



Global University for Lifelong Learning (GULL)

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



## **GULL user guide & examples**

GULL is a non-profit public benefit corporation incorporated in California, USA. GULL is recognized by the Government of Papua New Guinea & endorsed by other Governments, Leaders & Institutions.

Web: [www.gullonline.org](http://www.gullonline.org)

# Agenda and resourcing

1. Affiliate with GULL (GULL's code of practice and resources)
2. Getting started – cascade options and planning:
  - *How do we link GULL to technical training?*
  - *How do we embed GULL in a change process?*
  - *How do we use GULL in conjunction with performance agreements?*
3. Impact tracking – *How do we know that this is working?*
4. Localizing GULL – *How do we ensure that it works for us?*

<http://www.gullonline.org/affiliate/>

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Contact us | F.A.Q | Sitemap

Home | About | News | Media | Case Studies | Recognition | Officers | Affiliate

**Kenya National Case Study**  
This case study profiles GULL community applications in Kenya initiated by NGOs: Compassion, Tearfund and World Vision with church organizations.

Sandals Resorts International Workplace Case Study

Kenya National Case Study

World Vision International Community Case Study

Australasia Regional Case Study

## Our Mission

GULL is dedicated to enabling YOU to make a difference in OUR world. GULL's practical approach to personal and professional development uses action learning to help individuals, communities and organizations to sustain learning and apply the outcomes.

# Online briefing for local teams

<http://www.gullonline.org/affiliate/>

	<b>Section:</b>	<b>Resource:</b>	<b>Purpose:</b>
1	About	The GULL story (parts 1-3)	An overview of GULL's mission.
2	News	News Archives	Read 'Annual News Highlights - 2010' (or later) and browse through the archive.
3	Media	Press & TV - Television	View 'Beaches Employees Graduation', 4 News, 10 March, 2009.
4	Media	Press & TV - Press & Newspapers	Browse the press and newspaper archive.
5	Media	Briefings & Events - Briefings	View 'Changing education paradigms'.
6	Media	Briefings & Events - Briefings	View: 'Reg Revans, USA' and read 'A profile of Reg Revans'.
7	Case Studies	Community & Workplace	Read and view at least one of the example case study applications.
8	Recognition	Statement of Recognition Status of GULL; Endorsements	Review these documents.
9	Officers	Honorary Officers Executive Officers	GULL is led by regional, national and user organization-based honorary officers.
10	F.A.Q	Frequently Asked Questions	Read the FAQ resource so as to ensure that you understand what GULL is - and isn't!

# GULL's code of practice

1. **The vision** – inclusive core mission
2. **Accuracy** – openness, transparency, honesty, integrity
3. **Affordable funding** – non-profit but wide geographical scope
4. **Positioning** – professional (*not academic*) recognized (*not accredited*)
5. **Professionalism** – pathways aligned with maturity/experience
6. **Impact tracking** – evidence of change, impact, transformation
7. **Clarity** – what GULL does / does not do
8. **Representation** – consistency and sharing of good practice
9. **Relationships** – prior approvals
10. **Support** – self-directed but guided

