



Global University for Lifelong Learning (GULL)

GULL for Change Agents

Enabling YOU to make a difference in OUR world ...

Web: www.gullonline.org

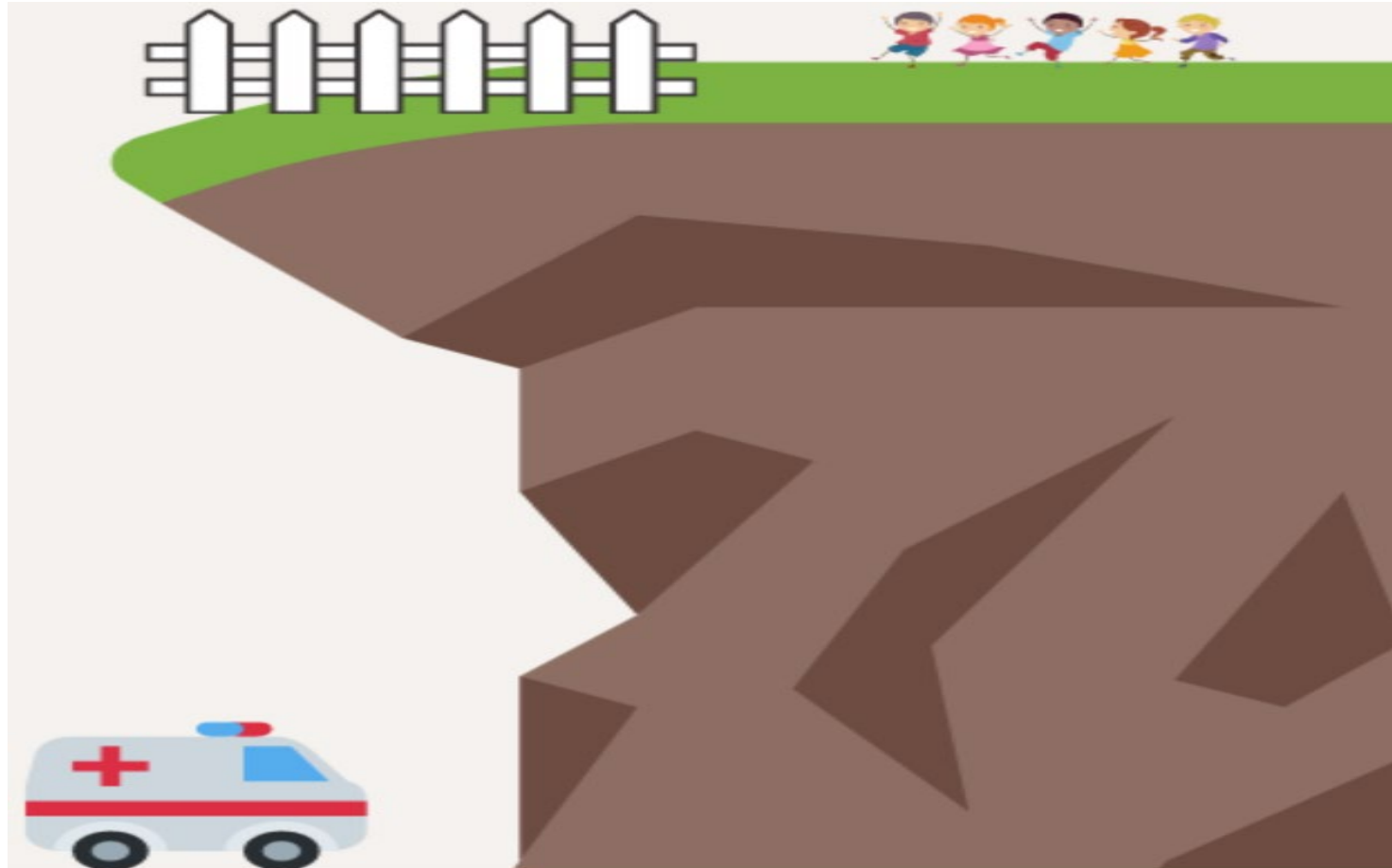
Our focus is “ To build resilience in, equip and empower girls and young women so they are protected from, and prevent Online Child Sexual Exploitation (OCSE) ”

Our vision is for all girls, everywhere, to be free from trafficking and exploitation

Our mission is to end trafficking and exploitation before it begins by protecting girls at high risk.



