Designing Inclusive Pathways with Young Adults

Learning and Development for a Better World

Judith Kearney, Lesley Wood and Richard Teare

This book is the second in a series entitled 'Learning and Development for a Better World' and it explores the potential for self-directed lifelong action learning (LAL) by focusing on the design of development pathways with and for young adults. The book considers the reasons why LAL pathways are needed and draws on innovative approaches used by the Global University for Lifelong Learning (including micro enterprise, peace-building, music, sport and the creative arts) with examples from nine countries. The aim is to offer a timely response to the pressing global problem of access to learning and development for marginalized young people during the vulnerable period from their mid-teens to mid-twenties.

This book is an engaging and compelling text. I enjoyed the flow of ideas and the key messages of need and solution that it provides. The authors are articulate and convincing in their crafted messages - as well as passionate. Reading this book is time well spent and both enjoyable and instructional.

Brendan Bartlett, Professor of Education, Institute of Learning Sciences Australia, Australian Catholic University

This book will help both policy makers and those working with young people to change lives. In many areas of the world, young people, particularly women, lead impoverished lives. Developing approaches to lifelong action learning with these young adults will provide hope for the future.

Emer Clarke, Formerly Area Director of the UK Learning and Skills Council

The plight of millions of young people is clearly worsening as social and economic divisions increase and deepen. This book will serve those well who want to agitate for change and reform based on a belief in social justice and equality of access to learning and economic fairness for all young people.

David Davies, Professor Emeritus and Former Executive Dean, University of Derby, UK

This book is a valuable resource, an indispensable text and a must read for all working with young people. What captured my attention most was the way in which it illustrates how access to purposeful learning and development can be provided to marginalized young people.

Eldrie Gouws, Professor, Department of Psychology of Education, University of South Africa

This is a significant and far reaching response to the global problem of young adults' unemployment and lack of educational opportunities, especially in disadvantaged, remote and poverty-stricken communities in developing as well as developed countries. It is of interest to a wide audience of readers, including youth, parents, educators, non-profit organizations, governments and churches.


Cover image: The Journey from Darkness to Light, by Anna Harcourt
Designing Inclusive Pathways with Young Adults
The front cover is a photograph of an original painting by the young musician and artist Anna Harcourt. The painting was conceived, painted and donated by the artist as a tribute to the pioneering work undertaken by the people and organizations featured in this book.

The painting depicts the challenging journey that marginalized young adults can opt to take from exclusion and difficult personal circumstances to greater self-reliance and optimism for the future. The colors in the pathway reflect their different routes, and the many creative and innovative ways in which young people learn and overcome obstacles through self-directed development and lifelong action learning.

Lifelong Action Learning (LAL) is a universal process that works in all cultures, languages and contexts. As this book illustrates, young people learn with and from each other and by reflecting on their progress. Later, they pass on their learning to others in order to share their understanding of how to learn for life. The journey is unique to each young adult but resolve is strengthened by learning coach or mentor support and from journeying with others. These elements are integral to the dynamic nature of LAL pathways designed with young adults, and the notion that this ultimately contributes to a better world for all.
Designing Inclusive Pathways with Young Adults

Learning and Development for a Better World

Judith Kearney
Griffith University, Australia

Lesley Wood
North-West University, South Africa
Griffith University, Australia

and

Richard Teare
Global University for Lifelong Learning, California, USA
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Foreword: How Inclusive Action Learning Pathways Contribute to a Better World</th>
<th>ix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarone Ole Sena</td>
<td></td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>xv</td>
</tr>
<tr>
<td>Reviewers’ Comments</td>
<td>xvii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>xxi</td>
</tr>
<tr>
<td>List of Figures</td>
<td>xxiii</td>
</tr>
<tr>
<td>List of Appendices</td>
<td>xxv</td>
</tr>
<tr>
<td>List of Acronyms</td>
<td>xxvii</td>
</tr>
<tr>
<td>Series Overview: Learning and Development for a Better World</td>
<td>xxix</td>
</tr>
<tr>
<td>About the Authors</td>
<td>xxxi</td>
</tr>
<tr>
<td>Chapter 1: Introduction to the Book</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>1</td>
</tr>
<tr>
<td>Rationale, Aims and Approach</td>
<td>5</td>
</tr>
<tr>
<td>Significance</td>
<td>5</td>
</tr>
<tr>
<td>Contents and Structure</td>
<td>6</td>
</tr>
<tr>
<td><strong>Part 1: Excluded Young Adults</strong></td>
<td></td>
</tr>
<tr>
<td>Chapter 2: Marginalization of Young Adults: A Global Perspective</td>
<td>11</td>
</tr>
<tr>
<td>Introduction</td>
<td>11</td>
</tr>
<tr>
<td>How Are Young People Faring?</td>
<td>12</td>
</tr>
<tr>
<td>Situational Constraints in Developing Regions/Countries</td>
<td>14</td>
</tr>
<tr>
<td>Situational Constraints in Developed Regions/Countries</td>
<td>18</td>
</tr>
<tr>
<td>Conclusion</td>
<td>21</td>
</tr>
<tr>
<td>Chapter 3: Youth Development: A Twenty-First Century Approach</td>
<td>25</td>
</tr>
<tr>
<td>Introduction</td>
<td>25</td>
</tr>
<tr>
<td>Alternative Education Programs</td>
<td>26</td>
</tr>
<tr>
<td>Improving the Technical, Marketable Skills of Youth</td>
<td>27</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

The Shift to a More Holistic Approach to Youth Development 28  
Action Learning as a Developmental Approach for Youth 30  
Conclusion 33

**Part 2: Designing Pathways with Young Adults**

Chapter 4: Personal Viability: An Approach to Sustainable Micro Enterprise:  
A Pathway from Papua New Guinea 39  
Overview 39  
Visualizing Prosperity 40  
Pathway Design 40  
Interview with Samuel Tam 41  
Summary 46  
Review Questions 48  
Acknowledgements 48

Chapter 5: House of Joy: Community Living, Service and Social Enterprise:  
A Pathway from Malaysia 49  
Overview 49  
The House of Joy Concept 49  
Pathway Design 51  
In Summary 51  
Interview with Pastor Joseph 54  
Interview with Bryan Taaey Kim Hui 55  
Summary 57  
Review Questions 58  
Acknowledgements 58

Chapter 6: Mentoring Homeless Young Adults on the Journey  
to Independent Living: A Pathway from the United Kingdom 59  
Overview 59  
Addressing the Relational Gap for Homeless Young Adults 60  
Pathway Design 61  
Interview with Josie Silva Clark 62  
Summary 66  
Review Questions 68  
Acknowledgements 68

Chapter 7: Building Better Communities through Music and Media:  
A Pathway from Uganda 71  
Overview 71  
Communities Speaking with One Voice Can Be Heard! 71
# Table of Contents

- Interview with Simon Hill and Rob May 72
- Indicative Pathway Design 77
- Summary 80
- Review Questions 80
- Acknowledgements 81

Chapter 8: Designing Creative Projects with Young Adults: Peace-Building in Lebanon: A Pathway from Lebanon 83

- Overview 83
- The Lebanese Context 84
- Pathway Design 85
- Fostering Personal Development 86
- Reinforcing Technical Development 88
- Pathway Mid-Point Reflections 89
- Zeinab’s Observations 89
- Zeinab’s Action Points 90
- Corinne’s Observations 90
- Norma’s Observations 91
- Summary 92
- Review Questions 93
- Acknowledgements 93

Chapter 9: Changing Society from the Inside Out: Equipping Young Leaders and Mentors: A Pathway from the Democratic Republic of Congo 95

- Overview 95
- The Impact of Conflict on the DRC: Challenges Facing the Next Generation 96
- Pathway Design 97
- Interview with Heidi Bentley and Amy Cummings 100
- Summary 105
- Review Questions 105
- Acknowledgements 106

Chapter 10: Young Adults with Purpose in Guatemala: A Pathway from Guatemala 107

- Overview 107
- Challenging Environments, Changing Lifestyles 108
- Pathway Design 108
- The Role of the Mentor as a Tutor and Learning Coach 110
- Personal and Technical Development 111
- Interview with Jonathan Welford 113
- Summary 115
# TABLE OF CONTENTS

Reflection and Concluding Comment by Kim Rojas, YAPG Mentor 116
Review Questions 116
Acknowledgements 116

Chapter 11: *Ubunye*: Providing Pathways for Youth Development through the Community School: A Pathway from South Africa 119
Overview 119
Can a School Be the Learning Hub for the Wider Community? 119
Pathway Design 121
Interview with Bruce Damons 122
Summary 126
Review Questions 126
Acknowledgements 127

Chapter 12: MANA Community Mentoring: Strengthening Identity and Positive Pathways for Pacific Youth: A Pathway from Australia 129
Overview 129
The MANA Concept 129
Pathway Design 130
Reflections from an Interview with Andrew Fa’avale, Director, MANA Community Mentoring 132
Summary 136
Review Questions 137
Acknowledgements 137

