



GULL Certificate of Action Learning for Change Agents Reflection and Learning workbook

Name

When did I start

Summary - My personal development goal

Summary - My professional development goal as a Change Agent

Who are my change agent group members

Who is my peer/ learning coach

Who is my AusCam coach

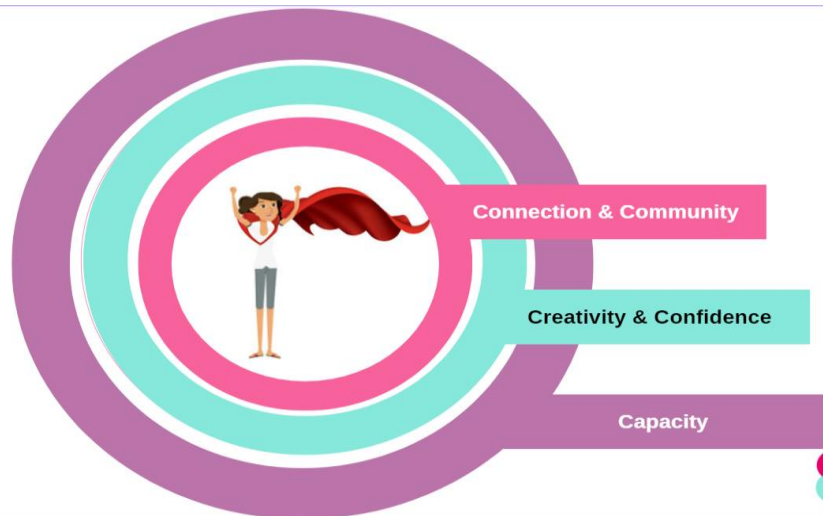


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Introduction

GULL is an American university based in California, USA. It works in approximately 60 countries and is endorsed in India, Indonesia, Malaysia Philippines and Sri Lanka , and is also endorsed by the World Bank.

GULL provides a recognized professional award system with pathways to professional Bachelor, Master (for over 26 yrs age) and Doctor (for over 30 yrs of age).

GULL works through action -learning. Action learning means problem solving by trying, reflecting and learning. GULL works with AusCam to enable Change Agents to get professional awards (Certificates, Diplomas and Batchelors) as they work on ways that they can prevent exploitation, especially Online Child Sexual Exploitation.

Possible areas that Change Agents can work on include:

- Being Peer mentors (big sisters who help “little sisters” to be safe, aware and able to protect themselves from exploitation)
- Being Citizen Researchers (Change Agents who do surveys, collect case studies, do interviews, who use photovoice, who do community maps or other approaches so that they find out about and then share their lessons to others in the community)
- Being Advocates who influence leaders at national, provincial or community levels to make changes in policies or ways they operate so that their is more safety, protection, prevention or awareness about exploitation
- Being campaigners or campaign leaders who are using social media and face to face events to create awareness, change behaviour and help prevent exploitation.
- Being leaders who work with peer mentors, citizen researchers, advocates and campaigners to help them coordinate, plan together and have more impact, to try new approaches, be more creative and to learn from each other.
- Being trainers of other Change Agents - starting new groups, training new Change Agents, supporting them to learn and grow and/or creating training resources and guidance
- Social Movement leaders who create policies, guidance and resources so that more and more Change Agents want to join and be active, and are clear about how they can be a part of the sisterhood. One opportunity for those who want to be social movement leaders is to join working groups with AusCam staff to a) gamify the way Change Agents fight against exploitation b) to set approaches for social movement
- Be “Communications for Change” Agents (who create and promote a brand for the sisterhood that attracts, recruits, inspires and connects more and more Change Agents through a wide range of communications tools such as website design, video production, interviews, resource production)

Overview Certificate of Action Learning for Change Agents

- 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

Step 1 - Your Personal learning statement

Reflect on the Development Assets - where do you have lots of Development Assets and where do you have fewer ?

What Development Assets I would like to build in my life over the next 4 months ?

How could I build my Development Assets?

What is my Plus Minus and Interesting as a Change Agent, a leader and a person.