Change Agents are the fence at the top of the cliff ...



Change Agents are multipliers



How does GULL equip, empower and enable Change Agents to prevent OCSE





Connection & Community

Creativity & Confidence

Capacity

Campaign steps



យុទ្ធនាការស្តីពី

កុមារី និងយុវតីដើម្បីសុវត្ថិភាពតាមប្រព័ន្ធអនឡាញ

«ទាំងអស់គ្នាដើម្បីសុវត្ថិភាពតាមប្រព័ន្ធអនឡាញ»

- ថ្ងៃទី ១៦ ខែ មិថុនា ឆ្នាំ ២០២៣
- ចាប់ពីម៉ោង ៨:៣០ តទៅ
- វិទ្យាល័យទួលអំពិល

- បង្កើនចំណេះដឹងអំពីការកេងប្រវ័ញ្ចផ្លូវភេទតាមប្រព័ន្ធអនឡាញ (OCSE)
- បង្កើនចំណេះដឹងអំពីគន្លឹះនៃការប្រើប្រាស់ប្រព័ន្ធអនឡាញប្រកបដោយសុវត្ថិភាព
- ដើម្បីឲ្យក្មេងស្រីក្លាយទៅជាភ្នាក់ងារអំពី OCSE

ឧបត្ថម្ភដោយ ៖



រៀបចំដោយ ៖



គាំទ្រដោយ ៖



កុមារី និងយុវតីដើម្បីសុវត្ថិភាពតាមប្រព័ន្ធអនឡាញ

«ទាំងអស់គ្នាដើម្បីសុវត្ថិភាពតាមប្រព័ន្ធអនឡាញ»



សំណួរ/ចម្លើយ
យកគ្រាន់



វីដេអូខ្លី



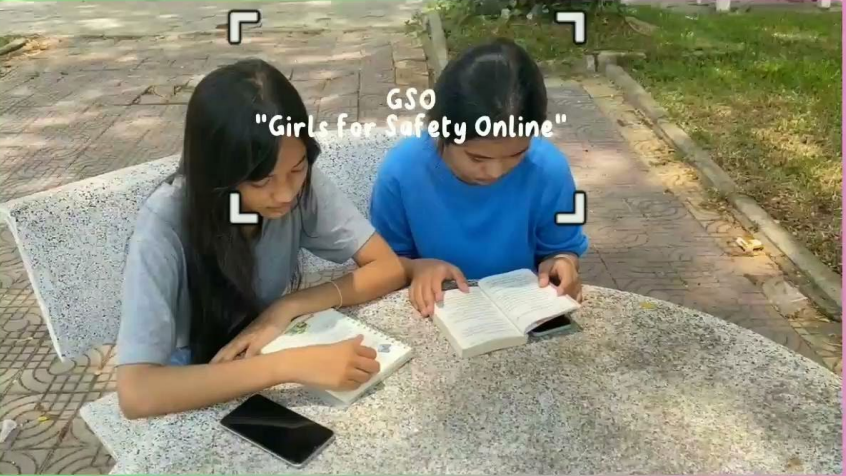
សិក្ខាសាលាផ្ទាល់

គោលបំណង

- បង្កើនចំណេះដឹងអំពីការកេងប្រវ័ញ្ចផ្លូវភេទតាមប្រព័ន្ធអនឡាញ (OCSE)
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នឹងមកដល់ក្នុងពេលឆាប់ៗនេះ...



