

COMMONWEALTH YOUTH PROGRAMME CARIBBEAN CENTRE



Competency Standards for Youth Development Work in the Caribbean



Level IV & V

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FOREWORD

The youth development fraternity in the Caribbean has often lamented the slow pace of the recognition of youth development as a profession; the absence of a clearly defined framework for the professionalization of youth development work; and also the inadequacy of collaboration among youth development stakeholders. These concerns assume even greater significance given the centrality of youth dynamics in our overall development ethos. Indeed, our efforts at sustainable development may be elusive unless they are impacted by a professionalized youth development culture.

These competency standards are timely and relevant because they attempt to address the deficiencies in the existing youth development environment. They open a whole new realm of possibilities and opportunities, such as, professional development, job evaluation, job classification and certification. The initiative is the product of extensive collaboration among youth development stakeholders and other important entities, such as public service commissions, ministry of public service, tertiary institutions, Labour and Manpower Planning Agencies, trade unions, and examination bodies across the region. The standards articulate a holistic framework for professional development and are useful to assess professional competences.

The standards along with other ongoing initiatives to enhance the policy development environment, should serve to accelerate the process of professionalization of youth development work within the Caribbean Community. They are in sync with the existing regional vocational qualifications framework and received the endorsement of national governments. The Competency Standards for Youth Development Work were endorsed by the Council on Human and Social Development of the Caribbean Community (COHSOD) at its Twenty-Second Meeting, Georgetown, Guyana, 2nd -3rd February, 2012.

It is my wish therefore that the standards become integral to regional development strategies and that youth development policy makers and practitioners will make optimal use of them to advance the youth development agenda.

Henry Charles

Former Regional Director, Commonwealth Youth Programme Caribbean Centre (2005-2011)

LIST OF UNITS OF COMPETENCY: LEVEL IV - V

CODE	TITLE OF UNIT
LEVEL IV	
YDW CYP0564	Apply advanced advocacy skills
YDW CYP0574	Develop networks to support the National Youth Development Agenda
YDW CYP0584	Develop and implement national youth policy
YDW CYP0594	Coordinate and assess delivery of services to youth with special needs
YDW CYP0604	Design, develop and support the implementation of HIV/AIDS, STIs and related programmes
YDW CYP0614	Design, develop and support the implementation of community youth development programmes
YDW CYP0624	Optimise resource mobilisation opportunities to support youth development work
YDW CYP0634	Manage research projects
YDW CYP0644	Develop a strategic plan
YDW CYP0654	Plan, coordinate and review service delivery in youth development work
YDW CYP0664	Coordinate the implementation of youth development work projects
YDW CYP0674	Promote a culture of occupational health and safety in youth development work
YDW CYP0684	Develop and implement protocols and procedures to safeguard the welfare of young people in youth development work
YDW CYP0694	Promote a culture of entrepreneurship among young people
YDW CYP0704	Develop communication strategy to support youth development work
YDW CYP0714	Manage the promotion of healthy lifestyles among youth
YDW CYP0724	Manage implementation of youth peace building agenda
YDW CYP0734	Network with other stakeholders to develop and promote a national parenting education strategy
YDW CYP0744	Design, develop and support the implementation of programmes to enable young people to address their circumstances
YDW CYP0754	Coordinate the implementation of youth development programmes
YDW CYP0764	Design, develop and support the implementation of new opportunities for the development of young people
LEVEL V	
YDW CYP0775	Develop strategic alliances to facilitate the National Youth Development Agenda
YDW CYP0785	Establish framework for policy development
YDW CYP0795	Use research findings to inform policy formulation and review
YDW CYP0805	Develop a strategic management framework for youth development work
YDW CYP0815	Develop and implement an integrated policy framework to safeguard the welfare of young people

YDWCYP0564**APPLY ADVANCED ADVOCACY SKILLS**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required for youth advocacy at the managerial level.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Develop an advocacy agenda	1.1	Relevant stakeholders are engaged and contributions to the mapping of issues documented.
		1.2	Issues posed for advocacy intervention assessed and relevance appropriately determined.
		1.3	Targets are clearly identified and goals defined.
		1.4	Strategies that have proven effective are reviewed and relevant best practice processes documented.
		1.5	Resources and capacity of organisation to respond are analysed and gaps correctly identified.
		1.6	Relevant support garnered.
2.	Build and maintain strategic alliances	2.1	Partners with interest in advocacy issues are mobilised for strategic alliance.
		2.2	Plan and timelines are appropriately developed.
		2.3	Workable strategies are developed to engage other allies and partners in youth development.
		2.4	Establishment of relationships with key persons and agencies is consistent with organisation's guidelines.
		2.5	Status and efficacy of alliance are monitored and evaluated and accomplishments clearly documented.
3.	Analyse policies that impact the youth development agenda	3.1	Effective use is made of research and data collection techniques for policy review and formulation.
		3.2	The crafting of presentations makes effective use of relevant available data.
		3.3	Policy analysis is conducted in ways that contribute to advancement of the youth development agenda.
		3.4	Policy analysis results in meaningful findings and such findings are appropriately documented and communicated to relevant persons/organisations.
4.	Develop a communication strategy	4.1	Presentations reflect consideration for and sensitivity towards diversity in the social environment.
		4.2	Ability to use a variety of media forms to advance cause is demonstrated.
		4.3	Efforts made to include key partners in promotion efforts are successful.
		4.4	Appropriate methodology is correctly used to assess impact of communication strategy

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| 5. Manage resistance | 5.1 Environmental scan to ascertain support and resistance is correctly conducted.
5.2 Appropriate methodology is correctly applied to monitor and evaluate the impact of support and resistance.
5.3 Ability to use a variety of strategies to enhance support and reduce resistance is demonstrated.
5.4 Personal limitations in handling resistance are recognised and appropriate assistance sought. |
| 6. Monitor and evaluate advocacy strategy | 6.1 Appropriate tools designed/adopted/adapted and correctly used to assess impact of advocacy efforts.
6.2 Advocacy process and stakeholder expectations are monitored and effectively managed.
6.3 Effective use is made of opportunities to share experiences and outcomes with stakeholders and key partners.
6.4 Insight gained from experiences is effectively used to adjust existing process and fashion new advocacy strategies. |

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Stakeholders may include:

- NGOs, CBOs, FBOs
- young people and families
- community leaders and icons

Advocacy strategies may include:

- public education and awareness campaigns
- building networks and coalitions
- letter writing
- lobbying
- legal

Resources for advocacy may include:

- financial
- human
- informational
- facilities and tools
- technical and intellectual

Advocacy process includes:

- identifying issue
- setting goals
- researching and getting facts
- determining target audience
- developing formal position
- developing tactical plan
- building awareness
- building coalition
- reviewing progress
- obtaining and giving feedback

Strategic partnerships may include:

- media
- young people and youth serving agencies
- school/universities
- faith-based organisations
- sports and cultural icons
- legislative and executive branches of government
- educational and administrative leaders
- international development agencies
- regional and extra-regional funding agencies

Communication strategy may include:

- use of media (electronic and print)
- use of national icons
- sporting and cultural icons
- visual and creative arts

Building capacity techniques involve:

- mentoring
- training
- sharing experiences
- providing feedback and advocacy materials

Capacity building initiatives will improve skills in:

- use of media
- strategic planning
- lobbying
- negotiating
- managing resistance
- building strategic alliances and coalitions
- managing resources



Key partners to include anyone, or any agency that:

- can benefit from the advocacy effort
- can affect the outcomes
- controls resources
- is self-identified as key partner

Research and data collection techniques for policy review and formulation may include:

- legislative review
- surveys and targeted interviews
- focus groups
- consultations
- visuals/audio visual means

Messages crafted will have the following characteristics:

- persuasive
- short and simple
- rooted in the basic truths and facts
- tailored to different audiences and sub-groups
- identify desired action and benefits to be gained

Diversity in the social environment may include:

- different interests, perceptions, capacity
- cultural realities
- political differences/allegiances
- religious beliefs
- values

Capacity building initiatives will improve skills in cont'd

- risk assessment and management
- relating to politicians and policy makers

Policy analysis methodology to include:

- quantitative methods and qualitative methods
- analysis process to include elements such as defining and detailing the problem, establishing evaluation criteria, identifying alternatives evaluating alternative policies monitoring and evaluating

Forms of media used to advance cause may include:

- electronic and print media
- essay writing and slogans
- formal presentations
- cultural and performing arts
- technical and specialised materials
- pictures and graphic representations

Human Rights promotions may include:

- CRC
- CEDAW etc

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- conduct policy analysis
- use research and data collection techniques
- monitor and evaluate status
- establish strategic alliances
- develop strategies
- develop and implement communication strategy
- identify targets, define goals and establish timelines
- engage relevant stakeholders
- identify and manage competing interests

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- underpinning legislative framework and existing legislative environment
- procedures and considerations in conducting a situational analysis
- guidelines/best practices in designing data-gathering instruments
- procedures for conducting environmental scans

Skills

The ability to:

- engage relevant stakeholders and contribution to the mapping of issues
- identify targets, define goals and establish timelines
- document best practices
- develop strategies to engage allies and other key partners in youth advocacy

Knowledge cont'd

Knowledge of:

- report and technical writing techniques
- conducting needs analysis
- conducting stakeholder analysis
- policy analysis methods and process
- how to determine gaps in capacity for advocacy
- enhancing capacity for advocacy intervention
- strategic planning
- do's and don'ts in implementing advocacy strategies
- monitoring and evaluating advocacy strategies and programmes
- protocols to be observed in establishing strategic partnerships
- how to develop communication strategy to promote advocacy

Skills cont'd

The ability to:

- establish relationships with key persons and agencies
- monitor and evaluate status and efficacy of alliance
- use research and data collection techniques for policy review and formulation
- craft presentations
- conduct policy analysis
- use a variety of media forms to advance cause
- assess impact of media tools
- conduct environmental scan to ascertain support and resistance
- deal with resistance
- manage stakeholders expectations
- assess impact of advocacy efforts
- share experiences with stakeholders and key partners

(3) Resource Implications

- Access to a relevant or an appropriately simulated environment where assessment can take place.

(4) Method of Assessment

- Competency is demonstrated by performance to the criteria in the context of the range of variables.
- Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.
- Assessment activities may also include written short answer testing, practical exercises, role-plays, research/project, work or observation of practical demonstration.

(5) Context of Assessment

- This unit is most appropriately assessed over time in the workplace under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information
 Communicate ideas and information
 Plan and organise activities
 Work with others and in team
 Use mathematical ideas and techniques
 Solve problems
 Use technology

Level 2
 Level 3
 Level 3
 Level 3
 Level 2
 Level 3
 Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0574**DEVELOP NETWORKS TO SUPPORT THE NATIONAL YOUTH DEVELOPMENT AGENDA**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to develop and maintain networks capable of supporting the national youth development agenda.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
1. Establish networks	1.1	Goals and outcomes of National Youth Development Agenda agreed and, commitment from relevant stakeholders acquired.
	1.2	Relevant networking needs are identified and appropriately prioritised in line with organisational objectives and National Youth Agenda outcomes.
	1.3	Networking strategies take into consideration cultural practices and traditions.
	1.4	Strategies to establish networks are implemented in consultation with key stakeholders and in accordance with organisational objectives.
	1.5	Information about network is documented and made available as required.
	1.6	Relevant protocols developed and agreed on are appropriate to ensure effective operation of the network.
	1.7	Composition of network is sufficient to achieve desired outcomes.
2. Maintain networks	2.1	Potential barriers to effective networking are identified and appropriate strategies implemented.
	2.2	Networking arrangements and protocols reflect respect for cultural diversity.
	2.3	Resources mobilised reflect agreed commitment of network partners.
	2.4	Strategies to deal with issues of accountability and reporting are in place.
	2.5	Situations that interfere with the effective operation of networks are resolved in accordance with organisational procedures.
	2.6	Efficacy and relevance of networks are regularly evaluated against agreed outcomes and expectations and appropriate modifications made where necessary.
	2.7	Evaluation of the efficacy of networks is comprehensive.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Networks may serve the purpose of:

- mainstreaming youth development
- promotion of organisation and/or programmes
- building partnerships
- leveraging support

Networking needs may be as a result of, or leading to:

- new government policies
- new or reviewed strategic plan
- new organisations/services starting up
- restructuring of organisation

Networks may serve the purpose of cont'd

- lobbying and advocacy
- coordinated service delivery

Goals and outcomes of National Youth development agenda may be reflected in:

- National Youth Policy
- other national policies such as the Health and Education policies
- National Development Plan

Evaluation of efficacy may take into account:

- cultural expectations
- youth needs
- organisation's philosophy and objectives
- national youth development outcomes
- adherence to protocols
- fulfilment of obligations
- facilitatory and prohibitive factors and processes

Strategies for the development of networks may include:

- negotiating with relevant government, community, business and other representatives
- participating in formal network committees
- liaising with umbrella organisations

Networking needs may be as a result of, or leading to cont'd

- enhanced service delivery
- funding imperatives
- economic realities
- emerging trends

Networks may include:

- young people and their networks
- local organisations
- interest groups
- lobby groups
- consultants
- development and funding agencies
- advisory committees
- professional associations
- business sector
- law enforcement agencies
- government ministries/departments
- political parties
- trade unions
- media
- educational and training institutions
- research institutes

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- work with stakeholders to agree and commit to goals and outcomes of National Youth Development Agenda
- identify and prioritise networking needs according to organisational objectives and National Youth Agenda outcomes
- implement strategies to establish networks
- document and disseminate information about networks
- develop and agree on relevant protocols appropriate to ensure effective operation of the network
- identify and address potential barriers to effective networking
- implement networking arrangements and protocols
- mobilise resources to sustain networks
- implement strategies to deal with issues of accountability and reporting
- resolve situations that interfere with the effective operation of networks
- evaluate efficacy and relevance of networks

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- national development plan
- national youth policy and other national policies relating to young people
- power relationships within and between organisations
- institutional linkages to facilitate personal growth and development for young entrepreneurs

Skills

The ability to:

- negotiate
- lobby
- build and maintain partnerships
- operate in a culturally diverse environment
- promote organisation's vision and mission
- promote the national youth development agenda



Knowledge cont'd

Knowledge of:

- principles of youth mainstreaming
- statutory regulations and implication for the national youth agenda
- range of activities and services for youth development
- the values and limitations of networks
- the dynamics of networks
- how to leverage support
- advocacy
- principles of strategic planning
- community development techniques
- existing relevant networks
- lobbying in the context of organisational protocols
- effective communication techniques
- youth governance structures and network
- principles and values underpinning youth development work
- professional ethics
- how to develop a communication strategy
- organisational behaviour
- group dynamics

Skills cont'd

The ability to:

- leverage support
- engage the media
- communicate using a variety of approaches and techniques
- develop and use evaluation tools
- conduct a gap analysis
- do stakeholder analysis
- identify barriers to effective networking
- develop protocols and procedures
- evaluate efficacy and relevance of networks
- apply conflict resolution skills
- assess risk
- work as a team member
- motivate others

(3) **Resource Implications**

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment.

(4) **Method of Assessment**

- Assessment may include observations, questioning and evidence gathered from the workplace.
- Assessment may take place over a period of time sufficient for the demonstration of competence.

(5) **Context of Assessment**

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

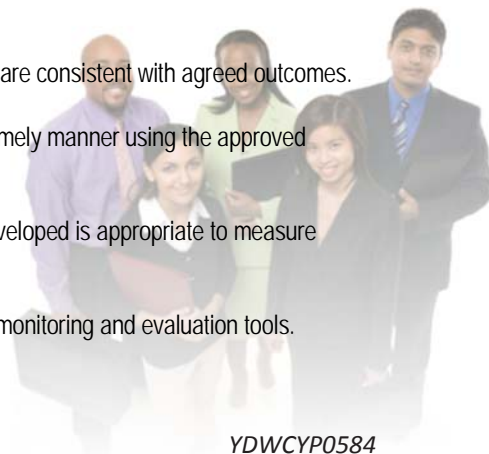
Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0584**DEVELOP AND IMPLEMENT NATIONAL YOUTH POLICY**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to coordinate and manage the development, implementation and monitoring of the youth policy and to provide policy advice.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish framework for policy development, implementation and monitoring	1.1 Scope of current policy review activity is correctly determined and approved. 1.2 Framework for policy development, implementation and monitoring reflect youth development work values. 1.3 Guidelines are clearly written and are sufficient to guide policy development, implementation and monitoring. 1.4 Findings from research and consultations are utilised in framework formulation. 1.5 Developed framework is communicated to relevant stakeholders.
2. Manage policy development process	2.1 Policy development phases, procedures, resources and timeframe are established and confirmed. 2.2 Stakeholders are appropriately engaged in the policy development process. 2.3 Guidance and regular consultation support are provided to stakeholders engaged in policy development activities. 2.4 Resource allocations are monitored against approved budget. 2.5 Policy developed reflects relevant underpinning themes. 2.6 Protocol for securing approval of draft policy is observed. 2.7 Social marketing strategy is developed and implemented.
3. Manage policy implementation	3.1 Policy implementation plan is specific, measurable, achievable, realistic, time-bound and aligned to the policy document. 3.2 Resource mobilisation plan is developed taking into account the input of relevant stakeholders. 3.3 Relevant stakeholders are appropriately engaged and managed to achieve agreed outcomes. 3.4 Resource mobilisation and utilisation are consistent with agreed outcomes. 3.5 Relevant reports are submitted in a timely manner using the approved reporting format.
4. Monitor and evaluate policy implementation	4.1 Monitoring and evaluation system developed is appropriate to measure agreed outcomes. 4.2 Stakeholders trained to use relevant monitoring and evaluation tools.



- 4.3 Monitoring and evaluation conducted is consistent with established guidelines.
- 4.4 Evaluation reports prepared and feedback for policy improvement provided consistent with established timelines.
- 4.5 Policy review and corrective action undertaken reflect feedback from evaluation exercise.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Framework to include:

- conceptualisation
- research
- draft policy
- review and publication

Resources to include:

- financial
- human
- technological

Considerations for policy development may include:

- analysis of political, economic, social and technological factors and trends
- strategies to avoid discrimination and create a sense of equity
- balanced assessment of actual and potential impact for the organisation
- analysis of linkages with the national development strategy and other policies and legislation
- media, language and presentation styles appropriate to the audience

Resource Mobilisation Plan to include:

- budget
- scheduling
- sources of inputs
- types of resources

Reports may include

- progress reports
- policy evaluation reports
- thematic briefs

Stakeholders may include:

- youth and youth networks
- government agencies
- institutions (schools, colleges)
- faith-based organisations and other interest groups
- community-based organisations
- private sector agencies
- media
- family and kinship networks

Themes underpinning policy development may include:

- gender equity
- mainstreaming youth
- capacity building
- rights-based development
- evidence-based development
- youth participation
- employment
- multi-sectoral engagement
- enhancing family and kinship networks

Policy implementation issues include:

- monitoring
- evaluation
- funding
- implementation strategies
- social marketing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- use a variety of research and consultation strategies
- provide leadership to team members
- distinguish between facts, hypotheses and opinions
- present and support a judgement, position or argument
- maintain direction and purpose within the context of competing or conflicting demands
- determine processes which are consistent with and contribute to objectives
- apply management competencies to policy development process
- analyse a wide range of information
- make strategic decisions which integrate purpose and effectiveness
- use performance indicators to evaluate the success of youth development policies.
- develop partnerships to achieve key objectives of youth policy
- work with other youth development stakeholders to achieve policy objectives
- influence the policy-making processes
- facilitate the mainstreaming of youth
- communicate effectively

(2) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the development of youth policies in the region
- similarities and differences amongst countries in the region with regard to youth policies.
- elements of democratic governance and human rights philosophy and practice.
- the main themes that underpin the development and implementation of youth policies
- impact of youth policies in youth development work
- nexus between youth development and national development
- current national, regional and international frameworks for youth development
- issues impacting on youth
- national and other policies/legislation as they impact on youth policy development
- needs, rights and responsibilities of youth
- needs, rights and responsibilities of families, other care-givers and services in relation to youth
- theories of human development
- concepts of culture and sub-cultures
- the decision-making structure, processes and delegated authorities of the organisation
- existing policies within the organisation
- intergenerational issues
- knowledge of resource mobilisation planning
- monitoring and evaluation principles
- key aspects of social marketing
- research techniques including participatory learning approaches(PLA)
- techniques and skills for effective communication

Skills

The ability to:

- contribute effectively to the development of youth development policies.
- use performance indicators to evaluate the success of youth development policies.
- establish partnerships
- work with other youth development stakeholders to achieve policy objectives
- manage the policy-making processes
- facilitate the mainstreaming of youth
- determine and use the most appropriate communication strategy
- manage human interaction
- manage conflict and diverse interests
- operate in a culturally diverse environment
- apply advanced communication skills, including liaison, negotiation and advocacy
- plan and coordinate complex activities and processes
- bridge intergenerational divide
- manage human and financial resources.
- Influence the policy-making processes

(3) Resource Implications

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment.

(4) Method of Assessment

- Assessment may include observations, questioning and evidence gathered from the workplace.



- It is recommended that assessment take place on more than one occasion to enable all aspects of coordinating policy development to be assessed.

(5) Context of Assessment

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Collect, analyse and organise information	Level 2
Communicate ideas and information	Level 2
Plan and organise activities	Level 2
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0594**COORDINATE AND ASSESS DELIVERY OF SERVICES TO YOUTH WITH SPECIAL NEEDS**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required for planning, coordinating and assessing delivery of services to youth with special needs.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
1. Arrange for quality service delivery	1.1	Procedures are put in place to promote consistency and adherence to organisational standards and procedures for youth in general and for youths with special needs.
	1.2	Programmes are implemented to promote and ensure use of appropriate interpersonal skills by staff when working with youth with special needs.
	1.3	Appropriate support is provided to staff to implement accepted youth service practices.
	1.4	Strategies and methods are developed and implemented to ensure that all relevant youth information is collected, maintained, stored and accessible to relevant personnel.
	1.5	Procedures are put in place to ensure staff has access to additional specialist information and assistance when assessing youth with particular needs.
	1.6	Procedures are put in place to ensure staff has ready access to up-to-date and relevant information on the range of services available to youth.
	1.7	Strategy for mainstreaming youth with special needs is developed and agreed on with other stakeholders.
2. Coordinate service delivery	2.1	Mechanisms are put in place to ensure youth services delivered from within and outside the organisation can be identified by staff.
	2.2	Organisational procedures are developed to ensure youth will be provided with timely, accurate and relevant information about the services available to them.
	2.3	Relevant networks are established and maintained, to ensure appropriate referral of youth to services from within and outside the organisation.
	2.4	Procedures are put in place to ensure that decisions on youth services are based on up-to-date information about youth and the services available.
	2.5	Procedures are put in place to ensure that referrals to specialist services match specific youth needs to relevant and appropriate services.
	2.6	Service delivery is coordinated in ways that promote equal access.
3. Assess service delivery	3.1	Routine procedures are developed and implemented to check that allocated service delivery continues to match youth requirements and is delivered equitably.
	3.2	Procedures are developed and implemented to monitor and address changes in circumstances, environmental factors or urgency of youth safety needs.
	3.3	Procedures are put in place to collect and evaluate feedback on the adequacy of youth service delivery in meeting needs.
	3.4	Issues/factors that adversely impact on service delivery performance are readily identified and prompt remedial action taken if appropriate.

