should have regular contact with the CYP Regional Centres for recruitment and selection purposes, and for discussions about appropriate work-based learning/ placement opportunities. They should produce an annual report for the CYP Regional Centre, the Pan Commonwealth Office and the external regional moderators. The report should also be referred to appropriate committees, boards within the institution and national task force teams where these exist.

Work-based learning/ placement tutor

This role involves identifying opportunities for practice development in the catchment area of the institution. Some of the students will be employed as youth development workers by member governments or NGOs. Others will not. Wherever the student is employed, it is important that the organisation is aware of the requirement for her or him to meet the module outcomes. The work-based learning/ placement tutor will receive support from the Diploma co-ordinator and the CYP Regional Centre.

Academic tutor

This role involves dealing with the specialist academic content of the programme. The academic tutor will illuminate concepts and clarify misunderstandings for individuals and groups of students. This may take the form of group or individual tutorial support, taught sessions, and telephone and written dialogue. The tutor may well be responsible for marking assignments. In some institutions one member of staff will do this across the modules. In others, there may well be a different academic tutor for each module.

Group facilitator

It is important that opportunities are created for geographical cluster groups of students to meet. This may be to discuss anxieties or problems, share ideas and experience, explore content with peers and generate thinking about assignments. Although it is possible for these groups to be peer run (by a particular student), it is often most helpful for the group to be facilitated by someone with experience of group work.

The role of facilitator could be played by the Diploma co-ordinator, an academic tutor, study centre co-ordinator, previous CYP graduate or someone employed part-time by the institution. The role requires the facilitator to allay anxiety, build confidence, encourage participation and facilitate discussion, help students to draw out and define their learning, help them in problem posing and problem solving, and respond to questions appropriately. The facilitator does not need to be a subject specialist but should have read the appropriate module(s). See Section 4 A groupwork session for further guidance.

Study centre co-ordinator

This is often a 'systems person' who deals with registering individual students, course orientation, handing out sets of modules, organising rooms and buildings for tutorial groups, workshops, taught sessions and so on. He or she is often located away from the main campus of the institution and hence is often the first reference point for students studying at a distance. For example, Indira Gandhi Open University (IGNOU) has its main campus in Delhi and supports students via some 240 study centres throughout India. Clearly there cannot be a study centre in every village. However, where it is possible to cluster groups of students close to a study centre, this should be done.

Work-based supervisor

The integration of work-based learning and academic work has already been highlighted. It follows that the work-based supervisor has a central role. It involves modelling good practice, coaching students in their own practice, encouraging students to reflect on their progress and development in terms of skills and knowledge, and regularly providing one-to-one supervision. Supervision should focus on the work's learning aspects, assisting students to define what has been learned and what aspects of practice need to be developed further. The work-based supervisor should encourage students to question and conceptualise theory and to extend and illuminate their work.

Four key questions to ask students are a good way of doing this:

1 What do you mean by personal and social education?

2 What is the social, economic and political context in which you live and work?

3 What do you do that encourages or prevents change?

4 How does the work setting and/or other structures affect what you do?

By encouraging the students to think about these questions, the work-based supervisor will help them achieve the synthesis of theory and practice referred to as 'praxis'.

Mentor

Where possible it is a good idea to match students up with a personal mentor. The mentor will not normally have any formal managerial or academic responsibility for the student. This should allow the student to talk more freely and openly about difficulties, concerns, problems and things they may have got wrong. It also means that the personal support, advice and guidance offered by the mentor will be received more openly by the student as being concerned with his or her needs, rather than those of the academic institution or the employer.

Ex-CYP graduates or other students who have been through a similar experience may be ideal for this role since they understand the challenges of juggling commitments to the programme, work, family, friends and so on. So the mentor's role is directed from the personal outwards to the work-based and academic learning. The mentor should empathise with the student, but not collude with excuses, task avoidance or bad practice. She or he should encourage the student to take responsibility for overcoming blocks to learning.

Blocks to learning

Even in the best designed programmes, things go wrong sometimes for students, and for staff. We have called these 'blocks to learning' and have included some that mainly affect students, some that mainly affect staff and some that can affect both. You may think it is surprising that staff problems are included – but in our experience a problem that staff have can easily become a problem for students.

This section aims to help staff in any of the roles described above be aware of problems that may arise. These may then be discussed with colleagues and/or referred to a colleague better able to deal with them.

Example

- A group facilitator might spot that a student is having academic difficulties that should be referred to an academic tutor.
- A work-based learning/ placement tutor might spot that a work-based supervisor is having problems coaching and supporting students that need to be discussed with the Diploma coordinator.

Some common symptoms for students

- written work handed in late or not at all
- poor attendance at meetings
- written work that is not as good as you would expect, given the student's understanding in discussion
- no contribution to group discussions
- lack of confidence
- lack of contact with other students
- lack of concentration
- contributions that are not really relevant
- a sudden changes for the worse in student's performance or behaviour.

Some common symptoms for staff

- agreed tasks not done on time or at all
- poor attendance at meetings
- low morale/ motivation
- negativity about the programme.

Conclusion

Whoever takes on these roles, or however they are described by the individual institution or organisation, their primary task is to encourage students to take up new challenges, fulfil their maximum potential and make effective use of the Diploma as a learning experience. Everyone involved in playing the roles identified here has an enormous amount of personal and professional experience to bring to bear on the tasks.

Please use your experience to connect the Diploma with local contexts and circumstances in a way that will help students make connections and think for themselves about ideas and concepts.

Activity

Look back at the notes you made at the beginning of this section about the main components of your work. Make any changes in the light of what you have read about roles in this section.

Which if any of the blocks to learning described might come under your role?

Note any areas of your role that are unclear. What steps should you take to get clarification?

4 A groupwork session

This section will help you to:

- plan and deliver a groupwork session.

In the face-to-face work done to support learners, a number of different methods will be used. We have chosen to emphasise groupwork in delivering the Diploma because it is one of the most important. If you are experienced in working with groups, you can ignore this section, though you may find it helpful as a refresher. If you are new to groupwork, you should consider doing some additional reading such as that suggested below or other resources that may be easier for you to get hold of.

Three examples of useful resources on groupwork:

- Coats, M. et al. (1993) 'Effective Tutorials (Open Teaching Toolkits)', Open University, UK.
- Dennick, R. and Exley, K. (2004) *Small Group Teaching: Tutorials, Seminars and Beyond (Effective Teaching in Higher Education),* Routledge Falmer, UK.
- Johnson D. and Johnson F. (2002) *Joining Together: Group Theory and Group Skills*, 8th revised edition, Allyn and Bacon, Boston, MA.

Groupwork gives students the chance to interact with one another in a way that reflects both the way they will work as part of a team in the future and the kind of work they will do with young people. It is particularly important for informal education, because many of the learning opportunities that arise will be in a group situation. The formation and development of a group is in itself a learning situation since the skills involved in either leading or participating are fundamental to social and personal development.

As we have already mentioned, some programmes rely on students to facilitate groupwork. As the programme develops, it is useful to give students the chance to play a variety of roles, including that of facilitator. But it is also important for tutors to provide a model of good facilitation of group situations. No two facilitators work in exactly the same way, and no two groups interact with their facilitator

and each other in exactly the same way. Groupwork has become part of the professional literature in the last thirty years, with different schools of thought, models and approaches. Students can learn from a range of approaches. There is great benefit in exposing them to contrasting – even conflicting – styles of facilitation so that they can learn what different options are available to deal with different situations. This is likely to work better than a more dogmatic approach that emphasises one approach at the expense of others. The same applies to you. You will learn through experience what works best for you and the students you work with.

Finally, you do not have to be knowledgeable about the subject under discussion, although you should have read the relevant module of the programme. Remember that your role is to facilitate the group discussion, rather than to lead it by making a presentation or playing the role of an expert.

Preparing

To prepare the environment it is important to find the most suitable accommodation available and to set it out appropriately. It is usual (some even consider it compulsory!) to arrange chairs in a circle. But remember if the group is large (fifteen or more), this creates a rather intimidating gap in the middle and a distance between participants. The comments here generally apply to groups of six to twelve. A flipchart, blackboard or wipe board is often useful to record key points made in discussion. Offering tea, coffee and biscuits or other light refreshment helps to create a more relaxed atmosphere, especially if the group is meeting for the first time. If students are unfamiliar with the layout of the facilities, some signs pointing them in the right direction are important. Tables are not usually used in groupwork, but they may come in useful at the sides of the room – for example, if the groups splits up into pairs to undertake a task that may involve writing or reading.

To prepare yourself, it is worth thinking ahead about a number of things, although a group session is not as structured as other learning situations. In particular, think about how you will start the discussion and how you will conclude it. An icebreaker game and an ending game are suggested later in this section. Ask yourself what the overall purpose of the session is. Even if the students are familiar with this, it is worth focusing their minds on the reasons why they are there at the outset. Students may need some space at the beginning of a session to be clear in their own minds what they hope to get out of it. Some of the icebreaker games suggested give them a chance to do this.

Make sure you have read the relevant materials relating to the module under discussion. Although, as we have said, your role is not to be an expert, you should be familiar with the materials the students are using. You may be able to use some of the exercises suggested in the

module materials during the course of the session, depending on how the discussion goes. If you have worked with the group before and the session is part of a series, you may want to think about any problems that have arisen, and consider what approach to take to prevent these or deal with them if they happen again. Or you may want to build in some discussion about how the sessions can best be used in the future.

Opening the session

The session should start on time, as a courtesy to those who have arrived punctually. Latecomers can be integrated into the discussion as they arrive. Introduce yourself and ask the students to do this, if necessary. Outline the purpose of the session. Check out whether everybody is clear about the purpose, and ask if anyone wishes to add anything to it. Here is an example of an opening activity.

Icebreaker example

Ask the group to split into pairs – selecting as a partner someone they do not know, or have spent little time with. Then ask the pairs to spend about ten minutes – five minutes for one partner, five minutes for the other – telling their partner the answers to the following questions:

- What is my name and work role if any?
- What will make the session useful?
- What fears if any do I have about the session?

These questions can of course be varied depending on the stage the group is at, as can the time devoted to them. They can include a question about the subject under discussion if appropriate. After the agreed time everyone should return to the main group.

The starting point for group discussion could be one of the questions discussed in the pairs. Participants can be asked to share their own views or those of their partner so that they are speaking on behalf of another person. This will test their listening skills and their ability to summarise the key points of a discussion.

Ground rules

At some point in the early part of the discussion, it is important for the facilitator to raise the question of ground rules for the group.

Some common examples are given here.

- personal information that is shared should be confidential to the group
- everybody should make an effort to arrive on time
- no sexist comments
- no smoking but regular coffee/ smoking breaks
- the group should start and finish at the agreed times
- criticise ideas not people
- listen carefully to what is said
- contribute your own thoughts.

If ground rules are developed too early, some members of the group (especially those unfamiliar with working in a group) may find it difficult to envisage the kind of situations that may arise. Even once agreed, ground rules should be reviewed regularly. They should be written up and kept visible throughout sessions to remind everybody about them. Additions can be made – for example, the facilitator may suggest an initial set of ground rules that the group develops and amends as they gain more experience.

Facilitating discussion

During the course of the discussion, the facilitator constantly needs to make decisions about whether to intervene or not. The key to the facilitator's role is that her or his intervention should help the group recognise and tackle an issue, or move on to other things. It is also the facilitator's role to ensure that everybody gets a chance to speak (though they may not choose to take the opportunity they are given) and that everybody gets a fair hearing. For these reasons many of the facilitator's interventions may take the form of a question, such as:

- Does anybody who hasn't spoken already want to make a comment about that?
- Are there any different ways of looking at this that haven't been mentioned yet?
- Would anyone like to agree/ disagree with that point of view?
- Is it time to move on to the next topic we want to discuss?

It is also the facilitator's job to break into established patterns that, although perfectly acceptable as part of the flow of the group, can begin to inhibit involvement if they go on too long.

Examples would be:

- Silence

  Nobody says anything at all (the facilitator's nightmare!). There's nothing wrong with thinking time. A five-minute break to do this individually or in pairs could be helpful, with a commitment to share a key point in the main group.

- A dialogue between two people

  Ask members of the group who have observed the exchange to comment on it, or say what the main issue is.

- Discussion dominated by a few people

  This is very common and not always unhealthy. An appropriate question would be the first example given earlier – Does anyone who hasn't spoken already want to make a comment about that?

- Someone does not say anything

  It does not usually help to target the individual, as in "Peter, you haven't said anything, what do you think?". Keep offering opportunities to people who haven't spoken yet. Have a 'round' where everybody in the group says something in turn, so that everybody has to make a contribution. If it continues to be a problem, talk to the individual in one of the breaks about it. Find out if there are any problems. It is important to remember that this is a Diploma course and there are learning outcomes that are very relevant to participation in a group.

Dealing with problems

There is no doubt that groups can and do get into difficulty. For example, they may split into factions based on gender, ethnicity, a shared experience, or part timers versus full timers. Two or more participants may compete for the leadership of the group. There may be persistent problems about the behaviour of one member of the group. Conflict can develop between members of the group and the facilitator. There are no 'off the shelf' answers to such problems that have resisted the more straightforward responses suggested above. You can be assured that

- such problems do not occur all the time – the next session or the next group may well be different!
- such problems do sometimes happen, and it is not necessarily your fault. Even the most skilled and experienced facilitator has sometimes experienced them.

If problems persist, it may be helpful to talk them through either informally with a colleague or formally, for example, with the Diploma Co-ordinator. It is important to remember that the groupwork on the Diploma should reflect its value base. Ground rules, for example, should reflect this. Sexist and/or racist statements should be challenged appropriately.

Closing the discussion

Just as important as the opening is how the discussion ends. The facilitator has the job of keeping things on schedule. It is often helpful to remind the group that they have limited time left – say ten minutes – to summarise, record any key points and raise any final issues.

Some evaluation or review of the group session may be appropriate. This can be done initially in pairs or groups of three if there is time. It is important not to focus too much on negative feedback, which can result in a focus on issues for one or two individuals and lack balance. One way of avoiding this is to ask for positive feedback. For example, go round the group asking each member to highlight one positive thing that they have learned from the session, or a positive aspect of what has happened during the group session.

Action planning is also important at this stage. It could be at a group level in terms of preparation for the next session. However, individual action planning is probably more important in the Diploma. Ask individuals to think about what they need to do as a result of the session. This kind of process can be done very usefully in pairs. The pairs can agree with each other to check out in a certain period of time whether their partner has done what they said they would do as a result of the session. Action planning of this kind is a good way of familiarising students with more complex action planning. Action planning can be kept within pairs, or can be shared with the whole group. It is a good indication of how useful the session has been to students. End the session with a reminder of the date, time and venue of the next meeting, and its purpose.

Try to avoid having to rush off immediately afterwards and ideally say that you are available for anybody who wants to talk one-to-one. Remember that group discussions sometimes raise issues for individuals that they do not wish to discuss, or do not feel ready to discuss, in the whole group.

Finally, here are some suggested activities to help you think about and improve your skills as a facilitator.

Activity

Out of the techniques suggested here, pick out one you feel you can apply to the next group session you facilitate.

Ask a colleague to mentor you in the development of your groupwork skills. Talk your plans through before the meeting, and encourage a debriefing session to discuss how it went afterwards.

As follow up, find out if there are any training courses available in your institution or locally that would help develop your skills in this area.

5 Assessment

This section will help you to:

- become familiar with assessment requirements for the programme
- negotiate assessments with students
- think about ways of assessing the learning journal
- develop assessments for specific situations.

Rationale

The Diploma is intended to be equivalent to the first year of a three-year bachelor's degree programme. The module specification includes the assessment associated with each module. Most universities require an examination as part of the assessment activities.

The approach to assessment reflects the Diploma's overall approach and ethos. As we have said, this involves tutors in a facilitative role, helping students relate theory to their practice and local context.

The use of forms of assessment adapted to local contexts and not involving formal exams is an area for future development. While some universities are used to a range of approaches to assessment – for example, reports, projects and assignments rather than formal examinations – others are justifiably concerned about plagiarism and other forms of academic dishonesty. Indeed, the internet and forms of miniature personal ICT equipment have greatly increased the risk of cheating.

To work towards comparable standards and to foster parity of student experience across the Commonwealth, the Pan Commonwealth Quality Assurance Agency (PCQAA) infrastructure was designed. This complements university partners' existing quality assurance (QA) processes and values their autonomy. It is intended to be developmental in nature – a way to share good practice and offer a Pan-Commonwealth perspective. It is emphatically not inspectorial.

During the Diploma's pilot phase, the approach evolved through the work of the team of external regional moderators (ERMs), working with the PCQAA representatives. The team continues to meet regularly. Its reports have provided guidance on issues including tutor training, the design of questions for time-constrained examinations,

consistent marking and providing constructive, evaluative feedback on students' work.

What is quality?

"'Quality is a product of planning, monitoring, control and coordination' (Robinson 1993: 77) – it 'depends on products, processes, systems and people'…Quality assurance does not merely mean a set of procedures to be followed – it is also an attitude or ethos which influences every aspect in an organisation's activity' (ibid: 79). In other words, commitment to quality ought to be a part of an organisation's culture."

Source: Koul and Kanwar, 2006, p. 34.

Requirements

All the modules contain a range of learning outcomes, in terms of both knowledge and skills. They also recommend a number of assessment activities in order to give students opportunities to demonstrate that they have met the required outcomes. Assessment is designed to assess both application of knowledge and reflective and practical components of the learning. Assessment procedures are thus a useful way to resolve the tension between theory and action in the programme.

