

# Open University *of* Mauritius

## BSc (HONS) YOUTH DEVELOPMENT WORK [OUbs032]

### 1. Introduction

#### a. Programme information

The Bachelors of Youth Development Work (YDW) is an applied and tiered bachelor's programme with three exit points. The exit points are as follows:

- Certificate in Youth Development Work (Cert YDW)
- Diploma in Youth Development Work (Dip YDW)
- BSc (Hons) in Youth Development Work (BYDW)

Students may choose to exit at the end of the certificate programme or proceed to the diploma programme. This option is also available at the diploma level.

#### b. Purpose/Need of this programme

The need for the Youth Work programme was identified by the Commonwealth Youth Programme Caribbean Centre of the Commonwealth Secretariat, and developed with the support of the University of the West Indies and the Commonwealth Secretariat.

The purpose of the BYDW is to develop a cadre of professional Commonwealth youth workers equipped with the professional competencies required for effective youth development work at senior management levels within their region.

#### c. Target Audience

The target audience for the BYDW includes those practitioners or professionals working with youth who currently do not have a specialized qualification in youth development work but who are interested in increasing their skills and knowledge to prepare them for more responsibility in their organization/profession. The programme may also be of interest to those pursuing a career in any of the following areas:

- Civil Service including policing and teaching,
- Community Development,
- Youth Camp Coordination and Management, and
- Youth Organization Coordination and Management.

#### d. Aim of the Programme

The programme will provide specific competencies required for effective youth development work that will enable beginners as well as experienced practitioners to develop and/or refine their skills in Youth Work. The graduate of the Bachelors in Youth Development Work will be competent to operate at the level of a skilled manager or senior supervisor.

**e. Objectives of the Programme**

- To introduce and develop the discipline of Youth Development Workers within the region;
- To develop effective and reflective youth development practitioners capable of applying theory to practice when working with youth; and
- To equip students with the knowledge, attitudes, skills and field work experience required for effective youth work at senior management levels.

**2. Entry Requirements**

**a. General Entry Requirements**

I. **EITHER** “Credit” in at least three subjects at School Certificate or General Certificate of Education O-Level or equivalent and “Pass” in at least two subjects at Higher School Certificate or General Certificate of Education Advanced Level or equivalent;

II. **OR** An appropriate equivalent Diploma/Certificate/Foundation Course approved by The Open University of Mauritius.

III. Learners who do not qualify under options I and II may register for Foundation Courses offered by The Open University of Mauritius. Those who complete the Foundation Courses successfully will be eligible for registration for the relevant degree programmes.

IV. **OR** Qualifications awarded by other universities and institutions, which have been approved by the Open University of Mauritius as satisfying the minimum requirements for admission.

V. Mature candidates having a strong background of work experience and uncertified learning may be assessed for entry to programmes through the Accreditation of Prior learning (APL) and the Accreditation of Prior Experiential Learning (APEL). Please consult the General Rules and Regulations of the Open University of Mauritius for further details.

**b. Programme Requirements**

Applicants will need to apply for the BSc (Hons) Youth Development Work, however, if they decide to exit the programme at any exit point specified under 1 (a), they will need to inform the university in writing in the delay as specified below:-

Certificate - by latest end of Year 1 Semester 1

Diploma - by latest end of, or before Year 2 Semester 1

Degree - by latest end of, or before Year 2 Semester 2

Once a learner exits the programme at a certificate or diploma level, entry at the next point is not allowed.

**3. Mode of Learning**

This Course is offered on the Blended Open Distance Learning mode with some components of online learning.

#### 4. Programme Outline

##### A. Certificate Level – Year 1

Year/Module		Credits	
Year 1 Sem 1	Youth Development Work: Introduction to Theory and Practice	10	<b>One credit equals 20 hours of study. It includes self-study, tutorials (if any), activities (both marked and unmarked), readings, videos/audios (if any)</b>
	Sociology of Youth	10	
	Introduction to Psychology: Social, Developmental and Abnormal	10	
Year 1 Sem 2	Introduction to Sociology	10	
	Youth Development Work: Personal and Professional Development	10	
	Mini Project	10	
	<b>Total Credits</b>	<b>60</b>	

##### B. Diploma Level – Year 2

Year /Module/Credit					
Year 1 Sem 1	Youth Development Work: Introduction to Theory and Practice	10	Year 2 Sem 1	Youth Governance and Participation	10
	Sociology of Youth	10		Management and Leadership Skills for Youth Work	10
	Introduction to Psychology: Social, Developmental and Abnormal	10		Health, Safety & Well-Being in Youth Work	10
Year 1 Sem 2	Introduction to Sociology	10	Year 2 Sem 2	Youth Entrepreneurship and Sustainable Livelihoods	10
	Youth Development Work: Personal and Professional Development	10		Youth and Sustainable Development	10
	Contemporary Issues in Youth Development	10		Developmental Psychology	10
				Project Work	15
<b>Total Credits</b>					<b>135</b>
<b>Note: One credit equals 20 hours of study. It includes self-study, tutorials, activities (both marked and unmarked), readings, videos/audios (if any).</b>					

### C. Degree Level – Year 3

Year	Module	Credit
Year 1 Sem 1	Youth Development Work: Introduction to Theory and Practice [OUbs032111]	10
	Sociology of Youth [OUbs032112]	10
	Introduction to Psychology: Social, Developmental and Abnormal [OUbs032113]	10
Year 1 Sem 2	Introduction to Sociology [OUbs032121]	10
	Youth Development Work: Personal and Professional Development [OUbs032122]	10
	Contemporary Issues in Youth Development [OUbs032123]	10
Year 2 Sem 1	Youth Governance and Participation [OUbs032211]	10
	Management and Leadership Skills for Youth Work [OUbs032212]	10
	Youth Health, Safety and Well-Being [OUbs032213]	10
Year 2 Sem 2	Youth Entrepreneurship and Sustainable Livelihoods [OUbs032221]	10
	Youth and Sustainable Development [OUbs032222]	10
	Developmental Psychology [OUbs032223]	10
	Youth Development Work: Networks, Partnerships and Resources [OUbs032224]	10
Year 3 Sem 1	Working with Youth in Community and Organisational Settings [OUbs032311]	10
	Youth Advocacy: Principles and Tools [OUbs032312]	10
	Introduction to Social Research [OUbs032313]	10
	Youth Advocacy: ICTs in Youth Work [OUbs032314]	10
	Dissertation	
Year 3 Sem2	Supporting Youth in Grief and Trauma [OUbs032321]	10
	Peace, Conflict Resolution and Mediation [OUbs032322]	10
	Strategic Planning and Programme Management for Youth [OUbs032323]	10
	Dissertation [OUbs032324]	20
	<b>Total Credits</b>	<b>220</b>
<b>Note: One credit equals 20 hours of study. It includes self-study, tutorials, activities (both marked and unmarked), readings, videos/audios (if any).</b>		

## 5. Programme Duration

	Minimum	Maximum
Certificate	1 Year	2 Years
Diploma	2 Years	4 Years
Degree	3 Years	6 Years

## 6. Minimum Credits Required for the Awards

	Total Credits
Certificate	60
Diploma	135
Degree	220

Each credit in the university's system is equivalent to a minimum of 20 hours of study including all learning activities (i.e. reading and understanding the material, listening to audio, watching video, attending tutorials/counselling sessions, writing assignment responses, participating in online discussions, writing personal reflective journals and preparation for the examinations). Thus, a 4 credit course involves a minimum of 200 hours of study time.