	Plus +	Minus -	Interesting ?
Me as a Change Agent			
Me as a leader			
Me as a person			

In next 4 months what would I like to accomplish for myself, and for my family

What are the strengths I should build upon

What types of ways to campaign and be a Change Agent do I want to try









Where do I see myself in 4 months time?

What skills will I need to achieve my 4 month goal? How can I develop these ?

What will I need to learn? How will I learn?

Guide length: 750 words

Reference - Development Asset Profile

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>

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. Other adult relationships—Young person receives support from three or more nonparent adults.</p> <p>4. Caring neighborhood—Young person experiences caring neighbors.</p> <p>5. Caring school climate—School provides a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.</p>	
	Empowerment	<p>7. Community values youth—Young person perceives that adults in the community value youth.</p> <p>8. Youth as resources—Young people are given useful roles in the community.</p> <p>9. Service to others—Young person serves in the community one hour or more per week.</p> <p>10. Safety—Young person feels safe at home, school, and in the neighborhood.</p>	
	Boundaries & Expectations	<p>11. Family boundaries—Family has clear rules and consequences and monitors the young person’s whereabouts.</p> <p>12. School Boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people’s behavior.</p> <p>14. Adult role models—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. Positive peer influence—Young person’s best friends model responsible behavior.</p> <p>16. High expectations—Both parent(s) and teachers encourage the young person to do well.</p>	
	Constructive Use of Time	<p>17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. Religious community—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.</p>	
	Internal Assets	Commitment to Learning	<p>21. Achievement Motivation—Young person is motivated to do well in school.</p> <p>22. School Engagement—Young person is actively engaged in learning.</p> <p>23. Homework—Young person reports doing at least one hour of homework every school day.</p> <p>24. Bonding to school—Young person cares about her or his school.</p> <p>25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.</p>
		Positive Values	<p>26. Caring—Young person places high value on helping other people.</p> <p>27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. Integrity—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. Honesty—Young person “tells the truth even when it is not easy.”</p> <p>30. Responsibility—Young person accepts and takes personal responsibility.</p> <p>31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
		Social Competencies	<p>32. Planning and decision making—Young person knows how to plan ahead and make choices.</p> <p>33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.</p>
		Positive Identity	<p>37. Personal power—Young person feels he or she has control over “things that happen to me.”</p> <p>38. Self-esteem—Young person reports having a high self-esteem.</p> <p>39. Sense of purpose—Young person reports that “my life has a purpose.”</p> <p>40. Positive view of personal future—Young person is optimistic about her or his personal future.</p>

ការិយាល័យប្រឹក្សាស្តីពីសុខាភិបាល មាត្រា ៤០ ប្រការ

មណ្ឌលសាវ័យបានបញ្ជាក់កត្តាទាំងឡាយ នៃអភិវឌ្ឍន៍វិជ្ជមាន ដែលជាជំនួយ ដល់យុវជន-យុវនារី រស់នៅ ដោយសុភមង្គល ឧត្តមគតិ និង ភាពជាអ្នកទទួលខុសត្រូវ ។

ក្រុមសម្របសម្រួល

ប្រភេទ

ឈ្មោះគុណសម្បត្តិ

និយមន័យ

ការទំនុកបម្រុង

១. ការទំនុកបម្រុងរបស់គ្រួសារ-ការជាគ្រួសារ តែងផ្តល់ នូវការស្រឡាញ់និងឧបត្ថម្ភ កម្រិតខ្ពស់
២. ការសន្ទនាជាវិជ្ជមានក្នុងគ្រួសារ-យុវវ័យនិងទីពកម្តាយរបស់គេ តែងនិយាយស្តីរាប់សារ និងគ្នា ហើយយុវវ័យ មានបំណងសូមដំបូន្មាននិងដំណោះស្រាយ អំពីទីពកម្តាយ ។
៣. ទំនាក់ទំនងនិងមនុស្សពេញវ័យដទៃទៀត-យុវវ័យ តែងមានការឧបត្ថម្ភ អំពីមនុស្សពេញ វ័យ ពិតនាក់ឡើងទៅ ក្រៅពីទីពកម្តាយរបស់ខ្លួន ។

