

Course Outline: A Countrywide Travel-based Development Studies Course titled

“Learning from People and Communities”

Apply before 10th of November 2018

Introduction to IDSP

IDSP opens Learning Spaces for the young majority population to empower them for generating and regenerating responses to the existing challenges. Through its Open Learning Spaces, IDSP provides engaging courses in critical thinking and leadership, as well as professional development to shape a meaningful career path for youth. Learners acquire knowledge and skills necessary to promote human rights, political participation, gender equality, and global citizenship—all of which will help them to improve safety and development in Pakistan. Standards of living and harmony within family units is considerably improved, resulting in lower domestic violence rates, a decrease in early child marriages, shared decision-making, and better social and financial support for all family members. Communities practice conflict resolution, promote youth civic engagement, expand the infrastructure and advance technologies of sustainable energy services, protect children from child labor and exploitation, and adopt sustainable agriculture techniques to improve their local economies.

Development Studies Course, however, is one of the permanent programs of IDSP-Pakistan in which motivated and creative young boys and girls are provided with an opportunity and space of learning, sharing, reflecting and realising their dreams and ideas of social change in the mentorship of experienced faculty and resource persons. In this connection, IDSP going to announce and conduct another innovative and travel-based course at national level.

Conceptual framework of IDSP's Courses/ Practices:

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 carries 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 in to 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.

About the Current Course:

IDSP going to launch a six month theory and practice-based course titled “A Countrywide Travel-based Development Studies Course: Learning from People and Communities”, in which twenty individuals, irrespective of gender, aged 20 to 35, will be engaged from all over the country. The applicants do not need to have any formal educational credentials to apply, except good, writing and reading skills. However, the candidates having pragmatic and innovative ideas of community development and social change will be preferred for the selection. The course will take place over different phases as including (1) Orientation and foundational sessions: (2) Study Tour to Balochistan, Sindh and Punjab (3) Reflection (4) Community Assignments for Learners (5) Study Tour to Khyber Pakhtunkhwa, Gilgat Baldistan, Chitral and Kashmir (6) Synthesis and Reporting. These phases are complemented by a constant process of reflection, deliberation and modification. The learners and the faculty members are required to develop research guidelines in the light of course themes which will facilitate them in collecting data and inferring insights. The learners will utilise the data for enriching their ideas of change. Whereas at the end of the course, the results and insights of course will be synthesized into papers and reports to inform developmental discourses and policies in the country, revise course themes and pedagogy and formally launch IDSP’s University of Community Development.

Course Aims:

This course is aimed at creating a group of young community leaders that are capable of critically understanding, analyzing and effectively approaching developmental challenges, while applying holistic strategies, critical reasoning and professional and leadership skills which they will learn during the course. The learners will be engaged in the process of critical inquiry and direct observation of diverse socio-political and economic contexts in order to generate community-based discussions and discourses. The results and insights of the course will be utilised to inform and help evolve inclusive, bottom-up and participatory developmental approaches, frameworks and institutions at local and national levels. Last but not the least, course will help learners become conscious of cultural and historical plurality and recognise and appreciate them as mutually enriching forces and processes.

Course Generic Objectives:

1. Articulate a holistic understanding of developmental concepts, processes and practices in diverse social contexts at local, national and global levels.
2. Critically understand and analyse social, political and economic challenges of their communities so that they can mobilise and engage their communities for creating self-dependent solutions.
3. Develop essential leadership and professional skills in order to become efficient community leaders and development professionals.
4. Work on and successfully implement their own ideas of social change by exploring family histories, developing community profiles, commencing people-centered dialogues, and forming community support groups
5. Know, recognise and appreciate historical and cultural diversity and develop cross-cultural friendships, interactions and partnerships to promote cultural harmony.