- 3.5 Recommendations for enhancing future service delivery are identified, assessed and implemented according to organisational standards and procedures, where appropriate.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Youth may include:

- people with specific needs
- family members and significant others
- community groups
- key people and groups within the community (e.g. other service providers, government agencies)
- carers

Language and interpersonal skills include:

- means for communicating with people in particular communities
- methods of communicating with different age, gender and sexual identity groups

All groups of youth may include:

- dons
- donnettes
- those with learning and other disabilities

Networks may include:

- specialist providers in the community services and health areas including health assessments
- specialist services to assist communication with youth and identification of their needs
- providers of identified youth services required by youth of the organisation
- other government departments in the social services sector

Feedback could be received from:

- youth questionnaires and surveys
- experts and specialist providers
- the community
- funding or regulatory bodies
- organisational review
- workshops and meetings
- case documentation
- observation of work activities
- interviews with youth, family, significant others and carers
- adults with special needs

Youth with particular needs may include:

- a combination of health, social, economic and personal disabling factors
- dysfunctional home, school and community environment
- cultural diversity
- mental and other health challenges
- those with human sexuality issues
- children, young people or the aged
- impoverished urban, hinterland or rural locations
- marginalised youth
- youth infected and affected by HIV/AIDS
- school drop-outs
- institutionalised youth

Methods of collecting information may include:

- interviews with youth, family, significant others and carers
- questionnaires
- applications and other forms
- case documentation
- classification tools
- information from professionals including medical reports
- information from various service providers including police reports and statistics

Youth services may include, but are not limited to:

- income, financial and community support services
- employment services
- access to recreation services
- care, support and welfare services
- transport and communication services
- seminars and workshops
- victim support groups/networks
- counselling (individual/group)
- physical and emotional support
- health promotion activities
- referrals to specialist services
- information which meets specific needs
- family violence awareness raising programmes

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- use appropriate research and consultation methods to assess and evaluate current services and identify youth requirements including administering organisation's test instruments to assess youth needs
- select appropriate services provided by the organisation and in the broader community to match youth needs
- provide referrals to relevant organisations or providers of specialist services based on assessment of youth needs
- research and identify strategies to address inadequacies in existing programmes, services and resources
- develop working relationships with key people within the organisation and other services, including the community, to encourage cooperation and participation in programmes
- apply specific knowledge of particular groups or issues as the need arises.
- accurately interpret and comply with legal and procedural requirements
- seek feedback and make appropriate recommendations

(2) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- national youth development strategy and other relevant frameworks
- the key people and agencies within the community who provide various allied services
- the socio-economic context
- legal requirements and provisions relevant to service delivery
- conduct research
- organisation's protocols and procedures
- the nature of group dynamics and the roles adopted by individuals in groups
- specific limitations of services, work roles and resources
- responsibility and professional abilities
- networking
- leadership styles
- personal values and attitudes and their potential impact on youth service delivery
- current practices and services available for family violence related issues
- effects of inequality on different groups of young people
- effective communication techniques
- the manifestations of gender inequality in social structures
- the implications of gender issues for the practice of youth development work
- operating in a culturally diverse environment
- human rights of young people
- assessment methods

Skills

The ability to:

- plan and implement projects
- apply research and assessment skills involving analysis, assessment and evaluation, for example, identifying gaps within existing services
- apply decision-making skills applied to a range of complex problems related to coordination of service delivery
- apply leadership skills to achieve outcomes and gain support on programme processes
- apply collaboration skills between youth worker and youth, and between services and workers across occupational groups
- apply problem-solving skills for a broad range of unpredictable problems including areas related to complex service delivery
- communicate effectively
- presentation of information including preparing documents and reports related to programme delivery issues
- facilitate the integration of all groups of youth within the communities including marginalised youth
- encourage feedback from key people and groups on the programmes
- use a variety of assessment tools
- prepare reports

(3) Resource Implications

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised.

(4) Method of Assessment

- Competency is demonstrated by performance of criteria in the context of the range of variables.



- Evidence should be sufficient to indicate the achievement of competence by the candidate to the standard required for reach element.
- Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role-plays, research/project work or observation of practicum.

(5) Context of Assessment

- In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include an appropriate range and variety of situations involving young people.
- Elements of competency contain both theoretical and practical components. The theoretical components may be assessed in a classroom setting. The practical components should be assessed either in a natural or simulated environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

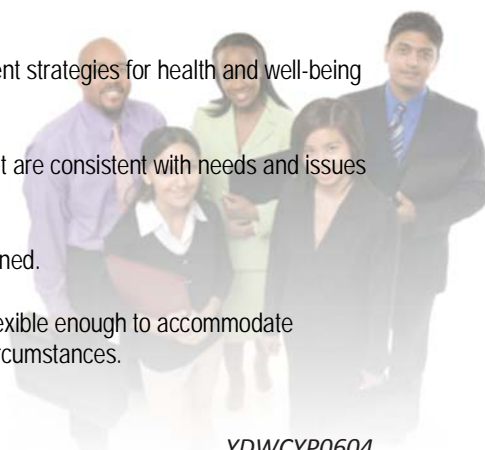
Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

YDWCYP0604**DESIGN, DEVELOP AND SUPPORT IMPLEMENTATION OF HIV/AIDS, STIS AND RELATED PROGRAMMES**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes for the development and monitoring of sexual and reproductive health programmes that enable young people to make healthy lifestyle choices.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather information relative to youth sexual behaviours for decision making	1.1 The methods chosen and the data collected enable meaningful analysis and decision making. 1.2 Young people are meaningfully engaged in the information gathering process on HIV/AIDS, STIs, sexual and reproductive health issues. 1.3 Research methodology demonstrates sensitivity to gender and awareness of human rights issues. 1.4 Existing information is used to identify barriers to behaviour change and other emerging issues. 1.5 Areas for priority attention are correctly determined. 1.6 Information gathered is appropriately recorded and communicated.
2. Evaluate effectiveness of existing interventions to address youth sexual behaviours	2.1 Existing programmes to address youth sexual behaviours are evaluated and relevance correctly determined. 2.2 Attitudes, behaviours related to HIV/AIDS and STIs prevention, care and support are clearly identified. 2.3 Social support networks are reviewed and strategies for strengthening determined. 2.4 The evaluation of programmes and programme gaps includes the input of relevant stakeholders.
3. Design and develop prevention, care and support programmes	3.1 Results of investigation on sexual and related behaviours are used appropriately to inform programme development. 3.2 Young people and other stakeholders are meaningfully engaged in the development of programmes. 3.3 Capacity building needs are clearly determined and appropriate interventions planned. 3.4 Programme design considers development strategies for health and well-being of youth. 3.5 Programme goals, objectives and content are consistent with needs and issues identified. 3.6 Relevant resources are correctly determined. 3.7 The design of the programme remains flexible enough to accommodate changes in young people's needs and circumstances.



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| 4. Support, monitor and evaluate implementation of sexual and reproductive health programmes | <p>3.8 Programmes designed are culturally inclusive and sensitive.</p> <p>4.1 Mechanisms for implementation, monitoring and evaluation are in place.</p> <p>4.2 Protocols and procedures for management of financial and other resources are observed.</p> <p>4.3 Established reporting procedures are in place and adequately provide the required feedback.</p> <p>4.4 Stakeholders are appropriately engaged and supported.</p> <p>4.5 Feedback is appropriately used to effectively manage and adjust the programme implementation.</p> |
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RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Social Support Networks

- peer counselors
- faith-based organisations
- special interest groups
- youth friendly spaces
- NGOs
- service clubs
- social service agencies

Stakeholders may include:

- young people
- parents
- persons affected and infected by HIV/AIDS and STIs
- teenage mothers
- survivors of domestic violence
- community health workers
- educational institutions
- private sector
- NGO's and FBO's
- special interest groups
- funding and development agencies
- government agencies

Research methodologies:

- quantitative
- qualitative

Emerging issues may include:

- sexual orientation/preferences
- commercial sex work
- human trafficking
- cybersex, sexting and use of technology to promote sex
- teenage pornography
- gender issues
- transactional sex

Cultural inclusiveness takes into account issues pertaining to:

- ethnicity
- gender
- sexual orientation
- socio-economic status
- religious persuasion
- disability

Sources of information may include:

- youth and their networks
- formal and informal research
- participatory learning and action
- focus group consultation

Capacity building may include:

- strategic planning
- budgeting
- monitoring and evaluation of social projects
- social marketing
- project planning and implementation
- media engagement
- advocacy and lobbying
- human resource management
- proposal and grant writing
- training in peer education
- predicting and dealing with domestic violence

Programmes may include those related to:

- HIV, Hepatitis
- sexually transmitted infections
- deepening understanding of safe sex
- human reproduction
- pregnancy
- contraception
- sexual health
- relationships and intimacy
- domestic violence

Programmes designed may include:

- sports
- edutainment
- popular theatre and role play
- dance and music
- puppetry
- interactive sessions

Resources include:

- human
- economic
- technological
- infrastructural

Development strategies to address youth sexual health issues may include:

- life and social skills
- career education
- life mapping
- work and employability training
- proactive wellness orientation

Programme planning takes into consideration:

- impact of personal values and attitudes
- social and other values
- community resources and organisations
- stakeholder partnerships
- resource requirements
- national youth development objectives
- funding and development agencies

Monitoring and evaluation mechanisms may include:

- design and development instruments
- sharing of personal experiences of change efforts
- progress reports
- data analysis
- requests for disbursement

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- conduct research
- document research findings
- apply criteria in prioritising areas of need
- design development programmes
- work with culturally diverse groups
- work with youths and parents
- work with key stakeholders
- review social support networks
- conduct evaluation
- analyse and prepare reports
- work with partner agencies
- mobilise resources

(2) Underpinning Knowledge and Skills

Knowledge

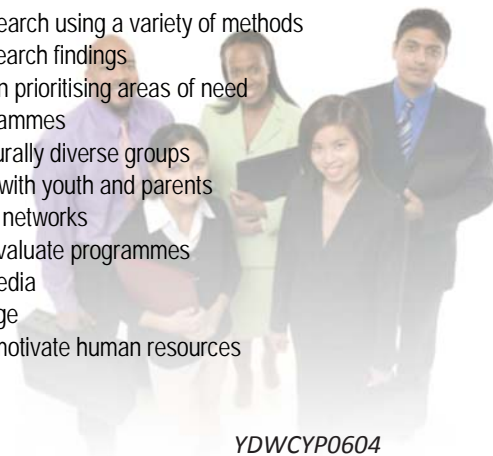
Knowledge of:

- research methodologies
- programme design and development
- evaluation procedures and guidelines
- social trends and implications for youth work
- positive youth development strategies
- communication styles and methods
- importance of understanding the cultural context
- STIs, HIV and AIDS
- sexuality in cultural contexts
- sexual assault and harassment
- sexual identity and orientation

Skills

The ability to:

- undertake research using a variety of methods
- document research findings
- apply criteria in prioritising areas of need
- develop programmes
- work with culturally diverse groups
- communicate with youth and parents
- support social networks
- monitor and evaluate programmes
- engage the media
- manage change
- manage and motivate human resources



- sexual health promotion strategies
- cross-cultural communication protocols
- recognition of individual communication styles
- adolescent and youth development
- theories of behaviour change
- current national, regional and international strategies in HIV reduction
- gender and human rights issues
- principles of adult learning
- socio-cultural factors that impact behaviours
- available social services
- influence of the media on shaping behaviour
- principles of strategic planning and resource management

(3) Resource Implications

- Access to appropriate workplace where assessment can take place.
- Human resources consistent with those outlined in the range or simulation of realistic workplace setting for assessment.

(4) Consistency in Performance

- Assessment may include observations, questioning or evidence gathered from a workplace setting, projects and or case study
- Assessment is recommended to take place on more than one occasion or done over time.

(5) Context of Assessment

- Competency must be demonstrated in a real work environment.
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios.
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Underpinning knowledge and Skills and consideration of required attitudes.
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", evidence should be authenticated by colleagues, supervisors, youth or other appropriate persons.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgment of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 2
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



Creating conditions in which young people can act on their own behalf



YDWCYP0614**DESIGN, DEVELOP AND SUPPORT THE IMPLEMENTATION OF COMMUNITY YOUTH DEVELOPMENT PROGRAMMES**

Competency Descriptor: *This unit relates to knowledge, skills and attitudes required to design, develop and support the implementation of community youth development programmes.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather information for decision making	<p>1.1 Information gathered clarifies understanding of the impact of community issues on youth and vice versa.</p> <p>1.2 Young people and adults are meaningfully engaged in the information gathering efforts.</p> <p>1.3 The methods chosen and the data collected enable meaningful analysis and decision making.</p> <p>1.4 Information gathered is appropriately recorded.</p> <p>1.5 Protocols pertaining to information sharing are observed.</p>
2. Design and develop community youth development programmes	<p>2.1 Key stakeholders in the community are meaningfully engaged in the design and development of programmes.</p> <p>2.2 Strategies reflect the rights and responsibilities of the community to effect change.</p> <p>2.3 Programme design and development take into account issues of diversity in the community.</p> <p>2.4 Programme design and development actively engage youth adult partnerships.</p> <p>2.5 Capacity building needs are clearly determined and addressed to enable community to contribute to programme design and development.</p> <p>2.6 Resource requirements are accurately determined.</p> <p>2.7 Relevant stakeholder partnerships are formalised.</p> <p>2.8 The design of the programmes remains flexible enough to accommodate changes in the circumstances affecting the community.</p> <p>2.9 Programme development is consistent with agreed outcomes.</p>
3. Support, monitor and evaluate implementation of programmes	<p>3.1 Community stakeholders are involved in establishing parameters for implementation and evaluation.</p> <p>3.2 Mechanisms for implementation, monitoring and evaluation are in place.</p> <p>3.3 Community stakeholder input is appropriately utilised and accounted for.</p> <p>3.4 Protocols and procedures for management of financial and other resources are observed.</p> <p>3.5 Mechanism for effective multi-stakeholder participation is in place.</p> <p>3.6 Established reporting procedures to facilitate the required feedback are in place.</p> <p>3.7 Feedback is appropriately used to effectively manage and adjust programme implementation.</p>

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Community issues may include:

- crime and violence
- livelihood
- environmental
- family and kinship instability
- migration
- infrastructural
- political
- education
- inter-community and intra-community tensions
- weak governance

Information gathering may include:

- community mapping
- stakeholder analysis
- youth data
- trends analysis
- national census data

Community stakeholders may include:

- family and kinship networks
- youth and youth networks
- service providers
- special interest groups
- media
- youth and youth groups
- parents and kinship networks
- victims, survivors, perpetrators and marginalized youth
- community leaders
- faith-based community and NGOs
- business sector
- school
- police
- opinion shapers and leaders
- media
- politicians directorate
- health care workers
- coaches and sports organisations
- development and funding agencies
- government agencies
- educational institutions
- financial institutions

Strategies to reflect rights and responsibilities of the community take into account:

- risk issues
- self-reliance
- self-determination
- advocacy on own behalf
- respect for diversity
- entitlement issues
- understanding of right and responsibilities
- adult acceptance of rights of children and youth

Research methods may include:

- surveys
- interviews
- focus groups
- consultations
- Town Hall and community meetings

Cultural diversity may include:

- gender
- religious
- ethnic
- socio-economic
- age
- ability and disability

Stakeholder input may include:

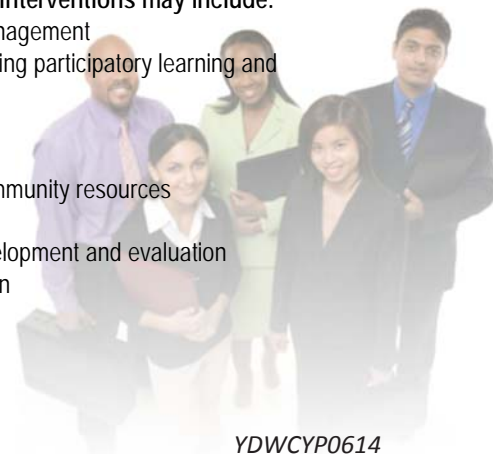
- training interventions
- psycho-social support
- health care services
- rehabilitation
- provision of youth friendly spaces
- mentorship
- legal aid
- mental health services
- financial assistance and technical support

Community youth programmes may include:

- adult youth initiatives
- work and life skills programmes
- parenting initiatives
- peer counselling initiatives
- mentorship programmes
- physical and wellness programmes
- volunteering initiatives
- entrepreneurship programmes
- apprenticeship
- sports activities
- cultural/heritage initiatives
- recreational
- educational support
- community re-integration
- human rights education

Areas for capacity building interventions may include:

- project planning and management
- research methods including participatory learning and action (PLA) methods
- advocacy
- networking
- mobilising and using community resources
- leadership
- programme design, development and evaluation
- monitoring and evaluation
- working with the media
- working collaboratively
- accountability



EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- conduct research
- document research findings
- apply criteria in prioritising areas of need
- design development programs
- work with culturally diverse groups
- work with communities
- mobilise community resources
- work with youths and parents
- work with key stakeholders
- conduct evaluation
- analyse and prepare reports
- work with partner agencies
- leverage political support

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the national, regional and international youth development framework (including Commonwealth Plan of Action for Youth Empowerment)
- research methodologies
- programme design and development
- evaluation procedures and guidelines
- social trends and implications for youth work
- key concepts in community development
- youth development strategies
- communication styles and methods
- importance of understanding the culture in which one operates
- professional ethics
- theories of human growth and development
- the developmental approach to youth development
- protective and risk factors in youth development
- legislation and policies relating to youth
- principles of advocacy
- forms of abuse and their indicators
- gender and human rights issues
- the role of the media in supporting change
- principles of strategic planning and resource management
- locations of specialist and generic services and agencies
- the specific needs of identified target groups
- how to engage young people as agents of change
- communication skills
- community norms and implications to youth work
- referral procedures and protocols

Skills

The ability to:

- use a variety of community-based research tools
- develop programmes on the basis of research data involving young people and others
- engage young people and other stakeholders in the community
- consult with young people and other key groups in ways that are appropriate to them
- analyse risk to community
- assess input of stakeholders
- analyse trends
- conduct a gap analysis
- match available resources with needs
- build capacity among young people and other stakeholders in the community
- leverage political support
- engage the media
- mobilise community support
- design, develop and support implementation of projects
- operate within legislative, statutory and organisational guidelines
- evaluate social projects
- apply advocacy skills
- lobby for legislative and other reform with respect to improvement of communities

(3) Resource Implications

- Access to appropriate workplace where assessment can take place.
- Human resources consistent with those outlined in the range.

- Simulation of realistic workplace setting for assessment.

(4) **Method of Assessment**

- Assessment may include observations, questioning or evidence gathered from a workplace setting, projects and or case study.
- Assessment is recommended to be on more than one occasion or done over time.

(5) **Context of Assessment**

- Competency must be demonstrated in a real work environment.
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios.
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", evidence should be authenticated by colleagues, supervisors, youth or other appropriate persons

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 2
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



YDWCYP0624**OPTIMISE RESOURCE MOBILISATION OPPORTUNITIES TO SUPPORT YOUTH DEVELOPMENT WORK**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required to optimise resource mobilisation opportunities and account for contributions made for youth development work.*

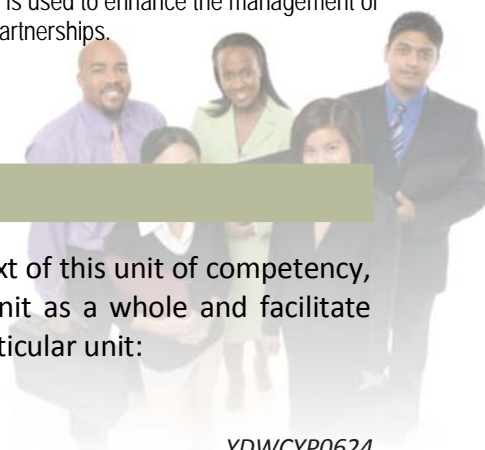
Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Determine project and programme resources required	1.1	Efforts to determine resource requirements of strategic plan involve the engagement of relevant stakeholders.	
	1.2	Resource requirements are accurately determined and agreed.	
	1.3	Resources are correctly quantified and are appropriate to achieving expected project and programme outcomes.	
	1.4	Organisation's resource procurement regulations and protocols are correctly determined.	
2. Undertake research to support resource mobilisation strategy	2.1	Relevant stakeholders are engaged in research and analysis efforts.	
	2.2	Donor mapping leads to critical information necessary to developing an effective strategy.	
	2.3	Possible benefits to donors and other partners that can accrue from alliances are accurately identified and incorporated into resource mobilisation strategy.	
	2.4	Potential donors are identified, appropriately categorised, documented and prioritised.	
3. Develop strategic alliances	3.1	Strategies in place to initiate build and maintain strategic alliances and partnerships with stakeholders to sustain support over the long-term are appropriate.	
	3.2	The importance of investing in young people is clearly articulated to stakeholders, partners and potential donors.	
	3.3	Communications plan to promote the mission, vision, and values of the organisation to stakeholders, partners and potential donors is appropriate.	
	3.4	Memoranda of Understanding (MoU) signed with strategic partners are consistent with organisation's protocols and procedures.	
	3.5	Mechanism agreed on for monitoring the implementation of MoU is effective.	
4. Secure contributions	4.1	Strategies for securing financial and other support from prospects are in place and are consistent with organisational standards.	
	4.2	Proposals for funding are consistent with donor organisation's requirements and endorsed by stakeholders.	
	4.3	Strategies for securing contributions are implemented as agreed.	
	4.4	Procurement activities are consistent with organisational protocols and donor requirements.	