## 7. Assessment

Each module will be assessed over 100 marks (i.e. expressed as %) with details as follows (unless otherwise specified) :

Assessment, unless stated otherwise, will be based on a written examination of 2 hours duration which would account for 50% of the final module grade and continuous assessment would account for 50% of the final module grade. Continuous assessment may be in terms of written coursework, oral presentation, fieldwork, class test, online discussions or combination of them. This will depend on the specific module requirement.

All the modules aim at achieving three specific learning outcomes:-

- Knowledge of the subject
- Transferrable Skills
- Attitudes

Assessment for all modules, unless otherwise stated, will be as follows:-

Breakdown of total marks (over 100%)		Mode of assessment	Mark Distribution	Assessment Tool
Written Examination of 2 hours accounting for 50 % of the marks	1	Written examination of 2 hours duration.	Knowledge: 60 %	Examination Paper with general questions on the topic covered
			Skills: 20 % Attitudes: 20 %	Examination Paper with a Case Study with higher order questions to test skills and attitudes

Continuous assessment accounting for 50% of the marks	1	Written Assignment/Coursework (20%)	Knowledge: 40 % Skills: 30 % Attitudes: 30 %	Question that will require learners to apply knowledge to situation
	<b>AND</b> 2	Completing online personal reflective journals – 10 %	Knowledge: 40 % Skills: 30 % Attitudes: 30 %	Learners will need to complete a journal for ALL modules where they will describe their personal appreciation and analysis of knowledge gained.
	<b>AND either</b> (i)	Participating in online discussion forums – 10%	Knowledge: 40 % Skills: 30 % Attitudes: 30 %	Questions that will require learners to reflect and analyse a particular context/situation.
	<b>Or</b> (ii)	Group Presentation (Oral/ Oral and written combined)	Knowledge: 40 % Skills: 30 % Attitudes: 30 %	Learners will be given the task to assess how institutions/policies/frameworks in youth development contexts function and present a report
	<b>Or</b> (iii)	Field Work + Reporting (Oral/ Oral and written combined)		

Written examinations for all modules, whether taught in semester 1 or in semester 2 or both, will be carried out at the end of the semester (unless otherwise stated).

### Grading

Percentage Range	Description	Grade	Grade Point
70% ≤ x ≤ 100%	Excellent	A	5
60% ≤ x < 70%	Very Good	B	4
50% ≤ x < 60%	Good	C	3
40% ≤ x < 50%	Satisfactory	D	2
0% ≤ x < 40%	ungraded	U	0

### 8. Award

BSc (Hons) Youth Development Work  
 1st Class with Honours CPA ≥ 70  
 2nd Class 1st Division with Honours 60 ≤ CPA < 70  
 2nd Class 2nd Division with Honours 50 ≤ CPA < 60

3rd Class  
Pass  
No Award

$45 \leq \text{CPA} < 50$   
 $40 \leq \text{CPA} < 45$   
 $\text{CPA} < 40$

If  $\text{CPA} < 40$  for two consecutive semesters, learners will have to repeat the entire academic year and then take the modules again as and when offered. However, when repeating the year, learners may opt not to take those modules for which Grade C or above have been obtained. Learners are allowed to repeat a maximum of two times throughout the entire duration of the course. No award is made if  $\text{CPA} < 40$ .

## 9. Module Outline

### Youth Development Work – Introduction to Theory & Practice [OUbs032111]

This course fulfils the need to develop youth workers who have the requisite competencies to effectively cater to the needs of young people in developing countries. It provides a holistic view of the principles, values and ethics and the theoretical underpinnings of youth development work and it exposes youth development workers to a variety of practices. The course also prepares participants to understand youth development issues and apply a theoretical framework to intervention strategies and programmes designed to facilitate the growth and development of young people.

This course introduces students to the foundations of the profession by exploring the theoretical principles which underpin the concept of youth and youth development work through an exploration of the history of youth development work with special reference to the evolution of practice in the region and other developing countries. The course will examine definitions and labels attributed to youth including child, youth, juvenile, adolescent and young person and will highlight issues affecting special categories of youth. By engaging in study on the contemporary status of developing countries YDW, students will understand the significance of professionalization and competencies, the roles and responsibilities of the youth worker, the dynamics of working with youth individually and in groups, special ethical issues and current institutional values and organizational structures for YDW in your region and country. It will introduce students to the rights-based approach to youth development.

On successful completion of this course, participants will be able to:

#### Knowledge

1. Explain the key concepts of youth and youth development work
2. Discuss the historical evolution of youth development work, globally.
3. Describe the core values and principles underpinning youth development work as a profession.
4. Analyse the theoretical and conceptual underpinnings of youth development work.
5. Assess the value of the rights-based approach to youth development work.
6. Evaluate the key perspectives, models and approaches that underpin youth development work.
7. Explain the roles, responsibilities and competencies required of the youth development worker.
8. Assess the life situation of youth across specific regions to determine areas for improvement.

9. Illustrate the importance of working in partnership with youth and locate the construct of partnership within professional approaches to youth development work
10. Assess the political, economic and social factors which influence youth development.

### **Skills**

11. Apply principles, values, ethics and theories to cases based on real-life situations
12. Apply appropriate youth development models and approaches to cases based on real-life situations
13. Exhibit reflective skills, through written analysis of elements of personal and professional practice of youth development work
14. Conduct a situational analysis of the political, economic and social elements in a community

### **Attitudes**

15. Value and adopt the principles, values and ethics of youth development work
16. Integrate personal values, beliefs and attitudes of youth development work into personal practice
17. Appreciate the value of the rights-based approach to youth development work
18. Reflect on and evaluate personal perspectives and values related to professional youth development work
19. Respect the rights of individuals and reject stigma, discrimination and prejudice

### **Sociology of Youth [OUbs032112]**

The course will provide the basis for analyzing the position of young people within societal structures and enable them to understand the influence of social institutions on the personal development of youth. Learners will engage in critiques of societal views and stereotyping of youth as well as development of youth culture and sub-cultures vis-à-vis violence, sexuality, technology, music and culture. Learners will apply skills for working with youth groups with specific reference to supporting positive identity formation among young people through practical group assignments involving young people who are associated with a diversity of sub-cultures. It will also reinforce the role of rights-based approaches to youth development by helping students understand the principles of human rights, including issues of equality, equity and freedom from discrimination. Students will engage in debates on issues within the contemporary context which impinge on the rights agenda, including socio-cultural constructions and responses to race, class, gender and religion.

