Mission Statement

“To nurture and develop individuals and communities that will change the power structures by demystifying processes of Education and development and generate value based partnerships and practices at all levels”.

Awleen Retreat Jun 2004

11th Development Studies Course 2011

Institute for Development Studies and Practices (IDSP-Pakistan)

Course Details

[Developed by: Faculty of IDSP-Pakistan]

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Course Details

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Prepared by:
Faculty of IDSP-Pakistan.

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Brief about IDSP:

Institute for Development Studies and Practices (IDSP-Pakistan) is a theory and practice based institute has been working in the field of community development for the last 11 years. It is a space where the motivated individuals can learn, promote, practice and together try to create an environment where the dominant development and education systems can be demystified and create alternative models of development and education through community participation. More than 60% of Pakistan's population is between 15-35 years of age, almost 80% of them are excluded from the meaningful educational and Livelihood processes and opportunities. The purpose of IDSP’s interventions is to reduce and eventually end this exclusion.

IDSP offers courses for the young and motivated groups and individuals (from all over Pakistan) who wants to materialize their dreams and strive to contribute to the processes of social change through his/her direct or indirect involvement. The courses are mainly spaces for teaching, learning, reflection, sharing, listening, demonstrating and arguing on different matters/issues which affect our lives in one way or another. The courses strive to uncover the mysterious surrounding development, learning and livelihood that are being imposed by a certain class over the rest of the world. IDSP offers residential courses to help the learners improve their concepts, analytical and practical skills to translate their dreams into concrete actions. In this connection IDSP has so far conducted ten development studies course at national level and graduated more than 1300 learners from all over Pakistan. In pursuing its objectives IDSP has established district based campuses in eight districts of Pakistan.

For further details please visit our below mentioned websites.
Organizational website: http://idsp.org.pk/
Program’s website: http://adp.yolasite.com/

Generic objectives:

- To bolster the conceptual and practical capabilities of around 30 youth (Male, Female) irrespective of ethnic, religious or racial discrimination from all over the country.
- To help them understand, reflect and articulate over complex realities of development, education and modernism by contextualizing the leading phenomena of poverty, extremism, violations of human rights and social injustices.
• To develop a cadre of young leaders who are critically and intellectually conscious, skilled and active citizens for generating viable and rights based actions for peace, pluralism and sustainable livelihood based on justice at self, family and community, national and international level.

Specific objectives:
• To created a friendly atmosphere and educate the learners about each and other’s culture and traditions through participating and organizing different cultural events. Should be as objectives
• Develop a cadre of 30 young social change activists through development studies course.
• Enable young community activists to build partnerships with participating communities through small scale participatory community interventions/ social action projects.
• Raise public awareness on issues of youth development, poverty and livelihood.
• To build the critical and professional capabilities of the learners.

Introduction to the course:
The course is spanned over 6 months with composition of 60-Days theory and 90-Days practice, 25 Days for compilation and community panel presentation and 2 day for graduation ceremony. The course is essentially residential for all learners. The session consists of a group of 30 male and female from all over the country (Pakistan).

The learners will live and learn together along with faculty members. They will be engaged averagely 10 hours in each working day that is 6 hours in formal contact and 4 hours as independent and group assignments. The teaching tools/aids include Discussion, Simulation, Group works, Theatrical games, Newspaper Analysis, Movies, Interactive theater plays, Sculpturing, Pictorial exercises, Group and supervised readings, cultural shows etc.

The thematic focus of this course is to bolster up the intellectual and technical capacities of different motivated individuals (male, female) from different areas of the country with diverse background and practical experiences.

Theoretical part of the course caters various modules on the historical analysis of development while finding its connection to the colonialism, and post colonial neo-liberal imperialism. It also presents in depth analysis of the institutionalized global mechanisms generating inequality, racism, poverty and various forms of injustices. The course is intended to generate organized and informal practices for social justices, peace and sustainable livelihood.