ការប្រគល់អំណាច

៤. ភាពជិតស្និទ្ធនិងព្រាតិជិតខាង-យុវវ័យតែងមានអារម្មណ៍យកចិត្តទុកដាក់និងអ្នកជិត ខាងទាំងឡាយ
៥. ការយកចិត្តទុកដាក់និងសាលារៀន-សាលាតែងផ្តល់ នូវបរិយាកាសស្និទ្ធស្នាល និង ការដាស់តឿន
៦. សហការរបស់មាតាបិតា ក្នុងការសិក្សា-ទីពកម្តាយទាំងឡាយតែងជាអ្នកចូលរួមយ៉ាង សកម្ម ក្នុងការជួយយុវវ័យ ឲ្យបានសម្រេចការសិក្សារៀនសូត្រ ។
៧. សហគមន៍ខ្វែងផ្លូវដល់យុវវ័យ-យុវវ័យតែងមានអារម្មណ៍ថា មនុស្សពេញវ័យក្នុង សហគមន៍នោះ ខ្វែងផ្លូវដល់ពួកគេ ។
៨. យុវវ័យគឺជាប្រភពបន្តផ្ទេរ-យុវវ័យទាំងឡាយ ត្រូវប្រគល់ ភារៈកិច្ចដ៏មាន ប្រយោជន៍នៅក្នុង សហគមន៍នោះ ។
៩. បច្ច័យសេវាដល់អ្នកដទៃ-យុវវ័យបម្រើការក្នុងសហគមន៍ខ្ពស់យ៉ាងតិច ក្នុងមួយ សប្តាហ៍ ។

ព្រំដែនសេចក្តីសង្ឃឹម

១០. សុវត្ថិភាព-យុវវ័យតែងមានសុវត្ថិភាពនៅក្នុងផ្ទះ សាលារៀន និងក្នុងសហគមន៍ ។
១១. ព្រំដែនទាំងឡាយរបស់គ្រួសារ-គ្រួសារមានបទវិន័យយ៉ាងច្បាស់លាស់និងការវិនិច្ឆ័យ និងការតាមដាន តើយុវវ័យទាំងនោះនៅទីកន្លែងណា ។
១២. កម្រិតព្រំដែននៅសាលារៀន-សាលារៀនតែងផ្តល់ នូវវិន័យយ៉ាងច្បាស់លាស់និង ផលវិបាក ។
១៣. កម្រិតព្រំដែនរបស់សហគមន៍-ព្រាតិសន្តានមានការទទួលខុសត្រូវចំពោះអារម្មណ៍រឹបរយ របស់យុវវ័យ ។