At the end of the course, learners should be able to:

### **Knowledge**

1. Examine various perceptions and perspectives on the concept of 'youth' within various social contexts.
2. Compare and contrast the major sociological perspectives of youth in society.
3. Critique societal views and stereotyping of youth in society.
4. Evaluate the influence of social institutions on the personal development of youth, paying particular attention to youth and community groups.
5. Identify and critique the emergence and evolution of youth cultures and sub-cultures vis-à-vis violence, sexuality, technology, music and popular culture.



6. Translate the principles of human rights, equality, equity and freedom from discrimination in youth development practices to the community context.

### **Skills**

1. Apply critical sociological perspectives to working with youth groups and youth organisations with specific reference to supporting positive identity formation amongst young people.
2. Apply gender, age, ethnic, and disability mainstreaming techniques to youth development work.
3. Use the principles of human rights, equality, equity and freedom from discrimination in youth development practice to cases and problem sets based on real-life situations.

### **Attitudes**

1. Formulate professional positions on key issues related to contemporary social problems affecting young people in society.
2. Advocate for the principles of human rights, equality, equity and freedom from discrimination in youth development practices in communities and Caribbean society.
3. Reflect on approaches to the application of principles of human rights, equality, equity and freedom from discrimination in youth development practices in communities and society.

### **Introduction to Psychology: Social, Developmental and Abnormal [OUbs032113]**

This course offers an intensive introductory survey of current knowledge in psychology. The topics to be discussed include the scope and content of psychology; how psychologists do research; development over the life span; personal aggression and close relationships; mental disorder and crime; suicide and self-harm prevention. It introduces learners to three key sub- disciplines of psychology; namely social psychology, developmental psychology and abnormal psychology.

Learners will discuss how knowledge, attitudes, values and behaviour are acquired and change over the life span; that is, from infancy through childhood, adolescence and adulthood.

Additionally, the effect of people and their behaviour on the cognitions, attitudes and behaviour of other groups in the society are assessed. By the end of the course learners will have an appreciation of psychology as a tool for personal development, self-reflection and management of behaviours.

At the end of this course learners will be able to:

### **Knowledge**

1. Explain how knowledge of psychology can be utilized to empower people to become motivated, active and responsible citizens.
2. Discuss how theories and empirical findings can be utilized to explain the region's psycho- social challenges such as crime, deviance, substance use and risky behaviours.
3. Critically evaluate developmental theories to identify relevant and tangible ways to promote healthy lifestyles.

4. Explain how knowledge of emotional intelligence can be used to empower citizens and to promote healthy lifestyles.
5. Suggest ways in which an understanding of social psychological, developmental and abnormal psychology can promote protective factors and minimize risk factors.
6. Critically evaluate theories outlining social influence and emotion as predictors of socially accepted behaviour.
7. Discuss how diagnostic tools and policies are used to transform at-risk persons into functional and civic-minded citizens.
8. Discuss how psychological research methods can generate new data to facilitate policy creation and evaluation.
9. Illustrate how knowledge of social influence can assist individuals to recognize their role as agents of positive change.
10. Outline how awareness of group characteristics and group roles contribute to valuing diversity within communities.
11. Discuss how to recognize disorders (for example, self-harm, depression) and processes for referring individuals to appropriate facilities for treatment.
12. Suggest ways in which adults and children can clarify and prioritize their developmental needs and goals.
13. Examine the contribution that child and adolescent psychology can make to explaining and addressing challenges within the educational and social systems.
14. Identify the link between data, critical thinking, policy and theory as a first step towards policy recreation or evaluation.

### **Skills**

1. Utilize the psychological theories of motivation, social influence and emotion to encourage appropriate pro-social behaviours in people.
2. Utilize the framework offered by psychological theories to evaluate selected policies for their relevance and effectiveness in empowering citizens.
3. Practice good listening skills when conducting mini-studies and data collection exercises.
4. Design, execute, and report on a mini-study within designated timelines using the theory, methods and techniques incorporated in social, developmental or abnormal psychology.
5. Measure their own research outcomes against a designated research plan.

### **Attitudes**

1. Value the ideas and suggestions of others in group discussions and work-based activities.
2. Appreciate the need to work in ways that are socially and culturally sensitive.
3. Exemplify ethical conduct in carrying out and reporting empirical research with human participants.
4. Demonstrate positive behaviours in academic, professional and social settings using their knowledge of psychology.
5. Display leadership and communication styles that reflect social responsibility and an appreciation of cultural diversity in academic, professional and social settings.

## **Introduction to Sociology [OUbs032121]**

This course will introduce students to classical social theory through an understanding of the work of writers such as Auguste Comte, Max Weber, Karl Marx and George H. Mead. The main focus of this studying is to understand the central ideas of these writers and to reflect on the usefulness of their theory in contemporary societies. This reflection will support students' further investigations of the explanations given for issues on the front line of their societies' development agendas. At the same time, students will learn about the central ideas and perspectives of writers such as Edward Kamau Brathwaite, M.G. Smith and George Beckford. The combination of classical and Caribbean schools of social inquiry will set the tone for a synthesizing of perspectives on race, class, gender, ethnicity and the family in society. This process will assist students with developing their theoretical base in social theory, as well as independent thought on happenings across societies.

At the end of the course, learners will be able to:

### **Knowledge**

1. Identify the main ideas of classical sociologists such as Comte, Weber, Marx, Mead
2. Define basic concepts such as socialization, culture and norms in sociology and apply to situational analysis of social life.
3. Explain the social structure of the region and the presence of inequality.
4. Evaluate information on institutions such as the family, religion and education in the region for the formulation of perspectives on social issues.

### **Skills**

1. Compare the contributions of sociological perspectives on the interaction between people in society.
2. Apply sociological methodologies and interpretation to issues and social phenomena raised in this course.

### **Attitudes**

1. Agree on the relevance of sociological perspectives to understanding social phenomena in the region.
2. Defend the use of scientific and non-scientific approaches of sociological inquiry into social phenomena.

## **Youth Development Work: Personal and Professional Development [OUbs032122]**

This course will support students in building competence in reflective practice by helping them to understand the youth sector. Special emphasis will be placed on understanding and working with youth-led organizations and assisting with the personal development of youth leaders. This course requires that students gain practical application of reflective practices through the development of a personal and professional development portfolio that can be used for future job interviews. Students will also gain experience in assessing case studies to make recommendations to support a young person in need of support in a given area (based on case study provided by instructor in the collaborative group project and online discussions).