Practice of the course consists of the practice area identified by group or individual. During theoretical part, extensive knowledge and practice of action research and practices is carried out. During field practice IDSP faculty supports learners technically,
in practices of developing intellectual and conceptual frameworks, and applying these practices in their own pragmatic ways.

The third compulsory part of the course is documentation of the practices in a systematic and scientific way which could be published and presented as authentic source of knowledge and analysis. Learner’s practices, data interpretation, documentation and presentation of the practice findings to the relevant group of panelists will be followed by Graduation ceremony.

Conceptual framework of the Courses:
The modalities of courses differ with respect to time period, thematic focus and over specific objectives. But the engagement strategy of working with subject audience consists of common features. An outline of the frameworks is as under.

Connecting self to the World:
Learners/students are encouraged to analyze and develop an understanding of, and ability to communicate, their personal reality, including self, family, and community, provincial, national and international perspectives. It includes cumulative theory, practice, reflection and reviews sessions.

Practicing the Connections:
Understanding the historical, political, economic and social development of the world and connecting this to today’s complex personal and global realities. This segment develops the logical connection of an individual to the globe, it contains intense readings exercises, discussions, field exposures and, simulation exercise.

Family Development:
This segment of the learning process helps in the understanding of family as the basic institution for civil society development and growth, focusing on the practice of self discipline and engaging with ordinary people especially women, young girls and small children in communities eventually leading to into community development.

Conceptualizing Social Development Projects:
In this particular segment each Learner develops a conceptual framework for his/her own development processes and projects. The learners will reconcile the overall theoretical and practice learning and translate it in a formal practice plan. The plan tends to create and develop innovative and sustainable models of human rights, education, livelihood and justice.

Course Content:
*The course will cover the following topics:*

**Course inception and settling down:**
- Arrival and settling down:
- Inauguration ceremony

**Modules:**
Connecting self to the world: Leadership and internal discipline for changing the world
  o Devising the learning norms,
  o Developing the mess and management policies and systems.
  o Conducting tutorials with learners

Knowing the self:
Learning the skills to self growth
  o Knowing each other by sharing personal stories
  o Knowing IDSP and its overall goals
  o Behaviors
  o Feelings
  o Emotions
  o Power and control
  o Communication
  o Identity
  o Delay gratification
  o Dedication to reality
  o Balancing
  o Taking responsibility
  o Leadership

Introduction to concepts of Gender and Gender Sensitization
  o Understanding the difference of sex and gender.
  o Stereotype Perception analysis.
  o Understanding the Gender in historical process.
  o Understanding the matriarchal societies and its dynamics
  o The productive role of female
  o Gender and violence.
  o Gender prejudice, and identity

Unpacking dominant development paradigms
  o The French revolution 1789 (enlightenment age of reason and romanticism)
    Why we study French revolution?
    Social, economic and political causes.
    Impacts of French revolution
    Relevance of French revolution in today’s world
  o Inception of the European colonialism (1492-1945)
    Discovery of America
    Arrival of East India Company to India
    Aims and objectives European colonizers in sub continent,
    Resistance movements in sub continent
Colonizer’s efforts in supplanting indigenous social, economic and political structures.
Freedom movements
  o Emergence of neo-colonization, Nation State and the enterprise of Development.
    Institutions and tools of Globalization
    Role of IFIs and MNCs in Economic Globalization
  o Re-Integration of the Themes

**Analysis of Factory Model Schooling and its impacts on society**
  o History and origin of schooling system
  o British legacy (Lord Macaulay)
  o Critical analysis of education policies in Pakistan
  o The role of languages in educational processes
  o Linking indigenous wisdom to system of learning

**Planning Practices and Action Research:**
  o What is action research
  o Basic Tools, Approaches and Methodology.
  o Principals of action research
  o Process of action research
  o Methodologies and tools for action research
  o Execution of the action research
  o Documentation and reporting of the researcher
  o Analyses of the action researches
  o Designing the action researches by learners and Field practice preparation and planning

**First Practice Phase:**
First practice phase will be comprised of 45 days. The learner in this first phase will practice the themes so far delivered. Rediscovering his/her relationship and interaction with self, family and community. She/he will also be able to implement his/her practice idea at community level. The learners will document their practice and experiences. They will also testify and cross validate the theoretical stuff and will come with new question which will be instrumental to develop a relevant context for the second phase of the theory.

