



## **BRIEF DESCRIPTION OF CONTENT:**

The two-week programme will be preceded by the provision of pre-course reading material. This material will be compiled in a summary form in one volume (a core, concise document). It will include an overview of key PED issues at global, regional and national levels. The in-class programme content will focus on a number of topics including those which will be focused on awareness creation and capacity building on the PED nexus in sustainable development (SD), and those designed to provide/increase competencies in leadership and management of PED issues in SD when dealing with policies, programmes and development strategies targeted at promoting and implementing activities on SD. The course will emphasize PED linkages and the effects of change on them. The following topics are presented in these two groups:

- Population, environment and development (PED) concepts and indicators in the context of SD
- Globalization, trade and sustainable development
- The role of indigenous knowledge systems (IKS) in sustainable development; public participation
- Pollution, ecosystems and global climate change
- Ecological footprint
- Resource utilization
- Land tenure and human settlements; migration and urbanization
- Agriculture and food security
- Population, gender and development
- Health and environment
- The social and economic impacts of HIV/ AIDS
- Reproductive health and development
- Disasters and vulnerability
- Systems thinking
- Leadership skills
- Monitoring and evaluation
- Environmental management frameworks and tools

## **CRITICAL OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME:**

Candidates will:

- identify and solve problems with regard to the population, environment and development nexus critical and creative thinking (i.e. problem solving skills);
- work effectively with other members of a team, group, an organisation and a community to implement different tools and methods to enhance population, environmental and developmental planning (i.e. cooperative skills)
- organise and manage themselves and their activities responsibly and effectively (i.e. self responsibility skills)
- collect, analyse, organise, and critically evaluate information with regard to the PED nexus (i.e. research skills);
- communicate effectively using visual, symbolic, and/or language skills in various modes to promote knowledge and understanding of population, environmental and developmental challenges (i.e. communication skills);
- use science and technology effectively in respect of the PED nexus and show responsibility towards the environment and the health of others (i.e. technological and environmental literacy/skills);
- demonstrate an understanding of the world as a set of related systems by recognizing that, regarding population, environmental and development challenges, problem-solving contexts do not exist in isolation (i.e. develop a strategic vision);
- reflect on and explore a variety of strategies to learn more effectively (i.e. learning skills); and
- be culturally and aesthetically sensitive across a range of social contexts within the framework of the PED nexus (i.e. cultural and aesthetical skills).

## **METHODS OF ASSESSMENT:**

Self, peer, group and/or facilitator assessment of individual/group/class assignments.

## **ASSESSMENT CRITERIA:**

The following aspects are appropriately identified, explained, distinguished, analysed, communicated, critically evaluated, and/or practically applied in the context of the assessment of learning in an active learner-centred learning environment:

- the international debate on sustainable development as well as international and national policy frameworks aimed at furthering sustainable development;
- key sustainable development challenges and their potential solutions at national and local level;
- analysing PED linkages in case studies;
- collecting and analysing PED indicator data for the relevant local environment;
- enhanced leadership skills in systems thinking, change management and communication, especially as they relate to PED interrelationships; and
- monitoring and evaluation, including environmental management frameworks and tools

The assessment process must also satisfy the following criteria:

- The assessment purpose and the competences to be assessed will be clearly articulated in terms of the relevant learning outcomes and assessment criteria
- The assessment strategy and activities selected, designed, and implemented are constructively aligned with the assessment purpose, competences, context, knowledge, skills, attitudes, learning outcomes, assessment criteria, the nature and level of students, the level, context, and content of the programmes, and the learning facilitation being offered.
- The assessment of learning is implemented in accordance with the chosen assessment strategy, the applicable assessment policy/policies, and the contemporary principles of good assessment
- Different kinds of evidence of learning are collected

## **ORGANISING FIELD: 7**

(1 = Agriculture and Nature Conservation)

(2 = Culture and Arts)

(3 = Business, Commerce and Management Studies)

(4 = Communication Studies and Language)

(5 = Education, Training and Development)

(6 = Manufacturing, Engineering and Technology)

(7 = Human and Social Studies)

(8 = Law, Military Science and Security)

(9 = Health Sciences and Social Services)

(10 = Physical, Mathematical, Computer and Life Sciences)

(11 = Services)

(12 = Physical Planning and Construction)

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## **DEPARTMENTAL OR PROGRAMME "HOME":**

Centre for Development Support, Faculty of Economic and Management Sciences  
Partially UFS sustained and partially self-sustained.

**DEVELOPER/COORDINATOR:** Prof. André Pelsers  
+27 (0)51 – 401 2653  
[pelsersaj.hum@ufs.ac.za](mailto:pelsersaj.hum@ufs.ac.za)

In collaboration with *Leadership in Environment and Development – Southern Africa [LEAD-SA]*, *United Nations Population Fund [UNFPA]* and the *Chief Directorate: Population and Development* in the National Department of Social Development.