In most modules the recommended form of assessment is

- a major research assignment or written piece of on average 2,000 words (worth 50 per cent of the final mark)
- a review of the learning journal (worth 20 per cent of the final mark)
- a written examination set by the institution in which students are enrolled for this Diploma programme (worth 30 per cent of the final mark).

Some modules suggest variations.

Example

Module 11 *Promoting Enterprise and Economic Development* calls for a plan for a proposed enterprise and a presentation, together worth 80 per cent of the final mark, the standard learning journal assessment and, in this case, no final examination.

Module 9 *Policy Planning and Implementation* includes shorter assignments at the end of Units 2 and 4, and a third assignment or exam at the end.

Institutions also have some discretion in deciding how marks will be allocated between different parts of the assessment. For example, they always have the option to include a final written examination worth 30 per cent of the final mark.

The most important consideration is that assessment must cover reflection and skills as well as knowledge. Following the pilot phase of the programme the following guidelines were agreed:

- learning journal **at least** 20 per cent of the final mark (many institutions allocate 30 per cent of the final mark to it)
- examination **not more than** 30 per cent of the final mark
- other assignments thus total 50–70 per cent of the final mark, combining assessment of practical and academic aspects.

Each institution will need to clarify the exact assessment requirements for each module and make sure that students understand what they are expected to do and when. Factors to consider in planning assessment are:

- What are the validation requirements of institutions (e.g. is the 30 per cent examination element compulsory)?
- How much flexibility are module tutors allowed in negotiating assessment methods and topics?
- What is the timing? (e.g. if there are mid-module assignments, how quickly can formative feedback be given to help students during the second half of the module?)
- How will the learning journal be assessed? (There is more about this below.)

Each module reminds students that they need to discuss assessment requirements with their tutor before they start working on a module. We recommend that tutors provide written guidelines about assessments at the start of each module.

Negotiating assessments and learning

In keeping with the ethos of the programme, negotiating assessments and learning helps create independent, assertive learners who seek out learning opportunities so that they can demonstrate their academic, professional and personal progress and development. This means negotiating with students the form and content of their assessed work, how to relate assessment topics to their own context, and the learning leading up to it, including the learning journal.

For each module, the discussion about assessment should take place as early as possible, both at the induction/ orientation session as well as when it is started. It should not wait until the learning is complete, because it will guide and direct the learning process.

A face-to-face tutorial is usually the best way to negotiate. The tutor should ask probing questions to help clarify the student's thinking. Sometimes this will not be possible, in which case there still should be a dialogue through correspondence, tutorial letters, telecommunication or e-mail. Students should not make decisions about their assessment without such discussions taking place. The tutor needs to be satisfied that the student understands what is involved and that what is proposed will fulfil the module outcomes.

Such discussions have several advantages:

- They focus students' attention on providing evidence that they have met the module outcomes and help them to realise that in any learning activity there are also unintended outcomes.
- They provide clarity about what students need to do and, more important, how to achieve this.
- They allow negotiation about appropriate pieces of work to be submitted for assessment.
- They give students an opportunity to record and substantiate prior experience and learning, but this evidence must be submitted along with the assessed piece of work or as part of the learning journal.
- They allow flexibility and variety in the form that assessed work can take – e.g. reports, seminar papers, academic essays, videos, critical recordings and reflections, policy papers.

However, it is important to ensure that across the thirteen modules, students are encouraged to produce written work in the range of different styles and registers mentioned above. Over-reliance on one type of assessed work should be discouraged.

Assessing the learning journal

Section 7 Educational methodology and curriculum issues outlines the purpose and nature of the learning journal, stressing that it is the record of a reflective learning journey, not a collection of mini assignments. The learning journal is assessed as part of each module, making up 20–30 per cent of the marks.

The concept of a 'learning journal' may be new to many tutors and students. It is intended to be a dynamic process and a learning tool, and in particular an account of how theory can be applied to new practical situations. So the learning journal is the daily (if possible) record of learning experiences (not study points). It contains very personal entries regarding insights, aspirations, personal resolutions, desired aspects of personal change, learning points, eye-openers and so on. Students are also asked to record their answers to module activities in their learning journal.

Tutors need to think carefully how they will assess it. There is a risk that students may just treat it as an extra, rather burdensome assignment or that tutors may find themselves marking pages and pages of extra written work. There is the question of when it is assessed, particularly in early modules, to make sure students are using it effectively to reflect and develop, not just as a descriptive log. There are practical issues of how the learning journal is submitted for assessment at a distance. For fairness, there also needs to be a transparent system of assessment so that students know exactly what is expected of them. There needs to be agreement about how criteria for assessing the learning journal relate to broader assessment criteria in the institution. These are issues tutors will wish to discuss and agree with colleagues and their institution.

Here are some examples of possible ways of assessing the learning journal, which could be done during and/or at the end of a module:

- Portfolio: students select work from the learning journal and assemble a short, representative portfolio for assessment.
- Spot check: tutors look quickly through the whole of the learning journal and read selected items more carefully.
- Discussion and rationale: tutor and student talk about the learning journey that the journal describes and the student writes a rationale/ reflection describing her or his learning and development.
- Selection: tutor specifies examples of different elements from the journal that will be assessed, giving instructions about the exact number and type of entries to be looked at.

The important thing about the learning journal is that what is being assessed is the students' development, the quality of their reflection

and their ability to bring together different types of learning – knowledge, skills and attitudes.

Developing specific assessments

Assessment procedures are, as has been said, a useful way to bring together theory and practice. At present the specification of module learning outcomes is inevitably general in nature. If the modules are to work as they are meant to, however, then those general outcomes have to be made much more specific.

One way to do this is to draw up a table of specifications that match the module learning outcomes and also match the specific action requirements for students in any given local situation.

A case study shows how this might be done.

Case Study

Module 5 *Gender and Development*

In Module 5 the first knowledge learning outcome is:

- discuss a range of gender and feminist theories and approaches within different political, social and cultural traditions.

The first skills learning outcome is:

- intervene effectively in a range of youth work situations in relation to gender issues.

The recommended final assignment is to

- design a project that can be undertaken with a group of young people to develop their awareness of and insight into gender issues.

So how can this assessment requirement be made specific to a local situation?

Example 1

Let's say that a learning group is working within a rural culture where the roles of women and men are culturally but not economically separate. The final assessment profile of a course member might include the following types of items:

a) Devised a workable strategy with a group of brick workers' families to raise the literacy standards of both their boys and girls, with a clear awareness, expressed in a written report, of the likely effects of this on the social structure of the community and family.

b) Explored the issue of girls' education with the families in such a way as not to threaten either male or female core cultural norms, by utilising insights into feminist research and theory to expose with family members the key issues relating to the negative social consequences on the family as a whole of failing to optimise the contribution of girls.

Example 2

In an urban community, where social circumstances have split women and men into separate economic groups, the assessment profile might include the following.

(This profile also covers the knowledge outcome:

- give examples of ways in which inequality between men and women manifests itself in the social structure and in social relationships

and the skills outcome:

- construct informal education programmes that focus on gender issues.)

a) Helped a group of women forced by poverty into freelance prostitution to develop a self-help organisation designed to raise their sense of self-esteem as well as to strengthen their control over their economic circumstances; in the written report showed that this was powerfully influenced by an understanding of the concept of patriarchy both in a feminist and a Marxist sense.

b) As part of this programme, developed among the group of women the 'focus group' method to discuss key issues such as 'gendered power relations' and 'commodity relations and sexuality'; in doing so gave the women access to key aspects of their communicative competence. This was expressed and noted during tutor/ course member discussions throughout the programme.

These two examples are the sorts of things that would derive from a table of specifications drawn up for a local situation. Such a table is not something that can be developed centrally as circumstances across the Commonwealth vary so widely. It is something that each module tutor, with the help of the host organisation and members of local communities, will have to write to meet requirements in the specific situation. The table of specifications will be based on the module learning outcomes and the general criteria, but it is crucial that these are embedded in the specific action requirements of given communities, otherwise the Diploma course will just be one more quasi-academic course.

The following table summarises the recommended assessment methods for each module, as set out in the module study guides.

Assessment summary

Note: Unless otherwise stated, Assignment 1 comes at the end of each module

Module	Assignment 1	Assignment 2	Assignment 3
1 Learning Processes	50% essay and plan (1,750 words)	20% learning journal	30% exam
2 Young People and Society	50% report (2,000-2,500 words)	20% learning journal	30% exam or report (1,000 words)
3 Principles and Practice of Youth Development Work	50% interview and report (1,000 words)	20% learning journal	30% exam or written study (1,500 words)
4 Working with People in Their Communities	50% report end Unit 2 (2,000 words)	20% learning journal	30% exam or report (1,500 words)
5 Gender and Development	50% case study critiques end Units 3 (500 words) and 4 (1500 words)	20% learning journal	30% exam or report (1,500 words)
6 Commonwealth Values in Youth Development Work	50% report 2,000 words	20% learning journal	30% exam or written study (1,500 words)
7 Management Skills	30% tasks end Units 2,4,6 and 7	20% learning journal	50% report (1,750 words) exam worth 30% may replace part of Assignment 1
8 Project Planning, Monitoring and Evaluation	50% project proposal (2,000 words)	20% learning journal	30% exam or written assignment
9 Policy Planning and Implementation	50% policy analysis end Unit 2 (700 words) and research assignment end Unit 4 (1,500 words)	20% learning journal	30% exam or written assignment (1,000 words)
10 Conflict Resolution Strategies and Skills	80% report (2,000 words)	20% learning journal	exam worth 30% may replace part of Assignment 1
11 Promoting Enterprise and Economic Development	80% report and presentation (3,000 words)	20% learning journal	exam worth 30% may replace part of Assignment 1
12 Youth and Health	50% report (1,000 words)	20% learning journal	30% exam or written assignment (1,000 words)
13 Sustainable Development and Environmental Issues	50% project report (1,750 words)	20% learning journal	30% exam

Activity

Look at the recommended assessment for a module that you will be tutoring. Choose one assignment (not the learning journal or exam). Put yourself in the position of a student undertaking this assignment. How could you use the assignment to demonstrate your learning – knowledge, skills and reflection? Talk through your ideas with a colleague if possible.

As a second activity, make notes about how you might adapt the assignment to make it more specific to your group of students and their situation.

References

Koul, Badri N. and Kanwar, Asha (eds.) (2006) *Perspectives on Distance Education: Towards a Culture of Quality*, Commonwealth of Learning, Vancouver.

Robinson, B. (1993) 'Quality, Relevance and Effectiveness in Distance Education, Unit11'. In *Course 2, The Development of Distance Education*, MA/Diploma in Distance Education, IEC/ University of London, Cambridge, cited in Koul and Kanwar, op. cit.

6 Help and support

This section will help you to:

- draw on available help and support.

With any venture it is essential that all of those involved feel able to use their own initiative and to problem-solve, but also know that there is advice, guidance and support available when it is needed. There will be occasions when you will need to take the initiative and work out solutions to questions and systems. But you are not on your own. Depending on the nature of your question, there are a number of key focal points and partners that you can refer to.

If you have not already done so, read Section 3 Making sense of roles before you read this section.

1 **Diploma coordinator:** The first point of contact should be within your own institution. Always consult the person who is responsible for co-ordinating the Diploma first and make them aware of any difficulties.

2 **Faculty:** The faculty within which the Diploma is located. The Head of the Faculty may not be a subject specialist, but will know how the institution works, especially systems and structures.

3 **Study centre co-ordinator/ administrative staff:** These people will be an invaluable source of guidance when organising workshops, tutorials and study groups. They are also likely to be the first point of contact for student tracking systems.

4 **CYP Regional Centre**: At each of the Regional Centres there is a designated lead officer for the Diploma. These officers are subject specialists. They have a wealth of experience and knowledge of youth development work. They have also all run training courses in youth development work and have been involved in the design of this Diploma and the negotiations with partner academic institutions within the region about how to deliver the Diploma.

   The Regional Centres are the key contact with member governments and non-governmental organisations (NGOs). They will help in the recruitment and selection of potential students, and in identifying potential work-based/ placement opportunities. They may be able to organise mentors, supervisors

and speakers. Each centre has a library facility with a large number of youth development publications. They are also a useful source of regional case studies.

Do not underestimate how much help the Regional Centres can and want to offer. Ask!

5 **CYP Pan Commonwealth Office**: There is a senior member of staff in the Pan Commonwealth Office responsible for the overall co-ordination of the Diploma. This member of staff works alongside the Regional Centres in offering advice, guidance, support and problem-solving.

6 **Regional external moderators**: In each of the four regions, there are two or three external moderators whose primary role is that of quality assurance. In pursuing the highest standards of teaching and learning, they will provide encouragement, support and critical advice that is developmental. If you have concerns about standards or levels of attainment, your external moderator will be happy to discuss these with you.

7 **The Pan Commonwealth Quality Assurance Agency (PCQAA)**: The PCQAA is made up of all the external regional moderators and the CYP Pan-Commonwealth and Regional Centre staff. It is essential that appropriate monitoring and evaluation of the programme take place so that lessons can be learned and amendments can be made for the future. It is also imperative that there is parity of experience for students across the Commonwealth and that students moving from one institution to another feel confident that the assessment standards/ levels are the same.

The implementation of external QA procedures, which are required to ensure the Pan-Commonwealth dimension of the Diploma, has highlighted different expectations and approaches across the universities. For example, some universities are accustomed to working with external examiners, while others have QA processes that are wholly internal. For all concerned, the involvement of the external moderators has been a positive collaborative and learning experience, and their developmental brief has been increasingly welcomed. To show the pan-Commonwealth nature of the programme, once students have successfully completed the Diploma, they receive a university award and the pan-Commonwealth award from the Regional Centre.

Activity

Make notes about the following.

- What question(s) about the Diploma programme do you need an answer to?
- Who is best placed within your institution to answer the question(s)?
- Which of the other focal points/ partners might know the answer?
- Do you have any suggestions to resolve the problem?

7 Educational methodology

This section will help you to:

- understand the educational principles that underpin the programme
- explain which learning approaches best meet the needs of the programme.

It sets out the principles underpinning the programme and aims to explain the general rationale for the mode of teaching and to outline the strategies for learning. It focuses on the concepts of action knowledge, reflexive thinking, talk-based reflection and building on existing learning – adult learning approaches that characterise the programme.

Learning and human potential

The curriculum is usually a compromise between three sets of forces:

- society's needs
- the requirements of the subject
- the needs and wants of learners.

This is certainly the case here.

However, we have assumed that this is a period in history when the requirements of the subject and individual wants and needs have to be subservient to social and community needs. The subject matter has only been privileged to the extent that mastering it is a necessary dimension of community action. Individual needs are addressed only in so far as they are essential to motivation, though they will often overlap with community needs.

The reasons for this emphasis are evident in current conditions in the global economy. There is a high probability of further crises whatever system of global financial management is developed. Poor people have very limited ways of dealing with this under any circumstances,

unless there is an effective social and environmental infrastructure that is designed to be proactive as well as reactive. The feeble international response to many world crises is alarming, but we cannot just see this as the unconcerned response of the greedy and powerful to the needs of the exploited. It is more productive to analyse it in terms of the failure of institutional and infrastructural relationships that extend from inter-government level to local community level. It is crucial that we use initiatives like the Diploma course to develop this infrastructure.

What poor people have in abundance is human mental potential. The human brain has vast capacities. This is illustrated by the research and development described in Module 1 *Learning Processes* and the following examples.

Brain power

- The psychologist Tony Buzan (1993) describes mental potential in terms of the 100 billion nerve cells in the cerebral cortex and the fact that we seem to use such a small amount of the brain's capacity.
- Studies of second language learners suggest that someone can learn a new language in a few weeks, because we are born with the systems for acquiring language rapidly in the right conditions. There is growing evidence that this is true for mathematics and science.
- Jackendoff (1993) has argued that musical and visual intelligence and social intelligence can utilise systems closely allied to language acquisition systems.

All these forms of knowledge are open-ended. However, most school or college learning does not make use of these systems, and for this reason learning is often made institutionally difficult.

If we can devise ways of using these natural systems and drawing on related research so that course members and the young people they work with can learn fast and effectively, we will be able to mobilise enormous reserves of skill and creative intelligence at the grassroots level. This is essential to convince donor agencies that investing in development programmes is not a waste of resources. More importantly, communities that can call upon reserves of educated human resource capacity can use any resources they get to optimal effect.

Unfortunately, one of the effects of the global market has been a process of structural adjustment, where all countries and regions have to continually look at the 'bottom line' of their accounts and to reduce spending on education and welfare. This has hit poor people badly throughout both the rich and poor worlds, but especially in poor countries. What little there has been for educational provision in

the past is now considerably less. Therefore the skills needed by the poor to cope with survival and development in a world dominated by capital markets are even less likely to come from the formal education sector than they were a few years ago.

Action knowledge

The tutors working on the Diploma come from a variety of backgrounds and have different approaches to this work. The rationale for teaching the Diploma assumes a range of practices by tutors. Some may be tutoring just one or two modules while others are involved in tutoring the whole course.

Always bear in mind that we are not teaching course participants the disciplines represented in the various modules. Rather we are teaching them how to manage the human resource development of young people, so that those young people can solve social and environmental problems in their communities. Our course members simply need to grasp the subject content of modules so they can use it to understand and manage this human resource development.

In other words they need to acquire the content of modules as **action knowledge**. The relationship between knowledge and action is problematic. But it is something we have to deal with as the Diploma course is designed to produce a cadre of capable, reflective practitioners who will be empowered to mobilise groups of young people to tackle serious social problems.

Reflective practice and action knowledge

The concept of reflective practice and the relationship between knowledge and action is important to the work of the Diploma. We tend to favour Paolo Freire's version of this, as outlined in *The Pedagogy of the Oppressed*.