Methodology:

This is a participatory learning course which will take place in the community and public spaces with community members, civil society activists and government officials across the country. The course requires the faculty members and learners to travel and live in the communities of the learners in order to engage them in discussions and discourses around developmental ideas, practices and challenges. During the field, in addition to writing daily diaries, the learners and the faculty members will use learning guidelines for taking data and inferring insights to be synthesized in a reflective process throughout the course. The objective of visiting different communities is to provide learners with an opportunity to experience diverse cultures and life styles, see historical and tourist places and undergo challenging and adventurous situations. This will enable them to directly observe and understand people's realities in their own contexts and from their own perspectives. Furthermore, cross-cultural and ethnic interactions will enable learners to understand cultural and linguistic plurality and break cultural and ethnic stereotypes, which in turn help them build up bridges of mutual understanding and friendships. Also, a travel across the country in public transport and living in rural communities will put learners into challenging and adventurous situations, forcing them to think critically; take creative initiatives and be able to endure hardships. More importantly, In order to develop the capacity for self-sufficiency, the learners are also required to work in the communities in return of food and accommodation. Finally, the learners will have the opportunity to enjoy visiting scenic tourist spots and historical places which familiarise them with beautiful topography and history of the country.

Learning Themes and Contents:

1. Self-Growth and Development

1.1. Knowing yourself to become a conscious human being:

- 1.1.1. Life cycle
- 1.1.2. Hygiene and nutrition
- 1.1.3. Immunization and vaccination
- 1.1.4. Emotional and physiological catharsis
- 1.1.5. Attitude and Behaviours
- 1.1.6. Feelings and Emotions
- 1.1.7. Anger management
- 1.1.8. Yoga and meditation
- 1.1.9. Delay gratification
- 1.1.10. Accepting responsibility
- 1.1.11. Dedication to reality
- 1.1.12. Balancing
- 1.1.13. Taking responsibility
- 1.1.14. Vision and dreaming
- 1.1.15. The role of individual in the process of social change
- 1.1.16. Identity and recognition
- 1.1.17. Effective Communication skills
- 1.1.18. Conflict resolution

Reading Materials:

- The Road Less Travelled
- Post-Development Reader (The Quest for Simplicity)

- My Idea of Swaraj by Gandhi
- Frames of Mind
- Long Walk to Freedom by Nelson Mandela
- The Alchemist by Paulo Coelho
- Forty Rules of Love by Elif Shafak

2. Framework/Lens in the context of Gender and Class

2.1. Gender:

- 2.1.1. Understanding the difference between sex and gender.
- 2.1.2. Stereotype Perception analysis.
- 2.1.3. Tracing and understanding the gender inequality in historical context
- 2.1.4. Gender-based violence
- 2.1.5. The role of gender in identity formation
- 2.1.6. Power and control
- 2.1.7. Division of labour based on Gender
- 2.1.8. Institutionalization of gender
- 2.1.9. Prevention of gender based violence (traditional, legal, constitutional and international laws, treaties, acts, bills, ordinances and so on)

2.2. Class

- 2.2.1. Evolution of social Classes
- 2.2.2. Analysis of class structure
- 2.2.3. The role of property ownership in class formation
- 2.2.4. The difference between Social Status and Class
- 2.2.5. Class and Power
- 2.2.6. Class based Identity
- 2.2.7. Class and social mobility
- 2.2.8.** Class and Gender

Reading Materials:

- The Origin of the Family Private Property and the States by Fredrik Engles
- Gender equality and women empowerment in Pakistan by Rashida Patel
- Black Radical Theory and Practices: Gender, Race and Class by Rose M. Brewer
- Gender, Class and Education by Stephen Walker and Len Barton
- Baloch Samaj Main aurat ka Maqam by Dr Shah Mohammad Marri
- Aurat aur Tarikh by Dr. Mubarak Ali
- Who is ethnic? By Werner Sollors
- Mother by Maxim Gorky

3. Education and Critical Pedagogy

- 3.1. Difference between literacy, schooling, learning and education
- 3.2. Traditional ways and institutions of learning and education
- 3.3. Analysis of Factory model schooling
- 3.4. School and Indoctrination
- 3.5. School and local histories
- 3.6. School and social classes
- 3.7. School and mother languages
- 3.8. School and profession
- 3.9. School and gender
- 3.10. School and bureaucracy
- 3.11. School and power structure
- 3.12. Analyses of the current educational system in Pakistan (policies, curriculum, text books, finances, pedagogy, human resource and so on)
- 3.13. IDSP's Model of Non-formal education
- 3.14. The method of coding and decoding