**Second Theoretical Session:**
The second theoretical Phase investigates and analyses the specific issues which have global and local implications. The learners will explore and analyze the cause and effect relationship particularly regarding the specific development practices, models and institutions which have played vital role in shaping the destinies of the people at
local and global level. Specific case studies will be instrumental to unpack the particular situation and objective realities of deprivation, exclusion, exploitation etc.

**Learner’s presentation around their first phase of practice**
- Documentation
- Presentations in the groups
- Identifying new Questions and learning needs
- Debriefing

**Media and Corporation: Manufacturing the Consent**
- Background and history of growth of the media
- Critical analyses of the role of media
- The role of media in the globalized world
- Media and corporation
- Media and power structure
- Media as instrument of bringing change

**Film Making for Social Change**
- History and background of the film making
- The use of cameras
- Filming/ making documentaries
- Editing
- Publishing

**Basic political concepts, theories and systems**
- An introduction to the Basic Political Concepts and Systems
- Democracy deficit and its impacts in Pakistan
- Regional political scenario and its impacts on Pakistan
- Politics of religion and ethnicity in Pakistan
- Legacies of Cold War
- International Terrorism and its regional and global causes and impacts

**Human Rights and its violation**
- The concept of Human rights
- Understanding the Human rights in context of Pakistan
- Child rights
- Labor laws and rights
- Women rights

**Analysis of Development Approaches; The case of Pakistan**
- Green Revolution and its impacts on economy, agriculture and Environment
- Mega Projects and its impacts on economy, agriculture and Environment
- Sustainable and Environmentally protected approaches

**Construction and Deconstruction of Cultural Processes:**
Evolution of culture
Understanding the concept of modernity
Defence between modernity and westernization
The concept of Orientalism vs Occidentalism
Orientalism as phenomena
Culture, Modernity and Post modernism

Processes and approaches of Social Change and Reconstruction:
- Contextual Understanding of change
- Role of individual in the process of social change
- Approaches and practices of community development and community partnerships
- Innovative/Viable practices/social actions for change
- Tolls techniques, ethics and approaches for generating actions
- Planning and simulations for practices
- Learners tutorials

Deliverable Skills throughout the whole course:
- Basic computer skills
- Internet
- Report writing
- Dairy writing
- Proposal writing
- Communication skills
- Documentation
- Article writing
- Analyses
- Management
- Community mobilization and organization
- Communication and coordination
- Project management and budgeting
- Action research
- Multi media presentation

Second phase of practice:
During the second phase the learners will further develop their ideas in the light of earlier field experiences. The learners will also be in a much better position to further strengthen their relationship to self, family and community and discover their own potentials as agents of social change. This practice will be based on some practical actions in the light of their theoretical learning and his/her earlier practice findings.

Practices Compilation and Presentation:
Practices Documentation:
- Findings of the particular practice and action research are documented as dissertation and publishable materials. The second part of this segment is to present the findings to a group of panelists pertaining to the same subject and practice.

Penal Presentation:
- Learning journey presentations/ panel presentations

Graduation ceremony
- Certification

Description:
This course comprises of three segments that was theory, practice and compilation / penal presentation.