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| | 4.5 | Acknowledgement and recognition of gifts and in-kind contributions is done in ways that are meaningful and appropriate to donors and the organisation. |
| | 4.6 | Terms of reference for the provision of services are correctly aligned with project deliverables. |
| | 4.7 | Schedule of resource procurement is appropriately aligned to project and programme timelines. |
| 5. Manage and account for contributions | 5.1 | Organisation's guidelines and protocols governing the use and reporting of financial contributions are clearly understood and adhered to. |
| | 5.2 | Organisation's policy on the acceptance and acknowledgement of in-kind gifts is adhered to. |
| | 5.3 | Donors' instructions regarding use of contributions are strictly complied with. |
| | 5.4 | Use of stakeholder expertise in managing resources is maximised. |
| | 5.5 | Use of contributions reflects commitment to accountability, transparency and non-discrimination. |
| | 5.6 | Expenditure is carefully monitored against donor budget lines. |
| | 5.7 | Submission of reports to donor agencies is appropriate and timely. |
| 6. Build capacity to facilitate the optimisation of opportunities | 6.1 | Data collected on potential donors on developments and trends in the donor community is continuously updated. |
| | 6.2 | Capacity needs are correctly assessed and interventions appropriately determined. |
| | 6.3 | Training programmes for staff to enhance their resource mobilisation skills are appropriately designed and conducted. |
| | 6.4 | The importance of continued research for new resource mobilisation opportunities is emphasised. |
| | 6.5 | Opportunities to give credit, recognition and appropriate levels of visibility to donors and other partners are creatively utilised. |
| 7. Monitor and report on management of resources strategic alliances and partnerships | 7.1 | Mechanism for monitoring use of resources is developed and in place. |
| | 7.2 | Mechanisms for effectively monitoring strategic alliances are in place. |
| | 7.3 | Reports submitted internally and to partners are consistent with organisational requirements. |
| | 7.4 | Feedback solicited and obtained is used to enhance the management of resources and maintenance of partnerships. |

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:



Relevant stakeholders may include:

- young people and their networks
- volunteers
- NGOs, CBOs and FBOs
- state and para-state agencies
- business sector
- funding and development agencies
- research, educational and training institutions

Guidelines and protocols may take into account:

- nature of the contribution
- money value of the contribution
- the political, social and cultural relevance of the benefactor
- ethical behavior of youth worker
- reporting obligations
- management of contributions
- accountability and reporting requirements

Potential donors may include:

- CBOs, FBOs and NGOs
- business sector
- other youth development agencies
- development agencies
- government departments

Donor organisation requirements may include:

- beneficiaries stipulations
- use of their proposal template
- kind of contribution
- use of organisation's logo on products developed with their resources
- inclusion of disclaimer re: content of published material
- time frame for use of resources
- use of funds for particular purposes and target group

Strategies in place to initiate and strengthen relationships may include:

- providing updates on projects
- formal partnership agreements
- managing resources efficiently
- honouring commitments of partnership
- appropriate recognition and levels of visibility for donors and partners

Information about donors may take into account:

- political and strategic relevance
- vision and mission
- track record in donating to the social service sector
- financial status
- organisation culture

Research may include:

- web based information
- reports of development and donor agencies
- newspaper articles
- telephone directories
- corporate sector catalogues
- consultation with recipients of donor funds

Recognition of support and gifts may be by:

- acknowledgement and credit in text and covers of material produced
- use of company's logo on materials produced once permission is granted
- public announcements
- letters of appreciation
- endorsements
- certificate of support
- awards and award ceremonies
- videos of formal end-of-project evaluation and /or closing ceremony

Strategies for securing donations may include:

- submission of grant proposals
- special marketing events
- lobbying at major events
- bilaterals with potential donors

Capacity needs may relate to:

- public speaking
- presentation
- building alliances
- networking
- preparing reports
- grants writings
- proposal writing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- carry out mapping exercise
- conduct basic research
- mobilise stakeholders
- build strategic alliances
- promote the work of the organisation
- develop communication plan

- manage financial and in-kind resources
- design and conduct training programmes
- ensure appropriate levels of visibility of donors and partners during project and programme implementation
- monitor partnerships and project/programme performance

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic research
- mapping techniques
- identifying and mobilising stakeholders
- philanthropists
- agencies which support development initiatives
- market survey tools
- mission, vision and mandates of organisation, donor and partner agencies
- basic accounting systems and principles
- resource mobilisation strategies and techniques
- grant proposal writing
- effective communication techniques
- marketing techniques
- principles of adult learning
- report writing
- data management, record-keeping systems and security procedures
- ethical principles relevant to building partnerships, securing and accepting gifts
- laws and regulations affecting donors and not-for-profit organisations
- negotiation skills
- building partnerships
- work in a culturally diverse environment

Skills

The ability to:

- apply research skills
- identify and mobilise stakeholders
- develop strategic alliances
- build and maintain partnerships
- bridge inter-generational and cross-cultural divides
- use basic accounting principles
- be transparent
- use a variety of communication techniques
- develop and make presentations
- work within regulatory frameworks
- write reports
- use a variety of fundraising techniques
- develop a communication plan
- manage people
- motivate and influence others
- manage change
- negotiate
- make donors and partners feel appreciated
- apply leadership skills
- promote the work of the organisation
- share resource mobilisation techniques with colleagues

(3) Resource Implications

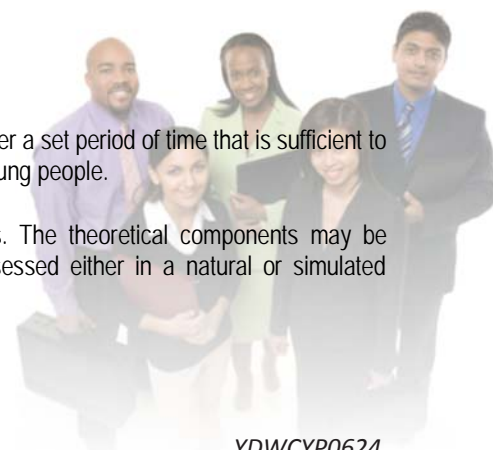
- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

(4) Method of Assessment

- Competency is demonstrated by performance of the criteria in the context of the range of variables.
- Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.
- Assessment activities may also include written or verbal short-answer testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(5) Context of Assessment

- In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations involving young people.
- Elements of competency contain both theoretical and practical components. The theoretical components may be assessed in a classroom setting. The practical components should be assessed either in a natural or simulated environment.



CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



Youth Development Workers are properly educated, trained and empowered to execute the professional functions required of them

YDWCYP0634**MANAGE RESEARCH PROJECTS**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to initiate, manage and act upon research findings for programme and policy formulation/review.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
1. Initiate research efforts	1.1	The need for research is identified and defined in consultation with relevant stakeholders.
	1.2	Research concepts, designs and proposals are examined, developed and tested with relevant stakeholders according to needs, timeframes, resources and desired outcomes.
	1.3	The feasibility of research proposals is assessed against determined criteria.
	1.4	Opportunities are provided to encourage participation in research activities.
	1.5	Issues related to ethics, validity and reliability are incorporated in research designs.
2. Identify and acquire resources	2.1	Resources identified are sufficient to satisfy intended use.
	2.2	Strategies are devised and implemented to obtain and make use of the necessary resources to ensure research outcomes.
	2.3	Protocols for obtaining resources are observed.
3. Supervise research projects	3.1	Work plan developed is sufficient to achieve desired outcomes.
	3.2	Key stakeholders are engaged in work plan development.
	3.3	Monitoring of work plan and budget is consistent with agreed timelines and indicators.
	3.4	Process review activities are implemented to ensure quality of research outcomes.
	3.5	Relevant documentation practices are observed.
	3.6	Opportunities are created for stakeholders to evaluate the research findings and process.
4. Interpret and act on analysis of research	4.1	The analysis and recommendations are consistent with research data.
	4.2	Established processes and procedures for establishing validity and reliability of the research findings are correctly applied.
	4.3	Where appropriate, recommendations are made for action based on research results.
	4.4	Findings are appropriately documented and made available to relevant stakeholders.
	4.5	Stakeholders are engaged in a timely manner to build support for policy and or programme formulation/review.
	4.6	Research findings are effectively used in programme formulation/review.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Initiating and coordinating research may be informed by the need for:

- policy making
- strategic planning
- social marketing
- service development and delivery
- legislative reform
- community youth development

Research undertaken will give due consideration to:

- research codes of ethics and protocols
- organisational mission, outcomes and objectives
- organisation's programme standards
- regulatory requirements
- key stakeholders
- identified areas of interest

Funding proposals may include:

- submissions
- tenders
- expressions of interest
- sponsorship
- fee for service
- contracting

Resources may be obtained through:

- central/local government
- philanthropic agencies
- private business and sponsorship
- bequests, donations and other private grants
- money raised by fundraising events
- sale of resources
- regional and international development agencies

Criteria to assess the research proposal will include:

- the size and nature of the research sample i.e. who and how many will be researched
- research methods
- purpose of research and for whom
- the human, financial and physical resources required
- the nature and scope of the information to be gathered
- the timetable
- social and cultural context

Resources will include:

- specialist researchers
- research administrators
- funding
- previous research data written, oral and audio-visual sources
- equipment e.g. computer, electronic recording equipment etc.
- analysis presentation tools

Work plan considerations:

- budget
- human resource
- technical
- technological
- current social climate
- work plan timelines
- political imperatives/dictates
- contingencies

Key people or stakeholders may include:

- youth and youth networks
- NGOs and FBOs
- political directorate
- community groups
- special interest groups
- parents
- media
- private sector
- education institutions
- funding and development agencies
- government agencies

Protocols may include:

- stakeholder engagement
- research ethics
- information management
- procurement processes

Research review process allows for:

- support
- advice
- debriefing
- feedback

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) **Critical Aspects and Evidence**

Competency must be demonstrated in the ability to:

- design research
- manage a project
- build and develop collaborative teams
- supervise research activities
- interpret and analyse research data
- prepare report

(2) **Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- research trends in youth and community development
- national, regional and international youth development agenda
- policy development protocols and procedures
- management of research models/practices
- project management models/practices
- research ethics and codes of conduct
- consultation models/practices
- resource management models/practices
- people management models/practices
- principles of research
- research methodologies
- information management

Skills

The ability to:

- develop consultation protocols
- facilitate consultation
- communicate at a high level
- negotiate
- apply advocacy skills
- conduct research
- manage research process
- develop information management protocols
- work with team of experts
- manage projects
- manage equipment, materials and funding
- use technology
- apply analytical skills
- influence policy formulation

(3) **Resource Implications**

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment.

(4) **Method of Assessment**

- Assessment may include observations, questioning and evidence gathered from the workplace.
- Assessment may take place on one occasion but must include evidence of all aspects of managing research activities.
- Competence may be demonstrated working individually or as a member of a team.

(5) **Context of Assessment**

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of conditions relevant to youth work.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



Enabling young people to work together in groups

YDWCYP0644**DEVELOP A STRATEGIC PLAN**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to develop a strategic plan*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Agree on a strategic planning process	1.1 The potential value of the strategic plan to the organisation in detailing the vision, goals and strategies is understood and clearly articulated. 1.2 Key stakeholders are identified and mobilised. 1.3 Committee to spearhead the development of the strategic plan is properly established. 1.4 Strategies to build support for the planning process, and the development of the strategic plan are agreed on and are in place. 1.5 Roles are clarified and appropriately assigned. 1.6 Costs of developing the strategic plan are determined and budgeted for.
2. Conduct an environmental scan	2.1 Appropriate tools are correctly used to assess the readiness of the organisation, its environmental context and situation. 2.2 Strategies used to analyse how the organisation relates to its external environment are appropriate. 2.3 The approach to determine the organisation's strengths and weaknesses is appropriate. 2.4 The analysis of the organisation's strengths, weaknesses, external opportunities and threats is clearly documented and shared with relevant stakeholders. 2.5 Strategic issues to be addressed are clearly identified and prioritised.
3. Conduct situational analysis	3.1 Relevant stakeholders are appropriately engaged. 3.2 Analysis tools are appropriate to obtaining pertinent information. 3.3 Information gathered is relevant and correctly analysed. 3.4 Information gathered leads to a clear understanding of the context within which the organisation operates. 3.5 Internal and external critical issues are agreed on and are prioritised. 3.6 Capacity needs are identified, and measures to address gaps are agreed on.
4. Conduct visioning exercise	4.1 Strategic relevance and position of the organisation are established and clearly articulated. 4.2 Vision, mission statements, and core values reflect the raison d'être of the organisation. 4.3 Vision and mission are agreed on and appropriately recorded. 4.4 Critical success factors are agreed on, realistic and are prioritised.

- | | |
|--|--|
| 5. Develop strategic goals and strategies for achieving them | <p>5.1 Established goals address critical issues and are aligned with organisation's raison d'être (vision, mission, values).</p> <p>5.2 Goals are appropriately prioritised.</p> <p>5.3 Changes in the current strategy necessary to address strategic issues identified in the environment scan are determined and agreed on.</p> <p>5.4 Roles and responsibilities of respective stakeholders are agreed on.</p> |
| 6. Develop objectives and work plan | <p>6.1 Management and staff are appropriately engaged to contribute to development of objectives and work-plan.</p> <p>6.2 Agreed on annual objectives are specific, measurable, achievable, realistic, time bound and are aligned to goals.</p> <p>6.3 Agreed on outputs and performance indicators are specific and aligned to objectives.</p> <p>6.4 Capacity building initiatives designed are adequate to support the implementation of the plan.</p> <p>6.5 Work-plan includes an approved communication strategy.</p> <p>6.6 Monitoring and evaluation strategies and process are appropriate for periodic measurement of performance against stated outcomes.</p> <p>6.7 Necessary approval is secured for the developed strategic plan.</p> |
| 7. Monitor and evaluate implementation of plans | <p>7.1 Key stakeholders are meaningfully engaged in the monitoring and evaluation process.</p> <p>7.2 Annual work plans and other relevant documents are made available for monitoring and evaluation process.</p> <p>7.3 Information gathered from the monitoring and evaluation process is appropriately recorded.</p> <p>7.4 Information is used to inform organisational change and development.</p> |

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Analysis tools may include

- Strengths, Weaknesses, Opportunities and Threats(SWOT) analysis
- Problem tree/ solution tree
- Political, Economic, Social, Technological and Ecological analysis(PESTE)

Strategies used to analyse organisation's situation:

- SWOT analysis
- performance analysis
- capacity
- force field analysis
- market analysis

Communication strategy will address:

- information flow
- scheduling
- format
- protocols and procedures
- channels
- feedback mechanisms

Strategies to build support may include:

- information flow
- capacity building
- peer coaching

Strategies used to analyse organisation's situation cont'd:

- stakeholder analysis
- market segmentation
- competitive analysis

Information gathered may include:

- organisational assets
- partnerships/alliances
- organisational culture
- market
- clientele
- social context
- regulatory framework
- political climate
- potential for growth

Capacity building initiatives may include:

- workshops
- peer coaching
- executive coaching
- peer reviews
- performance reviews
- shadowing
- exchanges
- training in use of analysis tools

Key stakeholders to include:

- line and middle line staff
- management
- development agencies
- policy makers
- young people and their networks
- media
- FBOs and other NGOs

Critical issues may include:

- funding issues
- new programme opportunities
- changing regulations
- new political mandate
- changing needs of young people
- emerging socio-cultural trends
- social context
- local, national and international economic trends

Critical success factors may include:

- integration of services
- collaboration with key stakeholders
- efficient use of resources
- medium and long-term impact
- sustainability
- research driven programmes
- achieving credibility
- visibility

Monitoring and evaluation will take into consideration:

- scheduling
- who should be involved
- resources
- recording
- reporting
- celebrating success
- M&E tools and strategies
- capacity building
- embedding monitoring and evaluation culture

Organisational profile may take into account:

- products/services
- organisational culture
- workforce productivity
- infrastructure
- regulatory framework
- organisational structure
- relationships
- value chain
- financial status

Action plan will take into account

- events
- responsibilities and roles
- time lines
- targets
- resources needed
- indicators
- deliverables
- use of SMART planning tool

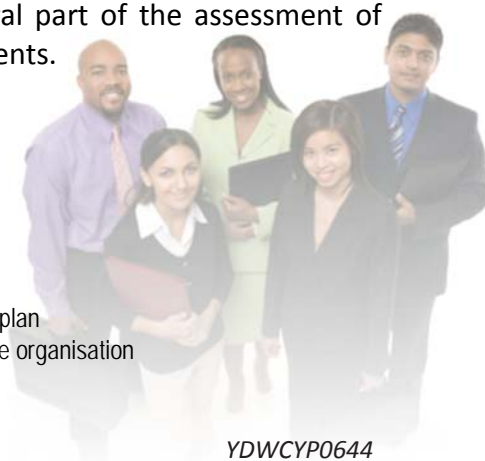
EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- identify and mobilise key stakeholders
- clarify and assign roles
- assess needs of the organisation for engaging in strategic planning
- implement strategies to build support for the planning process and the strategic plan
- get agreement on and document vision, mission statement and core values of the organisation
- establish strategies to embed the organisation's values



- get agreement on and prioritise critical success factors
- gather information for planning and decision making
- identify capacity needs and agree on measures to address gaps
- get agreement on and prioritise organisational goals and objectives
- align agreed outcomes and indicators to objectives
- get agreement on action plan
- implement capacity building initiatives to support the implementation of the plan
- establish and develop communication plan
- get agreement on and implement monitoring and evaluation plan
- engage key stakeholders in the monitoring and evaluation process
- use gathered information to inform organisational change and development
- monitor and manage activities towards achievement of objectives

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- strategic planning models and process
- relevant legislation, government discussion papers
- current and emerging trends
- youth development frameworks, including national Youth Policy and the Commonwealth Plan of Action for Youth Empowerment (PAYE)
- organisational development
- research methods including participatory methodologies
- leadership models
- management models
- communication theories
- budget planning
- the value of a Communication Plan in keeping a Strategic Plan alive
- tools for analysis
- basics of Behaviour Change
- basics of Change Management
- Risk Management
- how to develop SMART objectives
- how to formulate vision and mission statements
- how to use planning tools such as a log frame
- how to manage resources
- how to build strategic alliances
- how to develop a marketing plan
- basics of process management

Skills

The ability to:

- analyse and interpret social issues impacting on service provision
- coordinate the organisation's responses to emerging issues
- identify opportunities
- capitalise on opportunities
- use advocacy skills
- manage change
- communicate effectively
- influence people
- manage teams
- develop SMART objectives
- manage change
- assess risk
- manage research projects
- use information to manage change
- develop a work plan
- manage resources
- respond to capacity gaps in the organisation
- motivate others
- promote the organisation's vision, mission, values and purpose with conviction
- take initiative
- negotiate
- develop a marketing plan
- use analysis tools
- conduct stakeholder analysis

(3) Resource Implications

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment.

(4) Method of Assessment

- Assessment may include observations, questioning and evidence gathered from the workplace.
- It is recommended that assessment take place on more than one occasion but must include assessment of all aspects of developing a plan.

(5) Context of Assessment

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Collect, analyse and organise information	Level 2
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 3
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



YDWCYP0654**PLAN, COORDINATE AND REVIEW SERVICE DELIVERY IN YOUTH DEVELOPMENT WORK**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to plan, coordinate and review service delivery in youth development work to ensure that the needs of youth continue to be met within complex and/or changing circumstances*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
1. Plan youth service delivery	1.1	Youth and other stakeholders are engaged in determining goals, strategies and service delivery outcomes.
	1.2	Strategies are planned to address identified gaps and inadequacies in service provision.
	1.3	Opportunities for new programmes and/or resources are identified, clarified and evaluated in accordance with organisational standards and procedures.
	1.4	Strategies are identified to deal with contingencies which may arise.
	1.5	Required human resources are correctly determined and appropriately deployed to ensure service delivery outcomes.
	1.6	Technical and organisational resources are appropriately engaged to maximise effectiveness of service delivery.
	1.7	Organisational standards, protocols and procedures are in place and adhered to.
2. Coordinate services provided to youth	2.1	The strategic direction of the organisation, individual and community needs and national priorities guide the provision of youth services.
	2.2	Service delivery options developed are appropriate to address identified youth needs.
	2.3	Accurate and appropriate documentation of youth needs and service delivery options are maintained.
	2.4	Service delivery options are appropriately coordinated to achieve desired outcomes.
	2.5	Information on youth and service delivery is routinely collected and analysed to ensure that relevant guidelines and procedures are observed.
	2.6	Youth services and their benefits are appropriately promoted.
	2.7	Performance indicators are developed and implemented to routinely monitor youth service delivery.
3. Review youth services	3.1	Accountability mechanisms are in place and enforced.
	3.2	Issues/factors that adversely impact service delivery are correctly identified and appropriately addressed.
	3.3	Feedback mechanism allows for timely feedback from key stakeholders.

- 3.4 Recommendations for enhancing service delivery are sought and implemented where appropriate.
- 3.5 Protocols are in place to protect the safety of youth and minimise risk.
- 3.6 Appropriate work is undertaken to ensure youth concerns about services are addressed and complaints of a serious nature dealt with in accordance with organisational standards and procedures.
- 3.7 Gaps in the provision of service to youth are identified and appropriate corrective strategies developed and implemented.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Youth service delivery should take into consideration:

- youth needs and rights
- current best practice
- organisational policies and procedures
- legislative and statutory guidelines
- professional ethics
- duty of care considerations
- environmental factors
- emerging issues

Service delivery options may include:

- strategies to increase access to facilities, services or decision making
- providing direction, advice and information
- development of community facilities
- development of community education and support programmes
- establishment of advocacy groups
- improved community liaison and networking
- support programmes for victims/survivors of domestic violence
- education programmes to improve workers' skills and knowledge

Promotion of youth service benefits may be provided by:

- simple informal communication regarding the service activity, through internal and external networks
- street fairs
- lobbying relevant persons and agencies
- public communication, such as public speaking opportunities, local media and interviews/press releases/programmes
- specific marketing materials such as flyers, brochures, 'advertisement' type articles in local newspapers
- use of existing organisational/agency information channels such as notice boards/bulletin boards, newsletters and pamphlets
- audio-visual materials, web-sites
- formal networking and community consultation
- any combination of the above and others

Youth services may cater for:

- individuals (inclusive of children, youths)
- other organisations and community groups serving youth
- family members and significant others
- people with special needs

People with specific needs include youth who:

- have a disability
- come from diverse cultural and sub-cultural backgrounds
- live in remote or rural locations
- have human sexuality issues
- have different religious beliefs or practices
- have addiction or dependency issues
- have mental health issues

Desired outcomes are measured against:

- timeliness
- appropriateness of outcomes
- accessibility of services
- the extent to which protocols facilitate delivery

Youth services/youth needs may include:

- safety needs
- accommodation/transportation
- income, financial and community support services
- crisis intervention and support
- family support
- juvenile justice/rehabilitation
- communication services
- advocacy
- victim support groups/networks
- counselling (individual/group)
- physical and emotional support
- sexual and reproduction and other health promotion activities
- referrals to specialist services
- information which meets specific needs
- domestic violence awareness raising programmes
- care and support services
- people with special needs, minority groups



Feedback on services could be gained through:

- workshops and meetings
- questionnaires
- case documentation
- observation of work activities
- surveys
- interviews
- applications and other forms
- use of classification tools
- information from various service providers

Organisational standards and procedures may include those relating to:

- youth and worker safety
- collection and storage of information
- youth interview protocols and procedures
- code of conduct/code of ethics
- principles and implementation of duty of care and rights of youth to self-determination
- departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- inter-agency practice and protocols
- use of interpreter and interpreter services
- eligibility criteria for accessing particular services
- completion of forms and applications
- guidelines relating to confidentiality/youth consent
- occupational health and safety
- debriefing and supervision
- industry standards
- principles and implementation of duty of care
- international conventions relating to the rights of children and young people

Resources may include:

- culturally, visually and linguistically appropriate literature
- information which is relevant to specific needs of groups
- administrative support
- facilities, educational materials, equipment
- funding
- departmental training

Youth services/youth needs may include cont'd

- personal development
- relationship guidance
- spiritual, emotional and mental health issues
- parenting and child care education

Key stakeholders may include:

- organisational management, colleagues, supervisor, team members
- survivors/victims of domestic violence, their families and friends
- funding agencies
- specialist providers
- government service agencies/providers
- policy and decision makers
- community leaders
- individuals, groups or communities most likely to be affected by strategies or actions planned
- special interest groups
- youth networks

Methods/sources to collect information and data to identify gaps and identify needs may garnered from:

- interviews with youths, family, significant other and carers
- questionnaires
- applications and other forms
- case documentation
- using specialist communicators
- classification tools
- information from professionals
- information from various service providers
- police reports and statistics

Accountability mechanism should take into consideration:

- key result areas
- performance indicators
- objectives
- resources
- agreed plans

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- implement strategic planning processes that will provide a clear direction for the organisation and identify opportunities for new programmes and services
- use appropriate research and consultation methods to assess and evaluate current services and identify youth requirements
- monitor costs and outcomes against specified key result areas, objectives, resources and agreed plans
- develop working relationships with youths, key people within the organisation and other services, including the community to encourage feedback on programmes and services
- negotiate the acquisition of relevant resources where appropriate

- apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs, religious, survivors/victims of domestic violence, users of violence, mental health, disability etc.) depending on the work program or services provided,
- accurately interpret and comply with legal and procedural requirements

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- 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
- theories, approaches and styles that inform contemporary management practice as they relate to youth development work
- protocols for engaging NGOs, development and funding agencies
- strategic planning processes
- the use of performance indicators to monitor youth service delivery
- range of service delivery options available in line with organisational objectives
- service agencies - their capacities and operating philosophy and procedures
- the key people and groups within the community who are able to provide feedback on programmes
- the social, historical, cultural, political and economic context of issues such as domestic violence, power and gender issues, child abuse, and associated criminal issues
- personal values and attitudes and their potential impact on youth and youth development work
- community development principles and strategies and their application
- theories and concepts of planning and control procedures, resource management and risk management, evaluative methods and service review
- how to build strategic alliances

Skills

The ability to:

- identify, assess and analyse, e.g. gaps within existing agencies
- plan projects in relation to scope, time, cost and quality
- communicate effectively
- work with other team members to achieve specified outcomes
- collaborate with youth workers, youth, services and workers across occupational groups
- develop and apply facilitation skills
- facilitate sessions to obtain feedback
- present organisation's policy and vision
- apply project management techniques
- adopt different roles in a group including leadership and advocacy
- adopt different roles in a group including leadership and advocacy
- negotiate, lobby and network
- motivate team members and other stakeholders
- manage human resources
- present at different fora

(3) Resource Implications

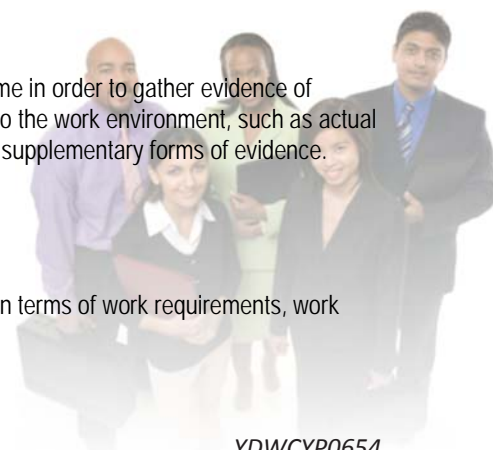
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised.

