



Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH504A Support young people to take collective action

Release: 1

CHCYTH504A Support young people to take collective action

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit identifies the knowledge and skills needed to enable young people to participate in the decision-making that affect their lives

It describes 'power with' community development processes with young people

Application of the Unit

Application

This unit applies to youth work where the primary concern is to support groups of young people in taking action to meet their needs or responding to community issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Work within a *community* development framework

- 1.1 Articulate key principles, process and goals of community development practice
- 1.2 Use effective *community development* processes
- 1.3 Work effectively with diversity in the community
- 1.4 Address individual issues arising within community development work and respond within duty of care requirements
- 1.5 Work with young people in formal and informal groups

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 2. Encourage and support young people to develop and use networks | 2.1 Identify and note <i>young people's issues</i> , needs or interests in community issues |
| | 2.2 Encourage and support young people to identify the commonality of their issues, needs and interests |
| | 2.3 Discuss possibilities for responding to those needs and interests |
| | 2.4 Provide <i>structured or unstructured opportunities</i> for young people with similar interests or needs |
| | 2.5 Encourage and support young people to identify relationships between their issues / interests and social structures |
| | 2.6 Encourage <i>young people</i> to work together to take joint action |

ELEMENT**PERFORMANCE CRITERIA**

3. Support young people to come together to plan collective action

- 3.1 Ensure young people have the relevant skills and knowledge to operate in a collective way, e.g. knowledge shortfalls, meeting skills, auditing skills and knowledge
- 3.2 Map and monitor youth participation processes, particularly decision-making and inclusion processes of groups
- 3.3 Support, encouragement and opportunities are provided to young people to enable them to:
- meet and work effectively together in common interest groups
 - promote / publicise groups to enable broader youth participation where appropriate
 - express and explore their views and identify issues of common concern
 - explore options for addressing issues and needs collectively within existing structures and in revised structures
 - use *group processes* to generate ideas, evaluate and select strategies for taking collective action
 - plan the selected strategies, including actions, resources, timelines and responsibilities required
 - identify the information, skills and resources that are already available and required to take action
 - access or provide available resources and support on an ongoing basis

4. Support young people to identify and form alliances with key stakeholders

- 4.1 Identify other stakeholders interested in the issue or strategy
- 4.2 Identify the interest, resources and possible roles of stakeholders
- 4.3 Support young people in contacting, informing and negotiating alliances with stakeholders
- 4.4 Assist young people and stakeholders are to maintain appropriate contact and information flow
- 4.5 Encourage young people to acknowledge key stakeholder support

ELEMENT**PERFORMANCE CRITERIA**

5. Support young people to implement their strategies or action plans

- 5.1 Provide relevant information as required to individuals and the group to facilitate better operation of collective networks
- 5.2 Provide individual or group support on an ongoing basis
- 5.3 Use *group processes* to monitor progress and adapt or further develop plans

6. Assist young people to monitor and evaluate strategies

- 6.1 Support groups to monitor and record progress
- 6.2 Assist groups to identify outcomes and consequences (intended or unintended) of their *actions* on an on-going basis
- 6.3 Evaluate strategies and group processes
- 6.4 Provide reports of outcomes as appropriate to stakeholders and within the organisation
- 6.5 Celebrate achievements, including personal development, skills development and social change

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Issues/concerns expressed by young people in the community or engaged with the service
- Attitudes and interest of all stakeholders and the impact these may have on the outcomes of collective action projects
- Work role as it applies to supporting young people's collective action
- Power imbalances in the professional relationship
- Relevant policies and procedures of the organisation including values and ideologies and how this impacts on the collective action
- Ethical responsibilities when working with young people to take collective action
- Models and tools of advocacy, community development, self help, youth participation, and peer education
- Theories of interpersonal communication, dispute resolutions and principles of negotiation
- Principles and theories of group work and structured and unstructured groups
- Documentation processes and evaluation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Enable youth participation
- Implement community development initiatives
- Undertake social analysis
- Actively engage young people using communication skills appropriate to specific youth context and culture

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in:
 - awareness raising with young people
 - skills building with young people
 - community change
- Measure outcomes in community development work - particularly process based outcomes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of work in which workers are expected to participate

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment include access to:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects 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 Essential 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', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community includes:

- Geographic locations
- Communities of interest - including on line communities

Young people's issues may include:

- Income concerns
- Unemployment
- Confidence and self-esteem
- Participation
- Accommodation
- Education
- Health
- Acceptance\isolation
- Spiritual
- Rights and social justice

Structured or unstructured opportunities refer to:

- Structured - formal training courses, conferences, seminars, provision of readings, and/or audio visual media
- Unstructured - gatherings, discussions

RANGE STATEMENT

Young people include:

- Individual young people who are users of the services of the organisation
- Individual young people referred to the organisation
- Young people who are voluntary or involuntary users of the services of the organisation
- Young people who fall in the specific target group of the organisation

Group processes may include:

- Workshop techniques
- Brainstorming
- Meetings

Community development models, frameworks and practice methods include:

- Youth participation
- Empowerment
- Approaches to social change
- Community building and community capacity building
- Social capital
- Asset based community development
- Cooperatives
- Microfinance
- Social or community enterprise schemes
- Community cultural development
- Group work
- Youth participation
- Identify key decision-makers
- Enable social change
- Work with committees and local power groups
- Project management
- Social analysis
- Social change activism
- Systems advocacy
- Developing and implementing social policy relating to young people
- Social policy in government
- Popular education

RANGE STATEMENT

Community development in youth work includes:

- Youth development
- Youth participation
- Youth leadership
- Youth arts practice
- Young people and community spaces
- Youth enterprise
- Youth work at local governments
- Youth policy
- Developing community resources for young people e.g. street outreach
- Community education with or about young people
- Education with young people e.g. health promotion, popular education
- Peer based education and support programs
- Youth work and community projects, such as environmental projects
- Collective action

Unit Sector(s)

Not Applicable