On completion of the course, participants should be able to:

### **Knowledge**

1. Describe various concepts related to personal self-assessment such as world view, self-concept, social comparison, personal history.
2. Apply various assessment tools or strategies that can help to promote a greater self-awareness amongst youth and youth workers.
3. Examine various approaches to positive youth development that encourage participation and a strengths perspective within the youth sector and will ensure sensitivity to youth with vulnerable attitudes in vulnerable situations.
4. Explain how various communication tools can help youth workers to better connect with youth and support and guide young people.
5. Characterize the key features and functions of a well-crafted personal development plan.
6. Describe how a 'personal' development plan can be used to construct a 'professional' development plan that can be used to help motivate and inspire youth to build relationships and set goals.
7. Outline the various considerations relevant to YLOs that are influenced by factors such as socio-cultural and economic challenges, effective leadership and best practices.
8. Characterize the key OHS issues relevant to youth workers.
9. Discuss various youth development issues relevant to personal and professional practice.

### **Skills**

1. Apply self-assessment tools and strategies to conduct personal self-assessment.
2. Work collaboratively in small groups to solve a youth development issue(s) while demonstrating effective communication techniques and approaches.
3. Create a youth development portfolio that includes personal and professional development plans that can be used in a job interview.

### **Attitudes**

1. Promote compliance with maintenance of healthy and safe environments.
2. Reflect on and evaluate personal values, priorities, interest, abilities and performance.
3. Operate as a reflective and supportive practitioner.
4. Empathize with youth in vulnerable situations.

### **Contemporary Issues in Youth Development Work [OUbs032123]**

This course will explore the main debates and issues of concern in youth development work. Students will demonstrate an understanding of the complex interrelated themes of development which impinge on youth development and be able to offer a critical analysis of current issues affecting youth such as: globalisation and migration, poverty and socio-economic development (education and unemployment), gender and sexuality, public health, crime, violence and citizen security, environmental protection and sustainable development, and sports and culture. Students will explore youth culture and youth sub-cultures in conducting their analysis of contemporary development issues and will be required to formulate recommendations and strategies to address youth development concerns.

On completion of the course, participants should be able to:

### **Knowledge**

1. Describe contemporary, interrelated themes that affect youth development in communities.
2. Evaluate the impact of globalization, migration, socio-economic development, environmental protection and sustainable development on youth development work.
3. Analyse contributing factors to poverty, crime, violence and citizen security in communities.
4. Assess gender, sexuality and health issues affecting males and females in communities.
5. Critically analyse public health issues as they relate to youth.
6. Discuss the importance of sports and culture to youth and youth sub-culture.
7. Suggest strategies to improve youth development.

### **Skills**

1. Report on issues affecting youth, highlighting the complexity and interrelatedness of the issues affecting youth development.
2. Recommend approaches to mitigate the negative effects of contemporary issues in youth development.
3. Formulate integrated strategies to address the interrelated challenges facing youth.
4. Use appropriate strategies to improve youth development in communities.

### **Attitudes**

1. Reflect on personal perspectives on the impact of the interrelated themes and what strategies could be developed to improve youth development.
2. Reflect on approaches used to address youth development.

### **Youth Governance & Participation [OUbs032211]**

The course builds on the rights-based approach to youth development through a focus on the tools which can be applied to protecting and supporting the right of youth to participate in decision-making at all levels of society in matters which affect their lives. It will expose students to methods and strategies for assessing the needs and considering the protection of the rights of special vulnerable groups such as indigenous, differently-abled and other minority groups. Students will explore the relative merits, shortcomings and principles of approaches to youth-adult partnerships, youth leadership, mentorship and peer mentorship. Students will explore the principles underpinning advocacy for youth participation and the design of programmes for soliciting youth views on development issues and for youth mentorship.

On completion of the course, students should be able to:

## **Cognitive/Knowledge**

1. Define and distinguish between the key terms associated with the course, for example, social exclusion, participation, vulnerable groups, governance and advocacy.
2. Critique current and emerging theories related to youth participation and governance.
3. Examine the public decision-making process and identify the various spaces for youth to impact these processes.
4. Assess different approaches to youth engagement in decision-making.
5. Critique factors contributing to the exclusion of specific populations and explain different approaches for engaging these sectors of the population.

## **Psychomotor/Skills**

1. Apply the concepts of the rights-based framework for youth participation to discussions and youth advocacy initiatives, with particular focus on the engagement of all youth (vulnerable, gender, location).
2. Develop initiatives/strategies which target vulnerable, hard-to-reach sections of the population.
3. Design and use various social research tools relevant to youth engagement in decision-making and advocacy.

## **Affective/Attitude**

1. Articulate personal positions/views about relevant issues impacting different groups of youth across the region.
2. Reflect on the concepts of the rights based approach and demonstrate its relevance to youth development work.
3. Record personal views of their learning journey as it relates to assignments, reading and discussions conducted.

## **Management & Leadership Skills for Youth Work [OUbs032222]**

This course will help learners to develop specific managerial knowledge and skills in order to display leadership in the implementation of youth projects and programmes and in youth organizations. Learners will be introduced to different styles of leadership and management as well as cornerstone issues necessary for being effective managers and leaders. These include organizational behaviour topics such as change management and motivation as well as human resource management concepts such as conflict management and recruitment, among others. They will also learn about communication, time management, and the skills-based topics of resource based budgeting and resource mobilization. Some of the concepts taught in the course will be general in nature while others will be youth development focussed.

On the completion of the course, learners will be able to:

## **Knowledge**

1. Distinguish between the terms management and leadership and describe the commonly recognized management and leadership theories.
2. Discuss the main strategies used for effective management and leadership.
3. Identify common best practices for effective time management in organizations.

4. Differentiate between morals and ethics and explain their role in organizations.
5. Explain why ethics are an important part of an organization's culture and identity.
6. Critically examine the central theories, processes and principles of change management.
7. Comment on the importance of change management as a tool for effective management and leadership in organizations.
8. Recommend appropriate approaches for sustaining staff motivation.
9. Discuss commonly used strategies and approaches for solving conflict in organizations.
10. Describe some of the strategies used to ensure recruitment and retention of people in youth-led organizations.
11. Explain the underlying principles of collective bargaining and what happens during a typical collective bargaining procedure or event.
12. Differentiate between traditional activity-based budgeting approaches and modern results-based budgeting.
13. Outline the process and procedures that may be involved in proposal formulation for resource mobilization projects.
14. Explain the importance of relationship building within the context of resource mobilization in youth development.
15. Review the key features and components of a resource mobilization plan/strategy.

### **Skills**

1. Select and use tools to effectively manage time in personal and professional settings.
2. Use appropriate strategies to manage difficult conversations in professional settings.
3. Analyse issues that arise in cases and/or scenarios related to management and leadership in youth organizations.
4. Analyse cases and/or scenarios related to the management of change in organizations.
5. Construct a resource-based budget using results and key performance indicators.
6. Construct a basic resource mobilization plan for a Youth Development Project.