យុទ្ធនាការស្តីពី
**ការបញ្ឈប់ការរើសអើង
និងការស្វែងរកជំនួយ**

ថ្ងៃទី ២១ ខែ មិថុនា ឆ្នាំ ២០២៣

ម៉ោង ១:៣០ ដល់ ៤:០០

វិទ្យាល័យចំរើនផល

ឧបត្ថម្ភដោយ ៖

រៀបចំដោយ ៖

គាំទ្រដោយ ៖

Campaign pathway - for change agents

- **Join campaign incubator - plan and start !**
- **Personal Goal setting - and ongoing reflection -my development assets, my leadership, my impact, my vision ...**
- **As you do campaigns, reflect and journal, learn and plan**
- **Try new approaches, reach more girls, have more impact**
- **Lead, support or start other campaign groups.Coach. Train. help others to start GULL certificate and Diploma courses**

Other pathways for Change Agents

- **Peer mentors**
- **Citizen Researchers**
- **Advocates who influence policy/systems**
- **Trainers of other Change Agents - train and create training resources**
- **Social Movement leader - working group to gamify and set approaches for social movement**
- **Communications for Change (website design, video production, interviews, resource production etc.)**

GULL Certificate

- For 16 yr and older. 10 hrs a week for 4 months
- Set personal learning and development goal- and how you will measure
- Set Service learning goal and how you will measure - set plan with your campaign group
- Fill out the daily reflection log at least 4 times a week
- Fill out the weekly summary each week - peer review with a buddy each week
- Fill out the monthly summary form for 3 months - review with your campaign group monthly
- Personal development impact - Review of my last 3-4 months with development asset review
- Developmental interview - My campaign impact - on me and on others - review with your campaign group

AusCam staff will coach and support your learning journey at least once a month

GULL Diploma

- For 16 yr and older.10 hrs a week for 6 months
- Set personal learning and development goal include how you will learn and develop with help of others and ways you can grow your leadership - and how you will measure
- Set Service learning goal and how you will measure - set plan with your campaign group
- Fill out the daily reflection log at least 4 times a week
- Fill out the weekly summary each week - peer review with a buddy each week
- Fill out the monthly summary form for 6 months - review with your campaign group monthly
- Personal development impact - River of my last 6 months with development asset review
- Developmental interview - My campaign impact - on me and on others - review with your campaign group
- how can I keep growing and serving in my context - what to continue and what to do new (this enables the start of Bachelors Certificate)

GULL Bachelor









- For 16 yr and older. 10 hrs a week for 12-18 months. You will earn this certificate by actively engaging in service learning that enables you to have an impact on others, preventing exploitation, that enables you to develop personally. You will also need to support other change agents to learn and grow in their impact.
- Set personal learning and development goal include how you will learn and develop with help of others and ways you can grow your leadership - and how you will measure
- Set Service learning goal and how you will measure - set plan with your campaign group
- AusCam training on leadership, facilitation and campaign multiplication, developmental storytelling and interviews
- Fill out the daily reflection log at least 4 times a week
- Fill out the weekly summary each week - peer review with a buddy each week
- Fill out the monthly summary form for 12-18 months - review with your campaign group monthly
- Personal development impact - River of my last 6, 12 and 18 months with development asset review
- Developmental interview - My campaign impact - on me and on others - review with your campaign group
- Your facilitation of others to create personal and campaign plans, to support their reflection and learning, including facilitation river of and developmental interviews with them - at least 4 individuals or groups

Your Personal learning statement

- What does my Development Asset self assessment tell me
- What is my Plus Minus and Interesting as a Change Agent, as a leader, as a person.
- What would I like to accomplish for myself, and for my family
- What would I like to accomplish for or with the others within my campaign group or with other Change Agents
- What are the strengths I should build upon
- What new/ different types of ways to campaign and be a Change Agent do I want to try
- Where do I see myself in 12 months time?
- What new skills will I need to achieve my 12 month goal?
- What will I need to learn