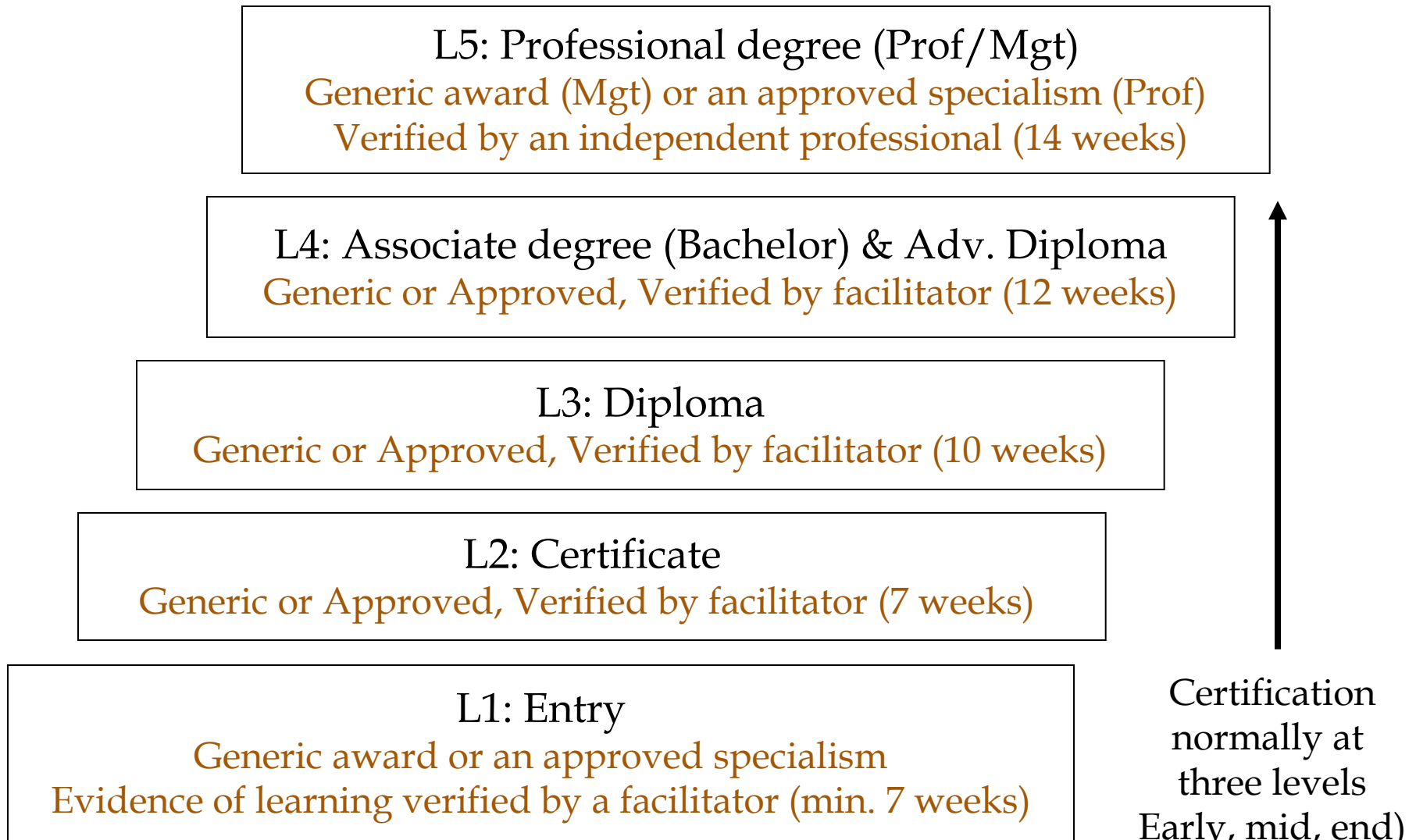
# Pathway profiles:

## Professional Bachelor, Master, Doctor

Pathway:	General entry profile:
Professional Bachelor	17-25 years of age and those in this age range and older with limited literacy skills.
Professional Master*	26-35 years of age holding senior work or community roles. It is also for those aged 26 and above who have completed the GULL professional Bachelor degree.
Professional Doctor*	At least 30 years of age but ideally for those in their 40s and 50s who hold leadership roles in the workplace or the community. It is also for those aged 30 and above who have completed the GULL professional Master degree.

\*Cascade leadership participants must have the authority to create and implement at least one Professional Bachelor pathway outcomes map on behalf of their organization.

# Professional Bachelor, Master, Doctor pathways

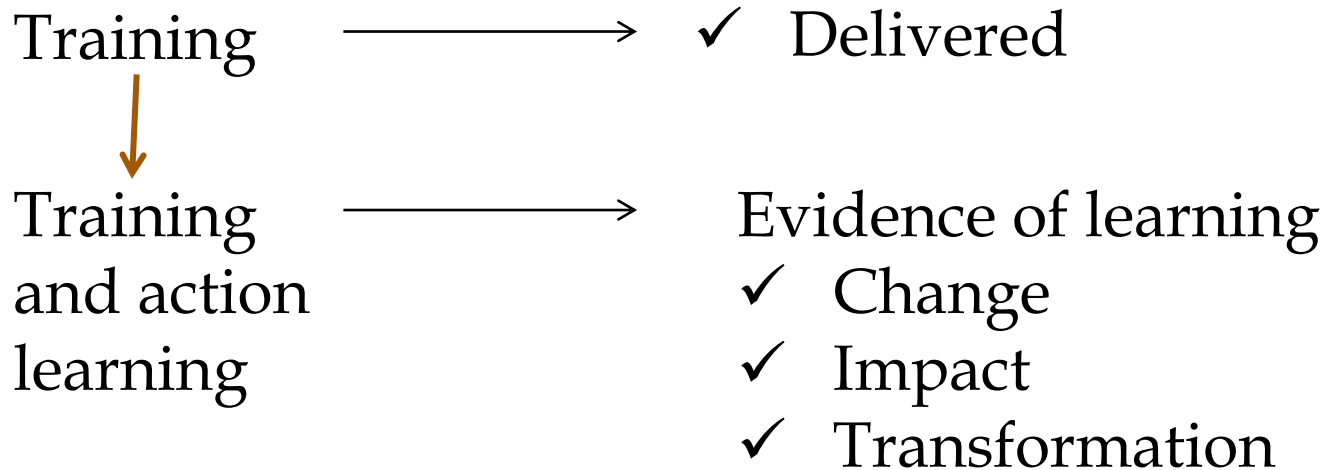


# Cascading GULL:

## *(1) How do we link GULL to technical training?*



Towards a learning community ...