Reading Materials:

- Pedagogy of the oppressed by Paulo Freire
- The Subtle Subversion: The State of Curricula and Textbooks in Pakistan by SDPI
- Rethinking Education by Khadim Hussain
- Illiterate Declaration to literate by Shri Dayal Chandar Soni
- Education Policy a Critique by Eqbal Ahmed
- How to eradicate illiteracy without eradicating illiterates? By Munir Fasheh

4. Development theories and practice

- 4.1. Theories, approaches, practices and ethics of Development
- 4.2. Development and colonialism
- 4.3. Modernity and Westernization
- 4.4. Poverty
- 4.5. Globalisation and its impacts on local economy, cultures and languages
- 4.6. Mega Development projects
- 4.7. Development and local communities
- 4.8. Development and human rights
- 4.9. Global Development agendas (MGDs and SDGs)
- 4.10. Development and Neo-colonialization
- 4.11. Pakistan's geopolitical and economic dependence on regional and global powers

Reading Materials:

- Post Development Reader
- Small is Beautiful by E.F. Schumacher
- Globalisation and its discontents by Joseph E. Stiglitz
- The End of Poverty by Jeffery Sachs

- Bartanvi Samraj ny Humain Kaisy Loota by Hussain Madani
- A World of Three Zeros by Muhammad Yunus
- The beautiful, expanding future of the poverty by Ashish Nandy
- Animal Farm by George Orwell
- Development and Social Change: Global Perspective by Philip McMichael
- Human Scale Development by Manfred A Max-Neef
- Imperialism, the highest stage of capitalism by Vladimir Lenin
- Development Dictionary: A Guide to Knowledge as Power by Wolfgang Sachs
- Encountering Development: The Making and Unmaking of the Third by Escobar, Arturo.

5. History and Social Movements

5.1. History

- 5.1.1. Defining History
- 5.1.2. Scope of history
- 5.1.3. Different perspectives on history
- 5.1.4. Lessons of history
- 5.1.5. Distortions of history
- 5.1.6. National history vs. people's history
- 5.1.7. History as an instrument of silencing people
- 5.1.8. Rediscovering and rewriting people's history

5.2. Social Movements

- 5.2.1. Structure and Function of Social Institutions (Family, Education, Religion).
- 5.2.2. What is a social movement?
- 5.2.3. Types of social movements
- 5.2.4. Historical background: Brief overview of social movements
- 5.2.5. Factors and reasons for social movements (Oppression, exploitation, unemployment and so forth)
- 5.2.6. Tools and strategies used in social movements
- 5.2.7. Role of youth and women in social movements
- 5.2.8. Role of culture and language in social movements
- 5.2.9. The role of media in social movements
- 5.2.10. Cultural Heritage and social movements
- 5.2.11. Opportunities and risks associated with social movements in today's world

Reading Materials:

- Lessons of History by Will & Ariel Durant
- Discovery of India by Jawar Lal Nehro
- The idea of Pakitsan By Stephen Cohen
- End of History” by Francis Fukuyama
- Clash of civilizations by Samuel.P. Huntington
- State and Revolution by V.I. Lenin

- Tareekh Main Fard ka Kirdar, (Plakhanove)
- Pakistan Main Riasat Ka Bohran by Hamza Alvi
- The politics of social protests by Craig Jenkins
- Zma Zwand au Jadojehad by Bacha Khan
- Biography of Ho Chi Minh By Dr Shah Mohammad Marri
- Lut Khanna By Abdulla Jan Jamaladini
- Masti Taukali By Dr Shah Mohammad Marri
- Orientalism by Edward W. Said

6. Media: Representation and Hegemony

- 6.1. Defining Media
- 6.2. Brief history of media
- 6.3. Forms of media
- 6.4. Role of media
- 6.5. How does it represent? (Methodology)
- 6.6. Political economy of media
- 6.7. Consent manufacturing
- 6.8. Media, corporations and control
- 6.9. Media, state and politics
- 6.10. Media and consumerism
- 6.11. Media and globalization
- 6.12. Representation of interest groups
- 6.13. Media ethics and laws
- 6.14. Social media and youths
- 6.15. Media and war/violence
- 6.16. Social media democracy and human rights
- 6.17. Social media, networking and social change