Chapter 13: Conclusions 139
Introduction 139
Part I: Excluded Young Adults: What Are the Problems and Responses? 139
Part II: Designing Pathways with Young Adults: What Are the Possibilities? 141
A Generic Design Approach that Facilitates Lifelong Learning of Young Adults 146
Endword 150

Index 199
FOREWORD

How Inclusive Action Learning Pathways Contribute to a Better World

My journey from Maasai community living to university professor and back again to the village, with action learning and the Global University for Lifelong Learning

This year I am celebrating more than six decades of my own lifelong learning journey. I was born among the Maasai of Kenya in 1949. The Maasai’s indigenous education (informal, non-formal and formal) allows children to learn the family traditions and customs as soon as they can understand them. Their mothers tell them stories, riddles and proverbs, which they then tell to each other. They live mainly on milk, with occasional meat dishes and vegetables, which their mothers and their older sisters obtain from their agricultural neighbors. At about four years old, both boys and girls have their two lower front teeth removed. This is a custom followed by many African peoples. It is said to be a precaution against tetanus, a disease which makes people clench their teeth so hard that they are unable to open their mouths. If two of the teeth have been removed, he or she can be fed through the gap. The disease is caused by an organism in the soil, particularly in places where cattle graze. At the same time, holes are pierced in the tops and lower lobes of their ears, and round sticks are pushed through the holes to widen them, so that their ear-lobes are long enough to hold big ornaments when children grow up. A boy, as soon as he is seven years of age, goes with his elder brothers or friends to learn how to herd cattle. He learns about the best places for grazing cattle, sheep and goats, how to look after calves and lambs in the bush, and to recognize his own family’s livestock. His sister stays at home with her mother and female relations, helping to sweep the house, milk the cows, sheep and goats, cook, draw water, scrape and sew skins, and thread necklaces.

MAASAI ACTION LEARNING MEETS SCHOOL LEARNING

In 1955 when I was 6 years old, the elders selected me to attend the local school of Ololulunga in Narok County, Kenya. Before going to school, I was taught the above traditions and customs of the Maasai. The local school introduced myself and other children in my class to reading, arithmetic and writing. The language of instruction was KiMaasai and we lived in a Maasai village. School-going boys and girls at that time lived either with their biological parents or their foster parents in houses built
of mud-and-wattle, in a large enclosure. The houses in the enclosure are arranged in a special fashion. Each family has a gate in the thorn fence round the enclosure. The first wife’s house is built on the right of the gate, and here she lives with her young children. If her husband marries a second wife, this wife builds her house on the left of the gate. A third wife lives on the right, behind the house of the first wife’s house, and so on, the wives living alternately to the right and left of the opening in the thorn fence. This type of homestead is called enkang, and may have twenty or even more houses in it, in a circle. The livestock can be penned up in the middle of the enclosure at night time. During the night, and in times of danger, the gateway is filled in with brushwood to make a solid fence. Since one man may own 75 cows, the same number of sheep and goats, and a dozen or so donkeys, the enclosure can be full at night.

A Maasai house has very little furniture, for people who tend to move about do not acquire many possessions. There are cooking pots and a stool or two for sitting on. There is a low bed, made of hides and poles for the woman and another for her husband and his visitors. She has to leave room in her house for calves, and for a small fireplace. As there are no windows in the house, it takes time for eyes used to the sunlight to adjust to the dark interior.

Learning in the local school and in the Maasai village happened for me from classes 1 to 4. At the end of class 4, we sat a Common Entrance Examination (CEE). The exam focused on reading, mathematics and life skills within the context of the Maasai.

For example, we were asked to read a story of a Maasai boy who lost some of his father’s sheep, and then to answer questions related to where the lost sheep might be found – are they in the bush, at the river, in an open grass area, or at home? I passed the CEE and was promoted to attend classes 5 to 8 at a more senior primary school outside the Maasai village. I attended this school between 1960 and 1964. Later, from 1965 to 1968, I proceeded to a high school which was situated across the road from my elementary school.

GOVERNMENT MAASAI SCHOOL (GMS) AND NAROK HIGH SCHOOL (NHS)

My upper primary and high school education combined theory with action learning. We planted our own vegetables, fruits, maize and wheat. We milked the school cows and had bee hives from which we collected honey. During holidays from the academic work of school, the boys in both schools (GMS and NHS), including me, went home during the April, August and December Kenyan holidays. At home, we engaged in Maasai youth action learning activities.

As 12 to 16 year olds, we went from village to village to ask the elders to form a new group for boys of our age. In 1962 when the elders decided that circumcision should take place, the boys in our group (some in school and some not at school) staged an ox-fighting contest, where they had to try to seize the horns of a black ox in a boys’ ceremony called enkipaata. At the end of the fight the ox was killed and
small rings were made from its hide, which the boys wore for a few days. The boys also had to learn about their new role in life. From an elder, they learned how to treat women and elders, how to enter a house, the proper behavior when eating and drinking, how to raid cattle, and how to fight. After circumcision, those of us who were in school went back and the rest became warriors. Regardless of whether one was in school or not, we all learnt new behaviors. For example, as young circumcised youth we had to learn to stand aside if we met an elder on the path, and if an elder entered his house we had to give him a stool to sit on. We learnt to show great respect for others, and to greet everyone appropriately. And we made a contribution to community life in Maasailand by defending it from danger, by cutting poles for new homes and villages, by building thorn fences, and by helping with herding in dry and difficult seasons.

I HAD A DREAM THAT I WOULD STUDY IN CAMBRIDGE AND BECOME A PROFESSOR

In 1964, I had a dream that I would travel to study at the University of Cambridge in the UK, and become a university teacher. I was in class 8 at the Government Maasai School mentioned above. Sure enough, I was accepted into Cambridge 14 years later after pursuing diploma and degree education in Kenyan colleges. At Kenyan colleges I studied education, and wrote a book about the rites of passage and the action learning pathways of the Maasai. At Cambridge I read Anthropology and wrote a book on the action learning activities of the Laibon, a traditional hereditary leader much skilled in magical practices, who controlled the behavior and tactics of the moran (warriors), and indeed of the Maasai people.

When I left Cambridge in 1979 with a Master’s degree, I flew to Canada to begin a doctorate in global community development. For my research, I wrote another book on Maasai education, focusing on indigenous action learning systems and the newly acquired skills in schooling. During my PhD, I was given many opportunities to teach at McGill and later at McMaster University where I obtained another degree in Maasai action learning health systems. I left Canada in 1993 to pursue a career in both academia and action learning after achieving both my dreams: to study at Cambridge, and to become a teacher in universities.

MY MIND IS DRAWN TO ACADEMIA, MY HEART TO ACTION LEARNING

As noted earlier, my lifelong action-learning journey began in 1955 and so as I press on with it, it is already a journey that has lasted for 60 years. The journey has enabled me to help Maasai adults blend their action with learning (1969), to write a book about honey collectors and their action learning pursuits (1970), to train Maasai villagers in electioneering (1974), to mentor a student on Maasai women’s action learning (1976), to co-direct a film about the Maasai Olngesher Ceremony (1978), to write a booklet on Maasai Enkipaata (1978), to make a presentation at
Temple University on Maasai group ranches and action learning (1981), to write a paper on Maasai Matonyok action learning projects (1982), to co-author a book on development and appropriate technology (1985), to present a paper on Maasai culture and action learning in Kisumu, Kenya (1987), to co-author a report on Kajiado education (traditional and schooling) (1989), and to write a book on community development: an appreciative and transformative approach (2000). In doing all of this, I was supported by the organizations and institutions I consulted with at the time. These include the Ministry of Education in Kenya, Mosoriot Teacher Training College, the British Broadcasting Corporation (BBC), McMaster University, World Vision International, Kenyatta University, and INADES NGO in Kenya, just to mention a few. They all afforded me opportunities to pursue action learning – either by studying or teaching it. These activities touched my heart more than my mind about the transformational potential of action learning – where learning is followed by action or action is followed by learning; a praxis according to educator Paulo Freire of Brazil in his “Pedagogy of the Oppressed”. Even as my heart was consumed by action learning, I kept my eye and mind on academia – perhaps above all so that I could feed my family. That is why I have four academic degrees from some of the best institutions in the world, and three action learning degrees from the best professional organizations: The European Theological Seminar, and the Global University for Lifelong Learning (GULL).

HOW IS GULL AND ITS ACTION LEARNING APPROACH CONTRIBUTING TO A BETTER WORLD?

Why is this book about designing inclusive pathways with young adults so important? I was fortunate that my own journey took me to the University of Cambridge – but only a very small number of young people from my background secure this life-changing opportunity. In this book, Judith, Lesley and Richard draw on a wide range of applications to show how traditional knowledge and indigenous cultures (among other considerations) provide a starting point for a lifelong action-learning journey with GULL. The key word in the title of this book is ‘Inclusive’ – and GULL is committed to this – all young people can have an opportunity to participate and to be recognized for their action learning attainments. The phrase ‘designing inclusive pathways with young adults’ is equally important because GULL does not impose a curriculum – it aims to foster active, self-directed learning. To conclude, I should like to explain how I became involved with GULL. In 2008, Compassion International asked me to introduce action learning to their work in East Africa. I was their Director of Learning & Support at the time and I took up the challenge, bringing together Compassion Kenya, World Vision Kenya, Free Pentecostal Fellowship of Kenya and Tearfund. And that is when Richard Teare and I met. We found ourselves helping grassroots community-based organization staff and leaders to sharpen their community engagement. Since then, thousands of people in East Africa have been empowered through GULL to change themselves, and change others in the churches,
families and the villages and towns of Burundi, Kenya, Rwanda, South Sudan, Tanzania, Uganda and elsewhere. With so many graduates of GULL, our dream is to foster a network movement that can reach the whole of Africa. Every human being has a God-given right to learning and so our vision centers on lifelong action learning for all. I hope that this book will inspire and encourage you to learn and to engage with GULL!