Guide length: 750 words

THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS MEASURED IN THE DAP

External Assets	Internal Assets
 <p>SUPPORT Measures whether children have caring adults in their lives, which may include parents, neighbors, and/or teachers.</p>	 <p>COMMITMENT TO LEARNING Asks questions related to whether children care about school and completing their homework, as well as appreciate learning new things.</p>
 <p>EMPOWERMENT Asks questions about how safe children feel at school and at home, as well as their perception of being valued and appreciated.</p>	 <p>POSITIVE VALUES Seeks to understand if children value taking responsibility for their actions and helping others, are honest and have respect for others and their community.</p>
 <p>BOUNDARIES AND EXPECTATIONS Hones in on whether a child feels he or she must abide by boundaries and expectations set at home, in school and in their neighborhood.</p>	 <p>SOCIAL COMPETENCIES Measures a child's willingness to express his or her feelings, establish relationships with others, say no to activities or suggestions that are dangerous, and can find positive ways to deal with hardships.</p>
 <p>CONSTRUCTIVE USE OF TIME Evaluates whether children are involved in outside activities like clubs, music or art programs or religious groups.</p>	 <p>POSITIVE IDENTITY Measures a child's self-worth.</p>

Your Service Learning statement

What does my Development Asset self assessment tell me

What is my Plus Minus and Interesting

What are the strengths I should build upon

Through being part of a campaign group :

What would I like to accomplish for myself

What would I like to accomplish for the others within the campaign group

What new / different types of ways to campaign and be a Change Agent
would I like to experience?

Where do I see myself in 12 months time?

What new skills will I need to achieve my 12 month goal?