(4) Method of Assessment

- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range of Variables. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

(5) Context of Assessment

- Evidence will be determined by selection from the Range of Variables, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.



- Assessment of performance should be over a period of time covering all categories within the Range of Variables statements that are applicable in the learning environment.
- Evidence for assessment of competence may be gathered by appropriate combination of the following:

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.3



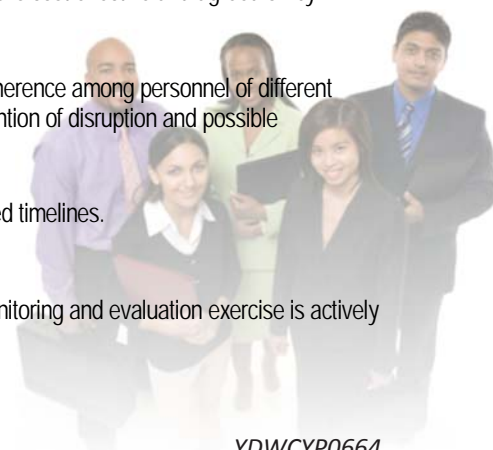
Education is the key to assisting young people with their personal development plans and to capitilise on career oportunities

YDWCYP0664**COORDINATE THE IMPLEMENTATION OF YOUTH DEVELOPMENT
WORK PROJECTS**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required to coordinate the implementation, promotion, monitoring and evaluation of youth development work projects*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Coordinate the implementation of projects	1.1 Critical success factors are clearly articulated and comprehension of stakeholders verified. 1.2 Indicators, monitoring and evaluation techniques agreed on are appropriate. 1.3 Recording and reporting systems agreed on with team members are consistent with organisational requirements. 1.4 Plans for monitoring quality and project resources are agreed on and in place. 1.5 Support provided for the procurement and management of internal and external resources is consistent with organisational guidelines. 1.6 Pre-contract agreements and contracts with individuals and organisations are negotiated and developed appropriately. 1.7 Project management tools selected and used are appropriate to the type of projects being implemented. 1.8 Stakeholders and team members are actively supported and encouraged. 1.9 Strategies are in place to ensure that financial and technical reports are prepared in the agreed format and shared with stakeholders. 1.10 Budgets and expenditure are appropriately administered in collaboration with organisation's Finance Officer.
2. Support efforts to build stakeholder awareness of projects	2.1 Relevant stakeholders are integrally involved in the development of a communication strategy and tools. 2.2 Communication strategy and tools developed in partnership with organisation's Communication Officer increase internal awareness. 2.3 Campaign to promote project and its benefits is cost effective and agreed on by stakeholders. 2.4 Strategies to enhance team building and coherence among personnel of different projects are effective and result in the prevention of disruption and possible consequential down time.
3. Monitor and evaluate implementation of projects	3.1 Monitoring visits are conducted during agreed timelines. 3.2 Stakeholder input/participation in project monitoring and evaluation exercise is actively encouraged.



- 3.3 Relevant stakeholders are appropriately trained in the use and interpretation of monitoring and evaluation instruments.
 - 3.4 Stakeholders and team members are actively involved in the project review.
 - 3.5 Data collection instrument design is appropriate for the collection of the relevant data.
 - 3.6 Data collection strategy is comprehensive and is sufficient to elicit the required data from relevant stakeholders.
 - 3.7 Appropriate methods are applied to measure the extent to which project objectives are achieved.
 - 3.8 Ways of improving project activities and resolving problems are accurately identified and applied in a timely manner.
 - 3.9 Emerging successes, risk and contingencies are accurately identified.
 - 3.10 Findings of review and assessment exercise are correctly documented and used to enhance project implementation.
 - 3.11 Cost benefit analysis is conducted and the relative value of each project is correctly determined.
4. Finalise projects
- 4.1 Financial reports to funding/donor agencies are completed in collaboration with Finance Officers and submitted within agreed timelines.
 - 4.2 Project documentation and records are appropriately prepared for sign off.
 - 4.3 Final reports are clearly presented in agreed formats and submitted to relevant stakeholders.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Project implementation tools may include:

- project plan
- Log Frame
- GAANT charts
- check lists
- PERT diagrams
- Budgets

Logistical and administrative support may include:

- providing transportation
- printing of forms
- processing requests for disbursements
- arranging monitoring visits
- arranging stakeholders' meetings

Resources include:

- financial and material support
- buildings and equipment
- human(staff, young people, other stakeholders, volunteers)
- technological
- goodwill

Stakeholders may include:

- young people
- team members
- colleagues
- media
- parents
- community
- NGOs
- development and funding agencies

Risks may include:

- economic downturn
- changing priorities
- natural disasters
- political unrest
- organisational climate
- cultural and social events
- geo-political realities
- labour unrest

Critical success factors include:

- logistical support
- administrative support
- responsibilities of project team members
- performance indicators
- monitoring and evaluation techniques

Project monitoring and evaluation may include use of:

- basic project management tools
- progress charts
- performance based monitoring
- progress meetings
- internal and external feedback

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- establish and maintain effective relationships with youth participants, other stakeholders, colleagues and project teams
- integrate projects into existing and planned youth development programmes
- ability to prioritise activities in a logical framework
- use project management tools
- think critically
- communicate effectively
- coordinate multiple activities
- develop and use data collection instruments
- measure achievement of project objectives
- write reports
- monitor and evaluate projects and programmes

(2) Underpinning Knowledge and Skills

Knowledge

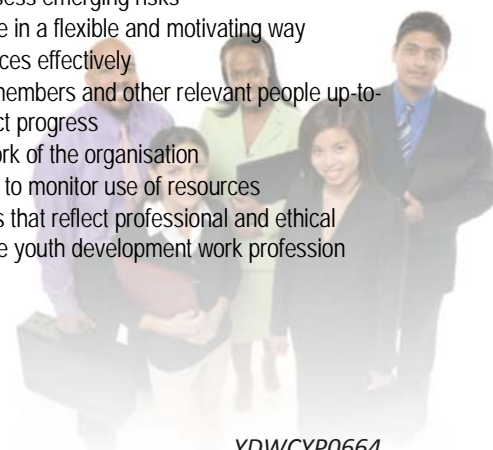
Knowledge of:

- project development
- developing performance indicators
- quality control mechanisms
- procurement of resources
- preparing contracts for services
- project management tools
- high level communication techniques
- principles of project management
- the main contingencies and risks in youth work projects and how to plan for them
- team-building strategies
- data collection
- systems for monitoring and evaluating projects
- benefits of effective project monitoring and control methods
- negotiation skills
- organisational policies and procedures
- how to motivate and sustain team morale and commitment
- leadership styles
- risk assessment techniques
- traditional and non-traditional sources of funding
- resource management
- SWOT and SMART tools
- cost benefit analysis
- techniques in conducting impact assessment
- organisational behaviour
- organisation's strategic plan
- youth development framework including the national youth policy and the Commonwealth Plan of Action for Youth Empowerment (PAYE)
- time management

Skills

The ability to:

- plan monitor and evaluate projects
- use project management tools
- develop quality control mechanisms
- prepare report
- manage information flow
- motivate team
- leverage resources
- apply SWOT and SMART tools
- develop performance indicators
- prepare and manage budget
- plan for contingencies and risks in youth work projects
- set up effective monitoring and control methods
- use communication and negotiation skills effectively
- maintain team morale and commitment during project implementation
- apply a range of leadership styles
- identify and assess emerging risks
- manage change in a flexible and motivating way
- manage resources effectively
- keep all team members and other relevant people up-to-date with project progress
- promote the work of the organisation
- set-up systems to monitor use of resources
- operate in ways that reflect professional and ethical standards of the youth development work profession



- (3) Resource Implications
 - Access to a relevant workplace or an appropriately simulated environment where assessment can take place.
- (4) Method of Assessment
 - Assessment may include practical exercises, role-plays, research/project work or observation of practical demonstration and evidence gathered from the workplace environment.
- (5) Context of Assessment
 - This unit is most appropriately assessed in the workplace under the normal range of workplace conditions.
 - Assessment is best conducted over time to allow demonstration of competence in the areas listed in the Critical Aspect and Evidence.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

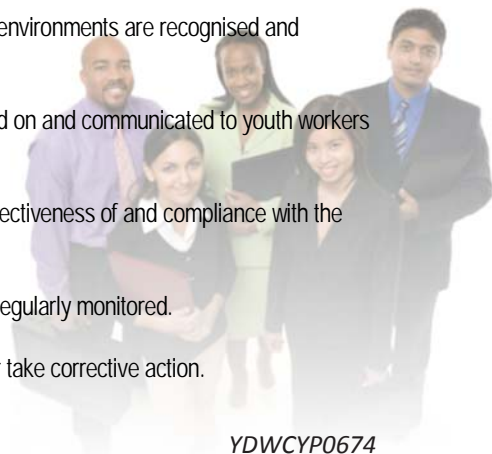
YDWCYP0674

PROMOTE A CULTURE OF OCCUPATIONAL HEALTH AND SAFETY IN YOUTH DEVELOPMENT WORK

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes relating to the establishment and promulgation of policies and procedures required to promote occupational health and safety in youth development work.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish guidelines for OHS in youth development work	<p>1.1 Youth development stakeholders and OHS specialists are accurately identified and appropriately mobilised.</p> <p>1.2 Relevant legislation, codes of practice and other documentation relevant to OHS are identified.</p> <p>1.3 Legal requirements and responsibilities of the organisation are clearly determined.</p> <p>1.4 Scope of current policy review/development activity is correctly determined and approved.</p> <p>1.5 Policy review/development process is conducted in accordance with agreed scope.</p> <p>1.6 Procedures and protocols are in accordance with national and international OHS legislation.</p> <p>1.7 Guidelines are clearly written and are sufficient to guide assessment and management of health and safety risks.</p> <p>1.8 Procedures and protocols developed reflect youth development principles and values.</p>
2. Promote compliance with maintenance of healthy and safe youth work environment	<p>2.1 The strategic importance of healthy and safe youth work environments is exemplified.</p> <p>2.2 Organisation's health and safety education and training programme is consistent with identified hazards and risk factors.</p> <p>2.3 Developed guidelines are appropriately communicated to youth workers and other appropriate personnel.</p> <p>2.4 Developed guidelines, standard operating procedures and processes including penalties for breaches, are clearly articulated to youth workers and other personnel.</p> <p>2.5 Commitment is obtained from all parties in the workplace.</p> <p>2.6 Capacity building needs are clearly determined and appropriate interventions planned and implemented.</p> <p>2.7 Best practices in healthy and safe youth work environments are recognised and promoted.</p>
3. Monitor and evaluate compliance with OHS policy and procedures	<p>3.1 Protocols for evaluating compliance are agreed on and communicated to youth workers and other personnel.</p> <p>3.2 A system to provide timely feedback on the effectiveness of and compliance with the protocols and procedures is in place.</p> <p>3.3 Compliance with procedures and protocols is regularly monitored.</p> <p>3.4 Feedback is used to modify procedures and/or take corrective action.</p>



RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Stakeholders may include:

- young people and their networks
- OHS specialists
- youth workers
- Ministry of Labour and other government agencies
- youth workers' associations
- workers' unions
- health care providers

Capacity building needs may include:

- identifying risks
- application of protocols and procedures
- application of monitoring and evaluation methodologies
- orientation to new and emerging issues
- opportunities for sharing experiences
- education and training in OHS

Procedures and protocols may be based on:

- current international conventions such as the Convention on the Rights of the Child
- national legislations on care and protection of youth
- National Child/Youth Care Protection Acts
- Convention on the Rights of People with Disabilities
- youth worker ethics
- industrial relations law
- OHS regulations and practices
- freedom of information law
- national HIV prevention principles, standards and guidelines

Appropriate personnel may include:

- managers of facilities
- supervisors
- young people
- counselors
- youth workers

Health and safe youth work environments may be characterized by:

- ease of access
- ventilation and illumination
- absence of fire hazards
- youth friendliness
- absence of violence or threats of violence

Health and safety risks to individual or group may affect:

- physical health and safety
- emotional well-being
- social interactions

Youth work environments may include:

- organised groups
- informal/social settings
- home environment
- schools/colleges and other training institutions
- playgrounds and recreational centres
- institutional locations for internships and apprenticeships

Youth development principles and values may include:

- rights of young people
- empowerment
- respect for diversity
- responsibility of youth
- youth participation

Evaluation protocol may include:

- criteria for evaluation
- how the information and data will be collected
- time line for the collection of information and data

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- establish guidelines for the assessment and management of health and safety risks in youth development work
- promote maintenance of healthy and safe youth work environments
- determine training needs and implement training interventions
- establish procedures and protocols

(2) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- legislation, policies and procedures underpinning OHS of young people
- health and safety risks which are particular to youth development work
- HIV/AIDS workplace policies
- rights of young people
- organisation's written OHS policy
- developing an effective communication strategy
- policies and procedures used by other related organisations on the protection of young people
- sources of specialist health and safety expertise
- values and principles underpinning youth development work
- development of training programmes
- organisation's strategic plan
- resources allocated for OHS
- systems for monitoring, measuring and reporting of health and safety performance
- information, data and records management
- quality management

Skills

The ability to:

- develop the organisation's written health and safety regulations and protocols
- prepare terms of reference for consultants
- identify and contract specialist expertise in relation to health and safety issues
- facilitate the development of effective monitoring, measuring and reporting of OHS performance
- demonstrate that adherence to the organisation's health and safety regulations is of critical importance
- conduct gap analysis
- develop training programmes
- communicate effectively
- manage breaches of conduct
- provide leadership to a team of professionals

(3) Resource Implications

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

(4) Method of Assessment

- Assessment may include observation, case study, questioning, role-plays, research/project work or observation of practical demonstration and evidence gathered from the workplace environment.

(5) Context of Assessment

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions.
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation
Collect, analyse and organise information		Level 3
Communicate ideas and information		Level 3
Plan and organise activities		Level 3
Work with others and in team		Level 3
Use mathematical ideas and techniques		Level 2
Solve problems		Level 3
Use technology		Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0684**DEVELOP AND IMPLEMENT PROTOCOLS AND PROCEDURES TO SAFEGUARD THE WELFARE OF YOUNG PEOPLE IN YOUTH DEVELOPMENT WORK**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required to develop and implement protocols and procedures to safeguard the welfare of young people*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Establish organisational protocols and procedures to safeguard the welfare of young people	1.1	Stakeholders are appropriately engaged in the protocols and procedures development process.	
	1.2	Scope of protocols and procedures is correctly determined and approved.	
	1.3	Protocols and procedures are congruent with national legislation and reflect youth development work principles and values.	
	1.4	Developed protocols and procedures are effectively communicated to relevant stakeholders in a timely manner.	
2. Manage youth work practice to safeguard the welfare of young people	2.1	Protocols and procedures implementation plan is specific, measurable, achievable, realistic, time-bound(SMART) and aligned to the organisation's framework.	
	2.2	Resource needs are correctly identified and mobilisation plan developed taking into account the input of relevant stakeholders.	
	2.3	Relevant stakeholders are appropriately engaged and relationship managed to achieve agreed outcomes.	
	2.4	Relevant reporting mechanism is in place and effective.	
3. Monitor and evaluate implementation of protocols and procedures	3.1	Monitoring and evaluation system developed is appropriate for measuring agreed outcomes.	
	3.2	Stakeholders are trained to use relevant monitoring and evaluation tools.	
	3.3	Monitoring and evaluation process conducted is consistent with established guidelines.	
	3.4	Evaluation reports are prepared and feedback for protocols and procedures improvement is submitted within the agreed timelines.	
	3.5	Corrective action undertaken reflects feedback from protocols and procedures review.	

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Framework to include:

- conceptualisation
- research
- draft protocols and procedures
- promotion

Resources to include:

- financial
- human
- technological

Considerations for protocols and procedures development may include:

- best practices
- analysis of labour trends and standards
- analysis of youth development work trends
- strategies to avoid discrimination and create a sense of equity
- need for capacity building of youth workers
- balanced assessment of actual and potential impacts for the organisation
- analysis of linkages with the national development strategy and other policies and legislation
- media, language and presentation styles appropriate to the audience

Stakeholders may include:

- youth and youth networks
- government agencies
- institutions (schools, colleges)
- faith-based organisations and other interest groups
- community-based organisations
- private sector agencies
- media
- development agencies
- youth workers
- health care providers

Protocols and procedures implementation issues include:

- monitoring
- evaluation
- funding
- implementation strategies
- social marketing

Resource mobilisation plan to include:

- budget
- schedule
- sources of inputs
- types of resources

Reports may include:

- progress reports
- protocols and procedures evaluation reports

Organisational protocols and procedures take into consideration:

- recruitment and staffing requirements
- professional relationships
- contact with young people
- responsibilities to young people
- respect for parental authority
- information flow
- breaches of conduct
- lines of authority
- reporting
- redress

Safeguarding issues may include:

- violence
- abuse
- criminality
- transition issues
- organisational misconduct
- professional misconduct and neglect
- lack of income-generating opportunities
- limited access to education and health care

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- engage stakeholders in development process
- determine scope of protocols and procedures
- develop protocols and procedures
- develop implementation plan that is specific, measurable, achievable, realistic and time-bound
- manage stakeholder input
- develop monitoring and evaluation system
- monitor and evaluate implementation of protocols and procedures
- take corrective action
- work as part of a multidisciplinary team
- maintain direction and purpose within the context of competing or conflicting demands
- determine processes which are consistent with, and contribute to, objectives
- apply management competencies
- analyse data



- work with other youth development stakeholders to achieve objectives
- develop partnerships
- develop an appropriate communication strategy
- communicate effectively

(2) **Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- youth development work principles, values and ethics
- elements of democratic governance, human rights philosophy and practice
- the main themes that underpin the development and implementation of youth policies
- impact of youth policies in youth development work
- current national, regional and international frameworks for youth development
- issues impacting youth
- national and other policies/legislation as they impact on the welfare of young people
- needs, rights and responsibilities of youth
- needs, rights and responsibilities of families, other care givers and services in relation to youth
- theories of human development
- concepts of culture and sub-cultures
- existing policies within the organisation
- intergenerational issues
- resource mobilisation
- monitoring and evaluation principles
- HIV/AIDS workplace policies
- key aspects of social marketing
- youth mainstreaming
- organisational behaviours

Skills

The ability to:

- work with multi-disciplined team
- motivate colleagues
- work with other youth development stakeholders
- mediate
- manage conflict
- develop protocols and procedures
- develop implementation plans
- identify and mobilise resources
- promote standards
- develop a monitoring and evaluation system
- train stakeholders
- maintain integrity of feedback mechanism
- determine and use the most appropriate communication strategy
- manage professional relationships
- operate in a culturally diverse environment
- plan and coordinate complex activities and processes
- manage human and financial resources

(3) **Resource Implications**

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment.

(4) **Method of Assessment**

- Assessment may include observations, questioning and evidence gathered from the workplace.
- It is recommended that assessment take place on more than one occasion to enable all aspects of developing the procedures and protocols to be assessed.

(5) **Context of Assessment**

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1. <ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	Level 2. <ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	Level 3. <ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information
Communicate ideas and information
Plan and organise activities
Work with others and in team
Use mathematical ideas and techniques
Solve problems
Use technology

Level 3
Level 3
Level 3
Level 3
Level 2
Level 3
Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



Combining partnerships and networks to create a cohesive environment



YDWCYP0694**PROMOTE A CULTURE OF ENTREPRENEURSHIP AMONG YOUNG PEOPLE**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required to promote a culture of entrepreneurship among young people*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Undertake research on the status of youth entrepreneurship	1.1 Stakeholders are identified, appropriately mobilised and needs analysis undertaken. 1.2 Strategy to assess young people's attitude towards entrepreneurship is effective. 1.3 Strategy to engage young people in the assessment of national entrepreneurial demand and supply is appropriate to target populations. 1.4 Available micro-finance partnerships, fiscal and development options appropriate to sustaining youth entrepreneurship are accurately identified and documented. 1.5 Research conducted correctly identifies national and other related policies on youth entrepreneurship. 1.6 The scope of the research conducted on youth entrepreneurship frameworks is sufficient to identify accurately best practices in the region and across the Commonwealth. 1.7 Research findings are well documented and shared with relevant stakeholders.
2. Design and develop youth entrepreneurship awareness strategy	2.1 Relevant stakeholders are appropriately engaged. 2.2 Communication strategy developed to promote awareness about the value of youth entrepreneurship is agreed on. 2.3 Strategies, tools and programmes developed to promote entrepreneurship awareness are appropriate to target populations. 2.4 The importance of youth entrepreneurship to sustainable national development and employment is effectively communicated. 2.5 The need for youth entrepreneurship as a core component of national development strategies is clearly communicated. 2.6 The importance of stimulating entrepreneurship to facilitate the social and economic development of young people is clearly articulated. 2.7 The need for a framework for greater cohesion and success of youth entrepreneurial initiatives is agreed on. 2.8 Alliances and partnerships developed to promote awareness of entrepreneurship among young people are appropriate and in accordance with organisational guidelines.
3. Develop a framework to provide entrepreneurship opportunities for young people	3.1 Relevant stakeholders are engaged in efforts to develop framework to provide entrepreneurship opportunities for young people.