Sarone Ole Sena  
Council Chairman, University of Eldoret, Kenya  
Adjunct Professor, Southern Adventist University, Kenya  
Executive Director, University Goes to the Village Programme, Kenya  
Pro Chancellor for East Africa, Global University for Lifelong Learning, USA

Nairobi, Kenya, December 2014
We would like to thank our panel of reviewers for their helpful feedback on the concept and scope of the book. In alphabetical order they are: Levent Altinay, Brendan Bartlett, John Bowen, Emer Clarke, Robertico Croes, David Davies, Eldrie Gouws, Vinnie Jauhari, Motlalepule Ruth Mampane, Fevzi Okumus, Jack Whitehead and Ortrun Zuber-Skerritt.

Second, we express our grateful thanks to the interviewees, family, friends, colleagues, Global University for Lifelong Learning (GULL) officers and participants who provided encouragement, assistance and support during the preparation of the Part II chapters. In alphabetical order they are:


Special thanks are due to Anna Harcourt for her beautiful book cover painting, Sarone Ole Sena for his inspiring Foreword, Matthew Teare, GULL website manager (see www.gullonline.org/youngadults), Gillian Warry for copy editing, Joy Reynolds for formatting, Jo Anne Pomfrett for proof reading, and the team at Sense Publishers.

This work was partly funded by a grant from the National Research Foundation. Any opinions expressed herein are those of the authors and the NRF cannot be held liable for them in any way.

This book is dedicated to the people and organizations around the world who work to help secure a brighter future for marginalized young people.
REVIEWERS’ COMMENTS

This book offers a comprehensive understanding of problems faced by marginalized young adults and discusses ways of enabling them to make the changes needed to live a more fulfilling and sustainable life. It introduces very innovative methodologies and approaches in order to create learning and development opportunities so that young people can achieve their potential. The book uses interesting illustrations, guiding the reader through the challenges of a responsible approach to helping communities explore their own learning potential and create individuals who live ‘lives of consequence’.

Levent Altinay, Professor of Strategy and Entrepreneurship, Faculty of Business, Oxford Brookes University, UK

This book is an engaging and compelling text. I enjoyed the flow of ideas and the key messages of need and solution that the introduction and application chapters provide. The authors are articulate and convincing in their crafted messages – as well as being passionate. All in all, reading this book is time well spent and is both enjoyable and instructional.

Brendan Bartlett, Professor of Education, Institute of Learning Sciences Australia, Australian Catholic University

One of today’s most pressing global problems is high unemployment of young people. The outcome is dependence on others for sustenance, leading to exploitation of our youth. This often destroys the lives of those being exploited and exacts a toll on society. In the worst cases, exploitation contributes to prostitution, child soldiers, suicide bombers and gang membership. This book presents real solutions that will help create a better world for many young adults, and thus a better world for all of us.

John Bowen, Dean and Barron Hilton Distinguished Chair, Hilton College, University of Houston, USA

This book will help both policy makers and those working with young people to change lives. It will also encourage those who find present approaches to be less successful than they would wish. Despite money and time being given in many developed countries, there are still high levels of youth unemployment, under achievement and marginalized young people. In under-developed areas of the world, many young people, particularly women, lead impoverished lives
REVIEWERS' COMMENTS

with little expectation of fulfilled lives. Developing approaches to lifelong action learning with these young adults will provide hope for the future.

Emer Clarke, Formerly Area Director of the UK Learning and Skills Council (UK Government Education and Skills Agency) and Principal of a UK Further Education College

I enjoyed reading the book which articulates a timely topic. It has a novel approach, it is informative and has a compelling message: if we do not teach and educate our youth to address in a meaningful way the challenges they face, our whole future may be in danger.

Robertico Croes, Professor & Associate Director, Dick Pope Sr. Institute, Rosen College, University of Central Florida, USA

Critical thinking and analysis are the foundations of meaningful action and intervention in almost all educational challenges. The plight of millions of marginalized young people, world-wide, is clearly worsening as social and economic divisions increase and deepen. This book will well serve those who want to agitate for change and reform based on a belief in social justice and equality of access to learning and economic fairness for all young people.

David Davies, Professor Emeritus and Former Executive Dean, University of Derby, UK

This book is a valuable resource, an indispensable text and a must read for all those working with young people. What captured my attention most was the way in which this book illustrates how that access to purposeful learning and development can be provided to marginalized young people.

Eldrie Gouws, Professor, Department of Psychology of Education, University of South Africa

This book is a phenomenal contribution to our understanding about how to create non-traditional pathways for learning and development. It provides inspiring insights and demonstrates how youth can secure livelihoods for themselves and participate in economic growth. The application chapters focus on how real-life issues form the basis for solving problems. In turn, this leads to qualifications that recognize and affirm their efforts. Further, the experiences and achievements shared from different geographies can be replicated, so this approach is valuable. In summary, this book demonstrates how we can bring
much more happiness and peace around the globe using innovative learning and development pathways.

Vinnie Jauhari, Professor and Director, Institute for International Management and Technology, Gurgaon, India

The book reminded me of the TV program, ‘The Apprentice’. It offers marginalized youth the opportunity to experience entrepreneurial success. It further acknowledges that current teaching and learning methodologies are not inclusive and marginalize many young people. It reminds us of the significance of multiple intelligences in learning. Lifelong action learning exposes youth to experiential learning by offering them opportunities to plan, implement and measure their productivity and success through their own business project with mentorship from an experienced business person.

Motlalepule Ruth Mampane, Senior Lecturer, Faculty of Education, University of Pretoria, South Africa

I really enjoyed reading this book. It has a clear purpose and offers valuable content and I congratulate the authors on an important and timely effort. I am confident that it will assist many young adults in their quest for a better future. The book will not only assist marginalized young people but all of us globally in our efforts to build a better world.

Fevzi Okumus, Professor of Leadership and Strategic Management, Rosen College, University of Central Florida, USA

This book makes an original contribution to knowledge and improving practice in terms of enhancing the capabilities for lifelong learning for marginalized young people. Its originality lies in the inclusion of, and importance attached to, micro finance as a way of improving the economic prospects of young people. This is set in the context of lifelong action learning with its living methodology, focused on the values that contribute to the flourishing of humanity.

Jack Whitehead, Honorary Professor in Education, University of Cumbria, UK

This is a significant and far reaching contribution to research and development on the global problem of young adults' unemployment and lack of educational opportunities, especially in disadvantaged, remote and poverty-stricken communities in developing as well as developed countries. Lifelong action
learning (LAL) – as a philosophy, methodology, theory of learning and a facilitation process – is the suggested solution to this problem, convincingly argued and evidenced in this book with practical guidance on step-by-step pathways and examples. It is of interest to a wide audience of readers, including youth, parents, educators, non-profit organizations, and representatives of government and church organisations.