In summary: What do I need to learn

Guide length: 750 words

Daily Journal

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What did I do today

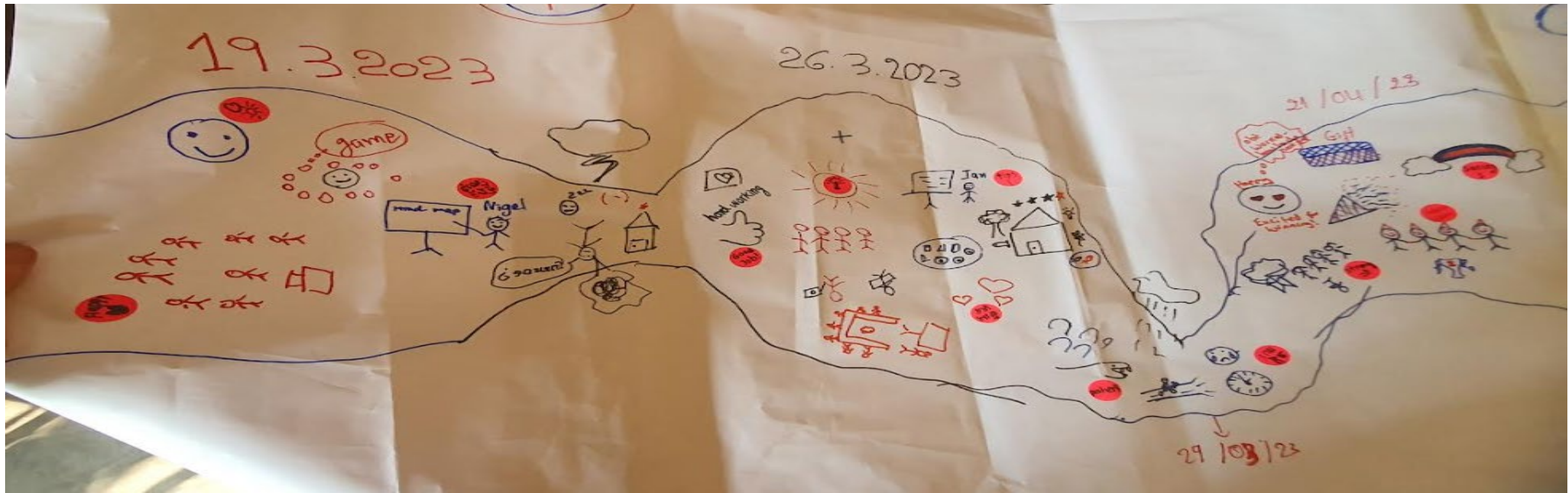
How did I feel

What were the most important lessons from today

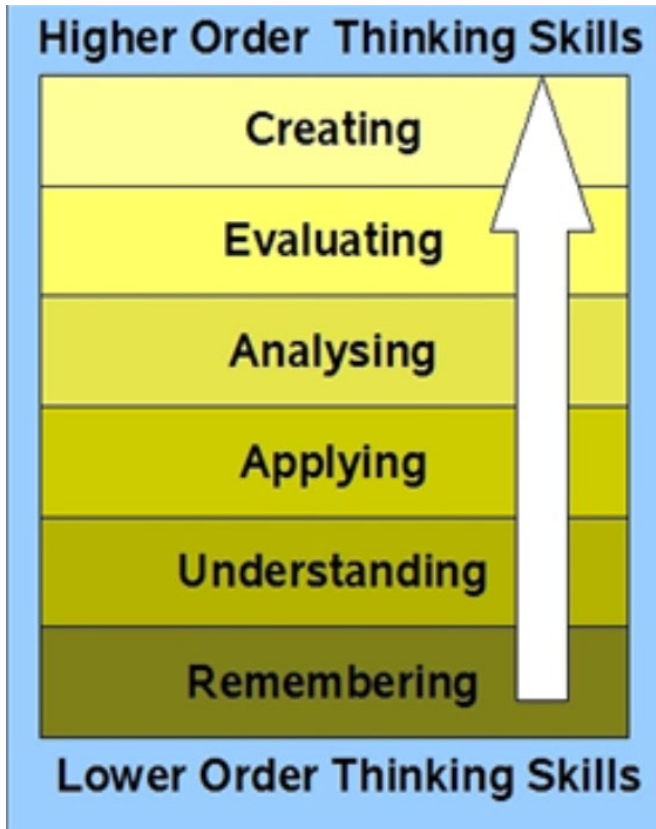
Weekly reflection

Monthly Reflection

River of 3,6,12 and 18 months with Development Asset review



Personal reflection - how are my thinking skills and ways I can learn and reflect getting stronger



GULL Service-Learning **Certificate** - Campaigner pathway

Certificate for change agents who are 16 or above - 4 months duration - approximately 10 hours per week. You will earn this certificate by making a plan about how you will personally learn and develop as you are a part of a campaign group who are actively working to prevent exploitation in Cambodia in a way that is safe, legal and effective.

Personal Goal

- *What do I want to learn?*
- *How do I want to change*
- *How will I measure my development*
- *How will I reflect on lessons and set more steps to keep growing*

Service Goal

- *What are my campaign goals for the next 3 -4months. What change will we make*
- *How will we measure*
- *How will we reflect and learn together*

Measuring how I and my campaign is going, lessons and improvements

Reflection and self assessment form - what are my development assets, what is my Plus Minus Interesting , what is my motivation for being a change agent.

Fill out the Personal Learning Statement

Talk with your campaign group and coach to fill out your campaign plan

Fill out the daily reflection log at least 4 times a week

Fill out the weekly summary each week

Fill out the monthly summary form for 3 months

Certificate completion -
personal development impact - Review of my last 3-4 months with development asset review

Developmental interview - My campaign impact - on me and on others

Auscam submits your documents for GULL to review and certify

GULL Service-Learning **Diploma** - Campaigner pathway

Certificate for change agents who are 16 or above - 6 months duration - approximately 10 hours per week. You will earn this certificate by making a plan about how you will personally learn and develop as you are a part of a campaign group who are actively working to prevent exploitation in Cambodia in a way that is safe, legal and effective.