- | | |
|-----|--|
| 3.2 | The importance of economic, social and cultural influences on youth entrepreneurship is recognised and taken into account. |
| 3.3 | Factors which influence entrepreneurship including context, conditions and concepts of market forces and conditions are correctly identified and taken into account. |
| 3.4 | Framework developed is evidence-based and endorsed by key stakeholders. |
| 3.5 | Roles and responsibilities of stakeholders are agreed on. |
| 3.6 | Plan for implementing framework is agreed on. |
| 3.7 | Evidence exists that follow-up on Policy amendments agreed on for promoting the culture of youth entrepreneurship is effective. |
| 4. | Implement framework for the promotion of culture of entrepreneurship among young people |
| 4.1 | Stakeholder inputs correctly identified and arrangements for deployment agreed. |
| 4.2 | Strategies for the acquisition of requisite skills and attitudes are appropriate. |
| 4.3 | Curricula, resource materials and training packages developed are consistent with expected outcomes. |
| 4.4 | Activities rolled out by respective stakeholders are consistent with agreed plan. |
| 4.5 | Sector meetings are appropriately convened as per agreed plan. |
| 4.6 | Progress reports are received and discussed regularly at meetings of stakeholders. |
| 4.7 | Communication strategy for promoting the framework is effective. |
| 4.8 | Advocacy for institutional and legislative support to facilitate youth entrepreneurship is effective. |
| 4.9 | Environment created for promoting youth entrepreneurship is favourable. |
| 5. | Monitor and evaluate the implementation of framework to support youth entrepreneurship |
| 5.1 | Mechanism for monitoring and evaluating the implementation of the framework is agreed on by stakeholders and in place. |
| 5.2 | Agreed reporting procedures to facilitate the required feedback are effective. |
| 5.3 | Feedback is used to effectively to enhance programme implementation. |
| 5.4 | Findings are appropriately documented and shared with key stakeholders as agreed. |

RANGE STATEMENTS

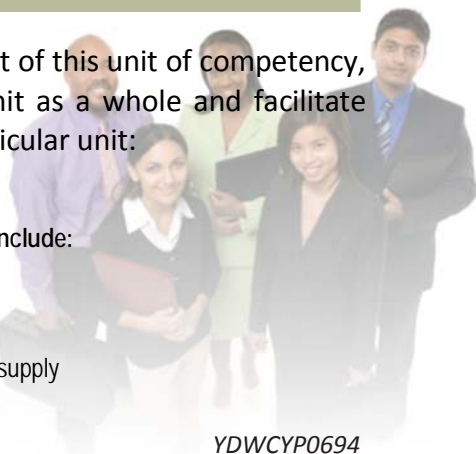
The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Relevant stakeholders engaged to develop framework to provide youth entrepreneurship opportunities include:

- young people
- market- based business support institutions
- national fiscal policy makers

Influencing factors to include:

- market conditions
- personal attributes
- community culture
- markets – demand/supply



Relevant stakeholders engaged to develop framework to provide youth entrepreneurship opportunities include cont'd:

- successful and failed entrepreneurs
- NGOs
- institutions promoting youth entrepreneurship

Research may include:

- focus group meetings
- use of Participatory Learning Assessment(PLA)
- reports of previous studies
- documentation from relevant agencies

Environment for promoting youth entrepreneurship to include:

- incentives in national and regional economic policies
- political will
- administrative and legal procedures for business start-up
- youth-friendly micro-finance opportunities from commercial banks and other institutions
- education and skills training
- social, economic and legal protection
- business expansion support
- non-discriminatory policies and behaviours
- Caribbean Single Market and Economy(CSME)

Stakeholders may include:

- youth and youth networks
- national fiscal policy makers
- market-based business support institutions
- enterprise promotion agencies
- local Chambers of Commerce
- regional and local government departments
- NGOs, FBOs, CBOs
- business sector
- sector professionals
- government Ministries responsible for Trade and Industry, Education and Labour
- political directorate
- primary, secondary, tertiary education technical and vocational and training institutions
- development and funding agencies
- financial institutions

Influencing factors to include cont'd:

- local, national, regional and global trends
- fiscal policies
- formal and informal economic environment
- economic and political stability
- social and family stability and responsibilities

Stakeholder inputs may include:

- skills development
- guidance through mentorship
- political will
- institutional support
- legislative support
- family and community support
- access to finances
- provision of raw materials
- technological and technical assistance
- sharing personal experiences

Strategies for the promotion of entrepreneurship may include:

- workshops
- "day in the life of" experiences
- mentorship programmes
- entrepreneurial awareness and training programme
- award schemes
- public education and awareness
- fairs
- use of media and/or internet
- performing and cultural arts
- workshops targeting youths
- publishing case studies on youth social networks
- workshops targeting educators and policy makers
- posters
- fliers

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- facilitate research using different methodologies
- undertake needs analysis
- mobilise relevant stakeholders in relation to their strategic significance
- develop strategic plans and frameworks
- communicate effectively with young people, policymakers and other stakeholders
- advocate for statutory and other national legislation to support youth entrepreneurship
- develop multi-stakeholders alliances and partnerships to support the implementation of youth entrepreneurship framework
- monitor and evaluate programmes

(2) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the importance of youth entrepreneurship to sustainable national development
- the importance of economic, political, social and cultural influences on youth entrepreneurship
- how different countries are integrating entrepreneurship and enterprise education
- the implications of the wider environment on development opportunities for young people
- labour market trends and opportunities
- education and training models for an entrepreneurial society
- national and regional poverty reduction strategies
- national sustainable development strategy
- CSME policies on entrepreneurship
- the role of the business community in economic and social development
- statistics on youth unemployment
- emerging trends in youth employment
- principles of behaviour change
- behaviour change communication
- entrepreneurship and consumerism
- agencies providing enterprise development, financial and business mentoring support for young entrepreneurs
- principles of advocacy
- institutional linkages to facilitate promotion of youth entrepreneurship
- strategic planning
- conducting research
- planning and organising meetings/fora

Skills

The ability to:

- identify and mobilise key stakeholders
- facilitate research
- communicate effectively
- develop a communication strategy
- motivate and influence policymakers
- analyse changes in the socio- economic and political environment at national and regional levels
- promote a multi-stakeholder approach to youth entrepreneurship
- develop strategic plans
- build partnerships with stakeholders across sectors
- analyse market trends
- prepare draft policy documents
- prepare and present reports to national policy makers

(3) Resource Implications

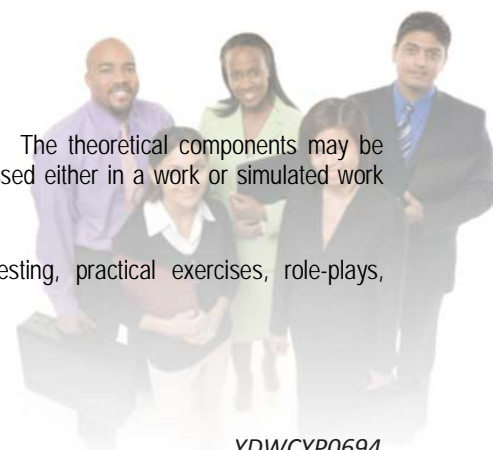
- Access to appropriate workplace where assessment can take place.
- Simulation of realistic workplace setting for assessment.

(4) Method of Assessment

- Evidence is best gathered using the particular environmental context as the means by which the candidate demonstrates competence.
- In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations. This will allow for the demonstration, monitoring and guidance.

(5) Context of Assessment

- Elements of competency contain both theoretical and practical components. The theoretical components may be assessed in a classroom setting. The practical components should be assessed either in a work or simulated work environment.
- Assessment activities may also include written or verbal short-answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration.



CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 2
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 1
Solve problems	Level 3
Use technology	Level 2

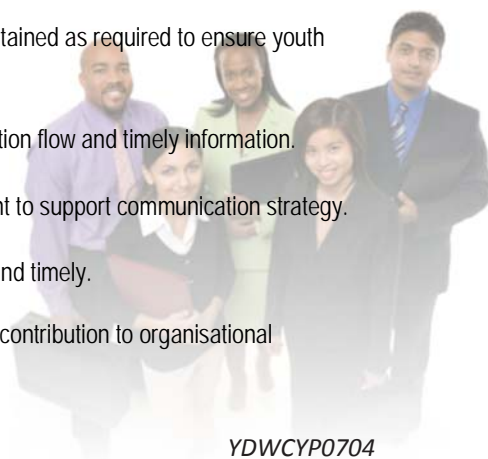
Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0704**DEVELOP COMMUNICATION STRATEGY TO SUPPORT YOUTH DEVELOPMENT WORK**

Competency Descriptor: *This unit relates to knowledge, skills and attitudes required to develop a communication strategy to facilitate effective communication in youth development work*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Guide the development of communication strategy	<p>1.1 Development of the communication strategy draws on a range of inputs from relevant stakeholders.</p> <p>1.2 Stakeholders are appropriately engaged in defining elements of the communication strategy.</p> <p>1.3 Channels of communication are established and reviewed regularly to ensure staff is appropriately informed.</p> <p>1.4 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required.</p> <p>1.5 Communication strategies are aligned to communication needs of the organisation.</p> <p>1.6 Objectives and outcomes are congruent with organisational strategic goals.</p> <p>1.7 Organisation's capacity to meet needs is correctly assessed and gaps addressed.</p> <p>1.8 Behaviour change strategies are appropriate to meet desired outcomes.</p> <p>1.9 Organisation guidelines with respect to information flow and channels of communication are agreed on and established.</p> <p>1.10 Relationships established and actions taken are congruent with the agreed strategies.</p>
2. Provide support for effective organisational communication	<p>2.1 Capacity building and coaching in effective communication and effective media are provided for all staff members.</p> <p>2.2 Dissemination of information is consistent with organisational procedures.</p> <p>2.3 Information is accurate, consistent and reinforces vision and values of the organisation.</p> <p>2.4 Negotiation and conflict resolution strategies are used where required to promote effective operation of the organisation.</p> <p>2.5 Work-related networks and partnerships are maintained as required to ensure youth needs and organisational objectives are met.</p> <p>2.6 Feedback systems in place provide good information flow and timely information.</p> <p>2.7 Resources deployed are appropriate and sufficient to support communication strategy.</p> <p>2.8 Behaviour change interventions are appropriate and timely.</p> <p>2.9 Professional conduct demonstrates value of staff contribution to organisational development.</p>



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|----|--|--|
| | 2.10 | Efforts of staff members are routinely acknowledged. |
| 3. | Provide support for public relations and behaviour change communication initiative | <p>3.1 Protocols and procedures are in place for guide relationship with media.</p> <p>3.2 Messages are crafted in ways that promote behaviour change and demonstrate consistency with values of the organisation.</p> <p>3.3 Strategic alliances support organisational interest and promote the values of youth development work.</p> <p>3.4 Messages reflect sensitivity to cultural diversity.</p> <p>3.5 Resources are appropriate and deployment timely.</p> |
| 4. | Monitor communication strategy | <p>4.1 Monitoring and evaluation mechanisms are in place and appropriate to assess organisation's communication strategy.</p> <p>4.2 Stakeholders are appropriately engaged in monitoring of strategy.</p> <p>4.3 Review process is inclusive and feedback is used to inform improvement plans.</p> |

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Communication strategy will take into account:

- organisational structure
- community and national environment
- national regulations relating to information sharing
- target audiences
- organisational capacity
- range of stakeholders
- resources
- channels of communication

Stakeholders may include:

- staff
- specialists
- political directorate
- young people
- service providers
- parents
- media
- business sector
- civil society
- special interest groups

Organisational procedures relating to dissemination of information may take into account:

- line of authority
- timeliness
- cycles
- format
- roles
- liabilities/sanctions
- disclaimer

Organisational capacity may be impacted by:

- availability of resources
- technical capacity
- technological capacity
- staff morale
- network and alliances
- statutory framework and regulations
- stakeholder support

Channels of communication may include:

- formal and informal means
- use of the internet and email
- telephone
- office networking
- memos
- letters
- notice boards
- communiqués
- circulars

Coaching may be facilitated through:

- mentorship
- shadowing
- online sessions
- peer networks
- formal arrangements
- informal arrangements

Strategic alliances may include:

- media practitioners
- business sector
- special interest groups
- funding and development agencies

Resources may include:

- financial
- human
- technological
- structural
- alliances and partnerships

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- develop communication strategy
- develop and implement strategies for internal and external dissemination of information.
- implement communication strategies
- address organisational capacity needs identified
- identify main sources of information for various target groups
- engage stakeholders in defining elements of the communication strategy
- establish and review effectiveness of communication channels
- provide coaching in effective communication
- disseminate information
- apply negotiation and conflict resolution strategies
- maintain work-related networks and partnerships
- deploy resources to support communication strategy
- implement behaviour change interventions
- demonstrate professional conduct
- guide relationship with media
- craft messages in ways that demonstrate consistency with values of the organisation
- implement monitoring and evaluation mechanisms
- forge strategic alliances
- manage and use feedback

(2) Underpinning Knowledge and Skills

Knowledge

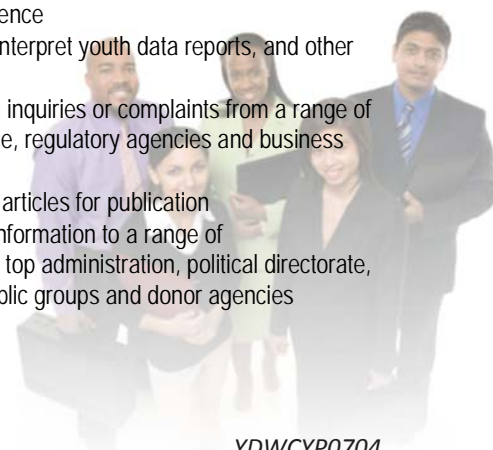
Knowledge of:

- communication process
- political and cultural context
- cross-cultural communication protocols
- family system models
- recognition of communication styles of individuals
- dynamics of groups and organisations and different leadership styles
- different modes of communication
- conflict resolution techniques
- principles of adult learning
- key theories of learning
- theories and models of behaviour change
- behaviour change communication strategies and techniques
- market survey techniques
- stakeholder analysis
- how to develop media messages
- advocacy
- values underpinning youth work

Skills

The ability to:

- negotiate
- conduct market surveys
- craft effective messages
- resolve conflict
- advocate
- devise effective communication strategies
- employ the techniques of formal and experiential learning techniques in youth development work
- identify and take advantage other people's learning styles and mode of intelligence
- read, analyse, and interpret youth data reports, and other documents
- respond to common inquiries or complaints from a range of stakeholders, service, regulatory agencies and business community
- write speeches and articles for publication
- effectively present information to a range of audiences including top administration, political directorate, business sector, public groups and donor agencies



Knowledge cont'd

Knowledge of:

- current and emerging issues in youth development work
- strategic planning
- youth development frameworks including the national youth policy and the Commonwealth Plan of Action for Youth Empowerment
- theories of motivation
- business communication
- social marketing techniques

Skills cont'd

The ability to:

- identify and use social marketing techniques
- motivate and build consensus
- use a variety of communication forms
- prepare a budget
- write proposals
- engage the media
- develop a strategy

(3) Resource Implications

- Access to appropriate workplace where assessment can take place or
- Simulation of realistic workplace setting for assessment.

(4) Method of Assessment

- Assessment may include observations, questioning or evidence gathered from a workplace setting.
- Assessment is recommended to be on more than one occasion and must include the range of youth who access the service.

(5) Context of Assessment

- This unit should be assessed on the job or through simulation.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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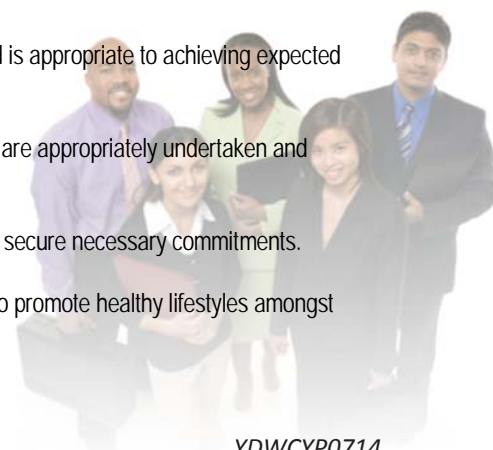
Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0714**MANAGE THE PROMOTION OF HEALTHY LIFESTYLES AMONG YOUTH**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required to collaborate with key stakeholders to manage the promotion of healthy lifestyles among youth*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Conduct situational analysis	1.1 Stakeholders identified and mobilised are key to the intended purpose. 1.2 Strategies devised for undertaking situational analysis are appropriate. 1.3 Youth lifestyle issues are correctly identified and understanding of impact on their health demonstrated. 1.4 Social and cultural issues impacting youth health are fully considered in the situational analysis. 1.5 Youth health outcomes prioritised and indicators agreed on. 1.6 Statutory, legislative and organisation review is undertaken to assess extent to which they facilitate healthy lifestyles amongst young people. 1.7 Mechanisms are developed to ensure that young people are fully integrated into process. 1.8 Report on situational analysis is comprehensive and findings are communicated in a timely manner.
2. Develop plan of action	2.1 Stakeholders, including young people, are involved in the planning process. 2.2 Agreed objectives/outcomes are specific, measurable, achievable, realistic and time-bound (SMART). 2.3 Strategies are appropriate to achieving agreed outcomes. 2.4 Timelines and deliverables are agreed on by stakeholders. 2.5 Stakeholder inputs are appropriate to achieving desired outcomes. 2.6 Effective resource mobilisation plan is in place. 2.7 Opportunities are provided for constant review by all stakeholders.
3. Advocate for enabling environment to support healthy lifestyles amongst young people	3.1 Support given to partner agencies in their assessment and improving of institutional operations to facilitate the achievement of agreed outcomes is appropriate. 3.2 Communication strategy is in place and is appropriate to achieving expected outcomes. 3.3 Advocacy efforts for legislative support are appropriately undertaken and consistent with plan. 3.4 Appropriate strategies are employed to secure necessary commitments. 3.5 Alliances and partnerships developed to promote healthy lifestyles amongst young people are appropriate.



	3.6	Continuous monitoring of youth-friendliness of services is undertaken.
	3.7	Feedback is used to improve mechanisms and processes intended to enhance services to young people.
4. Leverage resources to promote healthy lifestyles	4.1	Strategies to leverage resources are agreed on and are consistent with organisation guidelines.
	4.2	Agreed resources are aligned to desired outcomes.
	4.3	Strategic alliances and networks developed to promote healthy lifestyles among youth are maintained.
	4.4	Capacity building initiatives to optimise efficacy of alliances are undertaken.
	4.5	Opportunities are provided for alliance and network partners to assess inputs, arrangements and make necessary adjustments.
5. Coordinate and monitor efforts to promote healthy lifestyles amongst youth	5.1	Partners and stakeholders agree on terms of collaboration.
	5.2	Necessary resources are deployed in a timely manner.
	5.3	Opportunities are created for stakeholders to provide feedback, and corrective actions taken.
	5.4	Monitoring mechanism agreed on with stakeholders.
	5.5	Monitoring tools are appropriate to measuring stated outcomes.
	5.6	Stakeholders are appropriately engaged to contribute to the monitoring process.
	5.7	Feedback is incorporated into recommendations for improvement.
	5.8	Behaviour change is monitored and need for further intervention determined.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Stakeholders may include:

- young people and their networks
- corporate society
- political directorate
- civil society organisations
- family and kinship networks
- professional associations
- media
- communities
- health sector
- social services sector
- educational and training institutions
- research institutes
- development agencies
- financial institutions
- sports community

Strategies for undertaking situation analysis may include:

- needs analysis
- focus group discussions
- community consultations
- surveys
- review of relevant literature
- Town Hall and community meetings
- community mapping
- research using the PLA (participatory learning and action) methodology

Social and cultural issues impacting youth lifestyle choices may include:

- taboos and folk lore
- gender issues
- unavailability of services
- absence of relevant legislation
- family practices

Lifestyle issues may take into account:

- sexual activities and sexuality issues
- leisure activities
- criminal behaviours such as gang involvement
- social activities
- health challenges
- spirituality issues
- early parenthood
- substance abuse
- use of online social networks

Aspects of health may include:

- sexuality and reproduction
- nutrition
- exercise and fitness
- relationship
- spirituality
- mental and emotional

Resource mobilisation plan may take into consideration:

- types of inputs
- budgetary requirements
- sources of funding
- resources access and deployment
- timeline and deliverables
- protocols and guidelines

Corrective actions to include:

- legislative reform
- organisational changes
- capacity building initiatives
- statutory arrangements
- shift in paradigm and focus

Relevant and timely information may be about:

- life skills
- nutrition
- relationships
- use of leisure
- spirituality
- mental and emotional health
- self care
- drugs use and abuse
- violence and aggression
- sex and reproductive health

Communication strategy may take into account:

- desired objectives and outcomes
- target population or audiences
- resources needed
- information flow
- time lines
- methods of monitoring and evaluation
- protocols and guidelines

Youth-friendly services take into account:

- developmental issues of youth
- accessibility
- safety
- access to information
- confidentiality
- respect for autonomy of youth
- asset-based principles

Social and cultural issues impacting youth lifestyle choices may include: cont'd

- community culture
- subculture practices
- lack of economic resources
- religious beliefs and practices

Protective and risk factors may relate to:

- inclusion/exclusion issues
- level of community development
- level of participation
- educational achievement
- community involvement
- family dynamics
- employment/unemployment
- degree of religious/spiritual involvement
- sexual behaviours

Alliances and partnerships may include:

- business sector
- education institutions
- media
- faith community
- civil society
- development agencies
- social services sector
- research institutions
- sports community
- health sector
- mental health sector
- NGOs and government organisations

Resources may include:

- networks
- interest
- community buy-in
- financial support
- skills and expertise
- technological
- technical
- community facilities/amenities

Stakeholder support and inputs may include:

- long-term arrangements
- short-term arrangements
- training
- research
- provision of services
- technical support
- financial support
- social services
- livelihood support
- life skills
- moral support
- provision of information
- health care

Capacity building initiatives needs may include:

- workshops
- shadowing
- peer support and reviews
- organisational support
- coaching
- exchanges



Opportunities provided for feedback may include::

- focus groups sessions
- midterm reviews
- ad hoc meetings
- progress and review meetings
- interviews
- peer reviews
- internet based methods
- written evaluation
- verbal feedback
- dramatic presentations

Monitoring and evaluation may take into account:

- data from communication strategy
- feedback from stakeholders
- tracer or surveillance studies
- institutional and alliance arrangements
- relationship of input variables to output variables

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- identify and mobilise key stakeholders
- devise strategies devised for undertaking situational analysis
- prioritise youth health outcomes and agree on indicators
- undertake statutory, legislative and organisation review to assess extent to which they facilitate healthy lifestyles amongst young people
- prepare and communicate report on situational analysis
- agree on objectives/outcomes
- deploy resources
- establish and manage communication strategy
- establish monitoring and feedback strategy

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- national development plan and implications for health of young people
- national youth policy and other youth development frameworks including the Commonwealth Plan of Action for Youth Empowerment
- national health objectives, policies and programmes
- youth health issues
- social, cultural and institutional factors critical to adolescent health and well being
- values and principles underpinning youth development work
- theories of adolescent growth and development
- behaviour change strategies
- beliefs of the major religions in the region
- importance of spirituality to beliefs and values
- relationship between spirituality and lifestyle choices
- basics of value-based education
- risk and protective factors to youth well being
- resiliency theory
- principles of community development
- social issues impacting young people
- national and international mandates relating to health, particularly youth health
- community resources and how to access them
- how to engage stakeholders

Skills

The ability to :

- work collaboratively
- review legislation and statutory regulations
- build rapport and trust
- collaborate with other sectors
- use community development techniques
- use and interpret data from various sources
- use multi-media equipment
- plan research
- build partnerships
- advocate for youth-friendly health services and programmes
- make referrals
- mobilise community resources
- apply behaviour change skills and techniques
- develop strategies
- promote youth development work
- analyse data
- manage change, programmes and people
- use a range of facilitation techniques
- develop monitoring and evaluation mechanisms
- promote healthy lifestyles
- engage the media
- develop strategic alliances
- promote intergenerational dialogue
- use interactive methodologies
- develop proposals for funding/technical assistance

Knowledge cont'd

Knowledge of:

- how to leverage resources
- the importance of good nutrition and exercise in combating lifestyle diseases
- theories of human growth and development
- challenges faced by community health programmes
- substance abuse and its effects
- current and emerging issues in youth development work
- theories of adult learning
- effective communication techniques
- monitoring and evaluation methods and tools
- gender theories and their application within different political, social and cultural traditions
- how to access funding from development and funding agencies
- advocacy skills
- management skills

(3) **Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

(4) **Method of Assessment**

- Assessment may include observation, case study, questioning, role-plays, research/project work or observation of practical demonstration and evidence gathered from the work environment.