Reading Materials:

- Manufacturing Consent by Edward S. Herman and Noam Chomsky
- Free to be Human by David Edwards

7. Environment and Sustainable Living

- 7.1. Environment and its constituents
- 7.2. Environment and natural resources
- 7.3. Ecosystems and biodiversity
- 7.4. Impacts of industrialisation on environment
- 7.5. Impacts of mega projects on environment
- 7.6. Urbanisation and environment
- 7.7. Climate change and natural disasters
- 7.8. Environment and legal and moral frameworks
- 7.9. Environment and energy resources
- 7.10. Environmental degradation and economic and health challenges
- 7.11. Technological innovations and environment

7.12. Environment and Sustainable living (Analysis of IDSP's alternative model)

Experience what the world won't teach you

1. You will become part of a friendly, cooperative and respectful group of learners and the faculty
2. You will travel and enjoy different geographical, social and cultural landscapes across the country.
3. You will meet people from diverse backgrounds and befriend them.
4. You will start reflecting on the meaning of life from a fresh perspective.
5. You will experience and observe various lifestyles in different community settings.
6. You will come across adventurous situations where you can think and apply creative solutions.
7. You will experience living and working in new communities.
8. You will visit many scenic and historical sites in the country.
9. You will start learning other languages and understanding different cultures.
10. You will learn how to travel for learning without heavy costs.
11. You will learn sharing and writing stories.
12. You will develop leadership skills to guide, help and lead communities.
13. You will develop intellectual capacity to articulate complex realities and issues of development.
14. You will document your family history and develop your community profile
15. You will develop and implement an idea of community development and social change

Learning Activities and Tools:

- Community-based discussions
- Dinner talks
- Literary talks
- Poetry sharing and singing
- Role plays and simulations
- Sports and games
- Manual work
- Seminars
- Observations
- Site visits
- Groups discussions
- Participatory research
- Creative Writing (Diary, story and blog writing)
- Critical writing (papers and articles)
- Individual and Group Reflections
- Movie and documentary sessions
- Presentations
- Guest speakers
- Guest lecturers/facilitators

Eligibility Criteria:

- **Age:** 20 to 35 from all fields of life.
- **Gender:** all (girls, women and transgender are encouraged to apply).
- **Education:** The applicants are not assessed based on their formal education or degree but on their ideas for social change. However, it is necessary that the applicant must know how to read, understand and write.
- **The idea for Change:** Idea for change is a fundamental condition for selection.
- **Duration:** Six month time is compulsory for this course. During this time the selected learners have to focus on the course only.
- **Fee:** The selected learners have to pay Rs.3000 registration fee. They will also pay for their food.
- **Note:** applicants are considered for selection regardless their ethnicity, religion, cast, gender and so on.

Course schedule:

- Course Announcement and Application Submission: October 10 to November 10
- Assessment and selection of Applicants: November 11 to December 10
- Inauguration ceremony: December 11 to December 15
- Orientations and foundational sessions of course at IDSP UCD Campus: December 16 to Dec 31
- Study tour to Balochistan, Punjab and Sindh: January 1 to January 31
- Reflection on the 1st Study phase: Feb 1 to Feb 15
- Community assignment for the learners: Feb 16 to March 15
- Sharing the Experience of Field Assignments: March 16 to March 20
- Study Tour to Azad Kashmir, KP and Gilgit Baltistan: March 21 to April 20
- Synthesizing results of the course findings: April 21 to May 4
- Conference and certification: May 5 to May 8

Application to be submitted:

- Please fill the online form available on IDSP's website <http://idsp.org.pk/courses/> or write us an application by mentioning your Name, Father Name, Age, Gender, Education, Phone and Mobile numbers, complete address, Tehsil, District and an Idea of Change.
- Our address: IDSP University of Community Development Campus at Hanna Urak road, near Levies Thana, Quetta Balochistan
- Cell/WhatsApp/SMS No: 03327898044, 03013236726, 03342382320 (if you want to send us your application through WhatsApp or mobile)
- Phone number: 0812308064
- Email address: courses@idsp.org.pk