## LIST OF TABLES

Table 1. The House of Joy with the GULL pathway for training, service and revenue (TSR) development 53
Table 2. The Nicodemus Trust with the GULL pathway for relational mentoring 67
Table 3. The Nicodemus Trust with GULL sector specific example of personal and technical development 68
Table 4. Indicative CA with the GULL pathway for building better communities through music and media 79
Table 5. Developing and verifying lifelong learning skills 87
Table 6. Personal skills – indicative outcomes – leader mentors (ages 19–30) Professional Bachelor pathway Level 4 (Associate degree) 98
Table 7. Technical skills – indicative outcomes – leader mentors (ages 19–30) 99
Table 8. Personal skills – indicative outcomes – interns (ages 22–30) Professional Bachelor pathway Level 5 (Bachelor of Professional Studies degree) 100
Table 9. Technical skills – indicative outcomes – interns (ages 22–30) Professional Bachelor pathway Level 5 (Bachelor of Professional Studies degree) 101
Table 10. Stages in the YAPG with the GULL development process 110
Table 11. Suggesting courses of action based on observations 111
Table 12. Community education for a better parenting pathway with GULL 122
Table 13. The MANA pathway for young men 131
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>A model of learning and development for a better world</td>
<td>4</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Mind map of this book</td>
<td>6</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Personal Viability with the GULL pathway to sustainable micro enterprise</td>
<td>47</td>
</tr>
<tr>
<td>Figure 4</td>
<td>GULL’s generic approach to personal and technical development</td>
<td>85</td>
</tr>
<tr>
<td>Figure 5</td>
<td>The WVL ‘Play and Learn’ project technical strand objectives and anticipated outcomes</td>
<td>88</td>
</tr>
<tr>
<td>Figure 6</td>
<td>The Congo Tree Leadership Development Training Programme</td>
<td>97</td>
</tr>
<tr>
<td>Figure 7</td>
<td>The YAPG with the GULL pathway design for self-directed development</td>
<td>112</td>
</tr>
<tr>
<td>Figure 8</td>
<td>MANA Reflective planning tool</td>
<td>132</td>
</tr>
<tr>
<td>Figure 9</td>
<td>Generic features of a pathway design</td>
<td>148</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix A: Pathway Notes 151
Appendix B: A Profile of Intern Roles and Responsibilities 195
**LIST OF ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADP</td>
<td>Area Development Program</td>
</tr>
<tr>
<td>AYMN</td>
<td>Australian Youth Mentoring Network</td>
</tr>
<tr>
<td>CA</td>
<td>Community Albums</td>
</tr>
<tr>
<td>CEE</td>
<td>Common Entrance Examination</td>
</tr>
<tr>
<td>CLC</td>
<td>Creative Learning Centre</td>
</tr>
<tr>
<td>COBAP</td>
<td>Mercy Childcare Ministries and Community Based AIDS Programme</td>
</tr>
<tr>
<td>CRANE</td>
<td>Children at Risk Action Network</td>
</tr>
<tr>
<td>CSR</td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td>DBS</td>
<td>Disclosure and Barring Service</td>
</tr>
<tr>
<td>DRC</td>
<td>Democratic Republic of Congo</td>
</tr>
<tr>
<td>EDTC</td>
<td>Entrepreneurial Development Training Centre</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All (UNESCO initiative)</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GMS</td>
<td>Government Maasai School</td>
</tr>
<tr>
<td>GULL</td>
<td>Global University for Lifelong Learning</td>
</tr>
<tr>
<td>HDI</td>
<td>Human Development Index</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>HoJ</td>
<td>House of Joy</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>JWCS</td>
<td>Joy to the World Community Services</td>
</tr>
<tr>
<td>LAL</td>
<td>Lifelong Action Learning</td>
</tr>
<tr>
<td>LDTP</td>
<td>Leadership Development Training Progamme</td>
</tr>
<tr>
<td>LM</td>
<td>Leader Mentor</td>
</tr>
<tr>
<td>MoV</td>
<td>Means of Verification</td>
</tr>
<tr>
<td>NEET</td>
<td>Not in Education, Employment or Training</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>NHS</td>
<td>Narok High School</td>
</tr>
<tr>
<td>NT</td>
<td>Nicodemus Trust</td>
</tr>
</tbody>
</table>
LIST OF ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>P&amp;L</td>
<td>Play and Learn</td>
</tr>
<tr>
<td>PAR</td>
<td>Participatory Action Research</td>
</tr>
<tr>
<td>PDP</td>
<td>Personal Development Plan</td>
</tr>
<tr>
<td>PLS</td>
<td>Personal Learning Statement</td>
</tr>
<tr>
<td>PNG</td>
<td>Papua New Guinea</td>
</tr>
<tr>
<td>PV</td>
<td>Personal Viability</td>
</tr>
<tr>
<td>PVBS</td>
<td>Personal Viability Business Scheme</td>
</tr>
<tr>
<td>SPHAW</td>
<td>Seeds of Peace, Health and Wellness</td>
</tr>
<tr>
<td>TB</td>
<td>Tuberculosis</td>
</tr>
<tr>
<td>TCT</td>
<td>The Congo Tree</td>
</tr>
<tr>
<td>TRACA</td>
<td>Tracking, Review and Corrective Action (part of the GULL system)</td>
</tr>
<tr>
<td>TSR</td>
<td>Training, Service and Revenue</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNPY</td>
<td>United Nations Programme on Youth</td>
</tr>
<tr>
<td>WVL</td>
<td>World Vision Lebanon</td>
</tr>
<tr>
<td>YA</td>
<td>Young Adult</td>
</tr>
<tr>
<td>YAP</td>
<td>Young Adults with Purpose</td>
</tr>
<tr>
<td>YAPG</td>
<td>Young Adults with Purpose Guatemala</td>
</tr>
<tr>
<td>YAPUK</td>
<td>Young Adults with Purpose United Kingdom</td>
</tr>
<tr>
<td>YL</td>
<td>Young Leader</td>
</tr>
</tbody>
</table>
SERIES OVERVIEW

Learning and Development for a Better World

The first book in the series, “Lifelong Action Learning for Community Development” by Ortrun Zuber-Skerritt and Richard Teare (Sense Publishers, 2013), sought to explain and demonstrate how indigenous communities with their often unique reservoir of traditional knowledge, culture and language, can be strengthened by adopting new approaches to learning and development, as exemplified by the work of the Global University for Lifelong Learning (GULL). GULL’s lifelong action-learning system harnesses the potential of people to bring about positive change together, characterized by greater self-reliance, financial independence, and by cascading learning and benefits to others. It is a self-directed and self-sustainable process of learning and growth. The detailed case studies in the first book provide evidence that over time, low-income and subsistence communities can achieve remarkable transformations that bring with them many benefits personally and for the community.

The second book in this series “Designing Inclusive Pathways with Young Adults” by Judith Kearney, Lesley Wood and Richard Teare, builds on the first book’s conceptual framework for lifelong action learning (LAL) by focusing on the design and implementation of pathways with and for young adults. As with the first book, this book draws on approaches used by GULL with examples from nine countries. The aim is to illustrate how access to purposeful learning and development can be provided to marginalized young people during the vulnerable period from their mid-teens to mid-twenties. Part I (Excluded Young Adults: What are the Problems and Responses?) reviews the scale of the challenge and the reasons why innovative and creative LAL pathways are needed. Part II (Designing Pathways with Young Adults: What are the Possibilities?) consists of application chapters that detail innovative ways of working with young people. To create interest and relevance, these pathways include micro enterprise, peace-building, music and the creative arts. The concluding chapter reviews the main findings and offers a generic design approach that incorporates ways of verifying practical outcomes and linking them with low-cost professional recognition and certification provided by GULL.
ABOUT THE AUTHORS

Judith Kearney, PhD, Dip Teaching, GDip Media, GDip Education Studies is Director of Community Partnerships in the School of Education and Professional Studies at Griffith University, Australia, and Regional Vice President, Australasia, of the Global University for Lifelong Learning. In these roles, Judith works collaboratively with communities to develop initiatives that promote educational opportunities throughout the lifespan. Judith has extensive research experience working with schools to promote the professional development and practice of teachers, and a particular interest in supporting the achievements of children from cultural and linguistic minority groups in low-income communities. Judith is a member of the Griffith Institute for Educational Research and her current research with the Institute focuses on leadership development in communities and schools, especially in areas where high levels of social and economic disadvantage are experienced. Judith also works closely with young people from culturally and linguistically diverse backgrounds to encourage their transition to employment, training and higher education. A range of publications has resulted from this work with communities. For further details please see: www.griffith.edu.au/education/school-education-professional-studies/staff/academic-staff/judith-kearney

Lesley Wood, DEd, MA, BA, BASS, PGCHE is a Research Professor, Faculty of Education Sciences, North-West University, South Africa and Research Director, Global University for Lifelong Learning. Previously a social worker, Lesley is committed to helping educational stakeholders address the social disadvantages they face within contexts of poverty. She founded and led the Action Research Unit at her previous institution, Nelson Mandela Metropolitan University, raising awareness that sustainable change depends on the active participation of communities. She has a special interest in HIV and AIDS in education, has developed curriculum and has edited the book “Dealing with HIV and AIDS in the Classroom” to help teachers to cope with the challenges presented by the pandemic. She was awarded an honorary doctorate in 2014 from Moravian College, PA, USA in recognition of her pioneering work in addressing HIV and AIDS in education through action research. Lesley has more than 40 accredited publications and is rated by the National Research Foundation (NRF). She is an Editor of the journal, Educational Research for Social Change (www.ersc.nmmu.ac.za) and currently holds an NRF community engagement grant to conduct research into how tertiary researchers can better work with communities to generate knowledge which is mutually beneficial and which will lead to contextualized and relevant social change. A past president of the Education Association of South Africa, she currently represents that body on the World Education Research Association Council.
Richard Teare, PhD, DLitt, BSc, CertEd, KNSB is President of the Global University for Lifelong Learning (GULL) which he co-founded in 2007. In this capacity he has helped to create learning and development applications for many organizations and in different parts of the world. His is the co-author (with Ortrun Zuber-Skerritt) of “Lifelong Action Learning for Community Development” (Sense Publishers, 2013) the first in a series of books about GULL’s work with communities. Prior to his current role, he held professorships at four UK universities and he has been a journal editor for more than 25 years. His academic publications include 21 co-authored and edited books on aspects of community development, service management and organizational learning. GULL’s mission is a source of self-help and encouragement to low-income communities, and Richard has accepted a number of awards on behalf of GULL. In 2010, he was initiated as an honorary chief by the Masi sub-Clan, Lihir Islands, Papua New Guinea. He also received the Royal Award of the King of Surakarta, Indonesia and was awarded the honorary title of Gaurawacharya (Teacher of Honour) by the South Asian Academy for Good Governance in Sri Lanka. In 2012, he received a knighthood from the Royal Order of the Noor of Buayan, Sultanate of Buayan, Philippines, and in 2014 the Officer’s Cross of the Companionate of the White Swan, established by the Princely House of Kasperski to recognize (among other fields) service to the community. For an overview of GULL’s work see: www.gullonline.org
CHAPTER 1

INTRODUCTION TO THE BOOK

INTRODUCTION

This book is the second in a series to explore the potential for self-directed lifelong action learning (LAL). LAL enables all people and especially the world’s most marginalized, to discover their unique gifts; develop these talents together with like-minded people, become self-confident, self-directed and self-sufficient; and then cascade what they have learned to help others. These issues are addressed in a first book: “Lifelong Action Learning for Community Development” (Zuber-Skerritt & Teare, 2013) and the aim here is to build on the conceptual framework for LAL by focusing on the design and implementation of pathways for and with young adults. As with the first, this book draws on approaches used by the Global University for Lifelong Learning (GULL) with examples from around the world. This introductory chapter is structured around four main questions:

1. What is the conceptual framework on which this book is built?
2. What are the rationale, aims and approach of this book?
3. What is the significance of this book?
4. How are the aims achieved? What are the contents and structure of the book?