Personal Goal - updated from certificate

- *What do I want to learn?*
- *How do I want to change*
- *How will I measure my development*
- *How will I reflect on lessons and set more steps to keep growing*

Service Goal

- *What are my campaign goals for the next 6 months. What change will we make*
- *How will we measure*
- *How will we reflect and learn together*

Measuring how I and my campaign is going, lessons and improvements

LiLA - next steps

Reflection and self assessment form - what was my certificate endline and lessons - what are my next steps. How is my growth dependent upon others

Fill out the Personal Learning Statement - defining the ways your service, leadership and interactions with others is part of your growth

Talk with your campaign group and coach to fill out your campaign plan

Fill out the daily reflection log at least 4 times a week

Fill out the weekly summary each week

Fill out the monthly summary form for 6 months

personal development impact - River of my last 6 months with development asset review

Developmental interview - My campaign impact - on me and on others

Campaign plan and other forms of service - how can I keep growing and serving in my context - what to continue and what to do new (this enables the start of Bachelors Certificate)

Auscam submits your documents for GULL to review and certify

GULL Service-Learning **Bachelors** - Campaigner pathway

Certificate for change agents who are 16 or above - 12 months duration - approximately 10 hours per week. You will earn this certificate by actively engaging in service learning that enables you to have an impact on others, preventing exploitation, that enables you to develop personally. You will also need to support other change agents to learn and grow in their impact.

Personal Goal - updated from diploma

- *What is my vision, values and mission*
- *How will I grow in my leadership, in my development assets and my influence/impact*

Service Goal

- *What are my campaign and change agent goals for the next 12 months.*
- *How will I multiply my impact through at least 4 other individuals or groups*

Measuring how I and my campaign is going, lessons and improvements

LiLA - next steps

Reflection and self assessment form - what was my certificate endline and lessons - what are my next steps. How is my growth dependent upon others

Talk with your campaign group and coach to fill out your campaign plan

Fill out the daily reflection log at least 4 times a week

Fill out the weekly summary each week

Fill out the monthly summary form for 12 months

AusCam training on leadership, facilitation and campaign multiplication

AusCam training on developmental storytelling and interviews

Personal development impact - River of my last 6 months and 12 months with development asset review

Developmental interview - My campaign impact - on me and on others

Your facilitation of others to create personal and campaign plans, to support their reflection and learning, including facilitation river of and developmental interviews

Auscam submits your documents for GULL to review and certify

The first four asset categories focus on external structures, relationships, and activities that create a positive environment for young people.

1 Support



Young people need to be surrounded by people who love, care for, appreciate, and accept them.

1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in schooling

2 Empowerment



Young people need to feel valued and valuable. This happens when youth feel safe and respected.

7. Community values youth
8. Youth as resources
9. Service to others
10. Safety

3 Boundaries and expectations



Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.

11. Family boundaries
12. School boundaries
13. Neighbourhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations

4 Constructive use of time



Young people need opportunities - outside of school - to learn and develop new skills and interests with other youth and adults.

17. Creative activities
18. Youth projects
19. Religious community
20. Time at home

The next four asset categories reflect internal values, skills, and beliefs that young people also need to fully engage with and function in the world around them.

5 Commitment to learning



Young people need a sense of the lasting importance of learning and a belief in their own abilities.

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure

6 Positive values



Young people need to develop strong guiding values or principles to help them make healthy live choices.

26. Caring
27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

7 Social competencies



Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.

32. Planning and decision making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution

8 Positive identity



Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

37. Personal power
38. Self-esteem
39. Sense of purpose
40. Positive view of personal future

Reflecting on action

GULL participants are asked to keep a personal diary to reflect on key questions:

What development assets are growing in my life

What went well?

What didn't go well?