Freire developed literacy via the world of action (or practice). The peasants with whom he worked learned to read and write because reading and writing were essential tools that allowed them to understand how to act in order to change their oppressive conditions.

His method was to get his subjects to 'name the world' as the first step. He argued that once you name something you then have some power to change it. The method of assigning names is important because the names need to be both precise and yet open to change. He made use of 'generative' themes that he had identified with the help of the learners as the key themes for understanding the sources of their oppression and how to change them.

He began representing events and issues in the real world in some concrete form such as a picture. Words were attached to these pictures as labels. He established with the learners that these written forms were based on basic elements of meaning that could be broken down and recombined in different ways to produce different meanings. By doing this he showed how reality and language could be used to point out how the real world could be changed. He puts it like this in *The Pedagogy of the Oppressed*:

> "To exist humanly is to name the world, to change it. Once named the world in its turn reappears to the namers as a problem, and requires a new naming. Men are not built in silence, but in words, in work, in 'action/reflection'"

(Freire, 1970)

Freire distinguishes between:

- the banking model of learning, where you put a piece of learning away in your mental bank without using and assimilating it first
- the dialogical mode of learning, where student and tutor explore ideas as equals in the learning dialogue.

Of course the tutor may well be *an* authority in the field under discussion, but a dialogical relationship requires that the tutor is not *in* authority.

Applied linguistics recognises that presenting an idea to yourself in words deeply affects that idea. For example, the memory of real events may be distorted by the way you encode them in words. Although the quality of your language experiences does not determine your mental processing of the real world, it influences it powerfully.

The relationships controlling learning dialogues are crucial in the way they influence the quality of learners' linguistic experiences and therefore of their learning experiences.

For course members, becoming quasi-practitioners of the various disciplines in the Diploma course involves quite a grasp of the principles of the content of the modules, and how to apply these to the development of young people. But they do not need a thorough knowledge of the scope and detailed methods of the disciplines concerned.

Example

The complex knowledge outcomes of Module 6 *Commonwealth Values and Youth Development Work* relate to philosophical ideas and human rights. For this module, learners:

- do *not* need a course in political philosophy
- *do* need a basic grasp of the sort of questions political philosophers ask
- *do* need some understanding of the ways in which political philosophers construct explanations of how to analyse and tackle political problems in the real world.

So tutors need to treat the subject matter of the various modules not as 'bodies of knowledge' but as 'practices'. We are teaching course members the 'practices' of the sociological thinker or the planner or the environmental activist so that they can develop the skills of youth activists. This does mean acquiring some of the content in those fields, but only enough to develop the practical skills and modes of thinking involved.

We can probably agree that all forms of inquiry begin with the basic questions typical of a specific area of knowledge: sociologists ask questions about issues in the social world, psychologists, planners and environmental activists ask different questions. These derive from the typical 'angle of approach' taken by the various practitioners and relate to theories typical of the disciplines concerned. Important as these theories are, they should be viewed as part of the practices of the disciplines rather than as ends in themselves. Because the theories are the most obvious dimensions of disciplines, it is tempting for us as tutors to put our main efforts into transmitting this material. However, we need to be careful about this, even in a subject-based degree course. Someone who can reproduce academic content in an acceptable form may not have any real competence in terms of practising the subject.

Theoretical knowledge is of course an important part of competence, but the key issue is the role that knowledge plays in the 'practice' of the subject. If it does not influence the way we see the deep level issues in the problem that confronts us, or help us to focus on the steps necessary for successful action, then it is not active knowledge.

'Inert' or 'active'

A. N. Whitehead in *The Aims of Education* (1929) called such knowledge 'inert' knowledge. Whitehead's view was that we should teach relatively few key ideas in a subject, but that we should teach them in as challenging and open-ended way as possible. They should be combined in all sorts of different combinations so that they become 'active' ideas, full of potential for new thinking.

Meaningful ideas

We feel tutors should concentrate on key 'active' ideas in each module. This reduces information overload and should give course members control over the material, so that anything new they might encounter becomes easier to manage.

Cognitive theory, and research and studies of perception, show that the key to all learning is 'meaningfulness'. So how can we make learning meaningful for our students?

A new experience is made meaningful either by being assimilated into knowledge the learner already has, or by the learner adapting existing knowledge to the new experience. In this way he or she will understand the new experience.

The approach to a module will normally be problem-based. Learners will be helped to address the problems by asking questions in a way meaningful to themselves but also suited to the field being studied. The learner forms tentative answers to these questions, drawing on some of the research and theory in that field. The learner must then develop well-structured ideas to support practical actions to deal with the problem.

These well-structured ideas, we feel, are best built up by tutors inductively from course members' experience and from the theory and research. They will form a deductive framework enabling course members to tackle problems on a sound basis.

Moving to practical action

We have suggested that the customary pattern of learning will consist of building up new principles inductively, which will then be used deductively to evaluate issues and problems. This will move on to more inductive learning followed by more deductive analysis and so on.

The crucial issue is that tutors need to help the transition from classroom or deskbound work to designing practical action to deal with real problems. Wherever possible this should lead to action that in turn can be evaluated. This is the main aim of the course, and tutors may well see ways in which they can use the module materials more effectively to facilitate such practical action.

Our course participants will be working with young people to build the practices they need to support the rapid development of their societies. These young people will need to be able to recognise problems, analyse them, recognise what knowledge and skills they need to deal with them, learn these if they do not already have them, and apply them to solve the problems.

In principle this should be straightforward. Most people engage in such processes in the normal run of their day-to-day activities as householders, family members, workers and community participants. What is different for course participants and the young people they work with is the situation outlined earlier: the urgent need to pursue this development faster, more effectively and with much deeper understanding than usual. Tutors may sometimes find that the case studies and materials in the modules do not reflect closely the day-to-day experience of particular groups of course participants. So the emphasis should be on using the course material to make links with the social practices of their communities, and helping participants apply their awareness of these practices to the problems presented by the course.

The Diploma is ‘competence’ based. There is a risk, and one that we have not always avoided, that the (knowledge) cognitive outcomes seem to be separated from the skills (action) outcomes. However, the intention, as we have discussed, is that the knowledge outcomes should ‘underpin’ the skills outcomes. They should provide a kind of deep structure to which course participants continuously relate as they design action to solve problems in the real world. This process should be dialectical. Solving a real world problem should trigger off a search for insight in the world of theory. Theoretical ideas that have become important to course participants should enable them to see real world problems in a deeper way.

This relationship between theory and action means there is a contradiction in the course, with which tutors have to deal. For example, because of the requirements of the knowledge outcomes, the modules have been written with a heavy emphasis on content and

information, which can push the tutor towards a transmission mode of approach. This has been offset to some extent by including case studies, problems, examples and readings that can be explored in groups. Nevertheless, tutors may at times have to work hard to ensure that the 'knowledge' is integrated with the reflexive processes at the heart of the course and the action skills that are the course behavioural outcomes. Therefore the tutoring of the course does present challenges for the tutor about how to design and deliver the learning.

A useful way to resolve the contradiction between theory and action is via the assessment procedures discussed in Section 5 Assessment.

Reflexive thinking

We feel that the process of relating knowledge to action is best achieved by encouraging reflexive thinking in course members.

The problem of acting effectively within your own environment to bring about change is that you hold your understanding of that environment implicitly, as a kind of common sense. But to change things you need to bring that knowledge up into the area of explicit understanding and analysis. This is what we mean by reflexive thinking.

The conditions for reflexive thinking to happen seem to be that:

- learners are aware that their implicit understanding of the world around them is not the same as others with whom they are interacting
- all involved are deeply concerned about the issues being explored
- there is a relationship of mutual trust and equality.

The following examples discuss how dialogue and relationships contribute to reflexive thinking.

Reflexivity and communities of practice

Pierre Bourdieu (1992) stresses the importance of dialogue in *An Invitation to Reflexive Sociology,* where he says that he found the method of compiling the transcripts of a series of informal interviews and seminars between himself and some American students an excellent way of getting to the core of his research:

> "I believe that the mixed genre that was progressively invented as we proceeded through this dialogue, marrying the shorthand formulations of oral discourse with the rigor of a body of notes linking this discourse to key elements of the written work, allows us to give a synthetic view of my fundamental concepts and of their relations without falling into the academic routinisation of thought."

Stephen Billett (1998) describes the ways in which individuals' thinking develops as a result of their involvement in social practices: those of the society as a whole in which they live, both structural and cultural; those of the particular social groups to which they belong (the Diploma class will be one such group); their own personal histories; and those activities where they solve real practical problems by consciously applying principles they have learned.

A crucial dimension of Billett's paper is the concern with practice as the source of problem-solving capacity. Billett's concern is with using the practice of solving problems as a means of cognitive development. For the Diploma it is even more important to use cognitive development as a means of promoting problem-solving. In fact, Billett's article implies that the process is dialectical. It is more effective when we can sort through our previous knowledge and experience by forms of structured reflection and bring our sorted reflections to bear on the problem area. If we add to this the sociological insight that knowledge is always socially constructed, then using the social processes of knowledge construction – for example, by structured interaction in groups and reflection on those processes – enables us to control the development of our own problem-solving ability.

Billett argues that individual participants in a community of practice (such as the Diploma class) must engage in non-routine activities if cognitive change is to occur. But their standing in the particular community of practice is likely to influence the nature of their participation.

The Diploma course aims to produce critical and creative practitioners. So how does Billett's argument apply to a group of Diploma learners? Billett might see the conduct of groups such as those in the Diploma classes in terms of how effective they are in creating reflective practitioners. Classes that are fully democratic in ethos, promoting the self-esteem of learners through open dialogue and collective ownership of knowledge, seem to be essential for creating the kinds of reflective practice that enable high-level human resource development to take place.

Structured reflection allows us to put our perceptions into words, control our perceptions and store, access and manipulate knowledge. This can most readily be accomplished in a primarily talk-based curriculum, where the course participants are given the tools for controlling their own talk strategies. They can in turn develop these strategies in young people with whom they work. The process of developing scientific theory always involves transforming prior knowledge through dealing with problems encountered in research. We feel that this should be the aim of reflective practice.

Although there are different forms of reflective practice, we feel that talk-based reflection offers the most accessible and productive way of rapidly developing learners' insights and problem-solving abilities.

Talk-based reflection

In discussing reflective practice, Douglas Barnes (1976) categorises the kind of talk that takes place in learning groups in the following way:

- expository talk
- exploratory talk
- final draft talk.

Expository talk: this is the kind of talk most often associated with the tutor, a mode of transmitting knowledge with the occasional question to see whether others are getting the drift. When delivered by learners to each other, it can be a very good way for them to clarify their experience and understanding, particularly when it is on a subject that they have researched and where they have something new to tell others, providing they take care to ensure that the others understand.

But this approach does not easily lend itself to learners using language in ways intended to further their understanding. Rather they may be drawn into an attempt to 'say the right thing', a kind of self-presentation, unless the tutor carefully sets up an atmosphere of tentativeness and sharing.

Exploratory talk: during this kind of talk, learners seem to be reworking their ideas while improvising during discussion. Barnes found in his research with school children that this sort of discussion was often not very explicit but formed a valuable basis for eventually reaching the vital hypothesis-forming and testing stage. Crucially, it is the most likely mode to expose the principles of the knowledge under consideration.

Final draft talk: This is the kind of talking that has an audience in mind. The learner is rehearsing how an argument is to be put in a public space (at a formal debate, for example, or in a delivered or written paper). This sort of talk is an excellent preparation for some kinds of written work, or for public presentation at meetings. It tends to sharpen and clarify the structure of an argument.

So the elements of such learning would consist of:

- mainly talk-centred reflection on experience
- theory formation in exploratory and final draft talk
- applying theory as an aid to finding practical solutions to problems
- trying out the solutions in practice
- reflecting on the theory, in the light of what happens in practice, again using exploratory talk.

Each module of the Diploma contains passages of reading and activities specific to the module, but wherever possible we feel that these kinds of learning should be integrated with the kind of talk-based activities described here.

The learning journal

The learning journal is another important element in the Diploma's approach to learning and teaching, as explained in Section 5 Assessment.

Learners should use their learning journal as a critically reflective diary. It should demonstrate what learners claim to know and be able to do and the underlying approaches and values that inform their work. Over time the journal becomes a record of their personal and professional development as a youth development practitioner. Each journal of experience will be different, reflecting the varying experiences and background of each learner and the context in which they work.

Learners should use the journal to plot their professional and academic development. In doing so they should be looking ahead and considering how they are going to secure learning opportunities that will open new areas of skills and knowledge, as well as reflecting back

and drawing out what sense they make of current and past experiences. There should be a sense that the journal is a tool to assist them in becoming 'assertive learners'.

The journal may include: recordings, critical incidents, moments of insight, photographs, press cuttings, testimonials, evaluations, work-based supervisors' reports and so on. This material will be generated from what the student has gained from previous experience and interactions with young people, other workers and supervisors. We also ask the students to write their responses to the module activities in their learning journal.

A good starting point for the journal is information and reflection on the experience and background of the learner that led to becoming involved in the Diploma. Basic information such as a curriculum vitae can be included, but it is more important that the learner demonstrates that she or he has reflected on values, experiences and skills gained a result of what has been done. This starting point should validate what they bring to the Diploma.

Throughout their time on the Diploma, students should be encouraged to write regular entries that explore their growing understanding of the field of youth development work. These can be about both reflective and practical day-to-day work, as well as their engagement with the academic curriculum of the Diploma. Crucially the student should be developing the ability to make the connections between theory and practice through the learning journal. Most students' first recordings will be descriptive in nature. Supervision by mentors, tutors and supervisors can usefully support the student to move to a more analytical approach. It is important to encourage students to go back to early recordings and apply new insights and understandings to them. In doing so the students can see the progress and development they have made.

The learning journal is part of the assessed work for the Diploma, but as a record of learning and experience, not as a series of mini assignments. The student can draw on its content to inform other assignments. For example, the student may refer to pieces of work recorded in the journal. (There is a discussion about assessing the learning journal in Section 5 Assessment.)

Where there are formal opportunities for students to share their journal and recordings in study groups or in one-to-one meetings with tutors, this should be done.

The learning journal is an important learning tool within the Diploma. Similar methods have proved their worth in other professional and academic development programmes. It enables students to articulate new insights, bringing together their personal and professional development and making a robust reflective practitioner.

Building on learning

If learners are to develop insight and competence rapidly, any new learning must be based on what they have already mastered. That may mean turning previous knowledge on its head to reveal its contradictory elements. Tutors cannot assume that learners will automatically do this for themselves unless they get an opportunity at the start of a new module to explore what they already know that might be relevant to the new material.

Example

Module 13 *Sustainable Development and Environmental Issues* involves the practical design of an environmental or sustainable development project. This draws on every other module.

While tutors teaching only this module cannot be expected to know in detail the content of other modules, they need to create discussion space for exploring what the course members already understand that can be built upon.

So, for example, course members should have developed insights into the nature of power and the way it is deployed and embodied from Module 2 *Young People and Society*, Module 3 *Principles and Practice of Youth Development Work*, Module 4 *Working with People in Their Communities* and Module 9 *Policy Planning and Implementation*.

It is essential to use these insights in the design of projects – and so on throughout the course. This is one of the best ways to make knowledge active and to put learners in charge of their own development.

To conclude this section, we return to the principles of adult learning that underpin the Diploma. The important first step in developing a rationale for youth and community development work is to stress that the approach to young people should be andragogical rather than pedagogical. In other words, the approach is based on what theory and research indicate are learning methods most suitable for adult learners. There is plenty of evidence that even young children learn best by reorganising what they already know in the light of new experiences. In the case of adults, who have greater stores of knowledge and experience, the process of learning must be based on adult relationships and also on the accepted understanding of the way adults acquire new knowledge.

The implications for the work of the Diploma are that, though much of the learning will be new knowledge to most course participants, the teaching of that material should generally be based on helping

participants reorganise what they already know, in the light of new insights.

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8 Using the modules

This section will help you to:

- plan your work as a tutor
- become familiar with the content and approach of each module.

Guidance notes

Among the members of any learning group there will be a range of experience and learning skills. The module study guides should be regarded as the 'shell' of the course, the framework around which course tutors can design and build the course with their groups. Working through these guidance notes will help you plan your teaching and support work.

Before delivering a module, work through the study guide carefully, as if you were a student. Time spent on this preparation will be time well spent. Read the module overview, so that you can see the starting point for the students. Then work through the units. You should also try out the activities. Note areas that cause any kind of difficulty. The next stage is to break down any areas of difficulty to identify the precise aspects that are causing problems. That will enable you to help students grasp the core underlying ideas more easily. Once those are mastered, it is much easier to handle the detail of the module.

As you will be aware, a curriculum can be designed in different ways. It can be linear, designed to start with core ideas and build up into a more complex structure, ensuring that at each stage learners are building on what they have mastered at the previous stage. It can also be 'spiral' in that it works its way around the same core ideas from level to level, just as a spiral staircase winds around a central axis. Each level will not necessarily be any more complex than the lower levels. The increased understanding that develops as the course progresses comes from the way that the core ideas are seen to have implications in many areas and levels.

We envisage this course as being a 'spiral' curriculum. In it, at each stage, the core ideas presented in the first four modules are continually revisited in new contexts. Even in the first four modules we envisage the ideas in Module 1 *Learning Processes* being revisited in Module 2 *Young People and Society* and the ideas in Modules 1 and 2

being revisited in Module 3 *Principles and Practice of Youth Development Work* and Module 4 *Working with People in Their Communities.* If you are tutoring or mentoring even a single module, it is important to acquaint yourself thoroughly with these four modules.