CONCEPTUAL FRAMEWORK

Here we build on the conceptual framework of the first book in this series which explains lifelong action learning (LAL) as a repositioned paradigm of learning and development and as an alternative to, but not in competition with, the formal educational system. As Zuber-Skerritt and Teare (2013) explain:

This paradigm appreciates the true worth of indigenous knowledge, which is self-directed, empowering, sustainable, and urgently needed in our complex and turbulent world in the twenty-first century. Through this paradigm, the chapter focuses on new ways of developing creative learning and thinking ‘outside the box’ that are appropriate for poorer communities and as alternatives or complements to, or thought-provoking change from, formal education. As the twenty-first century evolves with increasing globalization, complexity and turbulence, we need this new paradigm of learning and development to address totally new and complex problems collaboratively and effectively. In particular, we need to work with the deeply poor and disadvantaged – the majority of people on this earth – to enable these people to help themselves. Through LAL
they can develop confidence, capability and character, as well as understanding of learning, for sustainable personal and community development. (p. 3)

Lifelong action learning or LAL is an integrated concept of ‘lifelong learning’ and ‘action learning’ — both concepts that are not totally new but have been advocated by great thinkers like Aristotle and Plato (about 400–300 BC), rediscovered in the twentieth century by authors such as Dewey (1938), Paolo Freire (1972), Orlando Fals Borda (1998), Kurt Lewin (1926, 1948) and Reg Revans (1971, 1982, 1998). The time has come for these concepts to be rediscovered and re-evaluated for the twenty-first century.

Lifelong learning is important and relevant at every stage of our development from childhood and youth to adolescence and adulthood, including old age. As Peter Sheehan (2001) explained in his Foreword to the Kluwer “International Handbook of Lifelong Learning”:

So important is the concept, it should be seen by all of us as representing a new philosophy of education and training, one that aims to facilitate a coherent set of links and pathways between work, school and education, and [to] recognize the necessity for government to give incentives to industry and their employees so they can truly “invest” in lifelong learning. It is also a concept that is premised on the understanding of a learning society in which everyone, independent of race, creed or gender, is entitled to quality learning that is truly excellent. (p. xi)

Action learning is learning from and with each other in a group or ‘action learning set’, collaboratively addressing a problem/issue of mutual concern that is important and has not been solved before. Richard Teare explained in an interview (Zuber-Skerritt, 2009):

Action learning occurs when people learn from each other, create their own resources, identify their own problems and form their own solutions. This process works all the world over, in any culture, language and tradition. The action learning process is so enriching that every learner is able to identify personal and life transforming outcomes. These commonly include enhanced self-confidence, self-belief, renewal, enthusiasm for learning, a new sense of direction and purpose for career and life — along with new skills, insights and the sense of being equipped for the future. (p. 181)

Action learning is about dialogue and interaction between and among set members and others involved in the action and reflection on the action. As ‘reflective practitioners’ or members of a ‘reflective practice’, we engage in a continuous search for knowledge — both propositional and theoretical (knowing that ...) and knowledge derived from practice (knowing-in-action or knowledge-in-use, i.e., tacit, spontaneous knowledge and thinking on one’s feet). Action learning as a reflective process has no end point. It is iterative and continuing. Schön (1983, 1987)
distinguishes between ‘reflection-in-action’ (thinking while in the process of doing something) and ‘reflection-on-action’ (after the event, reflecting on what was done). The latter encourages reflective learning as well as critically reflective and self-critically reflective learning.

Lifelong action learning (LAL) is a new concept developed by Zuber-Skerritt and Teare (2013). It is an integration and synthesis of lifelong learning and action learning. That is, it is combining the positive characteristics of (1) individual, by-chance lifelong learning in time and space and in participants’ contemporary cultural context from life to death with (2) collaborative, intentional, purposeful and more systematic action learning through reflection in and on, pre and post action. The basic epistemological assumption is that knowledge can be created on the basis of concrete experience by reflecting on this experience, formulating abstract generalizations from it, and testing these newly created concepts in new situations, thus gaining new concrete experience, and starting the next cycle of experiential learning and knowledge creation (Kolb, 1984). So LAL can be developed by anyone who learns how to create knowledge through experiential learning and solving real-life problems. It can best be facilitated by working on a team project to achieve positive change with purpose and passion.

In this book, the application chapters (4–12) demonstrate how LAL can be actively developed in a learning system with pathways that are suited to each individual’s level of knowledge and skills for self-directed learning. Most of these pathways are accredited by GULL. As Zuber-Skerritt and Teare (2013) explain:

GULL works with local, national and global non-government agencies and other organizations, including churches, to provide its practical, professional development system to communities that would not otherwise have access to further and higher education. We also work with companies that are seeking to create a sustainable future for their workforce. GULL currently has a presence in more than 40 countries and this is set to increase in future years as new affiliations with global organizations take root. GULL’s work in many places is relatively new and small-scale but in countries like East Africa, the number of participants has grown from a small group in 2009 to large numbers of participants in 2013. (p. 6)

Figure 1 presents a model of learning and development for a better world – the title of this series. The overarching framework of learning and development in the twenty-first century – as explained briefly in this chapter and in more detail in the first book in this series – is supported by two main pillars: LAL and action leadership development.

Although LAL is conceived as collaborative learning from and with others in a project team or set, where each individual is motivated and passionate about finding the answer(s) to a shared concern, he/she also defines his/her own goals on a learning journey with the help of a personal coach who is a respected action leader.
CHAPTER 1

Action leadership is conceived as non-hierarchical, and democratic. It is shared leadership, which can be achieved by anybody who has developed the attitude and values of inclusion and equality for all humankind. Action leaders are experienced, wise and other-centered, rather than self-centered, and they delight in helping others succeed.

Both pillars – LAL and action leadership development – are grounded in community development for individual and social transformation and change. Zuber-Skerritt and Teare (2013) explain the meaning of transformational, sustainable community development as:

… engaging with the people at grassroots level, understanding their cultures, traditions and oppression and empowering them to find their own solutions to problems of poverty, health and learning to learn by developing their confidence and skills in LAL and action leadership. In the present times when most of us
live ‘connected’ lives in a global community, we need a new mindset of people power and self-directed, collective behavior towards a better world with a just and equal global society. Instead of rationality, control, technical efficiency (rather than effectiveness), neo-liberal managerialism and national competition (sometimes leading not just to conflict but to war), we need a better and more sustainable world for the common good of all people for present and future generations. (p. 230)

The development of LAL and action leadership can be facilitated through the GULL learning system, including: defining a personal learning statement; using a daily, weekly and monthly reflection diary; personal coach; and self-evaluating and assessing individual and community/organizational learning outcomes through return on investment. An important goal of GULL is to equip and motivate participants to cascade their learning and leadership to other groups, communities or organizations and thus, to achieve a multiplier effect and sustainable community engagement.

RATIONALE, AIMS AND APPROACH

The rationale for writing this book is to discuss the urgency and significance of addressing a major, global issue, namely that many young adults throughout the world are denied opportunities, often through lack of access to education and employment in contexts of poverty. Instead they are excluded from life pathways where they might maximize their capacity to participate in, and contribute to their communities in meaningful ways.

Our aims are threefold. First, we offer a timely response to this pressing global issue by presenting an alternative, informal education system and pathways for young adults, designed in partnership with GULL, which contribute to the development of self-directed, transformational, lifelong and sustainable learning. Second, we argue for an integrated methodology of lifelong action learning (LAL) and action leadership, and third, we showcase this alternative approach to learning and development, illustrating it with recent case studies from a total of nine countries, two from developed countries and seven in developing countries.

