

Title:	Youth Work and Disability
Level:	4
Credit value:	5
GLH:	30
Unique Reference Number:	R/650/4668
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to analyse the knowledge and skills underpinning work on Youth Work and Disability.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p>

Learning outcomes

The learner will:

1. Be able to understand the different models of disability and their impact on inclusive Youth Work practice.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explore where our views about disability originate from and different ways of viewing and defining disability. They will explore the links between ideas and practice - how we think about disability informs different models of Youth Work and education practice.

The learner must:

- 1.1 Explain where **views and ideas about disability** may come from.
- 1.2 Describe the different ways of **viewing and defining disability**.
- 1.3 Explain the **social model**, where it came from and its essential elements.
- 1.4 Critically analyse the impact on practice of different models/ways of thinking about disability.

<p>1.5 Interpret how different theories about disability inform practice with reference to issues such as: access, inclusion, and segregation.</p>
<p>2. Be able to Understand the different elements of a rights-based approach to disability.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to identify the main barriers to participation and inclusion in Youth Work. They will understand the key role of access in creating disability equality in Youth Work and that the focus should be on removing the barriers – social, physical, attitudinal to participation and inclusion. They will investigate the ideas of the Disability movement and the role of Disabled People’s Organisations (DPOs) in creating social change and disability equality.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 2.1 Identify the main barriers to participation and inclusion in Youth Work. 2.2 Discuss and summarise the focus on removing the barriers – social, physical, attitudinal to participation and inclusion. 2.3 Explain the key role of access in creating disability equality. 2.4 Critically evaluate the ideas and effectiveness of the disability movement as a social movement and the role of civil disobedience in creating disability equality. 2.5 Investigate the role of Disabled People’s Organisations (DPOs) in creating social change and disability equality in the UK and internationally.
<p>3. Be able to understand the key elements of intersectionality, mainstreaming and co-production in the context of young Disabled people.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand diversity and intersectionality in disability. They will explore disability identity and culture and its implications for Youth Work practice. They will critically evaluate the impact of internalised oppression and segregation education for young disabled people in schools, institutions, and community settings. They will differentiate between different approaches to addressing disability discrimination in different Youth Work settings. They will understand the routes to disability equality through mainstreaming and the ‘twin track’ approach. They will critically evaluate the role of co-production with young disabled people based on their lived experience.</p>

The learner must:

- 3.1 Explain **internalised oppression, intersectionality and identity** and the implications for Youth Work practice.
- 3.2 Critically evaluate the impact of **internalised oppression, segregated education, and special needs thinking**.
- 3.3 Differentiate **different approaches** to addressing disability discrimination in different Youth Work settings.
- 3.4 Investigate different routes to **disability equality** through mainstreaming and the 'twin track' approach in Youth Work.
- 3.5 Critically evaluate the role of **co-production** with young disabled people based on their lived experience.

4. Be able to understand the key elements of inclusive practice in working with young Disabled people.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explain the range of factors which create institutional discrimination and exclusion. They will critically analyse the different approaches to enabling participation in mainstream activities and choices in decision making and activities alongside their non-disabled peers. They will demonstrate an understanding of the importance of the role of self-direction for individuals and groups of young disabled people; of creating opportunities for young Disabled people to meet, to have their say and participate and create social change and of young Disabled people having choice and control over decisions and activities.

The learner must:

- 4.1 Explain a range of factors which create **discrimination and exclusion** and different ways of addressing institutional discrimination.
- 4.2 Critically analyse the different **approaches to participation** in mainstream activities, alongside their non-disabled peers.
- 4.3 Demonstrate an understanding of the importance of **self-direction, self-empowerment in meaningful participation**.
- 4.4 Critically appraise approaches to **co-creating opportunities** for young disabled people to participate and have control over decisions that affect their lives focusing on the importance of creating opportunities for young Disabled people to meet, to have their say and participate in creating social change.

4.5 Analyse the **significance of evaluation** to measure impact of active choice and autonomy for young Disabled people.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Views and Ideas about Disability

Views and ideas about disability can stem from a variety of sources, including cultural beliefs, historical contexts, medical perspectives, and social influences. Understanding these origins is crucial for developing a comprehensive and inclusive approach to disability.

Viewing and Defining Disability

Disability can be viewed and defined in many ways, each providing a different perspective on what disability is and how it affects individuals. These perspectives include the medical model, the social model, the interactional model, the biopsychosocial model, and the cultural model.

Social Model

Definition:

Focus: Sees disability as a social construct rather than an inherent attribute of the individual.

Emphasis: On societal barriers, attitudes, and structures that disable individuals, rather than on their impairments.