Course Generic Plan:
- Course duration: 6 Months
- Launching Date of the course: 1st July, 2011
- Course inception and settling down: 3-Days
- First Theoretical Session: 30-Days
- First Practice Phase: 45-Days
- Second Theoretical Session: 30-Days
- Second phase of practice: 60-Days
- Practices Compilation and Presentation: 15-Days
- Graduation ceremony (preparation and conduction): 2-Day

Proposed outcomes:
- Developed a cadre of 30 individuals as an intellectual and community development practitioners and thinkers through practice based development course.
- Developed partnerships through small project of community development with 30 communities
- Evolved youth groups and organizations around the specific issues and opportunities of development, peace and livelihood.
- Extended linkages and coordination for the government, government line department and other stakeholders.

Resource Person/ Guest Speakers:
An appropriate number of resource persons and or guest speakers will be invited to discuss and share with learners on the topics/ subjects of their expertise. Ex-learners of IDSP will be invited as guest speakers or resource person.
The sessions conducted by the resource persons will be productive in enhancing the learning abilities of learners and giving the comprehensive knowledge of different issues and subjects to the learners in a participatory environment.
During these sessions, learners will not only further strengthen their learning capacities, but they will also get more clarity of the topic under discussion.

Eligibility criteria:
1. IDSP has proven criteria of selecting learners. Basic skills of reading, writing and expression are required from learners. No formal educational credentials are necessary, as IDSP believes in the instinctive creativeness and live learning process in human beings.
2. The individual within the age limit 18-35 years, ready to live in hostel, who can spare their time for the rigorous learning process based on the amalgamation of theory and practice.
3. The candidate ought to have specific plan, idea or rooted action for generating alternative forms/models of learning, education, human rights, livelihood, and development.
4. The interested individuals must be ready to travel for the two phases of theory at Quetta while they have to travel during field practice in their communities. 
(Successful applicants must be highly motivated, effective in time management, committed to participation in the course and to fulfilling its demands while meeting their practice commitments.)

Learner selection process:
- Advertisement through newspapers, pamphlet, letters
- Sorting and classifying the applications received in clusters.
- Departure of Faculty teams to focal areas.
- Orientation seminar about overall proceedings of the course to participants.
- Test and presentations of interested candidates. (Criteria; the individual who has a dream and idea of change, who can write and read)
- Interview/presentations of potential candidate:
- Final selection on the basis of research ideas

Tools of learning and Teaching:
- Supervised readings
- Reading assignments.
- Pictorial exercises.
- Role plays
- Movies
- Documentaries.
- Reflective Diaries.
- Learning seminars
- Informal discussions,
- Poetry
- Family history exploration.
- Cultural nights
- Singing.
- Presentations
o Simulations
o Creative writings (Articles and papers)
o Country folders
o Learning journeys
o Games and sport

**Purposes of residence during course:**
In order to meet the overall objectives of course, the course will be conducted residentially. There will be regular sessions at night time, especially movie sessions and dinner talks will be organized in night sessions. The learners will be responsible to write their dairies, papers, articles and discuss on different topics which about they learn during day’s sessions.
Secondly the residential course provides opportunities to internalize, reflect, interact with each and other, discuss about each and other’s culture and traditions as the learners will be belonging to different backgrounds of the country. This will also provide learners the opportunity to discuss informally with faculty about different personal and course related issues and difficulties as faculty will be living at the same place with learners.

**Specific outcomes of the residence at course:**
- To created a friendly atmosphere and educate the learners about each and other’s culture and traditions through participating and organizing different cultural events.
- To enhance the understanding of learners on management through involving them in hostel, mess and other management related activities and events.
- To provide opportunity to the learners for minimizing the cultural, ethnic, sectarians and religious divisions.
- To provide time to the learners for learning, readings, writings and internalizing the concepts, ideas thoughts.
- Provide an academic and professional atmosphere to develop their internal self, intellect and knowledge.

**Library at the course venue:**
A small library will be set up at the course venues to meet the immediate needs of the course. As the course will be conducted at out of the office, therefore a venue will be hired just for the theoretical phase of course therefore a little number of books will selected from main resource center, related to the themes and will set a small library in course venue from which the majority of the learners will be facilitated.