SIGNIFICANCE

As we explain later in this book, the global population of young people aged between their mid-teens and mid-twenties is at an all-time high, with further growth predicted for the next 50 years, especially in developing countries. Data on wellbeing, education and employment suggest that many young adults are not leading better lives than earlier generations. Situational constraints placed upon youth are marginalizing them. In many instances, these young people lose hope and adopt negative coping mechanisms such as substance abuse and crime, so it is both timely and important that we find responses to this pressing issue.
CHAPTER 1

In this book we promote lifelong action learning as an inclusive process that allows young people to experience meaningful learning pathways. We also illustrate innovative approaches to the design and implementation of learning pathways for marginalized young adults in nine countries. These countries include case studies from seven developing countries. This is a significant feature of the book, as young adults living with high levels of poverty must compete for limited resources and opportunities. They are the most marginalized people and those most in need of change in their lives.

CONTENTS AND STRUCTURE

The layout of this book is illustrated in Figure 2.
INTRODUCTION TO THE BOOK

Part I (Excluded Young Adults: What are the Problems and Responses?) reviews the scale of the challenge and the reasons why innovative and creative LAL pathways are needed. We use the term LAL ‘pathway’ throughout the book to reflect the fact that remedial education and training courses are often ineffective, especially given the number of young adults with little or no access to conventional forms of secondary education. Nor does ‘more of the same’ seem to help marginalized young people in developed countries or the millions of youngsters in developing nations who are obliged to find ways of surviving without the safeguards typically found in western countries. Our review points to the need for a greatly enhanced provision of non-traditional options that blend character (personal) and skills development with coaching and mentoring support. LAL is also a core component as it enables young adults to learn for themselves how to achieve greater self-reliance in challenging circumstances. To develop our LAL pathway concept for marginalized young adults, we sought to explore some of the ways in which individuals and organizations engage with and facilitate the kinds of personal change and skills development needed to build self-confidence and reliance. By interviewing pathway designers, we uncovered an array of innovative action learning approaches that among others, draw on micro enterprise and reality game playing, peace-building, sport, music and the creative arts as vehicles for learning and development.

Part II (Designing Pathways with Young Adults: What are the Possibilities?) contains our findings. In order to present them in a consistent way, these application chapters are written in a concise, accessible format beginning with an overview of the reasons for the pathway and its objectives, the main pathway design features, an interview (with the pathway designer) and a chapter summary (including a summary diagram), review questions, acknowledgements, notes and references (with contact details as appropriate). To develop a broad-based perspective, the applications are drawn from Papua New Guinea, Malaysia, the United Kingdom, Democratic Congo Republic, Lebanon, Uganda, Guatemala, South Africa and Australia. A set of ‘Pathway notes’ supporting these applications is provided as Appendix A.

Hosted at the GULL website (see www.gullonline.org), these notes also use a standard format covering the purpose, pathway implementation and the approach used to verify outcomes. GULL welcomes affiliation with any organization working with marginalized young people and the purpose of these pathway notes is to assist those who are using or developing a similar approach.

The concluding chapter addresses how to widen access to learning and development for all youth. We review the main findings and propose a model of a generic design approach. The aim here is to widen access to, and acceptance of, non-traditional LAL pathways for young adults to incentivize participants to sustain their action-learning journey, to fulfil their potential, and to become action leaders. We explore ways of verifying practical outcomes and linking them with low-cost professional recognition and certification provided by GULL.

In summary, the book:
CHAPTER 1

- Identifies the problems faced by marginalized young adults and discusses ways of enabling them to make the changes needed to live more fulfilling and sustainable lives;
- Explores ways in which LAL methodology can be used to design and implement non-traditional learning and development pathways that enable young people to achieve their potential; and,
- Reviews the approaches used by pathway designers working with marginalized youth and offers a generic design approach that facilitates universal access to low-cost professional recognition and certification, based on the verification of practical outcomes.

NOTE

1 Figure 1 is reprinted here with permission of Sense Publishers.

REFERENCES

PART 1
EXCLUDED YOUNG ADULTS

WHAT ARE THE PROBLEMS AND RESPONSES?

Part I of the book consists of two chapters (Chapters 2 and 3). Chapter 2 identifies the scale of challenges for young adults globally in current times.

Chapter 3 explores the reasons why innovative and creative lifelong action learning (LAL) pathways are needed for young adults to improve their chances of creating and sustaining meaningful and productive lives.
CHAPTER 2

MARGINALIZATION OF YOUNG ADULTS

A Global Perspective

INTRODUCTION

Marginalized young adults are to be found throughout the world. In their transition between childhood and adulthood, to some extent trapped in society’s margins, they may be denied opportunities for creating the best lives they can for the benefit of themselves and society at large. In this first chapter we consider the overall situation of marginalized young adults in a global context. Data shared in this chapter raise serious concerns about the present wellbeing and the future of the young adults throughout the world who are excluded from full engagement or at least meaningful participation in their communities. The opportunities unavailable to them are opportunities unavailable to their societies around the globe. Some people may attempt to dismiss our concern on the grounds that the world has always known marginalized young people, so where and how and why do we start to address such an entrenched and overwhelming problem? But that response in itself is a denial of opportunity to recognize the scope and nature of the problem in the context of the current transition in power relations from West to East, but also the possibility of taking positive action to help young adults overcome their marginalization through learning and development to produce a better world.

As context for the chapters that follow, here we consider the scale and distribution of marginalized young adults throughout the world and the nature of situational constraints upon them. The snapshot we present of these young people in nine regions across the globe points to the variation in the nature and scale of youth marginalization among and within these regions, and reminds us that young people can be marginalized irrespective of a country’s national wealth. Data suggesting the scale and nature of this marginalization do not simply present an uncomfortable and remote abstraction. They also compel us to try to recognize the human lives involved and underscore our shared need to contribute to the development of inclusive pathways for marginalized young adults so that they can access, create and respond to opportunities to make successful transitions into adulthood, and create the type of meaningful lives that they seek and deserve.

In using the term ‘marginalized’, we do not imply deficits on the part of young people. On the contrary, a basic principle that underpins our work is that young adults, those who are still growing through their transition into adulthood and who will powerfully shape the future, have enormous potential when they have the
opportunities to realize it. As Te Riele (2012) suggested, many terms used commonly in this discourse may be seen to attribute responsibility for their situation to the young adults themselves rather than recognizing that the causes of circumstances are largely external to them. Hence, we use the term marginalization as Te Riele recommended, with acknowledgement of the complex barriers that prevent many young people from accessing opportunities to maximize their capacity to participate in, and contribute to, the societies in which they live. We are guided by the definition of Policy Horizons Canada (2013), which recognizes marginalization as when:

… a person is blocked from opportunities to self-develop and is excluded from participation in society, and does not have certain rights that the dominant group takes for granted. It has an impact on an individual’s ability to participate in social, economic, cultural and political spheres of society.

Across the globe a potent combination of political, economic and socio-cultural causes leads to the exclusion of many young adults from full participation in society, as extensive literature offering political, economic and socio-cultural explanations identifies. We maintain that these young adults have not had access to opportunities that enable them to maximize their creation of purposeful and productive lives, and that their opportunities for wellbeing, education, satisfying paid work and civic engagement often fall short of their aspirations. Some young people are so overwhelmed by their lack of future prospects that they cease to have aspirations.

Together with the term ‘young adults’, the terms ‘young people’ and ‘youth’ are used interchangeably in this book, as they are in the literature. While various authorities differ in the age-spread they identify for this transition period, key international organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Labour Organization (ILO), choose a typical age-spread of 15 to 24 years. We adopt this understanding and signal our intent to use the three terms interchangeably. ‘Adolescent’ is a similar term in this discourse and we understand it to refer to the slightly earlier period in human growth and development which occurs after childhood and before adulthood, i.e., those aged 10 to 19 years.

HOW ARE YOUNG PEOPLE FARING?

Currently standing at about 1.8 billion, the global population of young people is at an all-time high (Population Reference Bureau, 2013). Further growth and increased urbanization of the world’s youth population is projected for the next 50 years, especially in the poorest populations in developing countries where 90 per cent of the youth population resides (Larson, 2002). This trend will place considerable demand on resources, particularly so in the poorest communities where population growth will be concentrated.

Young adults have grown up in a globalized world where information and communication technologies abound and constantly emerge. Their world should be
marginalization of young adults

‘better’ than it was before they were born, as the new technologies offer opportunities for connectedness and knowledge gain that have great potential to enhance the quality of human life for all in ways that earlier generations never experienced or imagined. However, in both developed and developing countries throughout the world, these opportunities have particularly benefitted the wealthier populations of young people, and this has widened the gap between rich and poor youth in their access to opportunities. Let us briefly consider how young adults are faring by looking at data on some of the key international indicators: health, education and employment.

Health

Young people today are generally physically healthier with lower rates of morbidity and mortality than previous generations. However, particular situational contexts lend themselves to different threats to young people’s health and wellbeing. Call et al. (2002) noted that while all young people throughout the world may experience injuries, homicide, substance abuse, sexually transmitted diseases and mental health issues, situational contexts afford specific health issues. In more developed countries, the consequences of abundance and excess – obesity, eating disorders and sedentary lifestyle – threaten young people’s health and wellbeing. In developing countries, the consequences of scarcity and insufficiency – starvation and infectious diseases pose a threat. The spread of human immunodeficiency virus/ acquired immunodeficiency syndrome (HIV/AIDS) in developing countries may have slowed, but in South Africa more than 60 per cent of new HIV infections affect 15–25 year olds (Call et al., 2002).