Characteristics:

	<p>Barrier-Focused: Disability arises from the interaction between individuals and a society that fails to accommodate differences.</p> <p>Advocacy for Change: Promotes changes in society, such as improving accessibility and challenging discriminatory attitudes.</p> <p>Impact:</p> <p>Inclusivity: Encourages the removal of physical, social, and attitudinal barriers to improve participation and equality.</p> <p>Empowerment: Emphasises the role of societal change in enabling people with disabilities to lead fulfilling lives.</p>
<p>Barriers to Participation</p>	<p>In Youth Work, barriers to participation and inclusion can hinder young people from fully engaging in activities, services, and opportunities. These barriers can be categorised into diverse types, including structural, social, personal, cultural, physical, and attitudinal.</p>
<p>Creating Disability Equality</p>	<p>Access plays a crucial role in creating disability equality by ensuring that individuals with disabilities have the same opportunities, rights, and quality of life as those without disabilities. Key aspects of access include, but are not limited to:</p> <ul style="list-style-type: none"> • Physical Access • Digital Access • Informational Access • Social Access • Economic Access <p>Access is fundamental to creating disability equality because it directly impacts the ability of individuals with disabilities to participate fully in society. By addressing physical, digital, informational, social, and economic barriers, we create an inclusive environment where everyone can contribute and thrive. Ensuring access not only fulfils legal and ethical obligations but also enriches communities by valuing and integrating the diverse contributions of all individuals.</p>

<p>Disability Movement</p>	<p>The Disability Movement is a social movement aimed at achieving equal rights, opportunities, and social inclusion for individuals with disabilities. It encompasses various phases, strategies, and goals. The disability movement has made substantial progress in advancing rights, accessibility, and inclusion through legislative advocacy, public awareness, and direct action. Civil disobedience has played a pivotal role in drawing attention to critical issues and demanding systemic change. However, challenges such as fragmentation, implementation gaps, and societal attitudes continue to affect the movement's effectiveness. Addressing these challenges requires ongoing advocacy, collaboration, and commitment to ensuring that all individuals with disabilities can fully participate in and contribute to society.</p>
<p>Disabled People's Organisations (DPOs)</p>	<p>Disabled People's Organisations (DPOs) play a vital role in advocating for disability rights and creating social change both in the UK and internationally. Their contributions are instrumental in advancing disability equality, challenging systemic barriers, and shaping policies that affect the lives of individuals with disabilities. Through advocacy, public awareness, support services, and empowerment, DPOs contribute significantly to improving the lives of individuals with disabilities. While they face challenges such as funding constraints, representation issues, and political resistance, their efforts continue to drive progress towards a more inclusive and equitable society. The collaborative and intersectional approach of DPOs helps ensure that disability rights are recognised and upheld on both local and global scales.</p>
<p>Internalised Oppression, Intersectionality, and Identity</p>	<p>Internalised Oppression, Intersectionality, and Identity are crucial concepts for understanding and effectively engaging with young people in Youth Work practice. Each concept offers insights into how individuals perceive and experience their identities within a societal framework that can influence their mental health, behaviour, and participation. Understanding internalised oppression, intersectionality, and identity is essential for Youth Work practice as it helps to create a supportive and inclusive environment that acknowledges and addresses the complex</p>

	<p>realities of young people’s lives. By integrating these concepts into their practice, youth workers can better support young people’s personal development, challenge systemic barriers, and promote a more equitable and empowering experience for all.</p>
<p>Internalised Oppression, Segregated Education and Special Needs Thinking</p>	<p>Internalised Oppression, Segregated Education, and Special Needs Thinking are interconnected concepts that significantly impact the experiences and opportunities available to individuals with disabilities. Critically evaluating their impact involves understanding how these factors influence educational outcomes, personal development, and societal integration. Understanding the impacts of internalised oppression, segregated education, and special needs thinking is crucial for advancing disability equality and improving educational outcomes. By addressing these issues, youth workers and educators can foster environments that promote self-esteem, social integration, and holistic support. Moving towards inclusive practices and strengths-based approaches is essential for creating equitable opportunities and empowering individuals with disabilities to fully participate in and contribute to society.</p>
<p>Different Approaches</p>	<p>Addressing disability discrimination in Youth Work settings involves implementing various approaches tailored to the specific context and needs of the setting. These approaches can range from policy-based strategies to practical, everyday interventions. Addressing disability discrimination effectively requires a nuanced understanding of different youth work settings and the specific needs of each context. By implementing tailored approaches that prioritise inclusion, empowerment, and accessibility, youth workers can create environments where all young people, including those with disabilities, can thrive. This involves both proactive measures to prevent discrimination and responsive strategies to address issues as they arise, ensuring that every young person can participate fully and equitably.</p>
<p>Disability Equality</p>	<p>Disability Equality in Youth Work can be pursued through different strategies, including mainstreaming and the 'twin track' approach.</p>