For early modules in particular you will need to help learners build up their confidence. They may be returning to study after a break or be new to study at this level. They may at first find the size and language of the modules intimidating. It is important to help them think about each module as a series of small steps to be taken one at a time, not as a single gigantic task.

To help you plan your work as a tutor, these guidance notes cover the following topics for each module.

Overview

Based on the module overview from each study guide, setting out the overall aims of the module.

Approach

How to approach the module, outlining its style and approach, how it fits into the context of the Diploma as a whole, challenges for students and suggestions for tutors. There are practical examples for helping students make the most of the study guide and its activities.

The approach always emphasises the need for tutors to work though each module before presenting it to the students.

Learning outcomes

Learning outcomes are statements that tell students what knowledge and skills they should have when they have worked successfully through a module. Here the learning outcomes are presented as in the study guides, addressing the student as 'you'.

About this module

The summary of the unit contents is presented as in the study guides. As a planning tool for tutors and students, it includes a table that matches units to module learning outcomes.

Assessment

Outline recommendations for how the work in this module should be assessed. As discussed earlier, the usual breakdown is

- a major research assignment or written piece of on average 2,000 words (worth 50 per cent of the final mark)
- a review of the learning journal (worth at least 20 per cent of the final mark).

- a written examination set by the institution in which students are enrolled for this Diploma programme (worth not more than 30 per cent of the final mark).

However, there are some variations and there is scope for enrolling institutions to adapt the recommendation to their local specific needs, as explained in Section 5 *Assessment* of this Tutor's Manual.

Further reading

There is a list of suggested Further reading at the end of each module. This includes books and articles referred to in the module as suggestions for those who wish to explore topics further. Students are encouraged to read as widely as possible during and after the course to get alternative viewpoints. We do stress that neither students nor tutors are expected to read all the books and articles on the list. Indeed, they are unlikely to have access to many of them. But tutors should use the suggested titles for guidance. They can update the list with more recent books or articles. They can pick out titles likely to be available to students. Or they can substitute other titles published locally and relevant to students' situations (for example, drawing on the library facilities of the CYP Regional Centres). They may be able to recommend alternative resources, such as newspapers, the internet and 'grey literature' (such as government papers and NGO reports).

It is important for students to do additional reading, besides the study guides themselves. This will both broaden their knowledge and interests, and help them develop their reading and research skills.

Planning your work

We end these guidance notes with an activity to help you plan your work as a tutor.

- You could do the activity early on, once you have read these guidance notes and the notes for a module you will be tutoring.
- Or you could do it in more detail at a later stage, when you have worked through the whole module, putting yourself in the student's shoes as suggested above.

Activity

Draw up a plan for how you will approach your work as a tutor on the module. The following questions may be helpful as a checklist.

Overview

- How well does the module relate to the situation of your student group and your own experience and professional expertise?

Approach

- How does the module fit into the Diploma as a whole and relate to other modules?
- What are the key ideas?
- What are the possible difficulties for students?
- What ideas do you have about the educational methods you will use – e.g. ways to teach through participation, facilitate reflective and critical thinking, help develop practical skills, build confidence?

Learning outcomes

- How could you make the module learning outcomes more specific to the context of your learning group?

About the module

- Are there local examples, problems, situations or resources you could use in teaching the module?

Assessment

- What assignments specific to the students' own context could you devise?

Further reading

- Which of the suggested resources are you familiar with?
- Which will be available and suitable for your students?
- What alternative resources can you suggest (e.g. more up-to-date or more local)?

Action points

- What further actions do you need to take before you tutor this module?

Module 1 *Learning Processes*

Overview

The ability to learn is the most marked trait of human beings. For learners it is a personal experience, an experience of change. It is an inner process that can only be observed by others in the form of changes in behaviour.

Learning takes place throughout life, in different ways and in different contexts. In fact it is almost impossible to stop people learning in some form or other all the time. Of course, what we learn may not always be what we want or need to learn. However, the fact that we can't really stop learning is a very positive signal to youth development workers, because if they can direct this very natural process along appropriate channels, then they can help young people to develop very rapidly.

This module focuses on the role of youth development workers as educators. It explores a number of theories of learning and how they have influenced different philosophies of education. It identifies the different ways in which people learn and the factors that inhibit or facilitate learning.

The module also looks at experiential learning, as the method most appropriate to youth development workers, and appropriate strategies for face-to-face work with young people and training situations with adults.

Approach

This module is important in setting the tone and approach for the whole course. Students are likely to need plenty of support at the start of their programme of study, particularly if they are not used to studying or have not studied recently. This section suggests ways you as their tutor can help them.

The module opens the Diploma because it is seen as important, as the starting point for their work, that students understand how people – including themselves – learn. The danger with this interesting and richly developed module is that it may not appear as radical to the course members as it really is. Because it is a formally written document rather than a thought through view that they have worked out with their tutors, they may treat it as a body of knowledge like any other body of knowledge they have had to learn. So from the beginning of their study they need help to see it clearly as a totally new approach to their ideas of human potential.

Like the rest of us the students will probably have gone through the formal education system. But formal schooling is as much about

socialising and disciplining the younger generations as it is about liberating the potential for learning. Post-school youngsters generally require much less disciplining and have begun to see that they need to learn much more if they are to lead satisfactory lives. The module says that all of us have enormous untapped potential, and that there is now a body of research and theory that shows us how the potential can be tapped.

There is nothing particularly new about these ideas. What makes the module radical is that it has brought them all together. If youth development workers can apply these ideas in the community, they will empower young people phenomenally, as Paolo Freire did in Brazil. But to do that, they must first grasp the underlying nature of this view of learning and of human potential.

Example

The most effective way perhaps to do this is to begin with students' experiences and ask them to reflect individually, then in pairs. Ask them to remember experiences they have had of learning rapidly, applying ideas in new situations, making connections between previous learning and new problems, and so on. What were the conditions that made this possible? What theory could they develop to explain it? How might it be applied in the formal learning situation and the informal learning situation? Get them to think about the way their dreams seem to work, and ask them what that tells them about the workings of their minds. Explore their learning blocks and why they have developed, and what to do about breaking them down. Explore how effective certain kinds of talking and interaction are by trying these out in class.

Within a few hours you as a tutor can help students to build a map of human learning processes that will transform their overall view. It will then be much easier and more meaningful to embark on the radical ideas in this module.

Tutors will, however, have had to work their way through the module thoroughly in advance to see where the problems lie. There is a huge amount of material here and, while all of it matters, it needs carefully ordering to meet the development needs of the specific group or learner.

The general principle to follow is that, wherever possible, the theory has to be tied closely to practice. Each student needs to reflect on her or his experience, analyse it and formulate it into a general statement. Then the idea embodied in this general statement must be tried out again in practice.

Example

In studying preferred learning styles, there are many self-testing methods available that indicate how individuals tend to think. These are worth trying out. Then get students to compare the results with the way they feel that they themselves operate. Ask them to think through the implications of this in terms of what they might do in working with a specific group in a particular situation.

Some of the material, such as that on visual and other technical aids, may not be relevant at the moment for particular students, but they should be helped to grasp the underlying principles. Then those sections can be treated as 'available' for when they are needed. The aim should be to reduce any overload on students, while still covering the principles in enough depth and breadth to ensure they are part of their consciousness and ways of working.

During and towards the end of the module, encourage course members to reflect on the ways in which they have learned from it. The whole Diploma course is about the process of learning and applying ideas to solve problems. As a tutor you have to enable your students bring their experiences from this module to bear on their study of later modules.

Learning outcomes

Knowledge

- identify and discuss key theories of learning
- outline the principles of adult learning and the characteristics of adult learners
- give an overview of important psychological and philosophical principles relevant to education for all and youth development work
- describe the characteristics of informal education and apply this knowledge to youth development work
- identify factors that help and factors that hinder people's learning, particularly in informal settings
- explain what is meant by 'experiential learning'.

Skills

- describe your own and other people's learning style(s) and mode of intelligence
- devise effective strategies for learning with a range of individuals and groups in youth development work

- make use of the techniques of informal and experiential learning in youth development work
- enable other people to make use of these techniques in youth development work.

About this module

(Note: as indicated earlier, the summary of the unit contents is presented as in the study guides, addressing the student as 'you'.)

Module 1 *Learning Processes* is divided into seven units:

Unit 1 What is learning?

This unit offers the opportunity to explore what learning is. It introduces you to the main theories of learning and describes how learning takes place.

Unit 2 How adults learn

This unit will help you understand how adults learn and the factors that have to be considered when dealing with adult learners.

Unit 3 Education for all

This unit focuses on some of the philosophical and psychological aspects of learning that support the principle of equal education for all. You will also learn about the role of the facilitator and youth development worker in adult learning.

Unit 4 Informal education

In this unit you will learn about different learning settings, focusing on informal learning. You will also look at the agents of learning and how informal learning can take place in formal institutions.

Unit 5 What helps and what hinders learning?

While the first four units focus more on the positive aspects of learning, this unit introduces some of the factors that can either help or hinder learning. You will learn how to cope with and manage these factors, which can be environmental or personal.

Unit 6 Learning styles

In this unit you will be introduced to different modes of intelligence and different learning and training styles, and to the importance of adapting learning methods to suit them.

Unit 7 Facilitating adult learning

In this unit you will learn about the crucial importance of learners participating in all aspects of planning, designing, implementing and evaluating adult learning programmes. You will also explore strategies for adult learning.

This table shows which units cover the different module learning outcomes.

Module 1 Learning outcomes	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Knowledge							
1 Identify and discuss key theories of learning.	x					x	
2 Outline the principles of adult learning and the characteristics of adult learners.		x					
3 Give an overview of important psychological and philosophical principles relevant to education for all and youth development work.			x				
4 Describe the characteristics of informal education and apply this knowledge to youth development work.				x			
5 Identify factors that help and factors that hinder people's learning, particularly in informal settings.		x			x		
6 Explain what is meant by 'experiential learning'.		x	x				
Skills							
7 Describe your own and other people's learning style(s) and mode of intelligence.						x	
8 Devise effective strategies for learning with a range of individuals and groups in youth development work.	x	x	x	x	x	x	x
9 Make use of the techniques of informal and experiential learning in youth development work.	x	x	x	x	x	x	x
10 Enable other people to make use of these techniques in youth development work.							x

Assessment

It is recommended that the work in this module is assessed in the following three ways:

1 a major research assignment of approximately 1,750 words (worth 50 per cent of the final mark)

2 a review of the learning journal (worth 20 per cent of the final mark)

3 a written examination set by the institution in which course members are enrolled for the Diploma programme (worth 30 per cent of the final mark).

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Module 2 *Young People and Society*

Overview

This module has been designed to help students understand some of the theoretical background of youth development work, so that they can carry out the work better by relating what they are doing to the social context they are working in.

Students will already be aware that young women and young men have certain roles and responsibilities. These responsibilities are different in each society, yet certain aspects are common across most societies. Throughout the module students will examine:

- how young people are seen in various societies and from different sociological perspectives
- the range of definitions of 'youth', 'adolescence' and 'family'
- the problems and issues facing young people and the societies in which they live.

Understanding the social situations of young people is crucial. By exploring what researchers and theorists have said about youth in different social contexts, and relating that to general theories about society, the module illuminates the situation of young people in their society.

The student's own role will be to help improve the conditions that young people are in, and through that to help develop the society they live in.

Approach

As a tutor you will find it helpful to begin by studying this module as if you were a student. This will reveal what the difficulties are likely to be for course members.

As with Module 1, the language and content of the module may at first be out of reach of some course members unless tutors and mentors help them to make the links between the theory and their own lives. Once they have insight into these links, the language will become much easier to handle.

The content of this module is mainly sociological, with some psychology. It is difficult to reduce the language too far without losing the shift in understanding aimed at. The aim is to make course members sensitive to those forces lying underneath the surface of social behaviour that cause people to act as they do. The aim is also to develop the sociological (and psychological) imagination of students so that they can deal more intelligently with their clients and their clients' families, as well as the communities where they will work.

We feel that course members have to break free from their commonsense understanding of the social world if they are to be change agents. If not, then their youth work practice is likely to follow well worn social tramlines, when more often what is needed is a fresh angle of approach and unusual sorts of perception.

For this reason, it may be better with some groups to begin the module by exploring students' own views of the social world rather than by tackling the module head on.

Example

Commonsense views can be questioned by asking students "What if…?" questions about their ideas. For example, they may believe that monogamous and faithful marriages are an essential part of social stability, but when they are asked "What if there is a very serious shortage of men following a civil war? How would that alter things?" or "What if the institution of marriage is holding back the education of women at a time when skilled female labour is necessary for technological take-off?" then they may begin to rethink their received ideas.

It is important that the social theory, which is outlined in Unit 1, is developed inductively from course members' experience of the social world. Otherwise it tends to become a heavy load to carry, even for specialists in sociology.

Example

Interactionist theory can be developed by observing a simulated meeting or conversation among course members. Get students to reason that these interactive situations are the building blocks of the social world. The observation can be structured to highlight the importance to the people involved in the meeting of the symbolic meanings that are being negotiated.

You can approach functionalism by asking simple questions: "What is the function in society of the family, courtship, religion…?" "What would happen to the rest of society if we banned all religious activity from tomorrow?"

You can explore conflict theory by asking to what extent different social groupings are in harmony with each other or in conflict over resources such as money, space, clean air, housing, symbolic capital, respect, status and so on. Discussing the relations between men and women in this way produces fascinating discussions.

One way to approach Marxism, which is structural conflict theory, would be through a discussion of the differences between the exchange value of something such as a car, and its use value. This could lead to a discussion bringing out a series of ideas, as outlined here. Capitalism works as a system by putting money values on everything and splitting the use value of something from its exchange value in the process of economic competition. In this way the work that people do, no matter how skilled, is measured in terms of the going rate for the job. People become 'commodities' that are bought and sold in the market place. Society becomes divided up between those who control and own this system, and those who sell their capacity for work. The main structural issue is the contradiction here. This system is enormously powerful and can create enough wealth to make the whole world affluent. But ownership and control is in the hands of the few for whom creating international affluence can only ever be a 'trickle-down' effect of the competition between the big players. This discussion can be used to explore the effects of structural adjustment on a local economy, for example, or the way even people who have a good job may feel alienated, because they are still only commodities that can be dropped when the market demand changes.

Unit 2 on Adolescence is based around the idea that social identity is socially constructed rather than biologically determined (though clearly biology does matter). Again the unit contains exercises and models to explore this. However, the key to handling this unit is to get course members questioning their own experience of the real world, and learning how to build models for themselves of what they actually experience. In any group there will be a range of ways in which members have experienced adolescence. Students need to compare these to look for common elements that might form a pattern – or perhaps several patterns if there are culturally distinct groups in the class.

The psycho-analytic models in particular need to be tested against experience.

Example

It is easy to recreate a sense of the basic Freudian model by asking whether group members could ever imagine being so angry that they could kill someone (the *Id*) and actually do so. Then what would be their first reactions as they calmed down afterwards and needed to get away from detection (the *Ego*)? Finally how would they feel when they had had time to review their actions in the light of broader social values (the *Super-Ego*)?

The rest of the unit is rooted in the social world. The key to tutoring it is always to test the ideas against experience, or to help course members develop their own theories from experience and then compare them with what the module says.

Learning outcomes

Knowledge

- describe the experience of growing up as a young woman or as a young man, and the different perceptions held by young people and adults
- outline and give a critique of different theories of adolescence
- analyse the position of young people in the your society
- discuss the influence of family, peers and community on individuals and groups
- discuss the range of social contexts as they relate to young people in the your region
- compare the ways in which different social and cultural traditions treat young people.

Skills

- work in a way that is sensitive to social and cultural traditions
- identify situations in which you need to adapt your practice to take account of different social and cultural traditions
- communicate your knowledge to young people and adults in a way that is accessible to them.

About this module

Module 2 *Young People and Society* is divided into four units:

Unit 1 Ways of seeing young people

This unit will help you to define key concepts and to examine three approaches to the study of society. You will also look at the ways in which different cultures perceive young people.

Unit 2 Adolescence

In this unit, you will look at the concept of adolescence and how it varies in different cultures.

Unit 3 Young people and the family

In this unit, you will examine types of families and the roles and responsibilities of family members, including young people. We will also apply to families the three sociological theories that we looked at in Unit 1.

Unit 4 Young people and social issues

In this unit, you will look at some of the ways in which a society deals with its young people. You will also analyse important issues that are affecting today's youth.

This table shows which units cover the different module learning outcomes.

Module 2 Learning outcomes	1	2	3	4
Knowledge				
1 Describe the experience of growing up as a young woman or as a young man, and the different perceptions held by young people and adults.	x	x	x	x
2 Outline and give a critique of different theories of adolescence.		x		
3 Analyse the position of young people in your society.	x	x	x	x
4 Discuss the influence of family, peers and community on individuals and groups.			x	x
5 Discuss the range of social contexts as they relate to young people in your region.		x	x	
6 Compare the ways in which different social and cultural traditions treat young people.	x			x

Skills					
7	Work in a way that is sensitive to social and cultural traditions.	x	x	x	x
8	Identify situations in which you need to adapt your practice to take account of different social and cultural traditions.	x	x	x	x
9	Communicate your knowledge to young people and adults in a way that is accessible to them.			x	x

Assessment

It is recommended that the work in this module is assessed in the following three ways:

1 A written report of 2,000–2,500 words (worth 50 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A written examination set by the institution in which the course members are enrolled for this Diploma programme (worth 30 per cent of the final mark). As an alternative to the examination, students may be given the opportunity to complete a second written report of 1,000 words.

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Module 3 *Principles and Practice of Youth Development Work*

Overview

This module is designed to introduce students to a range of different approaches to working with young people in the youth sector. Students may already have youth work experience, but they probably only have experience of just one type. We have designed this module to provide a clear understanding of several of the key practices in youth development work. This will enable students to develop their insights and skills by allowing them to draw on a rich frame of reference.