Education

Worldwide, young people today are generally better educated than earlier generations. Universal primary education is now seen as being a realistic goal and enrollments in secondary and tertiary education are increasing (Population Reference Bureau, 2013). Unfortunately, these outcomes do not apply for all young people since levels of participation in education are influenced by poverty, location, gender and religion. Young people, and especially young women, are less likely to complete schooling if they live in poor households in developing countries where priorities for minimal family finances effectively exclude them (United Nations Department of Economic and Social Affairs, 2011). Global disparities in tertiary enrollment ratios are also widening, with young people in wealthier countries much more likely to achieve a university education than those in developing countries.

Opportunities to gain literacy and numeracy continue to be difficult to access for many young people, particularly in developing countries. While 11 per cent of the world’s young people are non-literate, lacking basic reading and numerical skills, the share in developing countries such as sub-Saharan Africa is 29 per cent (United
Nations Programme on Youth (UNPY), n.d.a). Globally, there are also claims from young people and employers that education does not prepare students well for employment (United Nations Department of Economic and Social Affairs, 2011).

**Employment**

Throughout the world, the unemployment situation for young people has worsened in recent years, to some extent because of the lingering effects of the global financial economic crisis in 2008–2009. Since then, the number of unemployed youth has grown by 25 per cent so that today young adults are three times more likely than adults to be unemployed. The 73.4 million young adults unemployed in 2013 constituted a global youth unemployment ratio of 12.6 per cent, with both figures projected to rise (International Labour Organization, 2013). Unemployment is not the only employment concern, as limited opportunities force many young adults into underemployment or vulnerable employment, where work is irregular or poor quality with low pay. Young people are disproportionately represented amongst the working poor (United Nations Department of Economic and Social Affairs, 2011). Levels of discontent and disillusion with lack of employment opportunities are increasingly evident, as signaled by youth protests occurring more frequently in more countries.

These data on wellbeing, education and employment as signifiers of opportunities for young adults reveal that many young adults are not living more satisfying and more comfortable lives than earlier generations. The prospect of youth being pushed into the margins of society is worsening, especially for those in poor communities where there is increased competition for fewer resources and opportunities. Divergent opportunities for access to health maintenance, education and employment are a reality for young people globally, with those most marginalized having least access. Those with health-compromising behaviors also face potential threats to their physical and mental health. These data reveal a disturbing picture of opportunities denied to young adults on a global scale, but it is useful to consider data according to situational contexts – geographically by regions and countries – for a more nuanced assessment of variations.

**SITUATIONAL CONSTRAINTS IN DEVELOPING REGIONS/COUNTRIES**

Denomination of countries according to their level of ‘development’ has long referred to assessment of their economic strength based on a set of officially codified economic indicators. Increasingly this evaluation includes other measures such as the Human Development Index (HDI), which reflects degrees of health, education and employment. Relative to so-called developed countries, the developing/less developed/least developed countries by definition have weaker economies, poorer technological and other infrastructures and thus less economic wherewithal to enable citizens to fully develop their abilities. Young adults in these economically
poorer countries generally have more restricted access to opportunities to develop the quality of their lives (Population Reference Bureau, 2013).

In developed countries, young adults account for roughly 12 per cent of the population; in developing countries their share is slightly larger at 17 per cent, and in least developed countries it is significantly higher with share for the combined population of children and young people at 60 per cent (Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, 2013). This demography suggests that least developed countries with highest levels of poverty are more likely to have high population growth and fertility rates and experience so-called youth bulges, where the representation of young people is disproportionately high. Youth bulges suggest that more youth in absolute terms will be affected by poverty, causing social strain and instability especially when unemployment rates are high (Commonwealth Youth Programme, 2013).

The majority of the world’s young adults live in developing countries, where situational constraints significantly restrict youth access to opportunities for life fulfilment. Most young people experience economic poverty which restricts their access to basic sanitation and nutritional requirements, and to education and employment opportunities. In some parts of the world, many youth reside in war-affected areas where the risks of death, being orphaned, maimed or sexually violated are appalling realities. To better understand the scale and nature of the challenges experienced by marginalized youth in developing countries, here we offer snapshots of situational contexts for young people in four regions: sub-Saharan Africa, Asia and the Pacific, the Arab regions, and Latin America and the Caribbean.

Sub-Saharan Africa

In sub-Saharan Africa, half of the population is aged under 25 years (Filmer et al., 2014). The youth population has quintupled since 1950 and is expected to continue increasing (United Nations Department of Economic and Social Affairs, 2011). Countries such as Swaziland, Lesotho and Botswana have large youth bulges. With international attention to millennium development goals that include a focus on achieving universal primary education and combating HIV/AIDS, the situation for young people has improved in some respects, as access to primary school and literacy rates have been increased and levels of HIV/AIDS have been decreased. However, increased enrollments in primary education have not resulted in wider participation in secondary and tertiary education (Economic Commission for Africa, 2011). Moreover, it is estimated that 60 per cent of young people will suffer from HIV/AIDS and die earlier than if they had not become infected (Larson, Wilson, & Mortimer, 2002). In countries such as Kenya where the prevalence of HIV/AIDS is relatively high, fewer than half of young females have accurate knowledge of the disease and how it is transmitted (Population Reference Bureau, 2013).

Lack of paid work is a major cause of poverty, inequality and consequent marginalization in sub-Saharan Africa. Youth unemployment soars above 30 per
cent in countries such as Mauritius, Botswana, Lesotho, Namibia, Swaziland and South Africa (United Nations Programme on Youth (UNPY), n.d.b). Young women are more likely to be unemployed than young men, as typified by South Africa with its unemployment rate for young women exceeding 60 per cent (UNPY, n.d.b). In sub-Saharan Africa, employment opportunities for young women are restricted by early childbearing, which also brings risks to their health and restricts some aspects of their personal development (Population Reference Bureau, 2013).

**Asia and the Pacific**

The Asia-Pacific region has 60 per cent of the world’s young people, with the number tripling since 1950 (United Nations Department of Economics and Social Affairs, 2011). In general, young people in the region are reported to be doing well, with reports of increases in secondary and tertiary enrollments and with youth unemployment at 11 per cent, which is low compared to some other regions. However, this region has a mixed report card, with East Asian countries (particularly China) and many — though not all — Southeast Asian countries showing considerable improvement across most youth wellbeing indicators. But young people in South and Southwest Asia generally remain marginalized in many respects (UNPY, n.d.c). And even where national data signal significant improvement, many of these countries still record uneven distribution of opportunity according to rural/urban divides, ethnicity, gender and so forth.

In South and Southwest Asia, where 18.5 per cent of young people are non-literate (UNPY, n.d.c), the youth share of total population is typically lower on many of the indicators such as wellbeing, education and employment. In countries such as Afghanistan and Bangladesh, young people from low socio-economic areas are less likely to find work, and when they do, the work is unskilled, temporary, poorly paid, and with poor working conditions. The transition between education and employment is problematic, especially in Southwest Asia where education and training have not met labor market demands.

As in sub-Saharan Africa, in South and Southwest Asia young women are marginalized through prevalent gender inequalities. The rate of teenage pregnancy in countries such as Bangladesh is high, with nearly 50 per cent of young women in this region aged 20 to 24 years, married by the time they are 18 years old. About 75 per cent of young people living with HIV/AIDS are female (UNPY, n.d.c). A high number of young women are not in education, employment or training (NEET) and in Pakistan, this figure reaches more than 63 per cent. (Population Reference Bureau, 2013).

In the Pacific region too, young adults face many challenges resulting from various causes, particularly stagnating economies. These challenges include poor employment opportunities and a disjuncture between the goals of education systems and the needs of labor markets. In assessing the outcomes of youth development programs for 2005–2011, UNICEF Pacific and the Secretariat of the Pacific
Community (2011) presented the bleak picture of a situation exacerbated by global economic crises that have intensified challenges and increased the risk of entrenched poverty for young Pacific Island people.

The Arab Regions

This region extends from northern Africa to western Asia and comprises 22 countries. The region generally has experienced an unprecedented youth bulge, with more than 50 per cent of the population in most of these countries aged under 25 years (Sugita, 2011). In some Arab countries almost 60 per cent of youth live below the poverty line (Afifi, 2011) and more than 20 per cent are unemployed (International Labour Organization, 2013). These conditions made the region’s youth instrumental in the Arab Spring revolutionary wave of protests, riots and civil wars that began to erupt in the Arab world in December 2010 against entrenched oppression, poverty and denied opportunity. The education system within the Arabian world did not prepare young people with enquiring minds for life or with knowledge and skills for the labor market. Youth unemployment rates were among the highest in the world (Kabbani, 2011). Gender inequities that made females three times less likely than males to attend school disadvantaged young women in employment opportunities and compounded their limited access to health facilities (Sugita, 2011).