### **Attitudes**

1. Model appropriate behaviours as leaders and managers.
2. Value the importance of human resource management to the success of organizations.
3. Accept the need to change budgeting methodology as required to attract funding in the NGO/Government sector.

### **Health, Safety & Well-Being in Youth Work [OUbs032223]**

The course engages the learner in a discussion of issues surrounding health promotion among youth and youth workers. Learners will evaluate the theories, concepts, policies and laws surrounding health and health promotion. They will develop the awareness, skills and competencies necessary to advocate for healthy lifestyles among youth and in the workplace, paying special attention to the prevailing social structure and cultural context. Additionally, learners will be encouraged to analyse and develop ways of enhancing their work via means such as reflective practice and professionalism.

On completing this course, successful learners will be able to:

## **Knowledge**

1. Define health and health promotion.
2. Appraise the theoretical models of health promotion in the context of health issues for youth.
3. Examine the pathways and mechanisms through which social determinants influence health.
4. Explain HIV/AIDS and related concepts including modes of transmission.
5. Analyse structural vulnerability to HIV/AIDS within the regional context.
6. Distinguish and analyse the reasons for stigma and discrimination against persons with HIV/AIDS.
7. Outline risk-reduction strategies with regard to HIV/AIDS.
8. Critically evaluate the causes of mental health issues for young persons, with specific reference to their country.
9. Compare different risk reduction and treatment options for mental health issues among young people.
10. Evaluate the three theoretical frameworks of social epidemiology in the context of youth related issues.
11. Critique the laws, declarations and charters surrounding child labour and occupational health and safety.
12. Evaluate the concept of professionalism in youth work.
13. Assess the role of anti-oppressive practice and radical practice in youth work.
14. Outline ways to become a reflective practitioner.

## **Skills**

1. Construct an analysis of youth risk as pertaining to HIV/AIDS in the country.
2. Develop a code of ethics and values for health promotion in youth work.
3. Design advocacy processes for youth health issues.
4. Create health promotion strategies to address the health challenges of youth.
5. Recommend changes to existing policy and laws in the area of health.

## **Attitudes**

1. Support health promotion for youth as a valid pursuit.
  2. Adopt a philosophy of advocacy in health promotion, justified by the steps and tools of the process.
  3. Advocate for youth as resourceful, resilient beings.
  4. Justify empowerment-oriented practice as an appropriate approach for youth work in health promotion.
  5. Value the need for the promotion of occupational health and safety for young workers
- Issues in Equality and Empowerment

## **Youth Entrepreneurship [OUbs032221]**

This course will engage learners in a study of the significance of a sustainable livelihoods approach to development in issues of socio-economic development for youth. It will explore issues related to building social and human capital for youth and discuss specific strategies for increasing youth employability, employment and entrepreneurship. It will also discuss the role of the business community in youth development through corporate social responsibility programmes. Special emphasis will be placed on promoting a culture of



professionalism and entrepreneurship among youth. Student youth workers will also be able to identify business services available to youth in their countries. On completion of the course participants will be able to:

### **Knowledge**

1. Explain the meaning of key terms related to sustainable livelihoods such as sustainable development, livelihoods, assets and capital
2. Discuss the role of youth in sustainable development and in creating sustainable livelihoods
3. Examine the social, economic, political and cultural influences of a society on youth entrepreneurship
4. Examine various perspectives of entrepreneurship and the entrepreneurial personality
5. Examine theories, approaches, principles, values and attitudes that underpin the creation of youth entrepreneurship
6. Explain the importance of youth entrepreneurship to national development and to developing sustainable livelihoods
7. Evaluate the employability and employment situation of youth.
8. Assess the importance of building strategic partnerships to sustain youth livelihoods in the nation and the community

### **Skills**

9. Apply the theories, approaches, principles, values and attitudes related to youth entrepreneurship to life situations
10. Design, adopt and use appropriate strategies to motivate and assist youth in developing and maintaining sustainable youth enterprises
11. Develop strategies to challenge and promote the rights and responsibilities of young people and provide for equality of opportunity and participation
12. Build young people's capacity to network in order to build their social capital for business development.

### **Attitudes**

13. Recognize and reject oppressive and discriminatory practices and barriers to youth participation in the economic process in their country
14. Advocate for youth participation in democratic structures of society
15. Justify the need to build the capacity of young people to advocate for equality of opportunity and participation in the economic environment
16. Engage in critical reflection about the impact of new learning on their beliefs about attitudes of youth and the development of enterprise, entrepreneurship and sustainable livelihoods
17. Reflect on and evaluate their personal perspectives and assumptions about youth and youth employability and be receptive to changing any stereotypical beliefs and biases previously held.

## **Youth & Sustainable Development [OUbs032222]**

This course exposes trainee youth workers to issues in sustainable development and strategies for networking and advocacy in support of the management of the environment. The course is more relevant in the wake of the massive disasters that have been occurring worldwide due to climate change. The course will enhance the knowledge base of the learners and allow them to see the linkages between the protection of the environment and their daily lives.

The course will introduce learners to the main tenets of sustainable development and the relationship with principles of sustainable environmental management. Learners will engage in debates on current environmental concerns such as the international climate agenda. They will learn how to raise awareness among youth about sustainable development, support the formation of youth environmental networks and advocate for youth participation in environmental decision-making.

On completing this course, participants will be able to:

### **Knowledge**

1. Define and discuss key concepts such as sustainable development, climate change, conservation, governance, globalization, global warming, advocacy, stakeholders and partnerships.
2. Identify the principles of sustainable development and their impact on the environment.
3. Discuss best practices as they relate to sustainable environmental management.
4. Explain the steps involved in establishing a youth network.

### **Skills**

1. Devise strategies which will foster sustainable development and positive environmental management practices.
2. Formulate approaches for facilitating youth participation in the decision making process.
3. Conduct a situational analysis relating to youth health.
4. Use appropriate indicators to measure sustainable development.
5. Implement a youth advocacy agenda which is focused on sustainable environmental management.
6. Design, develop, implement and monitor sustainable development programmes which target the youth.
7. Design a communication strategy to disseminate information about climate change.

### **Attitudes**

1. Adopt positive sustainable environmental management practices.
2. Advocate for policies that will promote the youth development agenda.
3. Reflect on challenges related to sustaining the environment and recommit to personal and professional contributions to changing the youth outlook on sustainable development.