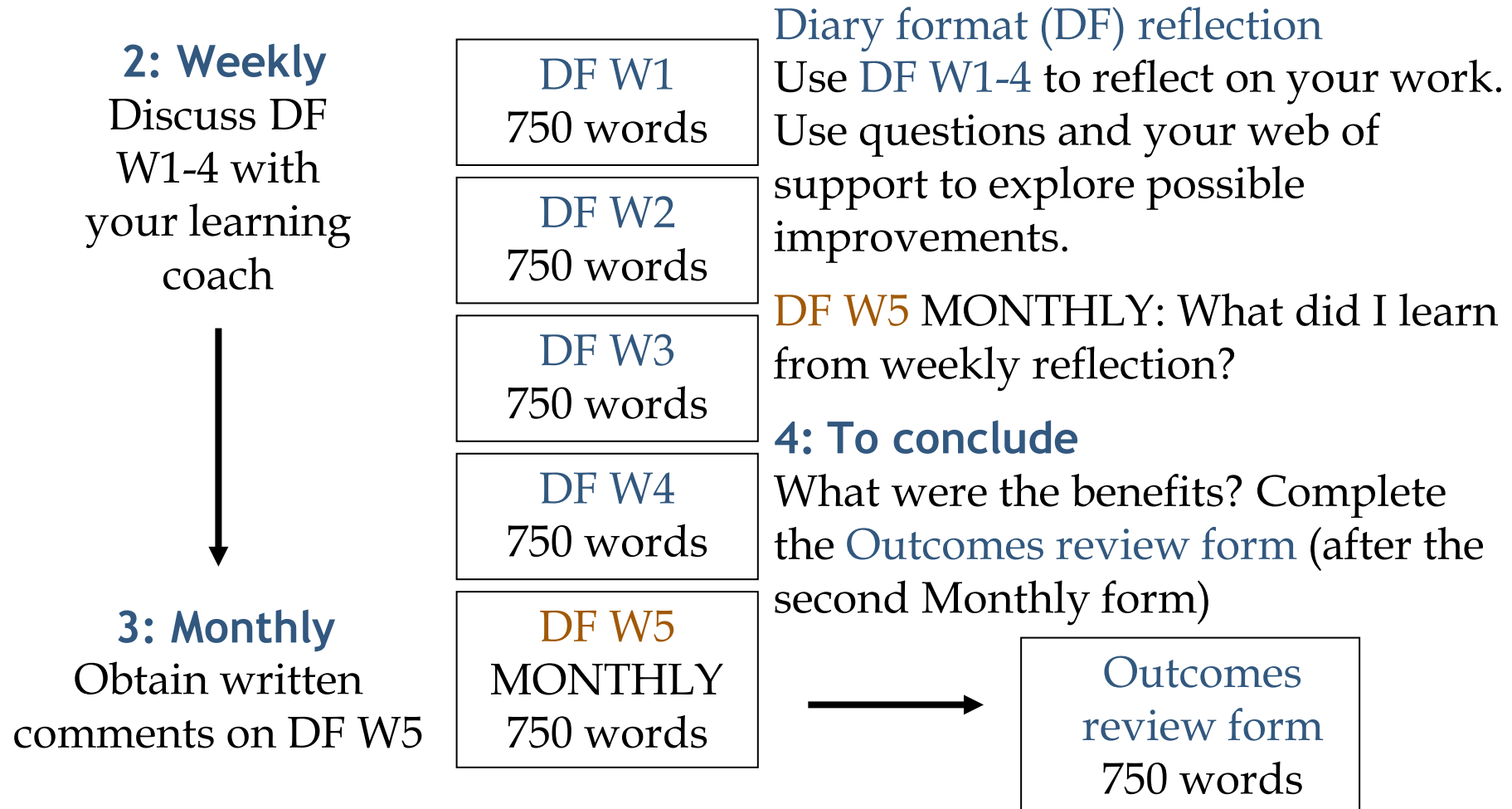
What could I have done differently and how?

What did I learn?

Using the Diary format (DF) forms (repeated cycle)

1: To begin

Complete the Personal Learning Statement and confirm your learning coach



(Items 2 & 3) The Daily, Weekly & Monthly forms

Daily summary

- (1) List of today's activities
- (2) What went well and why?
- (3) What didn't go well and why?
- (4) What could I have done differently and how?

Weekly summary

- (1) List of the main activities this week
- (2) What went well and why?
- (3) What didn't go well and why?
- (4) What could I have done differently and how?
- (5) What have I learnt this week?
- (6) Discussion points for my learning coach
- (7) Discussion outcomes

Monthly summary

- (1) List of the main activities this month
- (2) What went well and why?
- (3) What didn't go well and why?
- (4) What could I have done differently and how?
- (5) What have I learnt this month and what do I need to learn next?
- (7) Written comment from the learning coach
- (8) Other feedback (colleague, trainer or facilitator)

(Item 4) Outcomes review form

Sub-headings:

- 1) Provide a summary of the learning and development activity undertaken.
- 1) What were the key learning outcomes?
- 1) Describe the personal learning arising from this activity.
- 1) Describe the technical learning arising from this activity.
- 1) Explain the value of the outcomes from this activity (e.g. improvements made).
- 1) List your recommendations for implementing these outcomes and outline any further action required.