(5) **Context of Assessment**

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions.
- Assessment should be conducted over time and include the normal range of workplace activities.

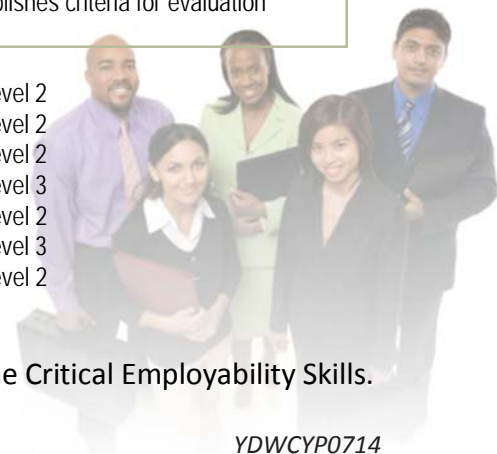
CRITICAL EMPLOYABILITY SKILLS

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Collect, analyse and organise information
 Communicate ideas and information
 Plan and organise activities
 Work with others and in team
 Use mathematical ideas and techniques
 Solve problems
 Use technology

Level 2
 Level 2
 Level 2
 Level 3
 Level 2
 Level 3
 Level 2



Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0724**MANAGE IMPLEMENTATION OF YOUTH PEACE BUILDING AGENDA**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required to manage implementation of youth peace building agenda.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Embed peace building in organisational operations	<p>1.1 Environmental scan is efficiently undertaken.</p> <p>1.2 Threats to peace building in the organisation are correctly assessed.</p> <p>1.3 Organisational procedures and protocols are in place to support peace building.</p> <p>1.4 Capacity building initiatives are undertaken to support embedding efforts and to develop skills relative to peace building.</p> <p>1.5 Conflict resolution and mediation processes are established.</p> <p>1.6 Organisation's communication processes promote trust, respect and build staff morale.</p> <p>1.7 Strategies to get staff buy-in are effective.</p> <p>1.8 Feedback mechanisms are appropriate to supporting peace building within the organisation.</p> <p>1.9 Behaviours that model peace are consistently modelled within the organisation.</p>
2. Develop communication strategy to support peace building	<p>2.1 Stakeholders are identified and engaged to develop peace building agenda.</p> <p>2.2 Relevant protocols are observed in establishing strategic partnerships.</p> <p>2.3 Responsibilities are clearly identified and agreed.</p> <p>2.4 Capacity building initiatives are appropriate to address identified gaps in the communication strategy.</p> <p>2.5 Information flow is consistent with agreed guidelines.</p> <p>2.6 Promotion of human rights permeates all arrangements, procedures and undertakings.</p>
3. Provide support for youth mainstreaming in peace building initiatives	<p>3.1 Promotional plan developed with youth participation is relevant and appropriate.</p> <p>3.2 Key stakeholders correctly identified and appropriately mobilised.</p> <p>3.3 Mainstreaming instrument developed is clear, concise and user-friendly.</p> <p>3.4 Stakeholders demonstrate understanding of the importance of youth mainstreaming.</p> <p>3.5 Strategies are in place to build capacity of stakeholders and partner agencies to work with young people.</p>

- | | | |
|--|-----|--|
| | 3.6 | Stakeholders are appropriately engaged in the development of the peace building agenda. |
| | 3.7 | Support to stakeholders is consistent and appropriate. |
| | 3.8 | Method of engagement is conducive to quality feedback. |
| 4. Manage inputs for mainstreaming peace building | 4.1 | Nexus between peace building and the national development plan is clearly articulated. |
| | 4.2 | Peace building outcomes are agreed. |
| | 4.3 | Programmes planned to mainstream peace building are consistent with national development agenda. |
| | 4.4 | Appropriate national /regional collaborative initiatives are undertaken. |
| | 4.5 | Efforts made to build capacity are successful. |
| | 4.6 | Resources allocated reflect commitments made. |
| | 4.7 | Partner agencies are supported in their own efforts to embed peace building. |
| 5. Monitor and evaluate effectiveness of peace building initiative | 5.1 | Feedback mechanisms are in place and are appropriate. |
| | 5.2 | Young people and other stakeholders are appropriately engaged in monitoring and evaluation of initiatives. |
| | 5.3 | Information gathered from the review process is documented and used to inform future action. |

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Inputs to include:

- political imperatives
- commitments from NGOs and other stakeholders
- human and financial resources
- applicable legal framework (national and international)
- personal attributes
- technological and technical

Stakeholders include:

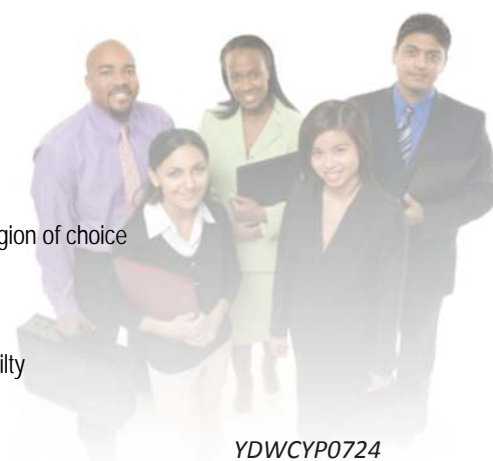
- NGOs, CBOs, FBOs
- government ministries and agencies
- young people and their networks
- parents and kinship networks
- marginalised groups
- policy makers
- development and funding agencies
- business sector
- education and training agencies
- research institutions
- media

Building capacity include:

- upgrading staff skills
- systems and infrastructure improvement or development
- provision of physical space for special needs (safe space)
- personal skills
- interpersonal skills

Human Rights promoted include the right to:

- live
- protection from the law
- safety from violence
- free speech
- be a citizen of a country
- vote
- health care
- education
- eat/drink
- believe and practice the religion of choice
- earn a livelihood
- peacefully protest
- a fair trial
- be innocent until proven guilty



Collaborative initiatives may include:	Behaviours that model peace include:
<ul style="list-style-type: none">• education and training programmes• micro-enterprise initiatives• mentoring• counselling• parenting and family support initiatives• public awareness• volunteering initiatives• community development• cross-cultural initiatives• educational programmes• social marketing	<ul style="list-style-type: none">• respect and understanding• fair play• anger control• healthy attitudes• care and concern• trust

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>(1) Critical Aspects and Evidence</p> <p>Competency must be demonstrated in the ability to:</p> <ul style="list-style-type: none">• undertake environmental scan• assess threats to peace building in the organisation• undertake capacity building initiatives to support embedding efforts and develop skills relative to peace building• establish conflict resolution and mediation processes• apply strategies to get staff buy-in• implement feedback mechanisms to support peace building in the organisation• model peace in behaviour• identify and engage stakeholders to develop peace building agenda• establish strategic partnerships• implement capacity building initiatives to address identified gaps in the communication strategy• promote human rights in all arrangements, procedures and undertakings• develop promotional plan for peace building.• identify and mobilise stakeholders for mainstreaming effort• develop mainstreaming instrument• implement strategies to build capacity of stakeholders and partner agencies to work with young people.• plan and implement programmes to mainstream peace building• support partner agencies in their own efforts to embed peace building• implement feedback mechanisms			
<p>(2) Underpinning Knowledge and Skills</p> <table><tr><td><p><u>Knowledge</u></p><p>Knowledge of:</p><ul style="list-style-type: none">• Human Rights conventions• International Conventions such as the CRC and CEDAW and CPD• Commonwealth principles and values• national youth policy and regional and international youth development frameworks/agendas• MDGs• values and principles underpinning youth development work• current and emerging issues in youth development• social issues including, gender, race, sexuality, state engendered injustices• definition of peace</td><td><p><u>Skills</u></p><p>The ability to:</p><ul style="list-style-type: none">• conduct research using a variety of methods including PLA• mobilise resources• execute activities• conduct situational analysis• create opportunities for young people to use peace building skills• engage stakeholders• evaluate progress• provide support to young people in their peace building initiatives• work in ways that are culturally sensitive• conduct participatory learning and action• conduct environmental scan• prepare reports• conduct needs analysis</td></tr></table>	<p><u>Knowledge</u></p> <p>Knowledge of:</p> <ul style="list-style-type: none">• Human Rights conventions• International Conventions such as the CRC and CEDAW and CPD• Commonwealth principles and values• national youth policy and regional and international youth development frameworks/agendas• MDGs• values and principles underpinning youth development work• current and emerging issues in youth development• social issues including, gender, race, sexuality, state engendered injustices• definition of peace	<p><u>Skills</u></p> <p>The ability to:</p> <ul style="list-style-type: none">• conduct research using a variety of methods including PLA• mobilise resources• execute activities• conduct situational analysis• create opportunities for young people to use peace building skills• engage stakeholders• evaluate progress• provide support to young people in their peace building initiatives• work in ways that are culturally sensitive• conduct participatory learning and action• conduct environmental scan• prepare reports• conduct needs analysis	
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Knowledge

Knowledge of:

- importance of peace to national development
- how the political culture contributes to peace and conflict
- threats to peace
- peace supporting behaviours
- enhancing capacity for peace building among youth
- theories and ideologies relating to peace
- cause and effects of peace and conflict
- self-awareness
- adult learning techniques
- procedures for conducting environmental scan
- report writing techniques
- conducting needs analysis
- considerations for resource procurement and security
- how to determine gaps in individual and institutional capacity
- managing conflicting interests
- managing conflicts
- theories of prejudice and discrimination
- strategies to address prejudice and discrimination
- theories of gender
- sociology of oppression
- psychology of culture
- how to work with marginalised groups
- techniques and skills for effective communication
- the meaning of mainstreaming in youth development work
- the development and use of the youth mainstreaming instrument

Skills

The ability to:

- prepare budgets
- manage resources
- conduct gap analysis of individual and institutional capacity
- develop a promotional plan
- develop and use mainstreaming instrument
- monitor and evaluate projects and programmes
- develop communication strategy to promote peace building
- demonstrate cultural sensitivity
- apply advocacy skills
- engage the media
- work with marginalised groups
- apply communication skills
- build consensus
- work with differing groups
- identify and address conflicts of interest
- assess own biases
- model justice
- prepare a budget
- develop a promotional plan
- advocate
- engage the media
- monitor and evaluate projects and programmes
- establish partnerships

(3) Resource Implications

- Access to a relevant or an appropriately simulated environment where assessment may take place.

(4) Method of Assessment

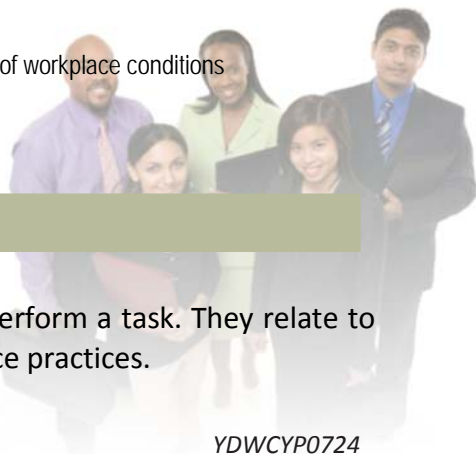
- Competency is demonstrated by performance of all stated criteria in the context of the range of variables.
- Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.
- Assessment activities may also include written or verbal short-answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

(5) Context of Assessment

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.



Levels of Competency		
Level 1. <ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	Level 2. <ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	Level 3. <ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



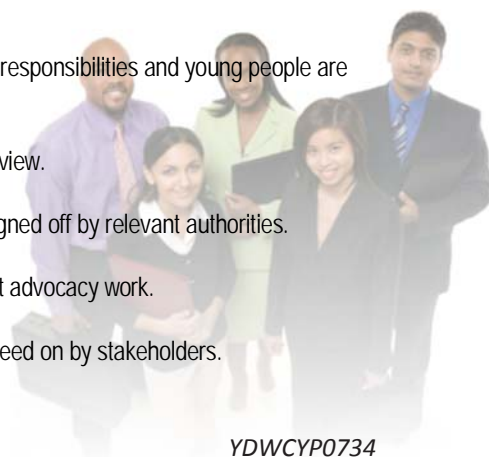
Training young people to understand their roles and responsibilities, thus enabling them to become active citizens in society

YDWCYP0734**NETWORK WITH OTHER STAKEHOLDERS TO DEVELOP AND PROMOTE A NATIONAL PARENTING EDUCATION STRATEGY**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to network with stakeholders to develop and promote a sustainable national parenting education strategy.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Engage partners to conduct environmental scan	1.1 Relevant stakeholders are identified and appropriately mobilised. 1.2 Strategic importance of stakeholders is emphasised and relative commitments secured. 1.3 Potentially conflicting situations are identified and appropriately managed. 1.4 Communication strategy used leads to a comprehensive understanding of the issues. 1.5 Critical issues are identified and prioritised. 1.6 Needs assessment is undertaken and needs prioritised.
2. Guide and support design of national strategy	2.1 Agreed objectives are specific, measurable, accurate, realistic and time-bound (SMART). 2.2 Expected outcomes are established and accurately aligned to objectives and indicators. 2.3 Expected outcomes of National Parenting Strategy are consistent with other related national strategies. 2.4 Action plan is agreed on by stakeholders. 2.5 Terms of reference governing stakeholder involvement are agreed on. 2.6 Resources are determined and mobilisation plan in place. 2.7 Roles and responsibilities of stakeholders are clearly defined.
3. Develop and implement communication strategy	3.1 General communication and behaviour-change goals are agreed on by stakeholders. 3.2 Target populations are identified and strategies to reach them are appropriate. 3.3 Resources are mobilised in a timely manner. 3.4 The inputs of parents, persons with parental responsibilities and young people are meaningfully capitalised. 3.5 Process allows for constant feedback and review. 3.6 Communication strategy is agreed on and signed off by relevant authorities.
4. Advocate for support	4.1 Strategic alliances are established to support advocacy work. 4.2 Strategy for advocacy is appropriate and agreed on by stakeholders.



- | | | | |
|----|---|---|---|
| | 4.3 | Young people, parents and persons with parental responsibilities are supported to advocate on their own behalf. | |
| | 4.4 | The range of support services advocated for adequately addresses parenting needs. | |
| | 4.5 | Measures are in place to build institutional capacity to advocate for parents and families. | |
| | 4.6 | Feedback mechanisms are in place and aid continuous review. | |
| 5. | Monitor and evaluate the efficacy of the strategy | 5.1 | Relevant stakeholders are meaningfully engaged in the monitoring and evaluation. |
| | | 5.2 | Monitoring instruments are appropriate for measuring agreed outcomes. |
| | | 5.3 | Information gathered from the monitoring exercises is appropriately recorded, discussed and recommendation for future action duly made. |

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Relevant stakeholders to include:

- parents and parenting networks
- Parent/Teachers Associations (PTAs)
- FBOs
- business community
- youth groups
- government agencies
- NGOs
- media
- development agencies

Support may be provided by such means as:

- transportation service
- play group/day care vouchers
- visits to homes
- advice and information
- referrals

The range of support services advocated for may include:

- day care services
- child maintenance
- transportation
- counselling
- crisis intervention
- rehabilitation

Terms of reference may take into consideration

- inputs, outputs and outcomes
- roles and responsibilities
- communication
- deliverables
- accountability/ liability issues

Strategies to reach target population include:

- community mapping
- focus groups
- consultations
- Town Hall and community meetings
- surveys
- desk research

Resources may include:

- financial
- technical
- technological
- strategic alliances and networks
- political will
- legislative framework
- material

Critical issues may include:

- family violence
- lack of parental supervision
- community instability
- livelihood issues
- sexual abuse
- lack of involvement by fathers
- teenage pregnancy
- underachievement of boys
- inter-generational conflict
- issues of adolescent development
- sexual orientation
- migration

Target populations to include:

- young parents
- teen parentsy

Inputs of parents and young people may include:

- experiences
- talents
- skills
- knowledge of and experiences with parenting
- information on community parenting culture

Other related national strategies may include the:

- national development plan
- national youth policy
- social development plans
- crime prevention strategy
- child protection strategy

Monitoring and evaluation will take into account:

- cost effectiveness
- external input
- process review
- impact assessment
- documentation
- recommendations

Target populations to include cont'd

- fathers
- foster parents and guardians
- policy makers and political directorate
- service providers
- adolescents
- staff of juvenile institutions
- siblings responsible for child care

Strategic alliances may involve:

- business sector
- education and training institutions
- civil society
- research institutions
- parent associations
- youth networks
- social services
- trade unions
- media
- development agencies

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- identify and mobilise stakeholders
- identify and manage situations of potential conflict
- identify and prioritise critical issues
- undertake needs assessment and prioritise needs
- agree on objectives that are specific, measurable, accurate, realistic and time-bound (SMART)
- establish outcomes that are aligned to objectives and indicators
- agree on outcomes of national parenting strategy and action plan
- agree on terms of reference governing stakeholder involvement
- mobilise resources to implement the national parenting strategy
- agree on communication goals
- implement procedures to manage information flow
- demonstrate professional practice
- establish mechanisms to monitor stakeholder inputs and provide support where needed
- provide opportunities for providers/stakeholders to share and learn from one other
- implement strategies to build capacity
- implement monitoring and evaluation strategy
- design monitoring instruments
- use data from the monitoring exercises to inform future action

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- National Development Plan
- Youth development frameworks, including the National Youth Policy and the Commonwealth Plan of Action for Youth Empowerment (PAYE)
- Millennium Development Goals
- values and principles underpinning youth development work

Skills

The ability to :

- communicate effectively
- operate in a culturally diverse environment
- develop a strategic plan
- engage the media
- work as part of a team
- leverage resources
- build and maintain partnerships



Knowledge cont'd

Knowledge of:

- theories of human growth and development
- family types/forms
- group dynamics
- principles of community development
- social issues impacting the family
- community networking
- strategic planning
- principles of behaviour change
- behaviour change communication
- adolescent growth and development
- current and emerging issues in youth development work
- how to engage the family
- parent education/training models
- basics of adult learning
- basic research methods including participatory learning and action methods
- interactive methodologies
- effective communication techniques
- how to engage the media
- principles of change management
- project management
- the implications of gender issues for family life

Skills cont'd

The ability to :

- support others in developing their practice
- manage conflict
- prepare reports
- develop monitoring tools
- monitor and evaluate
- demonstrate professional practice
- develop terms of reference
- collaborate with professionals across disciplines
- prepare a budget
- develop a communication strategy
- use analysis tools
- conduct needs assessment
- apply advocacy skills
- facilitate cross-generational dialogue
- facilitate group sessions
- plan and conduct research
- use a variety of interactive techniques
- manage change
- develop monitoring and evaluation systems and tools

(3) Resource Implications

- Assessment requires access to young persons who are already parents and those who are not.