## **Developmental Psychology [OUbs032223]**

This course presents students with a broad and integrative overview of human development across the lifespan, also referred to as developmental psychology. The course will address the physical, cognitive, emotional and social areas of human development as they occur for each life stage (infancy, to childhood, adolescence, young, middle and late adulthood), utilizing major theories and research findings in developmental psychology. The interplay between cultural norms and psychological patterns is examined, and the factors related to healthy growth and development from an individual and a societal perspective are explored. Learners are encouraged to apply developmental psychology principles in all contexts from the classroom to family, friends, strangers and more importantly to self. As such, emphasis will be placed on important developmental issues across the lifespan, especially in conjunction with our culture. Topics to be examined include social and personality development, perceptual development, developmental psychopathology, classic and emerging developmental theories as well as cultural developmental psychology. The course focuses on key markers of development such as self and identity formation; primary and secondary socialization; the consequences of socialization for interaction and personality development; attitude formation and change; group behaviour and group influence. This course will also consider the influence of drugs and substance abuse on mental illness and self-harm as well as the consequences to self and society when individuals become either victims of crime or are perpetrators of crime.

At the end of this course learners will be able to:

### **Cognitive/Knowledge**

1. Discuss how knowledge of developmental psychology can be utilized to empower individuals to become motivated, active and responsible citizens.
2. Critically assess how the theories of developmental psychology explain and offer solutions to the region's psycho-social developmental challenges.
3. Articulate the merits and demerits of the mainstream developmental theories.
4. Distinguish between emotional intelligence and intelligence quotient.
5. Discuss how insights into emotional intelligence can be applied to promote protective factors and minimize risk factors as identified in developmental psychology.
6. Suggest ways in which adults and children can recognize, clarify and prioritize their developmental goals.
7. Identify the gaps in the developmental psychology literature that require new research or clarification of data and findings in the existing research.

### **Psychomotor/Skills**

1. Utilize the insights offered by development milestones to motivate and to encourage appropriate pro-social behaviour in citizens.
2. Apply knowledge of developmental psychopathologies across the human lifespan to the identification of suitable policies, programmes and remedial strategies needed to address the respective psychopathology.
3. Design, execute, and report on a research project within designated timelines using the theories, methods, concepts and techniques outlined in developmental psychology.

## **Affective/Attitude**

1. Value and respect the ideas and suggestions of others in personal and professional settings.
2. Appreciate the need to work with professional clients in ways that are socially and culturally sensitive.
3. Exemplify ethical conduct when carrying out and reporting empirical research with human participants by incorporating your knowledge of ethical considerations in developmental psychological research.
4. Become a positive role model in society by utilizing your knowledge of psychology.
5. Display leadership and communication styles that reflect social responsibility and an appreciation of cultural diversity.

## **Youth Development Work: Networks, Partnerships & Resources [OUbs032224]**

The course will introduce learners to skills which support collaborative practice as an essential part of Youth Development Work. Learners will be introduced to the concepts of partnership and professional networking and will explore the actors involved at international, regional, national and local levels. Learners will map the youth sector in the region and in their country, taking account of issues related to legislation, policy, programmatic approaches, organizational structures and occupational health. They will identify and discuss the roles of other professionals who work with youth and learn how to refer youth to the appropriate professionals in other areas. They will also explore and apply skills in networking and partnership-building with other actors including community leaders and parents. Learners will develop and apply new skills in the mobilization of funding and technical assistance for youth development projects and programmes through proposal writing for a variety of partners. They will also engage in the planning and facilitation of meetings at various levels and negotiating with international and government partners.

On completion of this course, learners will be able to:

### **Knowledge**

1. Compare and contrast the concepts of partnerships, networks and strategic alliances and outline the advantages they provide for youth development work.
2. Describe the stages in the process of building and maintaining strong and successful strategic alliances for youth development.
3. Critically analyse the potential barriers to professional networking and identify appropriate strategies to overcome them.
4. Identify the critical components of a resource mobilization strategy.
5. Evaluate the major resource mobilization methods and discuss the relative merits and demerits of each.
6. Explain the principles and procedures required for conducting effective meetings.

### **Skills**

1. Conduct an environmental scan of the youth development landscape to identify and analyse key stakeholders and potential partners.

2. Use networking and partnership-building skills to develop, manage and sustain networks and strategic alliances.
3. Evaluate the efficacy and relevance of networks and partnerships against agreed outcomes and expectations.
4. Develop and implement a resource mobilization strategy to mobilize resources so as to sustain youth development programmes.
5. Develop simple budgets for identified projects.
6. Draft proposals for the mobilization of funds and technical assistance for youth development projects and programmes.
7. Develop mechanisms for monitoring and accounting for the use of resources and financial contributions.
8. Plan and conduct successful meetings by applying the principles and procedures required for conducting effective meetings.
9. Initiate strategic partnerships with the aim of sustaining youth development work and adhere to terms of reference governing stakeholder involvement.

### **Attitudes**

1. Reflect on personal values, priorities, interests, abilities and performance which may impact involvement in networks and youth development work.
2. Respect cultural diversity within networks by developing protocols which reflect this concept.
3. Engage meaningfully with other youth development stakeholders and value their contributions in discussions relevant to youth development programmes.
4. Demonstrate commitment to accountability and transparency in the use of financial contributions.

### **Working with Youth in Community and Organisational Settings [OUbs032311]**

This course will raise students' consciousness of youth in various life, work, and developmental contexts such as:

- The theory and practice of community development, with particular reference to the work of critical consciousness, appreciative inquiry and positive youth development theorists.
- How other people have worked in communities, and their theories about their work.
- Institutions (educational, recreational, social/political, correctional, residential, health), making distinctions among types of institutions and routes to institutionalization
- Community settings, including contexts related to community development, crime and violence; and faith-based activities
- The family context, including issues related to supporting parenting processes
- Settings in which ethnic, racial and religious minorities are found, and
- Settings in which youth with different abilities are found.

Learners will identify and assess factors, which impinge on youth development and learn skills to mitigate negative impacts and maximize positive ones in the various settings explored.

On completion of the course, learners will be able to:

## **Knowledge**

1. Discuss the theories and concepts of community and their applicability in managing community-based youth development projects.
2. Critically assess policy guidelines for working with young people in communities.
3. Critically analyse laws and regulations governing youth in institutional settings in your country.
4. Articulate a systems approach to youth development
5. Critically analyse the issues and challenges surrounding youth development work in community and institutional settings.
6. Critique various community-based youth mobilization strategies.
7. Outline the core principles underlying research in community and institutional settings.
8. Critically review literature on youth development in community and institutional settings.
9. Articulate and analyse the issues/factors that affect service delivery in youth community/organizational settings.

## **Skills**

10. Conduct research activities in community and institutional settings.
11. Design and develop community-based youth programmes and projects.
12. Design and develop youth programmes and projects in an institutional setting.
13. Lead successful community mobilization efforts.
14. Lead community-based youth programmes and projects.
15. Manage youth-serving institutions.
16. Lead community-mapping initiatives.
17. Coordinate delivery of quality services to youth with special needs.
18. Evaluate and review methods of service delivery within community youth organizations/ institutions.

## **Attitudes**

19. Adhere to ethical standards and practices in undertaking research activities.
20. Reflect on personal values, priorities, interests, abilities and performance.
21. Demonstrate respect for diversity and cultural sensitivities.
22. Demonstrate an awareness of cross-generational issues.
23. Reflect core principles of accountability and transparency in practice.
24. Respect the sensitivities and pinions of community members.