The module covers six broad areas:

- history and traditions of youth development work
- models and approaches to youth development work
- the practical settings of youth development work
- face-to-face and practical skills when working with groups and individuals
- the role of youth development workers
- professional conduct.

Approach

This is the first of two modules (the second is Module 4 *Working with People in Their Communities*) that explore the specific role of the youth development worker. What makes this role so different from that of the traditional youth worker is the way it relates to the process of social and economic development. It is turning into a specialist role in all sorts of ways, though it clearly has a great deal in common with traditional youth work.

The greatest danger with this module is that students may treat it just as a descriptive account. They may study it and not connect it closely with their experience and their practical actions. So as well as the definitions and descriptions there are activities designed to sharpen students' awareness and to help them make connections between their own circumstances, the case studies and forms of action. However, this is not as effective as students recognising the ways in which socio-economic development is taking place in their societies, and how they are involved and can be more involved in that process.

As a tutor you need to know about development programmes in your area, and how the units in this module can be linked up with these.

That will make the learning process much more meaningful and action-oriented.

Example

You may find it best to begin each unit by exploring the situation locally in relation to the content of that unit. Then work through the unit, reinforcing the links between the broader issues and the local situation as you go.

For Unit 3 you need to make close links with Module 2 *Young People and Society*. It may be helpful to begin this unit by revising course members' action knowledge of the sociological ideas on socialisation in Module 2. The interventions explored here require students to be aware of the nature of social structure and how it is revealed in attitudes and social practices. Social interventions only succeed when you understand the prevailing structures and forces, and work with them rather than working against them.

Unit 4 is a broadening out of the ideas so that students can place themselves in the wider international framework of youth development action. Help them to explore international issues such as the nature and effects of the global market on social structure. This unit also allows course members to get to grips with the CYP programme's overall aims.

Unit 6 sums up the nature of the professional role and is an opportunity for tutors to re-establish links with Module 1 *Learning Processes* and Module 2 *Young People and Society*. The main point is that the professional role of the youth development worker involves balancing core values with political and economic realism. That again has to be made very concrete in some way so that it is a form of action knowledge rather than a formal model.

Learning outcomes

Knowledge

- briefly describe, in your own words, the history and position of youth development work in the Commonwealth and in your country
- explain the important factors that have affected youth development work and that influence current trends
- delineate the professional role of the youth worker
- describe how inequality affects different groups of young people and discuss the role of youth development work in intervention
- highlight the importance of CYP's work, in particular its mission statements, how it is organised and its priority areas of work

- describe how young people can act as agents of change, with special reference to Paulo Freire's methods as one among several effective traditions of youth development work.

Skills

- demonstrate how certain projects have empowered young people and contributed to community and/or national development
- analyse your own youth work practice in terms of the history of this sort of work in your country
- begin working effectively with young people and adults in enabling them to improve the quality of their lives
- address professional dilemmas in youth development work and in particular prioritise the use of time and resources
- deal effectively with a range of types of oppression encountered in your work
- select from a range of different approaches to youth development work those that are most appropriate to specific circumstances.

About this module

Module 3 Principles and Practice of Youth Development Work is divided into six units:

Unit 1 Youth development work: history and traditions

This unit introduces you to the history and traditions of youth development work.

Unit 2 Youth development work: models and approaches

This unit introduces four important models of youth development work.

Unit 3 Youth work practice

This unit introduces the various kinds of youth development work that are practiced.

Unit 4 Face-to-face skills

In this unit, you will learn techniques of working with young people individually and in groups.

Unit 5 Social change or social control?

This unit examines the role of youth development workers.

Unit 6 Professional conduct

In this unit, you will examine your own principles and practice as a youth development worker.

This table shows which units cover the different module learning outcomes.

Module 3 Learning outcomes	1	2	3	4	5	6
Knowledge						
1 Briefly describe, in your own words, the history and position of youth development work in the Commonwealth and in your country.	x					
2 Explain the important factors that have affected youth development work and that influence current trends.	x	x	x		x	
3 Delineate the professional role of the youth worker.		x	x	x		x
4 Describe how inequality affects different groups of young people and discuss the role of youth development work in intervention.		x	x		x	
5 Highlight the importance of CYP's work, in particular its mission statements, how it is organised and its priority areas of work.	x					
6 Describe how young people can act as agents of change, with special reference to Paulo Freire's methods as one among several effective traditions of youth development work.			x		x	
Skills						
7 Demonstrate how certain projects have empowered young people and contributed to community and/or national development.		x	x			
8 Analyse your own youth work practice in terms of the history of this sort of work in your country.	x	x	x	x	x	x
9 Begin working effectively with young people and adults in enabling them to improve the quality of their lives.			x	x		

Module 3 Learning outcomes	1	2	3	4	5	6
10 Address professional dilemmas in youth development work and in particular prioritise the use of time and resources.		x	x			x
11 Deal effectively with a range of types of oppression encountered in your work.		x	x		x	
12 Select from a range of different approaches to youth development work those that are most appropriate to specific circumstances.		x	x	x		

Assessment

It is recommended that the work in this module is assessed in the following three ways:

1 Youth worker interview or case study – outlined at the end of the module (worth 50 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A written examination set by the institution in which course members are enrolled for the Diploma programme *or* a 1,500 word written study – outlined at the end of the module (worth 30 per cent of the final mark).

Further reading and websites

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Website

Youthlink Scotland: contains lots of information about youth work as well as tools to support practice.

www.youthlink.co.uk

Module 4 *Working with People in Their Communities*

Overview

As youth workers, students would have spent a lot of time working with individuals and groups. During the course of their work, they may have had doubts about their performance and may have wondered how they could improve on what they were doing.

In this module, course members will explore the knowledge and skills required for working successfully with individuals and groups. They will be encouraged to think about and reflect on their successes and difficulties. The module also covers how other people have worked in communities, and their theories about their work. It explores the theory and practice of community development, with particular reference to the work of Paulo Freire. Students will learn about community development work plans, and how to make and implement them. Finally, they will examine the characteristics of an effective group leader and the processes involved when their work is completed and they reach the end of their involvement.

Approach

This module develops a series of models of what current research and theory tell us is the nature of community development and the skills required of the community development worker. It is a general description of what is known to work. It is very clear and self-explanatory.

Since it is aimed at developing practice, the module must be based mainly on practical exercises, preferably with a local flavour.

Example

Ask students to analyse the processes that have taken place and are taking place within their learning group to explore group dynamics, leadership, negotiation and so on. In fact this is an ideal module for getting the course members to learn via their own activity, through planning, devising different sorts of intervention, counselling and so on.

Although this subject is treated lightly in the module, it might be worth spending time on analysing the changes taking place in communities worldwide. The traditional forms of solidarity are everywhere shifting towards sharper social divisions and a solidarity based on such forms of association as those deriving from the technical division of labour and different levels and types of

remuneration. In many poor countries this has led to deep divisions between urban township areas and superficially wealthy areas, where technical and administrative workers live, and of course between town and country. All social areas create problems for youth, but the problems are very different for different groups, and youth development workers need to see why this is so.

It is essential to integrate the content of Module 2 *Young People and Society* and Module 3 *Principles and Practice in Youth Development Work* with this module, as they inform these community development practices. There is a wide-ranging literature now on community development. The more tutors are in contact with this, the better they will be able to manage this module.

Learning outcomes

Knowledge

- recognise several useful models for analysing human behaviour and individual differences
- identify with the nature of group dynamics and the roles adopted by individuals in groups
- acknowledge your own preferred roles within group situations
- be familiar with key concepts in community development.

Skills

- work effectively as a member of a group
- take on a variety of roles in a group, including leadership and advocacy
- know how to develop your own skills in facilitating a group
- use the techniques of community development
- create effective planning strategies and develop community profiles, social community plans and personal plans
- promote the participation of young women and men in community activities.

About this module

Module 4 Working with People in Their Communities is divided into four units:

Unit 1 Working with young people

In this unit, you will be introduced to the different concepts associated with community, community development and community work.

Unit 2 Getting going in the community

This unit looks at the process of entering the community and the agency. It addresses the importance of planning your work and provides guidelines for developing community profiles as well as work plans.

Unit 3 Worker roles and methods

In this unit, you will examine and discuss the various roles played by the community worker. You will also look at forms of participation, as well as techniques that may be used to promote participation when working with a community or group. In addition, you will explore the stages in the development of groups and identify some activities that may be used to promote 'good' group processes.

Unit 4 Moving to the next stage

This unit provides you with a brief introduction to social planning and its main elements, then goes on to focus on using networks and partnerships in your work. Finally, you will reflect on the issues that are involved in the processes of ending your involvement in a programme/ project.

This table shows which units cover the different module learning outcomes.

Module 4 Learning outcomes	**1**	**2**	**3**	**4**
Knowledge				
1 Recognise several useful models for analysing human behaviour and individual differences.	x		x	
2 Identify with the nature of group dynamics and the roles adopted by individuals in groups.		x	x	
3 Acknowledge your own preferred roles within group situations.		x	x	
4 Be familiar with key concepts in community development.	x	x	x	x
Skills				
5 Work effectively as a member of a group.		x	x	x
6 Take on a variety of roles in a group, including leadership and advocacy.		x	x	

Module 4 Learning outcomes	1	2	3	4
7 Know how to develop your own skills in facilitating a group.	x	x	x	x
8 Use the techniques of community development.		x		x
9 Create effective planning strategies and develop community profiles, social community plans and personal plans.		x		x
10 Promote the participation of young women and men in community activities	x	x	x	x

Assessment

It is recommended that the work in this module is assessed in the following three ways:

1 A report of about 2,000 words – outlined at the end of Unit 2 (worth 50 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A written examination set by the institution in which course members are enrolled for the Diploma programme *or* a 1,500 word written study outlined at the end of the module (worth 30 per cent of the final mark).

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Websites

Standing Conference for Community Development:
http://www.comm-dev.co.uk

Community Development Journal:
http://www.cdj.oupjournals.org

DAWN – Development Alternatives with Women for a New Era. This network of women scholars and activists from the South is committed to economic justice, gender justice and democracy:
http://www.dawn.org.fj

Information on participatory methods and a wide range of links to other websites dealing with participation in the context of integrated conservation and development:
http://www.iapad.org

International Association for Community Development – includes a wide range of links with other websites.
http://www.iacdglobal.org

Infed (informal education) – a vast resource that includes valuable material on youth work and community development:
http://www.infed.org.uk

Information on methods such as participatory rural appraisal:
http://www.unhabitat.org

England's National Youth Agency – useful material on work with young people in a developed country:
http://www.nya.org.uk

Youth work in the USA, including a regular newspaper's most recent edition:
http://www.youthtoday.com

Module 5 *Gender and Development*

Overview

This module explores the theory and practice of how to ensure equal outcomes for young women and young men.

It examines a range of theories and approaches in different development and feminist traditions, and explores the implications for youth development work. It looks at the development issues that affect women and men, and the ways these may affect them differently. It examines the concept of gender and development and how this can be applied in projects and practical work.

The general aim of the module is to help students ensure that their youth development work and policy, planning and evaluation processes are gender-sensitive. It should also help them become more gender aware as you work through later modules of this diploma.

It asks students to stand back and look at themselves and their society and community from different perspectives – to explore their own ideas and experience of gender and to test the reality of the ideas they meet in terms of their lives and those of the young people with whom they work.

Approach

It will be very useful to begin this module by revising some of the ideas from Module 2 *Young People and Society*, particularly those that touch on the 'social construction' of identity and on conflict theory (Marxist and non-Marxist), functionalism and psychological aspects.

This module explores the ways in which women have been (consciously and unconsciously) exploited by men in terms of their access to resources, life chances and work. The conceptions of women's roles and identities are inevitably affected by the nature of this exploitation. This in turn becomes a way of trapping women's perceptions of themselves as well as men's perceptions of what is appropriate behaviour for women.

The module as a whole questions the validity of functionalism, by implication. It is important for course members to be reminded of what functionalism says, because the functionalist position is the one that most political and economic administrations accept in a fairly uncritical way.

Unit 3 The role of gender in development should begin with a discussion of core ideas from Modules 3 *Principles and Practice of Youth Development Work* and Module 4 *Working with People in Their Communities*. The concepts 'women in development', 'women and development' and gender and development' have to be understood in

terms of what students learned in Modules 3 and 4 about best practice for young people. Unit 4 develops the concept of gender and development (GAD). It contains a number of case studies presented as a series of problem-solving exercises and also as descriptions of a range of GAD strategies.

Example

Ask students to tackle these case studies as set out to deepen their awareness of strategy. However, wherever possible, link the case studies and activities to local issues and preferably to practical intervention work by course members, so that they learn how to translate theory into practice.

In Unit 5 Feminist theories various sociological and psychological views of women are exposed to feminist critique. Unit 5 is challenging because it asks course members to stand back and look at themselves from different perspectives. It challenges commonsense awareness and requires learners to act in the world with this critical sort of perspective. It is presented as a descriptive account of different feminist views.

Example

Use the learning process to convert the different feminist views described into actual ways of seeing the world by the learners. This is not easy. Let learners explore ideas and experiences until they have got to grips with the meaning of each perspective in their own social worlds. That will make the ideas more meaningful for them.

Get the learners to work through the readings carefully, particularly the detailed and lengthy material relating to the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), to test the reality of the ideas in terms of their lives. Otherwise these run the risk of becoming just intellectual baggage.

Learning outcomes

Knowledge

- discuss a range of gender and feminist theories and approaches within different political, social and cultural traditions
- give examples of ways in which inequality between men and women manifests itself in the social structure and in social relationships
- explain the role of gender in development

- describe the implications of gender issues for the practice of youth development work
- critically assess current youth services of which you have experience in the light of your learning in this module.

Skills

- intervene effectively in a range of youth work situations in relation to gender issues
- construct informal education programmes that focus on gender issues
- work with both mixed and single sex groups on gender issues
- make changes in agencies' policies and programmes to achieve equality of outcomes for young women and young men.

About this module

The module *Gender and Development* is divided into five units:

Unit 1 Gender issues in youth development work

This unit explores the development issues that affect women and men. You will examine issues such as life expectancy, population, education, health and youth unemployment. The unit explains the concept of 'gender' and its use as an analytical tool, and introduces the 'male marginalisation' debate.

Unit 2 Inequality and discrimination

In this unit, you will look at the problems caused by unequal access to resources for men and women and the nature of the social and economic differences between men and women. It examines the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) as an approach to tackling inequality and discrimination.

Unit 3 The role of gender in development

In this unit, you will examine the concept of gender and development and development theories about women's role in development. It discusses how the concept of gender can be used as a tool in development work.

Unit 4 Creating gender awareness

This unit focuses on the importance of gender awareness when planning, implementing, monitoring and evaluating development projects. It looks at the use of GAD (gender and development) tools in projects.

Unit 5 Feminist theories

This unit examines a number of feminist theories including theories developed in the Western industrialised countries, by black women in

industrialised countries and by women in the developing world. You will look at the differences between these theories and their implications. The unit ends with activities to devise informal education activities to raise awareness of gender issues among young people.

This table shows which units cover the different module learning outcomes.

Module 5 Learning outcomes	**1**	**2**	**3**	**4**	**5**
Knowledge					
1 Discuss a range of gender and feminist theories and approaches within different political, social and cultural traditions.	x	x	x	x	x
2 Give examples of ways in which inequality between men and women manifests itself in the social structure and in social relationships.	x	x	x	x	x
3 Explain the role of gender in development.			x	x	
4 Describe the implications of gender issues for the practice of youth development work.	x	x	x	x	x
5 Critically assess current youth services of which you have experience in the light of your learning in this module.		x			x
Skills					
6 Intervene effectively in a range of youth work situations in relation to gender issues.	x	x	x	x	x
7 Construct informal education programmes that focus on gender issues.		x			x
8 Work with both mixed and single sex groups on gender issues.	x				x

Module 5 Learning outcomes	1	2	3	4	5
9 Make changes in agencies' policies and programmes to achieve equality of outcomes for young women and young men.		x			x

Assessment

It is recommended that the work in this module is assessed in the following ways:

1 Two assignments, 1a at the end of Unit 3 (500 words) and 1b at the end of Unit 4 (1,500 words) (together worth 50 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A written examination set by the institution in which course members are enrolled for the Diploma programme *or* a 1,500 word report at the end of the module (worth 30 per cent of the final mark).

Further reading

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Module 6 *Commonwealth Values in Youth Development Work*

Overview

This module is designed to equip students with knowledge and understanding of the key Commonwealth values and principles. They are the values that underpin this Diploma programme. The emphasis in the module is on the fundamental political values of the Commonwealth as defined in the *Harare Commonwealth Declaration* of 1991: adherence to human rights and democratic principles.

The module also explores the values that underpin the way that the Commonwealth works – through consultation, cooperation and consensus building. It focuses on the key concepts of citizenship, human rights, participation, democracy, empowerment, robust pluralism and equity. It describes the nature of the Commonwealth as an institution of diverse cultures and traditions, its decision-making structures and its key areas of work. Finally it looks at how these values can be related to youth development work and can be promoted through it.

Some of the units may seem rather abstract or theoretical to students, but they provide information that will help them to understand Commonwealth values and integrate them into their work. They will be given suggestions and opportunities for putting theory into practice at regular intervals throughout the module.

By the end of the module students should have undergone a process of examining and clarifying their values, and may experience certain positive changes in their attitudes. While these changes will be hard to measure, students should try to be aware of them and to reflect on them.