	<p>Both routes offer unique pathways to creating inclusive environments, but they differ in focus and implementation. Mainstreaming involves integrating disability equality into all aspects of mainstream youth work practice. It focuses on embedding principles of equality and inclusion across all programs and activities, rather than creating separate or specialized services.</p> <p>The 'Twin Track' Approach combines both mainstreaming and targeted actions. It involves integrating disability equality into mainstream activities while also developing specific initiatives or programs aimed at addressing the unique needs of young people with disabilities.</p> <p>Both mainstreaming and the 'twin track' approach offer valuable pathways to achieving disability equality in youth work. Mainstreaming promotes broad inclusion and integration, fostering a culture of equality within general settings. The 'twin track' approach provides a more nuanced strategy that addresses both universal access and specific needs, ensuring comprehensive support for young people with disabilities.</p> <p>Implementing these approaches effectively requires careful planning, resources, and ongoing commitment to both inclusive practices and targeted support. By adopting a combination of these strategies, youth work organizations can better ensure that all young people, regardless of ability, have equitable access to opportunities and support.</p>
<p>Co-Production</p>	<p>Co-production is a collaborative process where service users and providers work together as equal partners to design and deliver services. It involves actively engaging young disabled people in decision-making processes to ensure their lived experiences shape the outcomes. Co-production with young disabled people based on their lived experiences is an approach that emphasises the collaborative creation of services, policies, and practices, involving those directly affected by them. It aims to leverage the insights and perspectives of young disabled individuals to ensure that their needs and preferences are accurately addressed.</p>

<p>Discrimination and Exclusion</p>	<p>Discrimination and exclusion are pervasive issues that can impact various groups, including those based on disability, gender, race, socio-economic status, and more. These factors often stem from both individual prejudices and systemic issues.</p> <p>Factors creating discrimination and exclusion can include, but are not limited to:</p> <p>Systemic Factors:</p> <ul style="list-style-type: none"> • Institutional policies and practice • Cultural norms and values • Structural inequalities <p>Individual factors:</p> <ul style="list-style-type: none"> • Prejudice and bias • Lack of awareness and understanding • Power dynamics <p>Addressing discrimination and exclusion requires a multifaceted approach that involves changing institutional policies and practices, enhancing education and training, promoting empowerment and representation, and implementing accountability measures. By understanding the factors that create discrimination and focusing on strategies to address these issues, institutions can work towards creating more inclusive and equitable environments where all individuals can participate fully and achieve their potential.</p>
<p>Approaches to Participation</p>	<p>Participation in mainstream activities alongside non-disabled peers is a critical aspect of promoting inclusion and equality for individuals with disabilities. Various approaches to facilitating this participation can impact how effectively inclusion is achieved.</p> <p>Different approaches could include, but is not limited to:</p> <ul style="list-style-type: none"> • Segregated integration • Universal design • Individual accommodations • Inclusive practices • Collaborative approach

<p>Self-Direction, Self-Empowerment in Meaningful Participation.</p>	<p>Self-direction and self-empowerment are crucial components of meaningful participation, particularly in contexts such as youth work, community engagement, and personal development. These concepts underpin the ability of individuals to engage fully and authentically in various activities and decision-making processes. Self-direction refers to the ability of individuals to make their own decisions, set their own goals, and take initiative in their personal and professional lives. It involves taking charge of one's own actions and responsibilities.</p> <p>Self-empowerment involves gaining the confidence, skills, and resources needed to take control of one's life and make independent decisions. It is about developing the capacity to act on one's own behalf and advocate for oneself.</p> <p>Learners must demonstrate their understanding of these concepts in their own youth work practice.</p>
<p>Co-Creating Opportunities</p>	<p>Co-creating opportunities for young disabled people to participate and have control over decisions that affect their lives is a crucial aspect of fostering inclusive and equitable environments. This approach emphasises empowering young disabled individuals to have a voice in shaping their own futures and driving social change. Opportunities could include, but is not limited to:</p> <ul style="list-style-type: none"> • Peer support and networking • Participatory Action Research (PAR) • Youth advisory panels • Co-design workshops • Advocacy and campaigning <p>Creating opportunities for young disabled people to meet, have their say, and participate in decision-making processes is essential for fostering genuine inclusion and social change.</p>
<p>Significance of Evaluation</p>	<p>Evaluation is a critical process in measuring the impact of active choice and autonomy for young disabled people. It provides insights into how effectively these individuals can exercise control</p>

	over decisions affecting their lives and highlights areas for improvement.
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