## **Youth Advocacy: Principles & Tools [OUbs032312]**

This course will introduce learners to the role, purpose and principles of advocacy in youth development. Learners will understand how to conduct analyses of policies and legislation which address (or do not address) youth issues, and to develop an advocacy agenda around gaps and weaknesses in existing frameworks, paying attention to the principles of equality, equity and human rights. Learners will gain knowledge of, and apply advocacy skills using verbal and written communication tools in public education and awareness raising, networking and lobbying, paying attention to the differences in types of audiences and the varied purposes of advocacy. Special emphasis will be placed on learning how to support youth and build their capacity to advocate for themselves and for others.

At the end of this course learners will be able to:

### **Knowledge**

1. Critically discuss the principles of equality, equity and human rights and how they provide a context for youth advocacy
2. Critically examine the design of policy, legislative and institutional instruments and how these affect the lives of young people
3. Critically assess the national and global forces of power and special interest groups and how they serve to shape the realities of young people
4. Outline the main steps in planning, implementing, monitoring and evaluating youth advocacy work
5. Identify the main steps in establishing an advocacy network

### **Skills**

1. Use reflective techniques in personal and professional settings
2. Use basic advocacy approaches, skills and techniques in everyday and work contexts
3. Conduct analyses of policy and legislative documents to identify their impact on young people's realities
4. Experiment with basic advocacy, lobbying and negotiation skills using appropriate techniques and evaluate the usefulness of these skills in the policy arena
5. Conduct analyses of institutions and organizations and how their values, policies, services and organizational culture impact young people
6. Apply power analysis to better understand how power impacts upon and mediates the change process
7. Design an advocacy plan and strategy that supports a youth advocacy network using appropriate techniques
8. Use lobbying and negotiation skills in youth advocacy environments
9. Develop a monitoring and evaluation framework to support an advocacy plan and strategy
10. Select and apply appropriate tools and strategies in a range of youth-related scenarios/settings

### **Attitudes**

1. Embrace the principles and tools used in youth advocacy and apply them in a range of contexts with confidence
2. Appreciate the principles of youth advocacy and their relationship to social change
3. Adopt best practice models as a guide for effective youth advocacy work
4. Model appropriate advocacy skills and strategies while working with young people
5. Promote greater acceptance of the underlying principles of youth advocacy among stakeholders and partners in youth development
6. Accept and support youth work professional standards that will guide the successful engagement and empowerment of young people in their work and champion the issues that affect them
7. Reflect constantly 'in practice' as well as 'on practice' in a way that promotes ongoing learning and insight as a practitioner

## **Introduction to Social Research [OUbs032313]**

Social research is research involving social scientific methods, theories and concepts which can enhance our understanding of social processes and problems encountered by individuals and groups in society. It can be used by a range of social scientists including sociologists, anthropologists, social care workers and education researcher and it aims to understand human social behaviour by combining theory and empirical enquiry. This course seeks to provide learners with an introduction to basic social research methods. It allows learners to understand the design and process of research towards analysing and solving social research problems and the creation of knowledge. It introduces the key elements in the research process while focusing on the connections among those elements and the role that the researcher plays in the process of research. On completing the course, learners should have a holistic understanding of social research, be exposed to the various methods and issues that impact the integrity of the research and be competent in writing a research proposal for a research project/study.

On completion of the course, participants should be able to:

### **Cognitive**

1. Define social research
2. Describe the various research traditions and their importance to social research
3. Describe the three main elements involved in designing a research project
4. Explain and distinguish the various approaches and methods used in quantitative and qualitative research
5. Explain the mixed method approach
6. Describe the steps involved in measuring social variables

### **Psychomotor**

1. Formulate a relevant research problem
2. Formulate appropriate research questions and hypotheses for social research
3. Design an appropriate methodology for a social research project
4. Plan and write a proposal for a social research project

### **Affective**

1. Reflect on the purpose of social research today
2. Value the importance of good research design to a successful research project
3. Reflect on the role of the researcher in the research process

## **Youth Advocacy: ICTs in Youth Work [OUbs032312]**

This course will examine the issue of youth advocacy within the context of how the field has developed and how modern information and communications technology (ICTs) can be used to bring awareness to issues of youth development that are of greatest concern to the cohort and to the wider society. In addition, it will highlight and promote some of the skills and mechanisms which are needed to advocate for positive youth development. This will be achieved by providing students with the opportunity to apply advocacy skills to activities using advanced ICTs. It will also explore strategies for partnering with mass media organizations and will encourage students to strengthen their verbal communication and



writing skills through introductions to effective use of social marketing and public presentations. Students will be expected to prepare a communications strategy for a selected stakeholder, utilizing the various tools and methodologies learned in this course.

On completion of the course, learners should be able to:

### **Knowledge**

1. Outline the historical context within which youth advocacy has evolved
2. Analyse the major issues facing youth today and the impact of advocacy as an effective tool for positive youth development in the region
3. Compare and contrast the various types of traditional media as well as types of ICT (or new media) commonly used in youth advocacy work
4. Evaluate the role of traditional media in youth advocacy work in today's technologically driven environment
5. Critique the impact of and the issues relating to the use of new media in facilitating youth advocacy
6. Discuss ways in which ICTs can be effectively used to advocate, lobby and negotiate for youth development.
7. Justify the use of ICTs in promoting equality of opportunity, participation and responsibility
8. Propose strategies for using new and emerging technologies to connect with youth and bring awareness to issues of youth development to the wider population
9. Critically analyse the benefits of using social media to establish networks and build partnerships

### **Skills**

1. Plan for the development of an advocacy agenda and develop the advocacy agenda with key implementation components
2. Develop a communication strategy and appropriate messages using ICT for a specific advocacy agenda
3. Utilize ICTs to enhance advocacy strategies and skills so as to influence decision making to create positive change and achieve youth advocacy goals
4. Apply the tenets of effective communication through the use of electronic social marketing tools and technology driven public presentations
5. Select appropriate strategic planning tools when planning an advocacy agenda and address issues which may arise from the use of these tools
6. Employ needs assessment strategies such as SWOT analysis and focus group discussions to identify existing youth issues as well as potential opportunities that exist for youth development.
7. Utilize social media in the promotion of equality, opportunity, participation and responsibility

### **Attitudes**

1. Value the role of ICTs in modern society and their potential to promote equality of opportunity, participation and responsibility
2. Adopt the use of ICTs and continuously assess and upgrade technology skill sets required to effectively advocate for youth
3. Reflect on their own communication skills so as to identify bridges and barriers to effective communication

4. Modify practice by using different mechanisms which are necessary for the protection of young people

### **Supporting Youth in Grief & Trauma [OUbs032321]**

This course is designed to introduce the basic interventions and skills necessary for youth work practitioners to effectively support youth, including those with special needs, through grief and traumatic experiences. Students will learn and apply skills in providing support for mental, emotional and spiritual health by providing youth with direct, non-clinical counselling, advice or professional referrals. Students will be able to identify and respond to the special needs of youth with psychological, emotional or spiritual challenges, identify the symptoms of mental health challenges and develop professional attitudes necessary in working with youth suffering grief, loss and trauma.