ក្នុងសង្គមជាតិ

ការចំណាយពេលវេលា
មានប្រយោជន៍

- ១៤. មនុស្សពេញវ័យជាតម្រូវ-ឪពុកម្តាយនិងមនុស្សដទៃទៀត តែងធ្វើជាតម្រូវ
អាចប្បកិរិយា ប្រកបទៅដោយជំហរទទួលខុសត្រូវ ។
- ១៥. ការដឹកនាំផ្លូវល្អរបស់មិត្តភក្តិ-កល្យាណមិត្តទាំងឡាយរបស់យុវវ័យ តែងបានជាតម្រូវ
តម្រូវខាងជំហរទទួលខុសត្រូវ ។
- ១៦. ការសង្ឃឹមតម្រូវខ្ពស់-ឪពុកម្តាយនិងគ្រូបង្រៀនទាំងឡាយ តែងជួយជាសំរើន
យុវវ័យទាំងនោះ ឲ្យធ្វើកិច្ចការបានល្អ ។
- ១៧. សកម្មភាពផ្លែប្រនិតទាំងឡាយ-យុវវ័យ ចំណាយយ៉ាងតិចបីម៉ោង ក្នុងមួយសប្តាហ៍
ក្នុងការសិក្សាឬក៏ហាត់ភ្លេង ល្ខោន ឬក៏សិល្បៈទាំងឡាយដទៃណាមួយ ។
- ១៨. កម្មវិធីសម្រាប់យុវវ័យ- យុវវ័យ ចំណាយយ៉ាងតិចបីម៉ោង ក្នុងមួយសប្តាហ៍ ក្នុងការ
លេងកីឡា ចូលជាសមាគម ឬក៏អង្គការទាំងឡាយ នៅសាលាឬក៏ នៅក្នុងសហគមន៍
របស់ខ្លួន ។
- ១៩. ជំនឿសាសនាក្នុងសហគមន៍-យុវវ័យ ចំណាយយ៉ាងតិចមួយម៉ោង ក្នុងមួយសប្តាហ៍
នៅក្នុងសកម្មភាពទាំងឡាយ នៃសាសនាណាមួយ ។
- ២០. ពេលវេលានៅផ្ទះ-យុវវ័យ តែងទៅលេងជាមួយមិត្តភក្តិ ដោយមិនមានកិច្ចការអ្វីត្រូវ
ធ្វើ ពី២ ទៅបីម៉ោង ក្នុងមួយសប្តាហ៍ ។

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ការងារវិជ្ជាសិក្សា

- ២១. សេចក្តីប៉ងប្រាថ្នាយកល្លៈលើការសិក្សា-យុវវ័យ តែងមានចំណង់ធ្វើកិច្ចការសាលា
ឲ្យបានល្អ នៅសាលារៀន ។
- ២២. សកម្មភាពងារក្នុងថ្នាក់-យុវវ័យ ត្រូវតែរំពឹងឲ្យចូលរួមយ៉ាងសកម្ម ក្នុងការរៀនសូត្រ
២៣. កិច្ចការសាលា-យុវវ័យរាយការណ៍ថាធ្វើកិច្ចការសាលារៀនយ៉ាងតិច១ម៉ោង ក្នុងពេល
វេលាសិក្សា
- ២៤. ផ្ដោតមនោសញ្ចេតនាលើសាលារៀន-យុវវ័យតែងយកចិត្តទុកដាក់និងសាលា
របស់នាង

ទុន្ទរកិច្ចការ

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- ២៧. សមភាពនិងយុត្តិធម៌-យុវវ័យត្រូវតែខ្ពស់លើការគាំទ្រឲ្យមានសមភាពនិងបុន្តរយភាព
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ឬគ្រឿងញៀនដទៃណាមួយ

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សម្រេចទាំងឡាយរបស់គេ ។

៣៣. សមត្ថភាពនៃការទាក់ទងមនុស្ស-យុវវ័យមានជំនាញការងារយល់ទឹកចិត្ត
ចាប់អារម្មណ៍ទាន់ពេលវេលានិងមិត្តភាព

៣៤. សមត្ថភាពខាងប្រពៃណី- យុវវ័យ មានចំណេះនិងងាយស្រួលទាក់ទងជាមួយ
មនុស្ស ដែលមានប្រភពដើម នៃប្រពៃណី ពណ៌សម្បុរ សញ្ជាតិផ្សេងគ្នា

៣៥. ជំនាញការងារការ ការពារខ្លួន-យុវវ័យ អាចប្រឆាំងនឹងការគាបសង្កត់របស់ចិត្តរួម
ជំនាន់ និងសភាពការណ៍ណា ដែលបណ្តាលឱ្យមានគ្រោះថ្នាក់

៣៦. ការដោះស្រាយដោយបញ្ហាដោយសន្តិវិធី-យុវវ័យ តែងស្វែងរកដំណោះស្រាយគ្រប់
បញ្ហា ដោយមិនប្រើអំពើហិង្សា

៣៧. អំណាចផ្ទាល់ខ្លួន-យុវវ័យ មានអំណាចលើ "អ្វីៗ ដែលមានចំពោះខ្លួន"