(4) Method of Assessment

- Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.
- In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include an appropriate range and variety of situations.
- Assessment activities may also include written or verbal short-answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

(5) Context of Assessment

- This competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a naturally occurring or simulated environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



Enabling young people to manage their work and professional development



YDWCYP0744**DESIGN, DEVELOP AND SUPPORT IMPLEMENTATION OF PROGRAMMES TO ENABLE YOUNG PEOPLE TO ADDRESS THEIR CIRCUMSTANCES**

Competency Descriptor: *This unit relates to knowledge, skills and attitudes required to design, develop and support implementation of programmes to enable youth to address their circumstances.*

Competency Field Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Gather information for decision making	1.1	Information gathered clarifies understanding of the circumstances affecting youth.
		1.2	Youth are meaningfully engaged in the information gathering efforts.
		1.3	The methods chosen and the data collected enable meaningful analysis and decision making.
		1.4	Information gathered is appropriately recorded.
		1.5	Protocols pertaining to information sharing are observed.
2.	Design and develop programmes	2.1	Young people and other stakeholders are meaningfully engaged in the design and development of programmes.
		2.2	Strategies promote the rights and responsibilities of youth and provide for equality of opportunity and participation.
		2.3	Programme design and development take into account legislative requirements and provisions.
		2.4	Capacity building needs are clearly determined and appropriate programme interventions planned.
		2.5	Resource requirements are accurately determined.
		2.6	Relevant stakeholder partnerships are formalised.
		2.7	The design of the programmes remains flexible enough to accommodate changes in young people's circumstances.
		2.8	Programme development is consistent with design outcomes.
3.	Support , monitor and evaluate implementation of programmes	3.1	Mechanisms for implementation, monitoring and evaluation are in place
		3.2	Protocols and procedures for management of financial and other resources are observed
		3.3	Mechanism for managing partnership input is in place and appropriate.
		3.4	Established reporting procedures are in place and adequately provide the required feedback.
		3.5	Stakeholders are appropriately engaged and supported.
		3.6	Feedback from key stakeholders is appropriately used to effectively manage programme implementation.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Implementation mechanisms may include:

- guidelines for partnership engagement
- professional ethics
- legislative and statutory requirements
- rights and responsibilities of young person/s' family
- resource procurement procedures
- safe environment standards

Stakeholders may include:

- family and kinship networks
- youth and youth networks
- service providers
- special interest groups
- media
- development and funding agencies
- private sector
- NGOs and FBOs
- government agencies
- educational institutions
- financial institutions

Relevant legislation will take into consideration:

- statutory care and protection guidelines
- juvenile justice regulations
- confidentiality
- age of consent
- anti-discrimination
- duty of care

Capacity building interventions may include:

- strategic planning and management
- research methods including participatory learning and action (PLA) methods
- advocacy
- networking
- resource management
- leadership
- programme design, development and evaluation

Special circumstances may include:

- teen-age pregnancy
- juvenile delinquency
- substance abuse
- academic under-performance
- alienation and disenfranchisement
- unemployment & unemployability
- re-integration
- homelessness
- youth prostitution/promiscuity
- family instability

Stakeholder input may include:

- training interventions
- psycho-social support
- health care services
- rehabilitation
- provision of youth-friendly spaces
- mentorship
- provision of crisis centres
- legal aid
- mental health services
- financial assistance
- technical support

Programmes to address youth's circumstances may include:

- work and life skills programmes
- parenting initiatives
- peer counselling initiatives
- mentorship programmes
- physical and wellness programmes
- volunteering initiatives
- entrepreneurship programmes
- apprenticeship

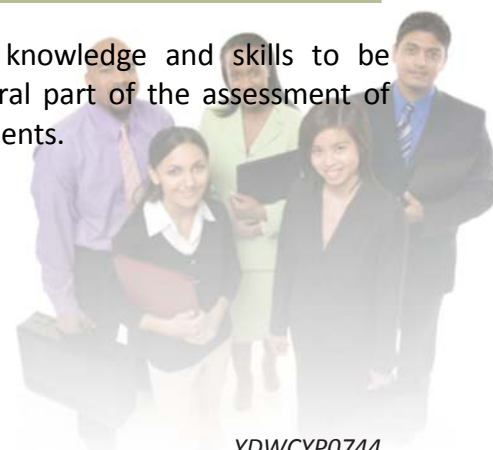
EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- conduct research
- document research findings
- apply criteria in prioritising areas of need



Competency must be demonstrated in the ability to cont'd

- design development programmes
- work with culturally diverse groups
- work with young people, parents and other key stakeholders
- review social support networks
- conduct evaluation
- analyse and prepare reports
- work with partner agencies
- mobilise resources

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the national, regional and international youth development framework (including Commonwealth Plan of Action for Youth Empowerment)
- research methodologies
- programme design and development
- evaluation procedures and guidelines
- social trends and implications for youth work
- human growth and development
- professional ethics
- theories of human resource management
- theories of positive youth development
- protective and risk factors in youth development
- legal and organisational policies relating to advocacy, monitoring and dealing with youth in difficult situations
- legislation and policies relating to young people, youth issues and organisations
- positive youth development strategies
- communication styles and methods
- Importance of understanding the culture in which one operates
- principles of advocacy
- forms of abuse and their indicators
- gender and human rights issues
- socio-cultural factors that impact behaviour
- influence of the media on shaping behaviours
- principles of strategic planning and resource management
- a broad range of specialist and generic services and agencies
- support intervention strategies
- the specific needs of identified target groups
- how to engage young people as agents of change
- communication skills
- referral procedures and protocols

Skills

The ability to:

- consult with young people and other key groups in ways that are appropriate to them
- develop programmes on the basis of research involving young people and others
- set up processes to safeguard youth and minimise risks
- engage young people and other stakeholders
- assess input of stakeholders
- analyse trends
- conduct a gap analysis
- mobilise resources
- match available resources with needs
- build capacity among young people and other stakeholders
- design, develop and support implementation of projects
- operate within legislative, statutory and organisational guidelines
- evaluate social projects
- apply advocacy skills
- lobby for legislative reform with respect to improvement of youth's circumstances
- engage the media

(3) Resource Implications

- Access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment.
- Human resources consistent with those outlined in the range.

(4) Method of Assessment

- Assessment may include observations, questioning or evidence gathered from a workplace setting, projects and or case study.

- Assessment is recommended to take place on more than one occasion or done over time.

(5) Context of Assessment

- Competency must be demonstrated in a real work environment.
- In cases where the learner does not have the opportunity to cover all categories of the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "what if?" scenarios.
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Underpinning Knowledge and Skills and consideration of required attitudes.
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", evidence should be authenticated by colleagues, supervisors, youth or other appropriate persons.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgment of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 2
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



YDWCYP0754**COORDINATE THE IMPLEMENTATION OF YOUTH DEVELOPMENT PROGRAMMES**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to coordinate the implementation of youth development programmes. It includes determining and allocating resources, programme implementation, monitoring and evaluation.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Develop programme implementation schedule	1.1	Programme goals and objectives are rationalised against national youth development plan.	
	1.2	Programme schedule developed reflects correct understanding of programme objectives.	
	1.3	Programme schedule developed, agreed and promoted.	
	1.4	Schedule takes into account resource allocation and deployment.	
	1.5	Information relevant to programme implementation is appropriately communicated.	
	1.6	Monitoring and evaluation framework designed is appropriate.	
2. Determine resource requirements	2.1	Resources are correctly identified.	
	2.2	Resources identified are sufficient for the intended use.	
	2.3	Resources are mobilised and deployed in a timely manner.	
	2.4	Arrangements for accountability and resource utilisation are in place.	
3. Build capacity for programme implementation	3.1	Systems to support meaningful collaboration are in place.	
	3.2	Training and capacity building needs are correctly identified.	
	3.3	Training interventions implemented are appropriate to address gaps identified.	
	3.4	Support systems are in place for effective programme implementation.	
4. Monitor and evaluate implementation of youth development programmes	4.1	Performance indicators are observable, practical, measurable and aligned with the programme objectives.	
	4.2	Evaluation and assessment instruments designed are appropriate for intended use.	
	4.3	Feedback mechanism provides timely and meaningful information.	
	4.4	Feedback is used to effect meaningful intervention for programme improvement.	

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Resources required may include:

- human
- infrastructural
- financial
- technological

Monitoring and Evaluation Framework may include:

- protocols and procedures
- schedules
- templates and other tools
- instruments
- roles and responsibilities

Necessary schedule information may include:

- timeline
- costs
- expectations
- deliverables

Feedback mechanism may be given in the form of:

- written reports
- oral reports
- informal discussions

Programme objectives may include but not limited to:

- behaviour change
- character enhancement
- information sharing
- social development
- education and training

Programmes may include but not limited to:

- short, medium or long term
- one-off or continuous
- specific to a target group
- spontaneous
- national
- local community-based

Monitoring and evaluation may be ongoing or periodical and may be:

- performance-based
- time-based
- internally driven
- externally driven
- participatory

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- determine resource requirements
- mobilise resources
- account for resources mobilised and utilised
- develop capacity building programmes
- design monitoring and evaluation framework
- communicate effectively
- prepare reports
- facilitate team-building
- develop schedule of programme implementation taking into account resource allocation and deployment
- organise and coordinate a range of activities at once
- monitor and evaluate programmes

(2) Underpinning Knowledge and SkillsKnowledge

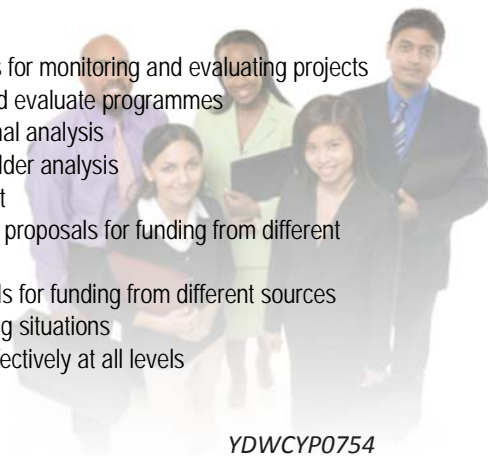
Knowledge of:

- strategic management
- project planning, monitoring and evaluation
- project management
- developing programme evaluation instruments
- national youth development framework
- project report writing
- networking
- negotiating
- principles of leadership
- data analysis techniques

Skills

The ability to:

- develop systems for monitoring and evaluating projects
- plan, monitor and evaluate programmes
- conduct situational analysis
- conduct stakeholder analysis
- prepare a budget
- develop detailed proposals for funding from different sources
- present proposals for funding from different sources
- adapt to changing situations
- communicate effectively at all levels



Knowledge cont'd

Knowledge of:

- procedures for conducting situational and stakeholder analysis
- sourcing of resources and materials
- organisational standards, policies and procedures
- team building strategies

Skills cont'd

The ability to:

- mobilise and manage resources
- manage projects
- conduct monitoring and evaluation
- collaborate and network with others
- encourage team work
- prepare project reports

(3) **Resource Implications**

- An appropriate workplace or simulated environment.
- Social service resources.
- The local environment.

(4) **Method of Assessment**

- Assessment may include practical exercises, role-plays, research/project work or observation of practical demonstration and evidence gathered from the workplace environment.

(5) **Context of Assessment**

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions.
- Assessment is best conducted over time to allow demonstration of competence in the areas listed in the "Critical Aspects and Evidence".

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation
Collect, analyse and organise information		Level 2
Communicate ideas and information		Level 2
Plan and organise activities		Level 2
Work with others and in team		Level 2
Use mathematical ideas and techniques		Level 1
Solve problems		Level 2
Use technology		Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0764**DESIGN, DEVELOP AND SUPPORT THE IMPLEMENTATION OF NEW OPPORTUNITIES FOR THE DEVELOPMENT OF YOUNG PEOPLE**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required to design, develop and support new opportunities for the development of young people.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify new opportunities needed	<p>1.1 Young people, youth networks and other stakeholders are appropriately engaged.</p> <p>1.2 Research plan is agreed on and efficiently implemented.</p> <p>1.3 Accurate and up-to-date data is gathered by working with young people and other relevant stakeholders.</p> <p>1.4 Information gathered reflects the issues and aspirations of young people.</p> <p>1.5 Information is correctly analysed to identify emerging issues and the need for new opportunities.</p> <p>1.6 Information gathered is appropriately recorded and shared with youth development stakeholders.</p> <p>1.7 Protocols pertaining to information sharing are observed.</p> <p>1.8 Goals and desired outcomes of the opportunities are accurately identified by young people and other stakeholders.</p> <p>1.9 Goals and outcomes agreed on are in keeping with the values of youth development work and the Commonwealth.</p>
2. Use identified goals to design and develop new opportunities	<p>2.1 Strategy for achieving desired goals and outcomes is agreed on by young people and other stakeholders.</p> <p>2.2 Existing opportunities which relate to the agreed goals and desired outcomes are accurately identified.</p> <p>2.3 Engagement of partner agencies in the designing and development of new opportunities is appropriate and consistent with organisational procedures.</p> <p>2.4 Opportunities designed are consistent with agreed goals.</p> <p>2.5 Activities and resources to develop opportunities are correctly identified.</p> <p>2.6 The roles and levels of participation of stakeholders in the process are agreed on.</p> <p>2.7 New initiatives are consistent with agreed outcomes.</p> <p>2.8 The design of the new initiatives remains flexible enough to accommodate changes in young people's needs and circumstances.</p> <p>2.9 Administrative processes to support the new opportunities are agreed on and in place.</p>
3. Implement new opportunities	<p>3.1 Implementation plan is agreed on by stakeholders.</p> <p>3.2 Capacity building needs are clearly determined and appropriate initiatives implemented.</p> <p>3.3 Established reporting procedures are in place and are adequate to provide the required feedback.</p>

	3.4	Protocols and procedures for management of financial and other resources are observed.
4. Monitor and evaluate the implementation of new opportunities	4.1	Monitoring and evaluation plan is agreed on by stakeholders.
	4.2	Implementation of monitoring and evaluation plan is consistent with agreed guidelines.
	4.3	Reports submitted provide high-quality information and are made available to stakeholders.
	4.4	Feedback is used for performance-based decision making.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Opportunities may include:

- employment
- capacity building
- entrepreneurship
- employment
- youth exchange
- volunteerism

Stakeholders may include:

- young people
- private sector
- NGOs and FBOs
- special interest groups
- funding and development agencies
- government agencies

Resources include:

- human
- economic
- technological
- infrastructural

Monitoring and evaluation plan may include:

- design and development of evaluation instruments
- data analysis
- progress reports
- financial disbursement schedules and accounting mechanisms

Protocols may include:

- procurement guidelines
- reporting guidelines
- lines of authority
- financial management guidelines
- asset management
- document management

Research may be:

- formal or informal
- within the community
- within the organisation

Sources of information may include:

- youth and their networks
- formal and informal research
- participatory learning and action
- focus group consultations

Capacity building may include:

- strategic planning
- budgeting
- monitoring and evaluation of social projects
- use of social marketing techniques
- project planning and implementation
- media engagement
- advocacy and lobbying
- human resource management
- proposal and grant writing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- engage stakeholders
- work with youth stakeholders to identify needs of young people
- set goals and determine expected outcomes
- work with others to develop new opportunities for young people on the basis of research
- develop plans for new opportunities which identify activities, roles, resources and other key needs
- make use of existing youth work opportunities wherever possible
- develop programmes to build the capacity of stakeholders to implement new opportunities
- support implementation of new opportunities
- monitor and evaluate the implementation of new opportunities
- use feedback to enhance performance

(2) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- current national and global paradigms of youth development work
- the nexus between youth development work and national development
- gender theories and their application within different political, social and cultural traditions
- manifestation of gender inequality in social structures and economic issues
- the role of gender in development
- local, regional and international conventions addressing gender issues
- the implications of gender issues for the practice of youth development work
- human rights conventions and treaties as they relate to young people
- factors contributing to youth unemployment and poverty at the national and global levels
- why it is important to develop new opportunities on the basis of research involving young people and others
- key groups in the community, their roles and responsibilities
- how to engage young people and other key groups
- the principles and values of all agencies concerned
- personal aims and objectives, desired goals and outcomes
- how to set up processes to develop new opportunities which involve young people and other key groups
- how to develop plans for new opportunities which identify activities, roles, resources and other key needs
- how to negotiate the ongoing participation of young people and other key groups
- organisational procedures relating to partnership work between young people, youth workers and other key groups
- how to evaluate the goals and values of other providers against the national competency standards for youth work
- development stakeholders and their priorities
- sources of guidance on assessing the competence of providers of youth work opportunities
- organisation's procedures on using and assessing other providers
- organisational procedures on youth protection, equal opportunities, health and safety
- how to work with existing providers to design new opportunities
- value of multi-stakeholder partnerships

Skills

The ability to:

- promote the participation of young people in community activities
- build partnerships with other youth development stakeholders
- develop programmes which achieve equality of outcomes for young men and women
- develop new opportunities on the basis of research involving young people and others
- consult with young people and other key groups in ways which are appropriate to them
- set up processes to develop new opportunities which involve young people and other key groups
- develop plans for new opportunities which identify activities, roles, resources and other key needs
- negotiate the ongoing participation of young people and other key groups
- evaluate the goals and values of other providers against the national occupational standards for youth work
- conduct a gap analysis
- match available resources with needs
- work with existing providers to design new opportunities
- build the capacity of others to contribute effectively to the delivery of the new opportunity
- manage projects
- monitor and evaluate social projects



Knowledge cont'd

Knowledge of:

- agreed principles underpinning the opportunity such as the key purpose and core values of youth work, legislation, policies and guidelines
- steps in the process for designing a new opportunity
- how to develop others to contribute effectively to the delivery of the new opportunity
- implementation and evaluation processes
- administrative processes needed to support youth work opportunities
- principles of project management

(3) Resource Implications

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

(4) Method of Assessment

- Assessment may include observation, questioning and evidence gathered from the workplace environment.
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

(5) Context of Assessment

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 2
Communicate ideas and information	Level 2
Plan and organise activities	Level 2
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 1
Solve problems	Level 3
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0775**DEVELOP STRATEGIC ALLIANCES TO FACILITATE THE NATIONAL YOUTH DEVELOPMENT AGENDA**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to develop and maintain strategic alliances capable of supporting the National Youth Work Agenda*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
1. Establish strategic alliances	1.1	Goals and outcomes of National Youth Development Agenda agreed on and commitment secured.
	1.2	Strategic importance of partners ascertained.
	1.3	Relevant networking needs are identified and appropriately prioritised in line with organisational objectives and national youth agenda outcomes.
	1.4	Networking strategies take into consideration cultural practices and traditions.
	1.5	Strategies to establish networks are implemented in consultation with key stakeholders and in accordance with organisational protocols.
	1.6	Information about networks/alliances is documented and made available as required.
	1.7	Relevant protocols developed and agreed on are appropriate to ensure effective operation of the networks/alliances.
	1.8	Terms of reference are agreed on and appropriate to facilitating stated outcomes.
2. Manage and monitor networks	2.1	Potential barriers to effective networking are identified and appropriate strategies developed.
	2.2	Resources mobilised reflect agreed commitment of network partners.
	2.3	Disbursement of resources is consistent with budgetary allocations.
	2.4	Strategies to deal with issues of accountability and reporting are in place.
	2.5	Information flow is agreed on and necessary protocols are in place.
	2.6	Situations that interfere with the effective operation of networks are resolved in accordance with agreed procedures.
	2.7	Capacity building initiatives are undertaken to facilitate optimisation of networks/alliances.
	2.8	Opportunities are provided for alliance partners to share experiences, review expectations, and make the necessary changes.
	2.9	Efficacy and relevance of networks/alliances are regularly evaluated against agreed outcomes and expectations and appropriate modifications made where necessary.
	2.10	Evaluation of the efficacy of networks/alliances is comprehensive, and resulting information is used to inform future engagement.



RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Networks/alliances may include:

- young people and their networks
- local organisations
- interest groups
- lobby groups
- consultants
- development and funding agencies
- advisory committees
- professional associations
- business sector
- law enforcement agencies
- government ministries/departments
- political directorate
- trade unions
- financial sector
- media
- educational and training institutions
- research institutes

Networks/alliances may serve the purpose of:

- achieving collective and national objectives
- accessing the services and resources of other organisations
- promoting organisation and/or programmes
- strategic planning
- pooling resources
- leveraging support
- lobbying and advocacy
- coordinated service delivery
- mainstreaming youth development

Goals and outcomes of National Youth Development Agenda may be reflected in:

- National Youth Policy
- other national policies such as the Health and Education Policies
- National Development Plan

Resources mobilised may include:

- financial
- technological
- material
- technical
- information
- systems

Networking needs may be as a result of, or lead to:

- new government policies
- new or reviewed strategic plan
- new organisations/services starting up
- restructuring of organisation
- enhanced service delivery
- funding imperatives
- economic and political realities
- emerging trends
- a crisis situation

Strategies for the development of networks may include:

- liaising with relevant government, community, business and other representatives
- participating and managing formal network committees
- negotiating with relevant organisations for network participation
- liaising with umbrella organisations

Evaluation of efficacy may take into account:

- cultural expectations
- youth needs
- organisation's philosophy and objectives
- national youth development outcomes
- adherence to protocols
- fulfilment of obligations
- facilitatory and prohibitive factors and processes

Information about network/alliances may include:

- organisational structure
- vision and mission
- focus/mandate
- information sharing protocols
- financial information

Opportunities provided for network partners to share may include:

- conferences
- business meeting
- e-conferences

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements:

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- agree on goals and outcomes of National Youth Development Agenda
- conduct stakeholder analysis
- identify and prioritise networking needs
- develop networking strategies
- implement strategies to establish networks
- develop and agree on protocols to ensure effective operation of the network
- develop and agree on terms of reference to facilitate agreed outcomes
- identify potential barriers to effective networking and develop appropriate preventive strategies.
- mobilise resources
- implement strategies to deal with issues of accountability and reporting
- agree on information flow and establish necessary protocols
- manage resolution of situations that interfere with the effective operation of networks
- implement capacity building initiatives to facilitate optimisation of networks/alliances
- provide opportunities for alliance partners to share experiences, review expectations, and make necessary changes
- evaluate efficacy and relevance of networks/alliances against agreed outcomes

(2) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- national development plan
- national youth policy and other national
- policies relating to young people
- power relationships within and between organisations
- principles of youth mainstreaming
- international and regional youth development frameworks including the Plan of Action for Youth Empowerment (PAYE), and the Regional Strategic Plan for youth Development (RSYD) of CARICOM, and the MDGs
- institutional linkages to facilitate personal growth and development for young entrepreneurs
- statutory regulations and implication for the national youth agenda
- range of activities and services for youth development
- the values and limitations of networks
- the dynamics of networks
- how to leverage support
- how to advocate
- principles of strategic planning
- processes of initiating and supporting community development planning
- existing relevant networks
- lobbying in the context of organisational protocols
- how to engage the media
- youth governance structures and network
- principles values underpinning youth development work
- professional ethics
- how to develop a communication strategy
- principles of motivation
- organisational behaviour
- group dynamics

Skills

The ability to:

- negotiate
- lobby
- develop and manage partnerships
- deal with diverse cultural groups
- promote interest of organisation
- initiate contact
- promote the national youth development agenda
- leverage support
- engage the media
- communicate using a variety of approaches and techniques
- develop and use monitoring and evaluation tools
- do needs analysis
- do stakeholder analysis
- identify barriers to effective networking
- develop protocols and procedures
- evaluate efficacy and relevance of networks
- resolve conflict
- assess risk
- work as a team member
- motivate others
- manage change
- manage conflicting interests
- communicate effectively
- advocate
- develop strategic plans
-

(3) Resource Implications

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment.



(4) Method of Assessment

- Assessment may include observations, questioning and evidence gathered from the workplace.
- Assessment may take place over a period of time sufficient for the demonstration of competence.