Approach

This is a complex module, aimed at developing difficult political skills in a way that is informed by a core political and ethical philosophy. That requires a good grasp of key political concepts, such as power, and the ability to engage with abstract ethical discourses, such as human rights. These abilities are not difficult to acquire providing course members understand the underlying ideas and are exposed to them enough in ways that are meaningful to them. Therefore we feel it important that tutors establish from the start just what course members already understand from previous experience about these ideas, though not necessarily about the formal terminology, as they encounter them in the module.

Example

You might find it useful to start by analysing the module and preparing an outline framework of the underpinning concepts and principles. You can then develop these with course members out of their own activities and discussions as the module progresses, rather than relying on the content of the written module alone. Exploratory talking is a useful way to achieve this.

It seems to us that there needs to be a great deal of inductive learning in this module – also a great deal of exploration of the political and ethical issues in the students' own community. The activities are designed to promote active learning in such a way that course members internalise ideas and practices and in this way come to 'own' them. However, because the module is written to cover a wide range of situations, some of these activities may not strike familiar chords with course members. In this case, adapt the activities to fit the particular group or design alternatives that cover the same essential ground.

Students may find it hard to absorb the lengthy official statements on human rights, such as the Harare Declaration. Such statements and conventions are the result of years of political activity and research and may appear very abstract to some course members.

Example

Ask the learning group to design its own convention to fit what it recognises as the special problems of any one group (such as women or an ethnic minority), basing it on concrete problems experienced by such a group. This can be compared with one of the more universal declarations or conventions. In that way a deeper grasp of the issues based on students' real world experience will make the more general piece meaningful.

Commonwealth values, as set out in the various public statements that have been reproduced here, are ideological. They exist at a high level of generality and invoke idealistic values. They offer an important vision that does sustain disadvantaged groups and offers a lead in tackling endemic problems of poverty, inequity and oppression. But political skills have to work in a context of *realpolitik*. Course members will be working with young people who may be in political situations that are delicate and perhaps dangerous. So they have to achieve the difficult balance of promoting these great Commonwealth ideals in young people who are easily enthused with idealism, but who have above all to master the *realpolitik* of the situations in which they live.

Politics is the 'art of the possible'. The core competence of this module is the ability to lead and educate groups of young people in a way that integrates them with the processes of political decision-making in their communities. In many societies the boundaries for this are very tight and the room for political change small, though always significant. It is critical to work through the relevant issues with course members, since this will set the framework for the more practical modules later on in the course. Readings 11, 12 and 13 do explore some of this ground. They show that abstract social principles have to be integrated into challenging and dangerous political processes. However, the situations these readings explore may seem remote from the context of a particular group. So, where possible, try to supplement or substitute these readings with local case studies.

One of the key problems with the module is that it is designed to promote values and practices that are valuable for human life, and have an excellent ethical pedigree, but in a context where they have sometimes been used to mask the oppression of the weak. The module attempts to develop a balanced account of this. Reading 12 raises the issues very forthrightly. We do not think that this contradiction should be avoided, and in any case course members will be only too aware of it in poor countries. It must be faced as honestly as possible in the context of each group. Neo-liberal values and the 'free market' are particularly problematic in a world where transnational companies have such enormous power. Nevertheless we feel that the neo-liberal critique of state intervention in the economy (and its consequences for distorting political economy) is important. It merits as much critical analysis, from both sides of the political divide, as can be managed in the time available.

Learning outcomes

Knowledge

- describe the origins of the Commonwealth and key events in its history since formation
- demonstrate a clear understanding of Commonwealth values and principles, and provide examples of how they are put into practice
- explain elements of democratic theory and human rights philosophy and practice, and identify the mechanisms through which different rights are protected in democratic systems
- give examples of how to apply these principles in your work with young women and men
- describe the value of the diverse cultures and traditions embraced by the Commonwealth.

Skills

- undertake activities to help young people understand the principles that underpin Commonwealth values
- develop programmes of activity that enable young people to acquire skills and experience in citizenship and effective participation in public affairs
- operate different styles of democratic and participatory decision-making, in particular consensual styles.

As further outcomes, when students have completed this module they will have undergone a process of examining and clarifying their values. They may also experience certain positive changes in their attitudes. These outcomes, which will be hard to measure, are:

- feel positively about cultural diversity and see diversity as something to be celebrated, rather than ignored or feared
- develop the ability to accept that your perspectives need not always be the 'correct' ones
- have an attitude of openness: to search for ways and means to promote and cross-fertilise the values you see among different individuals and sub-groups.
- be honest with yourself, and able to work to ensure that there is no gap between 'what you preach and what you practice'.

About this module

The module *Commonwealth Values in Youth Development Work* is divided into four units:

Unit 1 Introducing Commonwealth values and structures

This unit introduces you to the origins and evolution of the Commonwealth and examines Commonwealth principles and values. It looks at the impact of these values both for the Commonwealth as an association, and also for the global community.

You will also explore how these values are put into practice through the work of the Commonwealth. The unit covers the concepts of consensus decision-making, co-operation and consultation, which form the heart of how the Commonwealth works. These processes are discussed with reference to the structure of the Commonwealth, and the operation of the Heads of Government Meetings and the Secretariat. The latter part of this Unit relates citizenship to Commonwealth values.

Unit 2 Human Rights: universal values

This unit introduces human rights both as a philosophy and in practice. You will look at different categories of human rights and at a

number of important international human rights instruments, including the UN Universal Declaration of Human Rights and key Commonwealth human rights documents.

Unit 3 Democratic values and structures

In this unit you will explore democracy both as a style of government and a set of values – including pluralism and diversity, citizenship and respect for human rights. The issue of rights versus responsibilities is debated. Democracy as a style of government is explained, and several of the ways the Commonwealth Secretariat supports democratic cultures in member countries are examined. Finally, three different styles of decision-making are outlined.

Unit 4 Commonwealth values and youth development

The final unit in this module explores participation and empowerment and discusses how these can be facilitated in decision-making. You will examine barriers to participation in group projects, and see how working with democratic styles of leadership, in particular through consensus, can encourage youth empowerment.

This table shows which units cover the different module learning outcomes.

Module 6 Learning outcomes		**1**	**2**	**3**	**4**
Knowledge					
1	Describe the origins of the Commonwealth and key events in its history since formation.	x	x		
2	Demonstrate a clear understanding of Commonwealth values and principles, and provide examples of how they are put into practice.	x	x	x	x
3	Explain elements of democratic theory and human rights philosophy and practice, and identify the mechanisms through which different rights are protected in democratic systems.		x	x	
4	Give examples of how to apply these principles in your work with young women and men.		x	x	x
5	Describe the value of the diverse cultures and traditions embraced by the Commonwealth.	x			

Module 6 Learning outcomes	1	2	3	4
Skills				
6 Undertake activities to help young people understand the principles that underpin Commonwealth values.	x	x	x	x
7 Develop programmes of activity that enable young people to acquire skills and experience in citizenship, and effective participation in public affairs.	x	x	x	x
8 Operate different styles of democratic and participatory decision-making, in particular consensual styles.			x	x

Assessment

It is recommended that the work in this module is assessed in the following three ways:

1 A report of about 2,000 words (worth 50 per cent of the final mark)

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A written examination set by the institution in which course members are enrolled for this Diploma programme *or* a 1,500 word written study outlined at the end of the module (worth 30 per cent of the final mark).

Further reading

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Conventions:

- Slavery Convention, 1927
- Convention on the Prevention and Punishment of the Crime of Genocide, 1951
- Convention relating to the Status of Refugees, 1967
- International Convention on the Elimination of All Forms of Racial Discrimination, 1969
- International Convention on the Suppression and Punishment of the Crime of Apartheid, 1976
- International Convention against Apartheid in Sports, 1985
- Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment, 1987

Module 7 *Management Skills*

Overview

This module focuses on the full range of management roles and tasks that students, as youth development workers, may need to perform and about which they will need to know. The module begins by exploring the concept of management and the theories informing the practices of management. It shows students how they can manage both the resources and the staff they are responsible for in order to complete their tasks. It also guides them through the management of organisational development and change.

Key management processes are covered in detail, including managing time, managing yourself, managing resources, staff development, budgeting and monitoring expenditure, and managing communication and information technology.

Approach

This module offers a rich resource of ideas about management. If applied properly, these could sustain and support learners in their present situations and future roles. There is extensive material related to youth development management, but much of the material is of necessity general management theory. This has tended to reduce the emphasis on the importance of culture and communication.

As a tutor you will have to apply the module to fit the situation of your course members if they are to grasp the complex areas of research and theory. Use their situation to explore the importance of understanding cultural context for managers. It could be daunting for some course members to work straight through the module, while others, more experienced, may find that it is valuable to work straight through much of the reading and activities, but again supplementing this with further studies on culture.

It is essential that tutors themselves first work their way through the module, trying out exercises, doing the supplementary reading, and making connections between the module contents and the situations course members face on the ground.

Example

Think about how many of the students will actually be managing office staff, as compared with managing young people who are volunteers? What will their roles be in relation to local NGOs and transnational companies?

This will help you to prioritise parts of the module and look for case material that will allow course members to test out the reality of a great deal of the module content. Preferably the case material will be of local relevance. Perhaps it will be possible to derive much of it from the students' own situations.

There are already a number of activities in the module that ask learners to compare roles or situations against their own experience and to evaluate new material in this way. You could perhaps make these sorts of activity the starting points for sections of work, alongside other, learner-initiated activities.

Example

If students are inexperienced, keep to the core questions and core content at first, rather than swamping them with information. Once the group has kicked around core ideas, and evaluated and mastered them, much of the detailed content follows logically and easily. Course members will then generate from their grasp of core ideas many of the skills of solving management problems, if they are asked to simulate real world conditions.

Example

Since management is largely an interactive process, wherever possible simulate or role-play the kinds of situations that managers find problematic – such as disciplining people, achieving the best level and style of communication or managing meetings.

Wherever possible, ask course members to try and make connections with other modules.

Learning outcomes

Knowledge

- demonstrate awareness and commitment to the management tasks that are important in the delivery of youth development work
- identify and discuss the key theories, approaches and styles that inform the practice of contemporary management, particularly in the not-for-profit sector
- outline key areas and processes of management, such as organisational change, staff development, monitoring of expenditure and budgetary control, project management, critical path analysis and management of information and communication technology
- relate theories and approaches to management to the principles and practice of youth development work, in order to ensure that your management style is appropriate
- distinguish the roles and organisational characteristics of non-governmental organisations (NGOs) and non-NGOs.

Skills

- manage a discrete project from inception to completion within an agreed time-scale
- supervise and support a team of volunteer and/or paid staff
- work within the principles of financial accountability, including budgeting and financial management
- contribute effectively to job, organisational and personal development
- work collaboratively with other agencies
- produce basic business written communication products such as reports, letters of complaint and memoranda.

About this module

Module 7 *Management Skills* is divided into seven units:

Unit 1 Management – an overview

This unit examines the key principles of management, some of the key management theories and different management styles. You will look at management processes and the various roles that managers play, and put these in a youth work context. Special emphasis is placed on 'participation'.

Unit 2 Managing in the not-for-profit sector

This unit discusses development and the role of the not-for-profit sector, its characteristics and the concept of voluntarism. The unit ends by looking at the particular characteristics of NGOs, relating these to management issues and then exploring issues around the monitoring and control of NGOs.

Unit 3 Managing work

In Unit 3 you will examine skills-oriented aspects of management. The unit discusses the nine critical management skills and how you can manage your time, yourself and your own work.

Unit 4 Managing youth development work

Unit 4 explores the management tasks and roles of a typical youth development worker and provides guidelines on how to carry out these tasks and roles in your work. This unit also focuses on the practical skills you will use in day-to-day management, including project management systems, critical path analysis and budgeting.

Unit 5 Managing human resources

Unit 5 explores issues related to the management of staff. It also examines the critical management tools that will help both manager and staff to work effectively.

Unit 6: Managing organisational change

This unit discusses the need for organisational change and examines types and dimensions of change, as well as the process. It also highlights two main approaches to change and explores problems that youth work organisations experience – both in the developing and the developed world – and suggest strategies you can use for tackling those problems, including action learning.

Unit 7: Managing communication and ICT

Unit 7 examines the basic principles of good communication and applies them to the management context. Skills covered include effective communication guidelines, listening skills and practical business writing. This unit also provides an overview of information and communications technology (ICT) as a tool for change within organisations.

This table shows which units cover the different module learning outcomes.

Module 7 Learning outcomes	1	2	3	4	5	6	7
Knowledge							
1 Demonstrate awareness and commitment to the management tasks that are important in the delivery of youth development work.	x	x	x	x	x	x	x
2 Identify and discuss the key theories, approaches, skills and styles that inform the practice of contemporary management, particularly in the not-for-profit sector.	x	x	x	x	x	x	x
3 Outline key areas and processes of management such as organisational change, staff development, monitoring of expenditure and budgetary control, project management, critical path analysis and management of information and communication technology.				x	x	x	x
4 Relate theories and approaches to management to the principles and practice of youth development work, in order to ensure that your management style is appropriate.	x	x		x			
5 Distinguish the roles and organisational characteristics of NGOs and non-NGOs.		x					
Skills							
6 Manage a discrete project from inception to completion within an agreed time-scale.				x			
7 Supervise and support a team of volunteer and/or paid staff.					x		
8 Work within the principles of financial accountability, including budgeting and financial management.				x			

Module 7 Learning outcomes	1	2	3	4	5	6	7
9 Contribute effectively to job, organisational and personal development.			x				
10 Work collaboratively with other agencies.	x						
11 Produce basic business written communication products such as reports, letters of complaint and memoranda.							x

Assessment

It is recommended that the work in this module is assessed in the following three ways:

1 Four unit assessment tasks, at the end of Units 2, 4, 6 and 7 (worth together 30 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A report of about 1,750 words (worth 50 per cent of the final mark). Alternatively there may be a written examination (worth 30 per cent of the final mark and replacing part of the other assessment tasks and final report) set by the institution in which course members are enrolled for the Diploma programme.

Further reading

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Parsons, T. (1937) *The Structure of Social Action,* McGraw Hill, New York.

Plunkett, W.R., Attner, R.F. and Allen, G.S. (2005) *Management: Meeting and Exceeding Customer Expectations,* Thomson South-Western, USA.

Rees, D.W. (1988) *The Skills of Management*, Routledge, London.

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Taylor, T., Marais, D. and Kaplan, A. (1997) *Action Learning for Development: Use your experience to improve your effectiveness*, Juta, Cape Town.

Todaro, M.P (1997) *Economic Development,* 6th edition, Addison Wesley Longman Ltd., Harlow, UK.

Whetten, D.A. and Cameron, K.S. (1984) *Developing Management Skills*, Scott, Foresman and Company, Glenview, IL.

Module 8 *Project Planning, Monitoring and Evaluation*

Overview

This module will help students develop the knowledge and skills necessary to plan, design, implement, monitor and evaluate projects. The stages covered include action research to identify needs, project planning, developing detailed project proposals, writing and presenting bids for funding, and monitoring and evaluating projects.

The module has been designed to include practical examples. Because students of this course will be from many parts of the Commonwealth and from a wide variety of societies and cultures, the examples chosen may not be familiar to them. The examples are only used to show underlying principles. Students will need to make adjustments to be able to transfer these principles to their own situations.

Approach

The beginning of the module stresses that, as noted above, the examples that are used for practical exercises may be unfamiliar to some learners and are chosen to illustrate principles. Nevertheless they may still confuse some learners, so tutors are urged to adapt the examples to suit their students' circumstances. Tutors and mentors need to work through the module, including all the activities, before working with the course members. They will then be able to evaluate whether the examples used are likely to cause problems.

The module covers a number of related techniques, any one of which could be developed into a module in its own right. They may overload the learners. Meaningful examples will help to make the material more manageable. Ideally, the ideas and methods developed here could be used in relation to one or two actual projects involving members of the class.

Although a number of methods are presented to the learner (such as action research and participatory rural appraisal), these might best be developed inductively from the learners, otherwise they can clutter up learners' thinking.

Example

If you give students the task of quickly gathering essential social data for an environmental project, help them to develop their own system of social mapping. Then they can compare it with standard social mapping procedures. Action research is a very logical approach to dealing with the process of initiating change.

Students need to build up a series of cognitive models for project work, to carry around in their heads after studying this module. Iconic imagery, of which there are some examples in the module, is one aspect of this. It does not suit everybody, but drawing flow diagrams or networks of images to represent a project situation is a valuable way of analysing a situation and memorising without effort what the project involves.

In this module learners must have time to discuss and explore the ideas, rather than rushing through them. This exploratory talking will make it easier for ideas to be absorbed. When you design the learning for the module, you need to include the opportunity for this. The practical exercises are particularly important: they should not be turned into taught episodes. They do need time and they need planning to get the most out of them. They must be accompanied by lots of discussion and reflection.

Learning outcomes

Knowledge

- identify activities involved in project planning, monitoring and evaluation
- describe procedures of situational and stakeholder analysis
- outline the process of preparing a monitoring and evaluation procedure
- write a proposal for funding, including logframes.

Skills

- identify activities involved in project planning, monitoring and evaluation
- conduct situational analysis
- conduct stakeholder analysis
- plan projects on the basis of a logical framework
- prepare a detailed project proposal with clear aims and objectives and realistic methods of achieving them

- write and present proposals for funding from different sources
- create systems for monitoring and evaluating projects.

About this module

Module 8 Project Planning, Monitoring and Evaluation is divided into six units:

Unit 1 Introduction to project planning

This unit gives you an overview of the different tasks that are involved in the design, development and implementation of a project. It starts by defining what a project is and goes on to identify some of the stages and processes and also the kinds of people who might be involved.