៣៨. ជំនឿទុកចិត្តលើខ្លួនឯង-យុវវ័យ តែងប្រាប់គេថា ខ្លួនមានជំនឿយ៉ាងកក់ក្តៅលើខ្លួន
ឯង

៣៩. ជីវិតមានគោលដៅ-យុវវ័យតែងរាយការណ៍ថា "ជីវិតខ្ញុំ មានទិសដៅពិតប្រាកដ"

៤០. ទស្សនវិជ្ជមាន សម្រាប់អនាគតរបស់ខ្លួន-យុវវ័យ មានសុភមង្គលៈ អំពីអនាគតរបស់ខ្លួន

Step 2 - Set your Service learning goal and how you will measure - plan with your campaign group

In next 4 months what would I like to accomplish for or with the others within my campaign group or with other Change Agents ? (what are the goal or outcomes of my project - what difference will it make)

How will I measure, or know when I have achieved my outcomes

Why do I want to do this project?

What resources will I need ? What teamwork will we need - what is my role within the team

How would I do this (steps and timeline)

What skills will I need to achieve my 4 month goal? How can I develop these ?

What will I need to learn? How will I learn?

Guide length: 750 words

Step 3 - Daily Journal

What did I do today

What was the Plus Minus and Interesting from today

Plus +	Minus -	Interesting ?

How did I feel

How did others feel

What would I do differently next time

What were the most important lessons from today

How could I apply these lessons in the future

Step 4 - Weekly reflection

What were the main activities this week (underline the most important)

What was the Plus Minus and Interesting of the most important activities

Plus +	Minus -	Interesting ?

How did I feel

How did others feel

What would I do differently next time

What were the most important lessons from today

What will I discuss with my peer/learning coach

What plans and insights from discussing with my peer/learning coach

Guide length: 750 words

Step 5- Monthly reflection

What were the main activities this month - which of these were the most important ?

What was the Plus Minus and Interesting

Plus +	Minus -	Interesting ?

How did I feel

How did others feel

What would I do differently next time

What were the most important lessons from this month

What will I discuss with my Change Agent Group

What feedback and conclusions from discussion with my Change Agent Group

What will I discuss with my AusCam coach

Written feedback from AusCam coach

What plans and insights from discussing with my coach

Guide length: 750 words

End of course - Personal development impact review with river of, Development Assets and self-reflection

What were my personal goals

How much did I achieve them

What other personal development did I see in myself

Create a river of the past 4 months - what did you do, how did you feel, what had the biggest impact, when did you learn, how did you learn...

Reflect on the Development Assets - which Development Assets grew or were added in my life

When and how did you grow in

Self-awareness;

Curiosity;

Being Outward-looking;

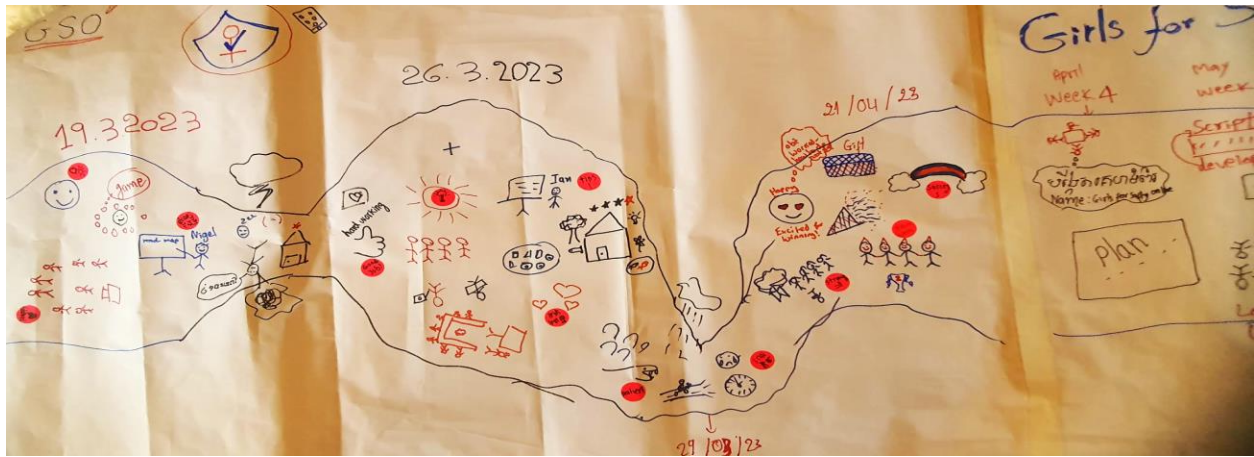
Being Collaborative;