Guide length: 750 words

(Item 5) HCD Project plan form (for Agency completion)

Purpose of the self-help project:

- (1) Why this project?
- (2) What are the expected outcomes (by the end of Step 2)?

Technical skills training for the project:

- (3) What training has been provided in support of the project planning?
- (4) How has the Agency checked for correct understanding of the training?
- (5) How has the Agency checked for correct application of the training?

The group project plan:

- (6) Is the group project plan documented? If not, why not?
- (7) Is the plan clearly explained? What resources will be needed to implement it?
- (8) Are project timelines realistic? What adjustments might be needed to complete on time?
- (9) How will the group verify the impact of their project?

Minimum length (per project form): 1,500 words

(Item 6) S1 B Self-reflection checklist

The checklist provides space for personal notes (*'Achieved?'* And *'If not, what action do I need to take?'*) prior to level-related GULL certification. The checklist has 8 categories and 20 items for self-directed personal development:

1. Self-awareness
2. Curiosity
3. Outward-looking
4. Collaborative
5. Creative
6. Self-organization
7. Motivation
8. Self-direction

What does peer reviewing involve?

The main purpose of peer reviewing is to *encourage shared learning*. Peer reviewing is provided by at least one HCD colleague (based on geographical proximity). Every participant must collate the completed and signed peer review forms for review by their trainer prior to certification.

S1 B Self-reflection checklist: Example:

		Achieved?	If not, what action do I need to take?
	Self-aware:		
01	I am aware of the thinking skills needed to solve a problem		
02	I recognize that making errors is part of learning		
	Curious: (items 03-05)		
	Outward looking:		
06	I am aware that different facts may be connected		
07	I recognize that different people have different viewpoints		

PERSONAL development outcomes:

Personal skills:

- (1) **ABLE** to identify and act on own learning needs
- (2) **ABLE** to use the cycle of learning (act – reflect – review – improve)
- (3) **ABLE** to enlist and work with a personal learning coach and web of support
- (4) **ABLE** to utilize the cycle of learning to achieve behavioural change(s)

Means of Verification:

- (1) Completion of a Personal learning statement
- (2) Completion of at least 8 weekly summaries (including evidence of weekly interactions with a learning coach)
- (3) Completion of at least 2 monthly summaries incorporating progress comments by the learning coach and feedback comments from the group facilitator
- (4) Completion of an Outcomes review form reporting on the most significant change and other outcomes and impacts

Enabling YOU to make a difference ...

- ✓ Identify what you want and need to learn
- ✓ Learn how to sustain your own learning
- ✓ Become a lifelong learner
- ✓ Learn how to reflect and improve
- ✓ Learn how to use a learning coach/web of support
- ✓ Learn new skills and behaviours by doing ...
- ✓ Learn new skills and behaviours from others ...
- ✓ Correct things that need attention
- ✓ Build self confidence and professionalism
- ✓ Learn how to manage yourself and your work
- ✓ Learn how to use action learning to help others

Peer mentor pathway

Steps
implementation
leadership
Training new mentors
Coordinating a cluster of mentors

Questions and tools

Plus Minus Interesting

River of my growth and lessons

River of my Development Assets

Impact tracker

Lessons tracker

LiLA

Research pathway

Steps

Research identification/ set priority

Research group formation

Research implementation

Feedback and awareness

Research leadership

Multiplying/ triggering other research group

Linking with campaigners

Moving to advocacy

Questions and tools

Plus Minus Interesting

River of my growth and lessons

River of my Development Assets

Impact tracker

Lessons tracker

LiLA