This region too presents a mixed report card, with disparities among and within countries in both education and employment opportunities for young adult populations. A major problem shared by young adults across the Arab region – a problem that became a trigger to the Arab Spring movement – has been their exclusion from both decision-making processes and participation in civic life. Youth across the region have experienced social injustices and been denied opportunities through political channels to create more fulfilling lives. This situation set the context for the 2011 Arab Spring through which young adults in much of the region could more actively seek better opportunities for education, work, and civic and political engagement.

Latin America and the Caribbean

Youth now constitute 20 per cent of the population in this region, the largest share ever. UNICEF (n.d.) has identified that 39 per cent of these young people live in poverty, with an even higher level in rural areas. Socio-economic disparities between high-income and low-income groups inevitably influence access to employment and educational opportunities, and disadvantage poor youth. Indeed, Mallén (2013) suggests that there is a generation of young Latin Americans who don’t attend school, can’t find a job and so have given up. These youth are known as “NiNis” from the Spanish expression, “ni estudian ni trabajan”, “they do not study, they do not work”. According to Mallén (2013), 25 per cent of Mexican youth fits this profile.
As in most of the regions we have considered, young women in Latin America and the Caribbean are also over-represented within the significant cohort of marginalized youth. The Caribbean has one of the highest levels of HIV-affected young people outside sub-Saharan Africa, with 60 per cent of new infections involving youth, especially young women, who are three to six times more likely than young men to have the condition (UNICEF, n.d.). Young women have high levels of pregnancy, in a region with the second highest fertility rate in the world. Maternal mortality is a major cause of death for young women, with those living in poverty disproportionately represented within this cohort (Population Reference Bureau, 2013).

While youth in this region are confronted by education, employment and health issues, violence and crime are widespread and reported to be increasing in almost every country in the region (Munyo, 2013). Latin America has the highest homicide rate in the world. Youth experience exploitation that commonly involves drug trafficking, prostitution or pornography. Gang and drug-related violence, and violence in homes and schools, is prevalent. UNICEF (n.d.) claims that each year 80,000 children and adolescents under 18 years of age die as a result of domestic violence.

Overall, the common elements surrounding the marginalization of disengaged youth in these four less developed regions relate to the state of economic development and the opportunities for young people that the complex forces of marginalization inhibit, promote or shape selectively according to gender, ethnicity, ability or other situational contexts. Opportunities for wellbeing, education and work are inevitably vital to the young people in these regions, who together comprise a huge share of the world’s population. We see too, particularly in the Arab region in recent years, the quest by youth to establish their rights to civic engagement and political participation. As noted, the regional report cards present an uneven picture of opportunities achieved, unavailable, sought or even not recognized across and within the cohort countries. Here we turn to snapshots of situational contexts for young people in the developed regions and countries – Europe, United Kingdom, Australia and Northern America. Again we find similar stories, and mixed report cards.

SITUATIONAL CONSTRAINTS IN DEVELOPED REGIONS/COUNTRIES

Europe

There is considerable divergence in employment opportunities and family incomes in European countries. This situation impacts on young adults in the poorer countries where youth unemployment in countries such as Greece and Spain exceeds 50 per cent. In contrast, Germany’s youth unemployment rate is less than 10 per cent (International Labour Organization, 2013). However, even in countries that are reported as generally doing better with youth employment, specific groups of marginalized young people have been identified. These include migrant youth,
those with low skills, learning difficulties and those from socially disadvantaged backgrounds (Crowley, Jones, Cominetti, & Guilford, 2013). The International Labour Organization (2013) has also emphasized that many young people who are employed have accepted temporary and part-time work.

Social and economic disparities for young people within and across European countries have caused many young people to feel frustrated and angry about their futures and to distrust their countries’ socio-economic and political systems. This growing trend is evidenced by a spate of political protests across European countries (International Labour Organization, 2013). A response to this situation has been prioritized by European governments as the heavy costs on society are recognized (Eichhorst, Hinte, & Rinne, 2013).

United Kingdom

The rate of youth unemployment in the United Kingdom is higher than in the European Union (EU) and the Organization for Economic Co-operation and Development (OECD) countries. It has been rising at a faster rate than most other countries without signs of improvement (Crowley et al., 2013; Mount, 2013). Unemployed youth also include recent university graduates. Mount (2013) reports that within six months of completing their program of study, 38 per cent of graduating university students in the United Kingdom had not found employment. Many of these young people, who also faced a debt in excess of £50,000 for their university studies, reported the necessity to seek unskilled work (Mount, 2013).

A significant proportion of unemployed youth are long-term unemployed. In fact, numbers continue to rise and have steadily increased during the last decade (Crowley et al., 2013; Mount, 2013). Macmillan (2012) noted that this situation often affected future work opportunities and wages, with affected young people likely to spend a longer time out of work throughout their lives and to be paid less when in work. Young people who experience long-term unemployment may also become involved in criminal activity and have poorer mental health and physical wellbeing. Half of the young people not in education, employment or training report depression (Mount, 2013).

Worsening youth employment prospects in the United Kingdom have been accompanied by reports of youth restlessness and anti-social behaviors, peaking at the time of the 2011 London riots. Prior to the riots, UNICEF (2007) reported on the health and wellbeing of children in OECD countries. At the time, the United Kingdom was ranked the lowest of all countries. A more recent report in 2011 suggests some improvement for young people, with the United Kingdom now ranked 16th of the 29 OECD countries. However, high rates of teenage pregnancy persist, and alcohol abuse rates for 11–15 year old youth in the United Kingdom are higher than in all other OECD countries.
CHAPTER 2

Australia

When compared to other global regions, Australia has a comparatively small population. Australia’s Youth Development Index rating is the highest both for Commonwealth countries and globally (Commonwealth Youth Programme, 2013). This would suggest that young people in Australia are doing well. Without doubt this is the case for many and is evidenced by increased retention of young people in secondary schooling, there being an expectation that students remain at school until Year 12 when most have reached age 17 years. A national goal of 90 per cent of all young people doing so is likely to be achieved by 2020 (COAG Reform Council, 2011). However, this is not the case for all young people. Young people in the most disadvantaged areas in Australia have lower Year 12 attainment, with completion rates in the lowest socio-economic areas at 73 per cent in comparison to 93 per cent for young people in the highest socio-economic areas. The retention rate for Aboriginal and Torres Strait Islander young people in Australia is about 45 per cent (Te Riele, 2012).

Even though youth in Australia fare well in comparison to those in some other countries, there are some disturbing trends that suggest that the marginalization of Australian youth is occurring in low socio-economic areas. Among 17–24 year olds in low socio-economic areas in Australia, almost 42 per cent are not fully engaged in work or study after completing secondary school (COAG Reform Council, 2011). Levels of engagement have declined since the global financial crisis of 2008–2009, which caused a serious economic downturn in employment for youth globally. Young people in Australia currently comprise 25 per cent of all long-term unemployed people (Australia Social Inclusion Board, 2012).

Northern America (United States of America and Canada)

Young adults in the United States and Canada share some problems. Both nations have childhood obesity rates higher than 20 per cent. Adamson’s (2011) study notes that Canadian children and young people have the world’s highest rate of cannabis use. These data suggest health and wellbeing issues for young people.

In the US in particular, a trend that sees the redistribution of much wealth into the hands of an already vastly wealthy few, and greater inequalities across US society is manifest in the declining opportunities and rising difficulties of young adults. Child poverty rates in the US, one of the richest countries in the world, exceed 15 per cent (Adamson, 2011). More than 10 million youth are currently unemployed (Ayres, 2013). This group includes university and college graduates, school leavers and people who have dropped out of school, many of whom are immigrant youth (United Nations Department of Economic and Social Affairs, 2013).

Canadian authorities similarly identify their country’s most marginalized youth as being members of immigrant and Aboriginal groups. Both groups are over-
represented among the population of youth facing social and economic challenges and both groups are projected to expand. While the Canadian government identifies societal, systemic and institutional barriers for these immigrant and Aboriginal youth, it is actively implementing policies that acknowledge the need for a “holistic, multi-pronged solution to the complex issue of marginalization” (Policy Horizons Canada, 2013, p. 3). This broad solution includes a strategy to increase the level of civic engagement among these youth.

When young people are excluded from civic and political participation and from the main social and economic mainstreams of society, they may seek belonging in alternative ways that are often unacceptable to the dominant class structures of society. For example, gang membership is perceived as a rational choice for young people in an attempt to belong and to establish identity. Inevitably, this way of belonging often leads to risk-taking behaviors and health and safety issues.

CONCLUSION

Overall, these snapshots from developing regions and countries provide glimpses of societies adjusting to economic and associated upheaval now transforming their future, a future to which today’s young adults across these countries will need to adjust. We detect similar trends or problems developing across some of the developed countries. Many of the trends are associated with economic shifts that entail redistribution of wealth and power both inside the economically developed nations and from the developed nations of the West towards some of the developing nations of the East. These circumstances have been considered briefly here but still they take us towards recognition that people of developed and of developing countries have much to learn from each other. Young adults on all sides of economic, social and political divides within and between countries have much to learn, not just from adults but also from each other, as they seek to build inclusive pathways for shared learning and development.

REFERENCES


MARGINALIZATION OF YOUNG ADULTS