(5) Context of Assessment

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1. <ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	Level 2. <ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	Level 3. <ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0785**ESTABLISH FRAMEWORK FOR POLICY DEVELOPMENT**

Competency Descriptor: *This unit relates to the knowledge, skills and attitude required to work with young people and other stakeholders to facilitate the establishment of a framework for policy development.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Project future directional focus for an organisation's services	<p>1.1 Trends in national development and youth work issues impacting service provision are analysed and correctly interpreted.</p> <p>1.2 Liaison with key stakeholders is effectively established to identify future directions, coordinate the organisation's responses to emerging issues and ensure effective communication.</p> <p>1.3 Relevance of agency services to meet the future needs of clients is verified through structured stakeholder surveys.</p> <p>1.4 Other relevant national policies are closely monitored for relevance.</p>
2. Guide process for the design of policy development framework	<p>2.1 Agency directions and corporate goals are developed using appropriate consultation processes.</p> <p>2.2 Organisational policy framework is assessed against directions for relevance, gaps and compliance.</p> <p>2.3 Resource requirements for policy framework development and promulgation are identified and secured.</p> <p>2.4 Policy framework development methodology incorporates Plan of Action for Youth Empowerment (PAYE) and other relevant Plans/Frameworks.</p> <p>2.5 Consultation processes with youth, workers and external personnel are developed and utilised.</p> <p>2.6 Inter-organisation and stakeholder contribution to policy framework development is coordinated.</p> <p>2.7 Supervision and regular consultation support are provided to staff engaged in policy framework development activities.</p> <p>2.8 Resource allocations for policy framework development are monitored against approved budget.</p> <p>2.9 Policy framework developed reflects relevant underpinning themes.</p>
3. Advocate for policy development framework modification	<p>3.1 Appropriate advocacy strategies selected and used to leverage support for modification to policy development framework.</p> <p>3.2 Key decision makers and others with influence in policy framework development are targeted.</p> <p>3.3 The perspectives and position of the organisation are reflected in presentations advocating policy development.</p> <p>3.4 Policy development framework takes into consideration feedback from stakeholders and other interest groups.</p>



- | | |
|--|---|
| 4. Promote youth involvement in policy framework development | 4.1 Strategies to secure youth involvement in strategic planning are effective. |
| | 4.2 Youth's contributions to strategic planning are incorporated in relevant submissions. |
| | 4.3 Equal opportunities are provided for youth to contribute to strategic planning |

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

The contexts for managing policy development framework include:

- policy development functions
- policy development as part of overall management responsibility
- government, non-government and community-based agencies

Considerations in policy framework development may include:

- analysis of social, political and economic factors and trends
- strategies to avoid discrimination and create a sense of equity
- balanced assessment of actual and potential impacts for the organisation, community or country
- analysis of linkages with other policies and legislative arrangements
- media, language and presentation styles appropriate to the audience
- needs of all youth including those with disabilities and others from religious organisations, minority groups etc.

Strategies to promote cross-functional involvement in policy framework development include:

- a range of communication styles, modes and media
- lobbying strategies
- consultation strategies
- networking strategies
- access to information

Managing policy framework development must be consistent with requirements established by:

- organisation's mission, objectives, outcomes and philosophies
- government and political directions
- community driven changes, perceived needs
- state and Commonwealth legislation
- youth needs
- stakeholder needs

Themes underpinning policy framework development may include:

- gender equity
- mainstreaming marginalised youth
- mitigation of biases
- educational opportunities
- human rights conventions
- youth and other stakeholder participation involvement
- national development strategy
- family integrity
- social and economic structures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

- (1) **Critical Aspects and Evidence**
Competency must be demonstrated in the ability to:
- identify future directions in organisation
 - analyse trends
 - manage policy framework development

- use performance indicators to evaluate the success of youth development policy framework
- establish partnerships to achieve objectives of youth policy framework
- develop partnerships
- influence policy framework development processes
- facilitate the mainstreaming of youth through policy framework development
- advocate for policy development

(2) **Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- the development of youth policy frameworks in the region and the wider Commonwealth
- the main themes that underpin the formulation and development of youth policy frameworks
- impact of youth policy framework in youth development work
- nexus between youth development and national development
- similarities and differences amongst countries in the region with regard to youth policy framework
- current national, regional and international policy frameworks for youth development
- deficiencies common to youth policy framework in the region
- approaches to strategic planning
- strategic planning process
- issues impacting youth
- the social, political and economic context
- relevant legislation, government discussion papers
- relevant major conferences, seminars papers
- policy framework development models/systems
- consultation models
- effective communication techniques

Skills

The ability to:

- contribute effectively to the development of youth development policy framework
- develop strategic plans
- use performance indicators to evaluate the success of youth development policy framework.
- establish partnerships to achieve key objectives of youth policy framework
- work with other youth development stakeholders to achieve policy framework objectives
- develop partnerships
- influence policy-making processes
- facilitate the mainstreaming of youth
- analyse and interpret social issues impacting on service provision
- identify future directions
- develop broad agency directions and corporate goals
- assess organisational policy against broad directions
- advocate for appropriate policy development
- coordinate the organisation's responses to emerging issues
- communicate effectively

(3) **Resource Implications**

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment.

(4) **Method of Assessment**

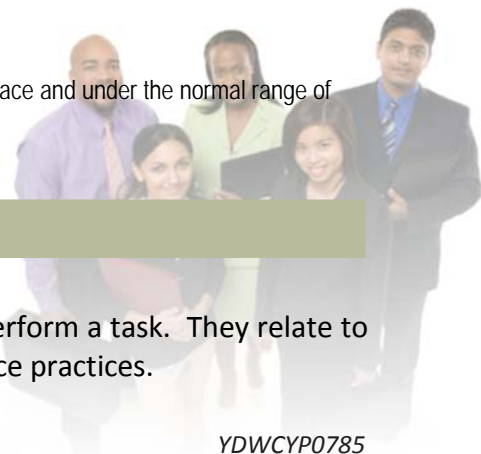
- Assessment may include observations, questioning and evidence gathered from the workplace.
- It is recommended that assessment take place on more than one occasion but must include assessment of all aspects of managing policy development.

(5) **Context of Assessment**

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.



Levels of Competency		
Level 1. <ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	Level 2. <ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	Level 3. <ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



Working to promote equality of opportunity, participation, national pride and civic responsibility among young people,

YDWCYP0795**USE RESEARCH FINDINGS TO INFORM POLICY FORMULATION AND REVIEW**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes required to use research findings to inform policy formulation/review.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Promote evidence-based approach in organisational culture	1.1	The strategic importance of the evidence-based approach is promoted and exemplified.	
	1.2	Strategies to promote an evidence-based culture are developed and implemented.	
	1.3	Relevant change management techniques are facilitated in support of the evidence-based approach.	
	1.4	Best practices in the evidence-based approach are recognised and promoted.	
2. Provide support for research activities	2.1	Policy framework is supportive of research effort.	
	2.2	Opportunities are provided to encourage participation in research activities.	
	2.3	Resources appropriate to supporting research activities are provided.	
	2.4	Research authorisation process is in place.	
3. Facilitate policy formulation/review	3.1	Information management mechanism is implemented.	
	3.2	Political support is appropriately leveraged.	
	3.3	Resources required to support policy formulation and review are identified and appropriately engaged.	
	3.4	Stakeholders are meaningfully engaged in the policy formulation/review activities.	
	3.5	Strategic direction given is consistent with relevant research findings.	
	3.6	Guidance and regular consultation support are provided to stakeholders engaged in policy formulation/review activities.	
	3.7	Policy formulation/review outputs reflect relevant underpinning themes emerging from research findings.	

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Initiating and coordinating research may be informed by the need for:

- policy making
- strategic planning
- social marketing

Resources will include:

- funding
- previous research data
- equipment
- technological



Initiating and coordinating research may be informed by the need for cont'd

- service development and delivery
- legislative reform
- community youth development
- new national priorities

Research undertaken will give due consideration to:

- research codes of ethics and protocols
- organisational mission, objectives and expected outcomes
- organisation's programme standards
- regulatory requirements
- key stakeholders
- identified areas of interest

Criteria to assess the research proposal will include:

- the size and nature of the research sample i.e. who and how many will be researched
- research methods
- purpose of research and for whom
- the human, financial and physical resources required
- the nature and scope of the information to be gathered
- the timetable
- social and cultural context

Work plan considerations:

- budget
- human resource
- technical
- technological
- current social climate
- work plan timelines
- political imperatives/dictates
- contingencies

Research review process allows for:

- support
- advice
- debriefing
- feedback

Resources will include cont'd

- analysis and presentation tools
- human

Funding proposals may include:

- submissions
- tenders
- expressions of interest
- sponsorship
- fee for service
- contracting

Protocols may include:

- stakeholder engagement
- research ethics
- information management
- procurement processes

Resources may be obtained through:

- central/local government
- philanthropic agencies
- private business and sponsorship
- bequests, donations and other private grants
- money raised by fundraising events
- sale of resources
- regional and international development agencies

Key people or stakeholders may include:

- youth and youth networks
- NGOs and FBOs
- political directorate
- community groups
- special interest groups
- parents
- media
- private sector
- education institutions
- funding and development agencies
- government agencies

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- undertake process review
- provide guidance
- analyse social policy
- interpret legislative framework
- advocate for the evidence-based approach
- define organisational ethos
- guide the design, development and implementation of strategic plans
- manage change

(2) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- principles of social policy development
- trends in youth and community development
- national, regional and international youth development agenda
- national strategic plan
- internal and external factors impacting national development
- policy development protocols and procedures
- principles and techniques of advocacy
- project management models/practices
- research ethics and codes of conduct
- consultation models/practices
- resource management models/practices
- change management models/practices
- principles and practices of process management
- the legislative framework for youth work
- the political culture and context

Skills

The ability to:

- develop framework for strategic partnerships
- develop consultation protocols
- facilitate consultation
- communicate at a high level
- negotiate
- apply advocacy skills
- manage research process
- motivate staff
- build and maintain partnerships
- develop information management protocols
- work with team of experts
- manage projects
- apply analytical skills
- influence policy formulation

(3) Resource Implications

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment.

(4) Method of Assessment

- Assessment may include observations, questioning and evidence gathered from the workplace.
- Assessment may take place over time to produce evidence competence in the critical areas of assessment.
- Competence may be demonstrated working individually or as a member of a team.

(5) Context of Assessment

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of conditions relevant to youth work.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation
Collect, analyse and organise information Communicate ideas and information Plan and organise activities Work with others and in team Use mathematical ideas and techniques Solve problems Use technology		
Level 3 Level 3 Level 3 Level 3 Level 2 Level 3 Level 2		

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0805**DEVELOP A STRATEGIC MANAGEMENT FRAMEWORK FOR YOUTH DEVELOPMENT WORK**

Competency Descriptor: *This unit relates to the knowledge, skills and attitudes for establishing, coordinating and promoting a strategic management framework for youth development work.*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
1. Conduct Situational Analysis	1.1	Key stakeholders are identified and mobilised.
	1.2	Roles are clarified and appropriately assigned.
	1.3	Strategies and tools for analysis are appropriate and involve the participation of key stakeholders.
	1.4	Issues impacting youth development are fully explored and prioritised.
	1.5	External and internal factors impacting the efficacy of the organisation are explored.
	1.6	Policies and programming activities are mapped, analysed and best practices identified.
	1.7	Gaps are identified and needs correctly assessed.
	1.8	Strategies to build support for the planning and implementation processes are explored and developed.
2. Identify future directions and priorities in youth development	2.1	National youth development priorities are agreed on.
	2.2	National youth development outcomes are agreed.
	2.3	National youth development priorities are aligned to national development priorities and are consistent with international youth development imperatives.
	2.4	Strategies are in place to establish appropriate strategic alliances and partnerships.
	2.5	Roles are clarified and appropriate commitments secured.
	2.6	Input variables and output variables are identified.
	2.7	Initiatives to promulgate national focus priorities are undertaken.
3. Design strategic management framework	3.1	Organisation's strategic importance is understood, and strategies are put in place to assess its efficacy.
	3.2	Protocols for guiding alliances and partnerships are agreed on and are appropriately communicated.
	3.3	Inter-agency and stakeholder contributions to youth development are agreed on, coordinated and duly documented.
	3.4	Resource mobilisation plan is agreed on.
	3.5	Strategies are in place for inter-agency, multi-sectoral and stakeholder collaboration, and monitoring of their input.

	3.6	Capacity building plan is appropriate and responsive.
	3.7	Communication plan is agreed on.
	3.8	Strategies are appropriate to support advocacy initiatives.
	3.9	Monitoring and evaluation processes are agreed on.
4. Implement strategic management framework	4.1	Policies and procedures are appropriate for successful strategy implementation.
	4.2	Stakeholders are meaningfully involved in the implementation of the strategy.
	4.3	Stakeholder commitments/inputs are constantly monitored.
	4.4	Resources are deployed in a timely manner.
	4.5	Capacity building initiatives are appropriate to support implementation.
	4.6	Implementation process allows for timely feedback from stakeholders and network partners.
5. Monitor and evaluate strategic management framework	5.1	Monitoring and evaluation strategies and process are appropriate for measuring stated outcomes.
	5.2	Key stakeholders are meaningfully engaged in the monitoring and evaluation process.
	5.3	Information gathered from the monitoring and evaluation processes is appropriately recorded.
	5.4	Information is used to inform organisational change and development, as well as process enhancement.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Key stakeholders may include:

- government agencies
- non-government and community- based agencies
- legislature
- development agencies
- civil society
- financial sector
- business sector

Input variables and output variables may include:

- human resources
- technical
- technological
- financial
- programmes
- services
- research data
- partnerships and alliances
- systems
- information

External and internal factors impacting the organisation may include:

- national political agenda
- socio-economic situation
- global trends
- organisational capacity
- leadership
- natural disasters

Managing policy framework development and strategic planning must be consistent with requirements established by:

- organisation's mission, objectives, outcomes and philosophy
- government and political directions
- community driven changes, perceived needs
- national, regional and international legislation
- youth needs
- stakeholder needs



Issues impacting youth development may include:

- migration and remigration(voluntary and involuntary)
- socio, economic and political situation
- crime and violence
- HIV and other health issues
- gender disparity
- educational opportunities
- community instability
- family issues
- global trends
- technology

National youth development outcomes may include:

- education
- participation
- livelihood
- family
- social skills
- gender equality
- psychological and physical safety

National and international youth development imperatives may include:

- gender equity
- mainstreaming marginalised youth
- mitigation of biases
- evidence-based programmes
- educational opportunities
- Human Rights Conventions
- youth and other stakeholder participation and involvement
- national development strategy
- family integrity
- social and economic structures

Considerations for strategic management framework development may include:

- analysis of social, political and economic trends
- strategies to avoid discrimination and build equity
- balanced assessment of actual and potential impact for the organisation, community or country
- analysis of linkages with other policies and legislative arrangements
- media, language and presentation styles appropriate to the audience
- work with different interest groups
- scope for multi-sectoral collaboration

Strategies/tools for analysis may include:

- needs analysis
- stakeholder analysis
- SWOT analysis
- Political, Economic, Social, Technological and Ecological(PESTE) analysis
- force field analysis
- community mapping
- market analysis

Resource mobilisation plan may take into consideration:

- budgetary needs
- stakeholder capacity and commitments
- time lines
- types of resources
- procurement, allocation and deployment strategy
- financial capacity
- contingency plan

Capacity building initiatives to include:

- peer coaching
- workshops
- peer tutoring and review
- shadowing
- consultations

Strategies to promote inter-agency collaboration and involvement may employ:

- a range of communication styles, modes and media
- lobbying strategies
- consultation strategies
- networking strategies
- access to information
- information sharing

Inter-agency and stakeholder contribution may include:

- provision of services and programmes
- research
- education and training
- financial resources
- leveraging support
- media access
- technological support
- technical support

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- identify and mobilize key stakeholders
- clarify and assign roles
- explore and prioritize social issues impacting youth development

- explore external and internal factors impacting the efficacy of the organisation
- develop strategies to build support for the planning and implementation processes
- determine youth development priorities and outcomes
- align national youth development priorities to national development priorities and to international youth development imperatives
- implement strategies to establish appropriate strategic alliances and partnerships
- undertake initiatives to promulgate national priorities and focus
- assess organisation's strategic importance
- develop communicate protocols for guiding alliances and partnerships
- coordinate and document inter-agency and stakeholder contribution to youth development
- obtain consensus for resource mobilisation plan
- establish strategies for inter-agency, and multi-sectoral and stakeholder collaboration, and monitoring of their input
- implement capacity building plan
- monitor implementation of strategic framework
- manage resources
- implement monitoring and evaluation strategies and process
- use information to influence organisational change and development, as well as process enhancement
- identify and manage trends that may impede achievement of objectives and appropriate action taken

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the origins, history and development of at least two national youth policy frameworks in the region
- importance of youth policy framework in youth development work
- nexus between youth development and national development.
- similarities and differences amongst countries in the region with regard to youth policy frameworks
- regional and international policy frameworks for youth development
- deficiencies common to youth policy frameworks in the region
- approaches to strategic management
- issues impacting on youth and their place in a social, political and economic context
- relevant legislation, government discussion papers
- relevant research and articles on youth development
- policy framework development models
- consultation models
- developing a strategic plan
- working with a culturally diverse group
- fiscal management
- basics of change management

Skills

The ability to:

- guide the strategic planning process
- use strategic management tools
- use performance indicators to evaluate the success of youth development policy framework
- establish partnership to achieve key objectives of youth policy framework
- work with other youth development stakeholders on national youth development objectives
- develop partnerships
- influence policy-making processes
- facilitate the mainstreaming of youth
- analyse and interpret social issues impacting on service provision
- coordinate the organisation's responses to emerging issues
- identify future directions
- develop broad agency directions and corporate goals
- assess organisational policy against broad directions
- advocate for appropriate policy development
- manage change
- work with the media
- manage diverse interests
- lobby

(3) Resource Implications

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment.

(4) Method of Assessment

- Assessment may include observations, questioning and evidence gathered from the workplace.
- It is recommended that assessment take place on more than one occasion but must include assessment of all aspects of developing a policy framework.



(5) Context of Assessment

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">• Carries out established processes• Makes judgement of quality using given criteria	<ul style="list-style-type: none">• Manages process• Selects the criteria for the evaluation process	<ul style="list-style-type: none">• Establishes principles and procedures• Evaluates and reshapes process• Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

YDWCYP0815**DEVELOP AND IMPLEMENT AN INTEGRATED POLICY FRAMEWORK TO SAFEGUARD THE WELFARE OF YOUNG PEOPLE**

Competency Descriptor: *This unit deals with the knowledge, skills and attitudes required to influence policy and legislative arrangements to safeguard the welfare of young people*

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
1. Promote the importance of mainstreaming youth in the national development agenda	1.1	The importance of youth development to national development is clearly articulated to policy makers across sectors.
	1.2	The importance of an integrated policy framework for youth development is effectively communicated.
	1.3	Literature review on the historical context and background in which an integrated policy framework is being advocated is accurate and well documented.
	1.4	Stakeholders, including young people, from the relevant sectors are appropriately engaged to agree on the process of determining the welfare needs of young people.
	1.5	Research conducted accurately identifies gaps in policies and legislation.
	1.6	Team of specialists is appropriately engaged to review recommendations from research.
	1.7	Communication strategy for sharing documented recommendations from specialists with stakeholders is effective.
	1.8	Advocacy strategy to obtain political will to facilitate an integrated policy framework is effective.
2. Develop policy framework	2.1	Stakeholders from relevant sectors are engaged in a timely manner to agree on the vision, goals and objectives for safeguarding the welfare of young people.
	2.2	Terms of Reference for Specialists to draft Integrated Policy Framework are appropriate to achieving desired outcomes.
	2.3	Specialists contracted to develop draft Integrated Policy Framework are carefully selected.
	2.4	Components of the Integrated Policy Framework are agreed on by stakeholders.
	2.5	Proposed interventions re: policy development/amendment are in keeping with agreed objectives and are endorsed by stakeholders.
	2.6	Strategy to obtain political will for development/amendment of policies is effective.
	2.7	Policy guidelines are agreed on by primary stakeholders.
	2.8	Stakeholders are appropriately engaged to examine draft framework and to make further recommendations.
	2.9	Integrated Policy Framework is endorsed by policymakers.
3. Implement Integrated Policy Framework	3.1	Key partnerships established to facilitate implementation of Policy Framework.

- 3.2 Communication strategy developed to promote the Integrated Policy Framework is effective.
- 3.3 Initiatives to build the capacity of stakeholders to advocate for an Integrated Policy Framework are appropriate and effectively implemented.
- 3.4 Strategy for monitoring and evaluating implementation of the Integrated Policy Framework is agreed on.
- 3.5 Feedback from young people and other stakeholders is taken into account.

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competency, allowing for differences in workplace scenarios. They relate to the unit as a whole and facilitate holistic assessment. The following variables may be present for this particular unit:

Integrated Policy Framework to include policies on:

- youth development
- human rights
- social development and mobility
- poverty eradication
- education and training
- health
- economic participation and empowerment
- justice and safety
- crime
- youth participation in civil society
- cultural development
- sports
- child protection
- migration

Historical context and background to include:

- national imperatives
- existing social exclusion of young people
- effectiveness of the legislative system
- alignment of national policies with international conventions
- history of youth development
- current national, regional and international trends affecting youth
- addressing social, cultural, economic and other barriers restricting the full participation of specific youth populations

Communication strategy to include:

- media briefs and press releases
- discussion papers
- position papers
- focus group discussions
- posts on youth interactive websites
- posters
- handbills

Promotion of Integrated Policy Framework may include:

- roundtable discussions
- sharing of regional and international best practices
- presenting at fora for policy makers

Stakeholders to include::

- UN and other development agencies
- local NGOs, government agencies and other stakeholders
- private/business sector
- regional agencies including CARICOM, the Commonwealth Youth Programme Caribbean Centre and ILO
- Human Rights Associations
- FBOs
- political organisations
- labour unions

Gaps in policies and legislation may include issues such as:

- human rights
- labour laws
- youth economic participation and empowerment
- mechanisms for intra- and inter-sectoral collaboration
- promotion of peace and social justice
- juvenile justice and safety
- social mobility and migration

Advocacy strategy to include:

- the establishment and operationalisation of a high-powered advocacy team
- development and publication of position papers
- Town Hall and community discussions to appeal to social conscience and leverage public support in influencing desired legislative changes
- securing support and buy-in from influential government members
- securing international support to influence national opinion

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

(1) Critical Aspects and Evidence

Competency must be demonstrated in the ability to:

- establish strategic alliances and partnerships
- plan and implement strategies effectively
- develop effective communication strategies
- influence policy makers and opinion shapers
- plan research
- motivate and mobilise support of specialists
- identify and mobilise stakeholders
- work in a culturally diverse environment
- facilitate inter-sectoral discussions
- communicate effectively with a wide cross-section of stakeholders
- advocate for legislative and policy changes
- work in a hostile environment
- develop terms of reference
- prepare reports

(2) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- importance of an integrated policy framework to national development
- youth mainstreaming
- the legislative system
- policy development process
- national development strategy
- regional and international youth development frameworks
- human rights conventions including United Nations Charter, Universal Declaration of Human Rights, UN Agenda for Peace, CRC and CEDAW
- best practices in peace building and conflict resolution
- poverty alleviation policies
- social issues affecting youth including gender, race, sexuality and state engendered injustices
- adult learning techniques
- behaviour change strategies
- organising and mobilising support on national issues
- effective communication techniques
- labour laws
- gender mainstreaming strategy
- political networks
- advocacy strategies
- current reforms being undertaken in other sectors
- monitoring and evaluation techniques

Skills

The ability to:

- establish strategic alliances and partnerships
- plan and implement strategies effectively
- develop effective communication strategies
- plan research
- motivate and mobilise support of specialists
- identify and mobilise stakeholders
- work in a culturally diverse environment
- facilitate inter-sectoral discussions
- communicate effectively with a wide cross-section of stakeholders
- advocate for legislative and policy changes
- work in a hostile environment
- develop terms of reference
- prepare reports

(3) Resource Implications

- Access to a relevant or an appropriately simulated environment where assessment may take place.



(4) Method of Assessment

- Competency is demonstrated by performance of all stated criteria in the context of the range of variables.
- Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.
- Assessment activities may also include written or verbal short-answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

(5) Context of Assessment

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Communicate ideas and information	Level 3
Plan and organise activities	Level 3
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

REFERENCES

This Competency Standards Package has been developed with reference to documents which include:

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