Unit 2 Situational and stakeholder analysis

In Unit 2 you will examine the tasks that surround the first steps in designing and developing a project plan. It looks at the methods known as situational and stakeholder analysis, and the various tools and techniques involved, including participatory rural appraisal (PRA).

Unit 3 The logframe

While various methods of structuring project plans and documentation have been developed over the last decade or so, it has become increasingly clear that a method such as logframe analysis is crucial to ensuring that your projects are properly designed and can be implemented.

Unit 4 Preparing project proposals

In this unit you will look at the issues to consider in developing project documentation and how to develop a project proposal step-by-step. It stresses the importance of documentation, not only for planning but also to ensure successful implementation.

Unit 5 Organising for implementation

Here you will examine the important area of how to organise a project for implementation. Unit 5 discusses different project infrastructures and effective group structures. It ends by focusing on the important issue of personal accountability.

Unit 6 Monitoring and evaluation

Unit 6 explains the monitoring and evaluation (M&E) process. It suggests guidelines and systems you can use for effective problem-solving and ways to devise corrective measures when monitoring reveals discrepancies. This unit also explores the important area of evaluating projects and includes a step-by-step guide to the evaluation process.

This table shows which units cover the different module learning outcomes.

Module 8 Learning outcomes	1	2	3	4	5	6
Knowledge						
1 Identify activities involved in project planning, monitoring and evaluation.	x	x	x	x	x	x
2 Describe procedures of situational and stakeholder analysis.		x				
3 Outline the process of preparing a monitoring and evaluation procedure.					x	x
4 Write a proposal for funding, including logframes.			x	x		
Skills						
5 Conduct situational analysis.		x				
6 Conduct stakeholder analysis.		x				
7 Plan projects on the basis of a logical framework.			x			
8 Prepare a detailed project proposal with clear aims and objectives and realistic methods of achieving them.			x	x	x	
9 Write and present proposals for funding from different sources.				x		
10 Create systems for monitoring and evaluating projects.					x	x

Assessment

It is recommended that the work in this module is assessed in the following three ways:

1 A major research assignment of approximately 2,000 words (worth 50 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A written examination set by the institution in which course members are enrolled for this Diploma programme (worth 30 per cent of the final mark).

Some partner institutions may offer a further assignment instead of an examination.

Further reading and websites

Axel Shell (1991) *Project Evaluation: an integrated financial and economic analysis*, Aldershot, Avebury, UK.

Birley, M. and Peralta, G. (1992) *Guidelines for the Health Impact Assessment of Development Projects*, Asian Development Bank, Manila.

Commonwealth Secretariat (1996) *Women and Natural Resource Management – manuals for the Africa Region, the Asia Region, the Caribbean Region and the South Pacific Region*, Commonwealth Secretariat, London.

Commonwealth Youth Programme (Asia Centre) *Project Management: a learning package*, Commonwealth Secretariat, Chandigarh, India.

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United Nations Development Programme (1996) *Compendium of Ongoing Projects, as of 31 December 1996*, UN Documents and Statistics Office, New York.

Weiss, J. (ed.) (1994) *The Economics of Project Appraisal and the Environment*, Elgar, Aldershot, UK.

Websites

Australian Centre for International Agricultural Research
www.aciar.gov.au

Actionaid International
www.actionaid.org

Australian Agency for International Development (AusAID)
www.ausaid.gov.au/ausguide/default/cfm

Australian Development Gateway: Development practice/ effectiveness
www.developmentgateway.com.au/jahia/Jahia/pid/3011

Department for International Development, UK (DFID)
www.dfid.gov.uk/

Mosaic.net International Inc. – 'Providing innovative solutions to development issues'
www.mosaic-net-intl.ca/

Community Empowerment site: workshop handout by Phil Bartle on 'Monitoring, Planning and Implementation: Integrating the monitoring at all stages'
www.scn.org/cmp/modules/mon-imp.htm

United Nations Development Programme (UNDP) *Handbook on Monitoring and Evaluating for Results*
stone.undp.org/undpweb/eo/evalnet/docstore3/yellowbook

Module 9 *Policy Planning and Implementation*

Overview

This module will enable students to develop the skills required to investigate, analyse and influence the policy-making processes that shape welfare services, particularly those that directly affect the quality of young people's lives. It focuses in particular on the nature and scope of youth policy – the common themes that underpin national youth policies, and the characteristic tensions within such policies. It considers the relationship between youth policies and the wider policy environment. This module also looks at the criteria for success or failure of youth policies and the evaluation of their outcomes.

Approach

This module draws significantly on the work of the first four modules of the programme. It is therefore essential that tutors review those modules, however rapidly, to help course members make connections. That will strengthen their understanding of these issues, and enable the learning to be more deductively based on the principles of Modules 1 to 4.

Although some course members may become influential agents in local and perhaps national policy-making, most of them will more probably be involved in national policy implementation, directly or indirectly. Of course at the micro level they will be able to make policy. So the module is designed to help them locate themselves within the broader patterns and structures of the policy process, and thus to help them do whatever they are doing more effectively.

If you work through the module before teaching it, you will see where difficulties are likely to occur for your particular group. Then look for ways of making the content realistic for your students.

Example

It would be useful to expose the way that local and national policies influence what goes on in the situation the class is in. Explore where and how individual, personal energies might be most useful, and to what extent these policies need to be changed to be more effective. That will require some initial investigation by you as a tutor, and the preparation of local materials.

In the policy field it is useful to conceptualise influence in terms of a 'policy community' located within an 'issue network'.

Example

Help learners to identify the policy community that influences local policy, and to recognise that they themselves can become part of the issue network. Discuss how they might bring pressure to bear on the powerful agents within the policy community. Again this is a matter of prior investigation, so that you as a tutor then set up activities that enable course members to find out where the power lies. Remind them of the discussion of power in Module 2 *Young People and Society*.

You may need to convince course members that they can make an important contribution to policy development. Their experience of welfare in the form of educational and health provision alone is valuable feedback to policy makers and to policy evaluation. When they combine this with local grass-roots research into the way these policies impact on particular communities, they may be making major inputs into the policy process.

This will involve the students looking at the extent and nature of poverty and inequity in their areas and the effectiveness of health and education policy and practices, particularly in regard to young people. It will also involve them in developing reflective practice.

The module contains a number of activities aimed at these things, but tutors should try to ensure that these are related to local situations as well.

Some of the content of this module is based on the work of Michael Hill, more specifically on his book *Understanding Social Policy* (2003). This book, particularly Chapter 2, is highly recommended if available as a study text, but not essential.

Learning outcomes

Knowledge

- describe the origins, history and development of youth policies in at least two countries in your region
- compare and evaluate the similarities and differences between these two countries in regards to youth policies
- outline the main themes that underpin the formulation, development and implementation of youth policies
- demonstrate a broad awareness of the impact of youth policies on youth development work
- evaluate the effectiveness of youth policies.

Skills

- contribute to the strategic development of agencies in the youth development field through youth policy development
- evaluate the success of such policies through, for example, the use of performance indicators
- establish and/or work within partnerships created to achieve key objectives of youth policy at local level
- influence policy-making processes in a way that is appropriate to your role.

About this module

The module *Policy Planning and Implementation* is divided into six units:

Unit 1 What is policy?

Unit 1 provides you with the background and underpinning knowledge you need to be able to work through the rest of the units. In this unit you will gain an understanding of what policies are, how they are formulated and why they are necessary. An understanding of the nature of policy should help you to contribute effectively towards formulating the kinds of policies that will positively affect young people in the organisations and communities in which you work or live.

Unit 2 Defining social/ welfare policy

Unit 2 explores definitions of social/ welfare policy and explores their relationships with other areas of public policy, particularly that of economic policy. You will examine the impact that social policies have on social and community development, especially in the area of youth development. This unit will also introduce you to some theories of social policy so that you can understand how certain social policies evolved and developed, especially in your own country.

Unit 3 What are welfare services?

This unit will focus on welfare policy and services and attempt to explain the difference between welfare policy and social policy. It will also look at the origins of welfare services and the changes of outlook and attitude towards them that have occurred in recent times.

Unit 4 Nature and scope of youth policy

Unit 4 looks at the nature of youth policies, focusing particularly on their essential qualities. You will examine the key elements that youth policies from different countries have in common and look at their similarities and differences.

Unit 5 Youth policy and the wider policy environment

This unit will introduce you to the main elements of a youth policy and how such policies fit into the wider policy environment. You will also learn about the tools used for assessing policies. The purpose of this unit is to help you understand the importance of youth policy in the overall national development efforts of a country.

Unit 6 Success and failure

In this unit, you will review the elements of a successful policy so as to enable you to examine and assess the ability of your country's national youth policy to successfully meet the needs of young women and men in your country.

This table shows which units cover the different module learning outcomes.

Module 9 Learning outcomes		1	2	3	4	5	6
Knowledge							
1	Describe the origins, history and development of youth policies in at least two countries in your region.	x	x				
2	Compare and evaluate the similarities and differences between these two countries in regards to youth policies.			x	x		x
3	Outline the main themes that underpin the formulation, development and implementation of youth policies.		x		x		
4	Demonstrate a broad awareness of the impact of youth policies on youth development work.				x	x	x
5	Evaluate the effectiveness of youth policies.						x
Skills							
6	Contribute to the strategic development of agencies in the youth development field through youth policy development.				x	x	
7	Evaluate the success of such policies through, for example, the use of performance indicators.						x

Module 9 Learning outcomes	1	2	3	4	5	6
8 Establish and/or work within partnerships created to achieve key objectives of youth policy at local level.					x	
9 Influence policy-making processes in a way that is appropriate to your role.				x	x	x

Assessment

It is recommended that the work in this module is assessed in the following three ways:

1 Written assignments at the end of Unit 2 (worth 10 per cent of the final mark) and Unit 4 (worth 40 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A final written assignment of 1,000 words or a final written exam (worth 30 per cent of the final mark)

Further reading

Briggs, D. and Grant, D. (1978) 'Developing a Positive National Youth Policy' in *The Value of Youth: A Call for a National Youth Policy*, ed. Pearl A., Grant D. and Wenk, E., International Dialogue Press, Davis, CA, http://hcd.ucdavis.edu/faculty/visiting/Wenk/BriggsGrant.pdf.

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Hill, M. (2003) *Understanding Social Policy*, 7th edition, Basil Blackwell, Oxford.

Kenyon, P. and White, S. (1996) *Youth Policy 2000: Formulating and Implementing National Youth Policies*, Commonwealth Secretariat, London.

Kogan, M. (1975) *Educational Policy Making*, Allen and Unwin, London.

Laffin, M. (1986) *Professionalism and Policy: The Role of the Professions in the Central-Local Government Relationship*, Tavistock, London.

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McMichael, P. (1996) *Development and Social Change: A Global Perspective*, Sage Publications, London.

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Ministry of Welfare and Population Development (1997) *White Paper for Social Welfare in South Africa*, Government of South Africa.

Notley, M. (1996) *HRD for the New Millennium: A Strategy for the Commonwealth Youth Programme*, Commonwealth Youth Programme, Huddersfield.

Sercombe, H. (2003) 'Disciplining youth work: the professionalisation dilemma', paper presented at Promise into Practice International Child and Youth Care Conference, Victoria, Canada, 20–23 August.

Shannon, P. (1991) *Social Policy*, Oxford University Press, Auckland.

Module 10 *Conflict Resolution Strategies and Skills*

Overview

This module will enable participants to work effectively with and through conflict, rather than always viewing it as a problem. It draws on practical examples that illuminate the theory and practice of mediation and negotiation. It acknowledges that conflict arising from competing perspectives is inevitable in a pluralistic framework.

Whenever two or more people interact, either as individuals or as part of a group, there is always potential for conflict. Workers dealing with young people are often confronted with difficult situations in which they may be asked to assist in resolving young people's problems and conflicts. These may be internal problems of relationships within a youth group, or relationships between young people and those in authority – even conflict between yourself and the young people you are working with.

This module has been designed to help students understand the nature of conflict and its effects on people in a range of contexts, both at an individual and at a group level. It also looks at the processes involved in behaviour that occurs between different groups, called inter-group behaviour, and its potential impact on group members.

Students will become familiar with techniques designed to facilitate the resolution of conflict, which will improve their ability to work effectively with and through conflict. Conflict can lead to both positive and negative outcomes, depending on how it is handled. Handled effectively, conflict can become the catalyst for new ideas and creative approaches for solving problems. It can also be the starting point for developing more positive relationships among the people that are party to a conflict.

The module draws on practical examples from within the Commonwealth that illuminate the theory and practice of mediation and negotiation. It also asks students to collect their own examples and materials. They need to practise the analytical skills they have been developing throughout the course by identifying the causes and consequences of conflict, working out what they might do as youth development workers in ensuring the resolution or positive outcomes of conflicts, and passing these skills on to others.

Approach

This is an exciting module. It includes a number of practical activities for understanding and dealing with social conflict, making theories about conflict more meaningful to learners. However, there may be problems in helping course members develop an understanding of the

principles of conflict management inductively from their practical experience, and also in helping them establish these abstract principles first before using them deductively to solve practical problems.

It is particularly important for tutors to work their way through the module first, in order to get a clear idea of what the difficulties may be. The main problems emerge in the first unit. After a clear description of some basic ideas, it tackles the question of what the underlying principles of conflict are. A number of perspectives are represented. These are fascinating but condensed and complex. For learners to understand them, it would be best if they were helped to develop them both inductively and deductively.

Example

As a tutor you can help students develop the ideas inductively by starting them from their own experiences, and guiding them into forming a particular set of principles. When they have developed this set of principles, they can compare it with what the creator of that set of principles has actually said. In this way they will understand the relevant reading better.

Following that, students should then apply that set of principles deductively to an actual case about which they have local knowledge (this can be a known case from elsewhere if there is keen local interest and plenty of available information). What they will probably find is that the set of principles (or theory) fits some aspects of the case but not others. When they have explored the main body of relevant theories, students should have developed a complex and rich sense of what conflict means.

To do this sort of thing effectively, you will need to develop a short series of well-documented case studies. One of these should be at the national or regional level, one of international interest and one at local level, plus another that might be typical of conflicts arising among young people locally. These case studies can be used again in other units.

Unit 2 *The conflict process* makes use of suggested role-play activity to develop inductively and deductively a useful model of the stages of a conflict. It then looks at the structure of the conflict process and various styles of managing it. You will have to be careful here that course members can see the differences between a small scale conflict of the sort that they might have to handle as youth leaders and a conflict at a broader level, which involves institutional, political and economic factors. There is of course a degree of similarity at certain points, but there are significant differences. The material in the unit is interesting and diverse but again needs to be adjusted to fit local circumstances. However, don't lose sight of the basic idea of having

general models of the dimensions of conflict since that gives learners a good understanding of the phenomenon.

Learning outcomes

Knowledge

- identify examples of conflict in the region where you live, understand their origins and describe the course the conflicts have taken
- recognise the different approaches that have been used in resolving conflict, and the strengths and weaknesses of these approaches
- apply the insights gained from studying conflict situations to the kinds of conflict that are encountered in youth development work
- outline the principles and practice of conflict resolution
- identify inter-group conflict and its underlying causes.

Skills

- recognise the existence of pre-conflict and conflict situations when they are encountered in different youth and development settings
- apply the theory you have studied to the analysis of conflict situations and assist others to do the same
- employ negotiation and mediation skills in bringing together conflicting groups or individuals
- consider strategies to resolve conflict when agreement cannot be reached by consensus.

About this module

The module Conflict Resolution Strategies and Skills is divided into four units:

Unit 1 What is conflict?

In this unit you will learn about some of the key theories related to conflict and distinguish between functional and dysfunctional conflict.

Unit 2 The conflict process

This unit aims to increase your awareness of the sources of conflict and the conflict process. You will learn about the different ways that people deal with conflict.

Unit 3 Resolving conflict

In this unit, you will learn about techniques designed to resolve conflict between individuals and within groups.

Unit 4 Inter-group conflict

This unit examines conflict resolution in an inter-group context, and looks at methods for successfully managing inter-group relations.

This table shows which units cover the different module learning outcomes.

Module 10 Learning outcomes		1	2	3	4
Knowledge					
1	Identify examples of conflict in the region where you live, understand their origins and describe the course the conflicts have taken.	x	x	x	x
2	Recognise the different approaches that have been used in resolving conflict, and the strengths and weaknesses of these approaches.		x		
3	Apply the insights gained from studying conflict situations to the kinds of conflict that are encountered in youth development work		x	x	
4	Outline the principles and practice of conflict resolution.		x	x	x
5	Identify inter-group conflict and its underlying causes.				x
Skills					
6	Recognise the existence of pre-conflict and conflict situations when they are encountered in different youth and development settings.	x	x	x	x
7	Apply the theory you have studied to the analysis of conflict situations and assist others to do the same.		x	x	x
8	Employ negotiation and mediation skills in bringing together conflicting groups or individuals.		x	x	x
9	Consider strategies to resolve conflict when agreement cannot be reached by consensus.		x	x	x

Assessment

It is recommended that the work in this module is assessed in the following ways:

1 A report of about 2,000 words (worth 80 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 Alternatively there may be a written examination (worth 30 per cent of the final mark and replacing part of the report), set by the institution in which course members are enrolled for the Diploma programme.

Further reading

ACCORD (1998) *Conflict Management, Negotiation and Mediation Skills*, University of Durban-Westville.

Auvine, B., Densmore, B., Extrom, M., Poole, S. and Shanklin, M. (1978) *A Manual for Group Facilitators*, The Center for Conflict Resolution, Wisconsin.