On completion of the course, learners will be able to:

#### **Knowledge**

1. Compare and contrast the major concepts associated with trauma, grief, and loss.
2. Assess the effects of loss, crisis, and trauma events on young people.
3. Relate major theoretical models of grief/trauma and crisis to authentic situations involving youth.
4. Analyse the variations of grief reactions in the region, based on culture, ethnicity, gender and familial contexts and critique the mediating social support structures implemented to address these reactions.

#### **Skills**

1. Conduct risk and resilience assessments for young people experiencing grief and trauma.
2. Apply an intervention modality that is developmentally appropriate and which includes psychological first aid for crisis/trauma intervention and grief counselling.
3. Design, develop, implement and evaluate programmes and protocols to support and safeguard the welfare of young people who have experienced grief and trauma.
4. Identify and document understanding of the role of a youth practitioner who supports young people in grief and trauma.
5. Use reflection and feedback to record and monitor work processes and outcomes.
6. Evaluate growing competence and experiences gained within the role as a youth practitioner and identify and reflect on ways in which work can be improved when supporting youth in grief and trauma.
7. Apply the results of reflection and development to personal practice.
8. Develop programs which seek to proactively address holistic and healthy lifestyles.

#### **Attitudes**

1. Increase self-awareness and value its link to attitudes, knowledge and skills in working with youth in grief and trauma.
2. Show sensitivity towards the various ways in which individuals grieve.
3. Justify the need for specialized interventions for youth with special needs.
4. Display positive interpersonal skills when working with special needs youth who may have experienced grief and trauma.

5. Adopt the core values of youth work and allow these values to inform and develop personal practice.

## **Peace, Conflict Resolution & Mediation [OUbs032322]**

This course will introduce learners to the nature of conflict and its effects on people in a range of contexts, both at an individual and at a group level. Learners will also be introduced to the principles and methods of conflict resolution and mediation in order to enable them to support an agenda for peace. Learners will engage in a study of the significance of peace to national and regional development. They will be trained as advocates for peace and as mediators, with skills in training youth as peer mediators. Practical application of mediation skills will be required through a simulation training of a small group of youth in mediation and conflict resolution.

At the end of this course, learners will be able to:

### **Knowledge**

1. Define key terms associated with the course, for example, peace, conflict, mediation and negotiation.
2. Demonstrate an awareness of the emergence and escalation of conflict in and around the region.
3. Assess and discuss the various perspectives on peace, conflict and mediation.
4. Clarify the similarities and differences between war and conflict.
5. Assess the various conflict resolution methods used by mediators and peace facilitators.
6. Critique the major theoretical perspectives of conflict and analyse their usefulness in contemporary times.
7. Discuss how to create and manage an environment proposed for mediation and conflict resolution.
8. Analyse information in various formats - books, journals or electronic resources - on conflict resolution and mediation.
9. Analyse videos and scenarios related to conflict.

### **Skills**

1. Modify conflict resolution techniques and skills by examining communication strategies, conflict styles and negotiation.
2. Apply relevant theoretical perspectives to conflict scenarios.
3. Apply conflict resolution management skills to scenarios and real-life situations.
4. Design action plans demonstrating how to mitigate conflict among young people at the community level.
5. Design a reading log related to books, journals or electronic resources on conflict resolution and mediation from various scenarios.
6. Apply advocacy skills to solve identified conflict situations.

## **Attitudes**

1. Exhibit respect for the outlook of others at all times, in group or individual settings.
2. Promote a culture of peace among young people through conflict resolution methods.
3. Reflect on their learning journey and effect change within their family, community and workplace using the knowledge and skills garnered.
4. Value the tools and best practices of conflict resolution in their everyday life.

## **Strategic Planning and Programme Management for Youth [OUbs032323]**

This course will assist students in building the requisite skills in strategic planning and programme management in the youth development sector. Students will be introduced to the stages of the planning, programme and project cycles and will learn how to conduct activities in each. Special attention will be paid to research and project identification, programme formulation, implementation and monitoring with a focus on the results-based management (RBM) approach. Learners will be required to write specialized project documents which demonstrate their understanding of tools for effective project and programme management and following up projects using feedback and evaluation findings to ensure improved quality and sustainability of the project. They will also conduct an evaluation of a youth-serving project or programme, as a group exercise

On completion of the course, learners will be able to:

### **Knowledge**

1. Differentiate among the concepts of strategic planning, programme management and project management.
2. Ascertain the importance of strategic planning, programme and project management in achieving youth development goals.
3. Clarify the main activities involved in strategic planning, implementation, monitoring and evaluation and the role of the youth practitioner throughout these processes.
4. Give reasons why political will, resource requirements and strategic alliances are necessary for creating an enabling strategic planning environment.
5. Critically analyse the merits and demerits of the various approaches used for managing and implementing youth development programmes and projects.
6. Justify the benefits of using the Results-based Management (RBM) approach and the Logical Framework Model (LFM) for youth development work.
7. Discuss the concept and process of monitoring and evaluation and critique monitoring and evaluation systems in select youth development programmes.

### **Skills**

1. Conduct needs assessments to analyse and determine youth development needs.
2. Transform youth development needs and priorities into strategic goals, objectives, programmes and projects.
3. Craft performance indicators and develop effective monitoring and evaluation strategies and mechanisms to measure the performance criteria identified.
4. Integrate elements of project management in youth development programmes.
5. Develop an implementation strategy for a youth development programme or project.
6. Identify and document understanding of the role of a youth practitioner in the strategic planning process.

7. Evaluate growing competence and experiences gained as a youth practitioner.
8. Critically evaluate the effectiveness of strategic planning initiatives by reflecting on its impact on youth development.

### **Attitudes**

1. Adhere to effective monitoring and evaluation systems.
2. Value the significance of strategic planning and effective project management by incorporating elements of both in youth development work.
3. Adopt the most effective model for managing and monitoring the implementation of programmes and projects.
4. Encourage key stakeholders to participate in the strategic planning process.
5. Reflect on personal strengths and weaknesses which are discerned while developing and implementing strategic plans.

### **Dissertation [OUbs032324]**

The research project will allow the learner to examine thoroughly an area or a problem related to youth development work. The project will draw upon significant concepts and techniques introduced during the taught part of the course and will look for to merge the theory and practice of youth development work through the achievement of a considerable and related in-depth piece of work. The review of the final year project will be based on the compliance of a report which should be in the range of 12,000–15,000 words.