Being Creative;

Self-organization;

Motivation;

Self-direction











What have been my most important lessons

What are the next steps of personal development that I would want to work on during the GULL diploma stage

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>

		Achieved?	If not, what action do I need to take?
	Self-aware:		
0 1	I am able to describe the thinking skills used to solve a problem		
0 2	I can identify what works well (and what does not) and am able to develop my own goals for improvement		
	Curious:		
0 3	I can link questions to problems, plan and collect relevant information and assess its relative usefulness		
0 4	I can ask questions to further my own learning		
0 5	I am able to recognize different ideas and beliefs; Listen and respond		
	Outward-looking:		
0 6	I can make straightforward connections even if the significance isn't yet clear		
0 7	I am able to consider different viewpoints and distinguish between facts, beliefs and opinions		
	Collaborative:		
0 8	In small groups I can clearly explain my own ideas, listen to others and reinterpret in my own words		
0 9	I can participate in group work to help others and can identify possible options. I can also explain why change is needed		
1 0	I can explain what I know about a topic and listen to and understand the ideas and opinions of others		
	Creative:		
1 1	I am willing to abandon one idea in favour of another on the basis of a clear argument and evidence		
1 2	I can generate my own ideas and solutions in response to more complex problems		

		Achieved?	If not, what action do I need to take?
	Organized:		
1 3	I can select and organize appropriate information from a range of sources, ask related questions, find answers and develop ideas		
1 4	I am able to use appropriate vocabulary to describe the topic		
1 5	I understand how complex tasks can be analyzed and the best ways to do this		
	Motivated:		
1 6	I practice in order to improve my skills and I can respond to feedback		
1 7	I am able to work on a task for extended periods and can see the benefits		
	Self-directed:		
1 8	I can recall more complex facts and ideas relevant to the challenge and with increased independence		
1 9	I can use relevant skills with increasing accuracy and can mostly work to the required speed for the task		
2 0	I am learning how to manage my own time and complete longer tasks independently and recognize how to respond to sources of frustration		

End of Course - AusCam training reflection

What training has AusCam provided

What were the most important lessons

How have I implemented the lessons

How could I implement these lessons more in the future

End of Course - Outcome review - Developmental Interview

Auscam coach interviews you, as you look at your river of past 4 months and your personal development assessment ... the interview is recorded, and you can also take notes during the interview, so you can write the answers to the following questions:

1. What was your service learning goal/outcomes
2. How much did you achieve these goals
3. What change have you made in terms of growing in your leadership
4. What went well and why?
5. What didn't go well and why?
6. What could you have done differently and how?
7. What surprised you in positive ways, did you or others achieve things you didnt think you could or discover talents and skills you didnt know you had
8. Who helped you grow in your capacity, connection, community, confidence and creativity - and how can you find even more ways to grow and be supported to grow in these areas
9. What else did you learn
10. What else have you learnt about yourself?
11. What have your learnt from others Change Agents
12. What have you learnt from your coach
13. Thinking ahead, what is the next steps for your growth and development - what are new challenges you would like to work on

Final Submission - Project impact form

(one per project, not less than 1,500 words in English) - by AusCam coach

Group project title:

Group name :

Purpose of the self-help project:

- (1) Why this project?
- (2) What were the expected outcomes?

Technical skills training for the project:

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

Group project impact:

- (6) Is the group project impact documented? If not, why not?
- (7) Is the plan clearly explained and evidenced?
- (8) Is the project finished and/or can it be further developed by another group?
- (9) Have all the expected outcomes been met? If not, why not?