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Module 11 *Promoting Enterprise and Economic Development*

Overview

The purpose of this module is to explore some of the development possibilities of the links between youth development work and contemporary economic change. It shows how aspects of informal education can help youth develop enterprise skills and undertake projects that promote economic development. In particular, it covers the skills needed to promote self-employment amongst young women and young men, including setting up micro-enterprises.

The first unit of the module focuses on the nature of current economic development and its relationship to youth enterprise. Other units include practical guidelines and exercises to develop enterprise skills in youth. Unit 5 takes the form of a training programme that youth development workers will be able to deliver to enterprising youth in their community.

Approach

Module 2 *Young People and Society*, with its brief explanation of the effects of international economics and its account of the changes taking place, will form a useful opening to Unit 1 of Module 11. However, it is with Module 3 *Principles and Practice of Youth Development Work* and particularly Module 4 *Working with People in Their Communities* that links need to be made, since these modules are very important to community development.

Persuading young people to set up their own businesses is potentially a dangerous and expensive business. The success of small businesses is dependent on a tricky balance among a large number of variables. So this module is not in any sense a training module.

Rather it is intended to educate youth development leaders in an understanding of how entrepreneurial activity can fit into community development. It examines forces that bear on such activity, from the pattern of global economic change to the specific practices of local officials. It also explores attributes and skills needed to be entrepreneurial. The idea is that course members will develop the background they will need if they, or any of the youths they work with, decide to set up a small business. It is intended as well to give them some sense of the range of economic activities that exist in many poor countries and of the often invisible abilities that many small traders, for example, possess.

A great deal of the activity in the module is self-explanatory in that it consists of exercises that sometimes test and sometimes develop entrepreneurial skills. But as a tutor you may need to make these

exercises relevant to local, real world conditions, as course members may not find them realistic.

Example

Unit 1 is designed to provide a brief account of the rapidly developing global situation and the way it tends to impact on specific local economies. This is important general background knowledge for youth development workers who need to "read" the underlying pattern of change in the environment for the young people who will be the workforce of the next generation. It may be necessary at first for tutors to develop these ideas inductively from course members, based on the experiences of the group vis-à-vis structural adjustment and so on, because of the very general and rather abstract argument in the unit. But we feel that the issues raised in the unit are too important for students not to deal with them.

Depending on your culture, there may be problems with the 'enterprise exercises' in Unit 3. The ideas in this unit are nevertheless important, so it is essential that they are covered with exercises that fit your young people.

Case study 4.1 Starting up in Unit 4 is based on a real life example, but it may not fit any of the conditions in your country. In that event it's essential to cover the same sort of ground in a way that suits your situation.

Most of the basic self-help packages or training programmes for small business development have been designed for the situations in developed countries, and that is also true here. However, the principles on which Unit 5 is based are general principles, and we feel it important that they are explored, but in a way that fits your situation. What is needed of course is research into the approach to business made by successful entrepreneurs in your country. The unit can then be adapted so that it looks at the sorts of things that happen locally.

Learning outcomes

Knowledge

- identify the different factors that shape and influence current economic development, particularly at a local level
- explain the connections between economic development and youth development work
- use experiential learning strategies to develop youth enterprise skills, with the aim of promoting local economic development

- access the available opportunities for self-employment and identify which agencies support young men and women for this purpose.

Skills

- devise and deliver programmes of informal education for young people to acquire enterprise skills
- support young women and young men in setting up small business projects
- assist young women and young men to secure resources (grants, credit, specialist expertise, support services, etc.) to establish and operate small business projects
- contribute entrepreneurial expertise in the development of local economic strategies
- establish networks with different agencies in this field

About this module

The module *Promoting Enterprise and Economic Development* will provide youth development workers with the skills they need to support youth in setting up small enterprises. However, it is essential that they understand and complete all parts of the module before they attempt to establish or help anyone else establish an enterprise. The module is divided into five units:

Unit 1 Enterprise and economic development

This unit explores some of the theories behind enterprise establishment in developing countries. It will provide you with an overview of global economic developments and their effects on youth enterprise at the local level.

Unit 2 Small and informal enterprises

In this unit you will look at enterprise at the local level. It discusses the role of small enterprise and entrepreneurs in developing communities. Unit 2 also examines the changing relationship between public policy and the informal sector of the economy in developing countries.

Unit 3 Youth and enterprise

This unit takes a practical approach. You will examines the barriers in the way of enterprise development at a social and personal level. Checklists and practical activities are provided to help youth develop skills and confidence in creative thinking and risk-taking – important elements in enterprise.

Unit 4 Planning a micro-enterprise

This unit gives you detailed guidelines on how to plan and operate a micro-enterprise in the informal sector. It explores the process via an extended case study.

Unit 5 Setting up and operating a small business

This unit provides you with the practical tools required to start up and operate a small formal business enterprise in a local community. It takes the form of a training programme, providing a step-by-step approach to training others to acquire these skills.

This table shows which units cover the different module learning outcomes.

Module 11 Learning outcomes	1	2	3	4	5
Knowledge					
1 Identify the different factors that shape and influence current economic development, particularly at a local level.	x				
2 Explain the connections between economic development and youth development work.		x	x	x	
3 Use experiential learning strategies to develop youth enterprise skills, with the aim of promoting local economic development.			x		x
4 Access the available opportunities for self-employment and identify which agencies support young men and women for this purpose.		x			
Skills					
5 Devise and deliver programmes of informal education for young people to acquire enterprise skills.					x
6 Support young women and young men in setting up small business projects.	x		x	x	x

Module 11 Learning outcomes	1	2	3	4	5
7 Assist young women and young men to secure resources (grants, credit, specialist expertise, support services etc.) to establish and operate small business projects.			x		x
8 Contribute entrepreneurial expertise in the development of local economic strategies.	x	x			
9 Establish networks with different agencies in this field.		x			

Assessment

It is recommended that the work in this module is assessed in the following ways:

1 A report of about 3,000 words and a face-to-face report presentation outlined at the end of the module (worth 80 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 The institution in which students are enrolled for this Diploma programme may decide to replace part of the final assignment with a written examination (worth 30 per cent of the final mark).

Further reading and websites

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Young Enterprise: a UK national education charity with a mission 'to inspire and equip young people to learn and succeed through enterprise'. www.young-enterprise.org.uk/pub/

See also Young Enterprise Scotland. www.yes.org.uk/

Module 12 *Youth and Health*

Overview

Youth development workers have a key role to play in delivering a holistic approach to health promotion. This module is intended to assist students in their work.

The module starts by defining youth in the context of health. It continues by looking at why it is important to involve young people in the planning and implementation of any programme that targets youths, and how to promote youth participation. Students will look more closely at some of the contemporary health issues that affect young people, such as nutrition and diet, sexual and reproductive health, and drug abuse.

Students will gain an understanding of the difference between the principles of youth development work and those of health professionals and educators, and explore the need for appropriate alliances with health agencies and non-governmental organisations (NGOs). The module also looks at how to enable practitioners to recognise the different roles they have and how to foster effective working relationships.

Approach

This module is important as it contains a useful knowledge base. Unit 2 gives an account of good practice in ways that young people can improve the quality of their agency in the area of public health. Units 3, 4, 5 and 6 provide information about the main health problems that affect young people. There are various activities built into the module, to involve learners in constructing a critical view of the issues. There are, for example, short case studies to consider, designed to help learners engage with these issues as real world problems. These should help to make the material meaningful. However, there is a large amount of factual information. The main problem with this is that it overloads learners' information processing systems. So it is important for tutors and mentors to find ways of helping learners organise this information in readily accessible and meaningful patterns.

Example

Unit 4 Sexual and reproductive health contains lengthy and essential information on contraception, abortion, AIDS and other sexually transmitted diseases. Detailed information about methods of contraception can be most readily understood and remembered if, for example, students have a very clear idea about what happens when conception takes place and about how various contraceptive methods are designed to work.

The situation is similar with abortion (i.e. termination of a pregnancy before the foetus has developed enough to survive outside the uterus). To understand the differences between safe and unsafe methods of abortion, students have to understand what the procedure entails. This insight can be drawn out from the students by asking them the simple question 'what is a foetus?' They will see that it grows from a fertilized egg that attaches itself in the womb and receives nutrients from the mother. If you then ask, 'how can you make the body reject the foetus?' then they should be able to work out what the methods are, how a skilled medical practitioner with the right tools can go about this, and how unsafe practitioners tend to go about it. If learners understand the body as a closed, circulatory system, they will quickly be able to work out for themselves the dangers of contamination from the penetration of foreign bodies, retention of placental materials and so on.

This method of getting learners to work out first principles where possible and then to deduce the logical implications of those principles is perhaps the best way to get them to grasp and retain the knowledge elements in this module. It does mean that tutors will have to do some essential groundwork on the issues raised, in order to establish for themselves what the basic principles are. When that has been done, they will be able to pose the sorts of questions that enable the inductive process to work.

There is some material that students will either have to commit to memory or keep on accessible files, such as aspects of the nutrient table. However, they will be able to remember many other detailed items of knowledge if you as a tutor can invent methods of learning that are active and holistic, and the memory of which will hold together the material as part of a pattern or schema.

Example

You could set up simulations and role plays to try out such things as reproductive/ sexual health counselling. This can be combined with database analysis and memorisation through using the database material as support and preparation material for the simulation/ role-play sessions.

The simulation might be a case of a young person who appears to have the symptoms of HIV. This young person can be prepared with all the necessary information to answer questions from the class group, who in turn can use the data provided in the module to pin down exactly what is wrong with the patient. The patient can then be counselled by members of the group, using the standard counselling systems suggested in the document. Where the learning group are unsure of some of the information, they can have 'time out' to refer to the module and any other materials they might have on HIV.

Problem-based and activity methods of this sort can also be used to enrich Units 1 and 2. Unit 1 makes a strong case for a preventative model of health care. It is designed to create an awareness of the issues world-wide, but wherever possible tutors should try and localise the materials. These first two units will benefit from revision of ideas in Modules 2, 3 and 4.

Module learning outcomes

Knowledge

- identify the major health issues affecting young people
- outline health promotion strategies (particularly preventative strategies)
- describe the specific role of youth development work in health promotion
- describe the roles of other agencies in this field.

Skills

- acquire appropriate techniques to respond to health issues raised in the course of your youth development work
- develop specific programmes of health promotion
- use the distinctive methodology of youth development work within the environment of a primary health care agency
- work within complex partnerships created to achieve key objectives in the field of health promotion.

About this module

Module 12 *Youth and Health* is divided into six units.

Unit 1 Defining youth and health

In this unit you will review different approaches to defining youth and examine health-related issues that affect young people and where in the health system youth development workers can most effectively work. The unit also describes the physical and emotional changes that occur during adolescence and reproductive anatomy and physiology.

Unit 2 Involving young people

This unit discusses the importance of youth participation in planning and implementing health programmes, the skills young people need to participate and how you as a youth development worker can promote effective programmes.

Unit 3 Nutrition

This unit will provide you with valuable information about nutrition and diet, for your own understanding and for you to refer to and use in any health prevention or promotion activities that you might wish to facilitate or get involved in.

Unit 4 Sexual and reproductive health

This unit discusses health issues such as contraception and abortion. In this unit you will recognise the value of family planning and some of the dangers traditional and cultural practices sometimes cause to the sexual and reproductive health of young people, especially young women.

Unit 5 STDs and HIV/AIDS

In this unit you will gain essential knowledge about sexually transmitted diseases (STDs) and HIV infections, prevention and counselling. You will also explore the psychological and social issues involved in STDs and HIV/AIDS and identify some of the root causes of the increasing rates of infection and the specific impact on young people. In addition you will learn about approaches to living positively with HIV/AIDS.

Unit 6 Mental health and drug abuse

In this unit you will learn about why young people use drugs, the health risks associated with drug abuse and how best to intervene.

This table shows which units cover different learning outcomes.

Module 12 Learning outcomes	1	2	3	4	5	6
Knowledge						
1 Identify the major health issues affecting young people.	x			x	x	x
2 Outline health promotion strategies (particularly preventative strategies).			x		x	x
3 Describe the specific role of youth development work in health promotion.	x	x				
4 Describe the roles of other agencies in this field.		x			x	x
Skills						
5 Acquire appropriate techniques to respond to health issues raised in the course of your youth development work.		x	x	x	x	x
6 Develop specific programmes of health promotion.	x	x	x		x	x
7 Use the distinctive methodology of youth development work within the environment of a primary health care agency.	x	x				
8 Work within complex partnerships created to achieve key objectives in the field of health promotion.	x	x	x	x	x	x

Assessment

It is recommended that the work in this module is assessed in the following ways:

1 A written report of about 2,000 words on a small-scale practical project in the field of health-care promotion (worth 50 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A written examination set by the institution in which course members are enrolled for this Diploma programme (worth 30 per cent of the final mark).

Further reading

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Module 13 *Sustainable Development and Environmental Issues*

Overview

The purpose of this module is to increase students' knowledge of the sustainable development and environment issues that affect youth around the world. It aims to provide students with the skills that will enable them to contribute to making a positive change in the present state of the environment and motivate them to lead and support group activities that will help promote sustainable development.

It explores the need for the world to bring about sustainable development – that is, a balance between development and environmental protection. As the Rio Declaration on Environment and Development (1992) states:

> "In order to achieve sustainable development, environmental protection should constitute an integral part of the development process and cannot be in isolation from it." (Principle 4)

The module also stresses that youth have an important role to play in bringing about sustainable development for, as the Rio Declaration further states:

> "The creativity, ideals and courage of the youth of the world should be mobilised to forge a global partnership in order to achieve sustainable development and ensure a better future for all." (Principle 21)

Approach

The problem with this module in that, though it seems clear that a serious environmental crisis faces this planet, the scientific evidence for this is difficult to evaluate in a clear-cut way. Consequently, national governments, faced by industrial and commercial or military lobbies, and anyway desperate to deal with problems caused by global economic pressures, may not look kindly on groups of young activists challenging their environmental policies. Nor are ordinary people, forced to pollute or over consume by economic circumstances, likely to welcome anything that demands they change their behaviour.

The skill outcomes of the module are challenging, and seem to indicate that learners have to be not only well educated in how to analyse the scientific issues in a given situation, but also skilful in dealing with the agents with whom they have to work. Each environmental situation is unique in terms of the eco-systems concerned and the social systems in which they are embedded. From the tutor's point of view, the module therefore needs to be taught in such a way that any controversial scientific content is treated

tentatively, in an exploratory way. Moreover, learners should develop a questioning, problem-solving approach, particularly to working with groups of farmers, forest people, industrialists and so on.

Before teaching the module, tutors need to work through it themselves to find out where the main difficulties will lie. It will be useful to have plenty of support material such as alternative books on aspects of the subject and any available local environmental documentation.

Example

A useful technique for teaching complex areas of science and technology is to get learners to work together on a topic in small groups, and then to present that topic to the larger group. This ensures that they face up to the complexity of a subject. It will clarify their thinking if they have to present it in such a way that other learners will understand it. Moreover, there will be continual shaping and reshaping of the ideas within the smaller group until they become much clearer. This is particularly useful with complex scientific issues.

The core of the module is the way in which learners learn to deal with their own environmental and development problems. The study guide is a background source of insights and practices for this purpose. It spells out the nature of the issues, and it shows what different groups around the world have achieved and how learners might set about solving these problems. But the main focus should be on the local situation.

Learning outcomes

Knowledge

- outline key concepts related to the natural environment and its associated problems
- identify key social, economic and political factors contributing to environmental problems
- explain the concept of sustainable development
- describe various approaches to environmental protection and sustainable development around the world, including Agenda 21
- evaluate the opportunities and practical approaches provided by a range of agencies.

Skills

- lead activities with groups of young people to develop their knowledge and understanding of environmental and sustainable development issues
- work with a youth group to design and undertake an environmental/ sustainable development-related project
- design a project that gives clear expression to the principles of sustainable development
- evaluate projects in terms of their contribution to sustainable development.

About this module

Module 13 *Sustainable Development and Environmental Issues* is divided into four units:

Unit 1 Understanding our environment

This unit aims to increase your awareness of key concepts related to our natural environment and its associated problems.

Unit 2 The social environment and the natural environment

In this unit, you will learn about our social environment and its relationship to the natural environment. You will examine some of the socio-economic and political issues that underlie environmental problems.

Unit 3 What is sustainable development?

In this unit, you will learn about the global call for the need to integrate the issue of the environment with issues of development and the principles of sustainable development. You will also learn about the opportunities for young people to participate in sustainable development activities.

Unit 4 Action for sustainable development

This unit further examines the meaning of sustainable development in practical activities and projects.

This table shows which units cover the different module learning outcomes.

Module 13 Learning outcomes	1	2	3	4
Knowledge				
1 Outline key concepts related to the natural environment and its associated problems.	x			

Module 13 Learning outcomes		1	2	3	4
2	Identify key social, economic and political factors contributing to environmental problems.		x		
3	Explain the concept of sustainable development.			x	
4	Describe various approaches to environmental protection and sustainable development around the world, including Agenda 21.			x	
5	Evaluate the opportunities and practical approaches provided by a range of agencies.		x	x	x
Skills					
6	Lead activities with groups of young people to develop their knowledge and understanding of environmental and sustainable development issues.	x	x	x	x
7	Work with a youth group to design and undertake an environmental/ sustainable development-related project.		x	x	x
8	Design a project that gives clear expression to the principles of sustainable development.				x
9	Evaluate projects in terms of their contribution to sustainable development.				x

Assessment

It is recommended that the work in this module is assessed in the following ways:

1 A written assignment of 1,750 words about a project with a group of young people (worth 50 per cent of the final mark).

2 A review of the learning journal (worth 20 per cent of the final mark).

3 A written examination set by the institution in which students are enrolled for this Diploma programme (worth 30 per cent of the final mark).

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