# Getting started:

Skills & character development

Project focus with return on investment (ROI) impact tracking - village level up

## Training with TECHNICAL content



Staged training with specified outcomes criteria to verify skills development

L5

L4

## SKILLS DEVELOPMENT

L3

Verified Community Benefits from Action Learning Projects

L2

Level (L) 1

## CHARACTER DEVELOPMENT



Developing Reflection, Self-Direction & Lifelong Action learning



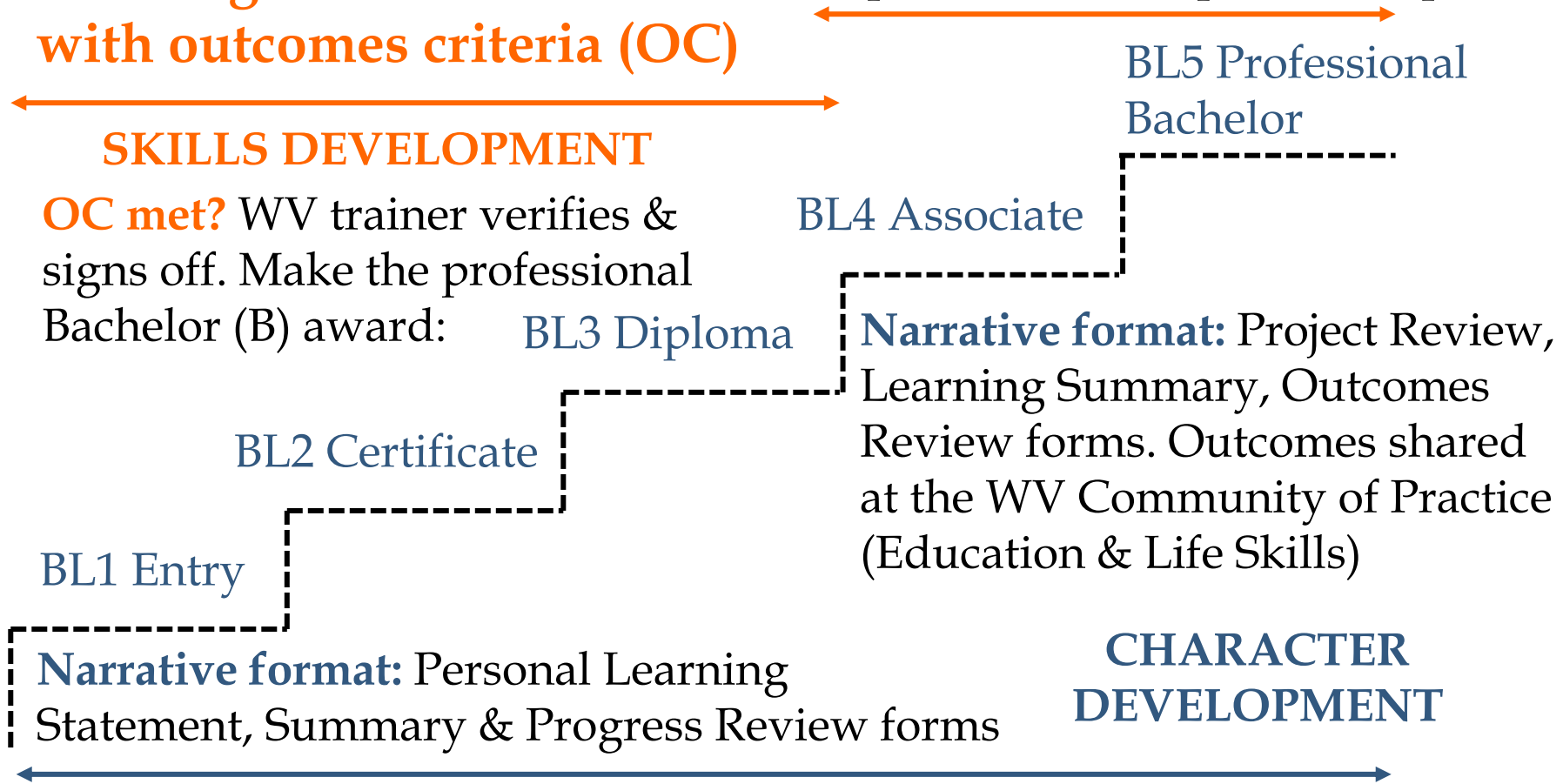


## Progression:

On-going personal & professional development

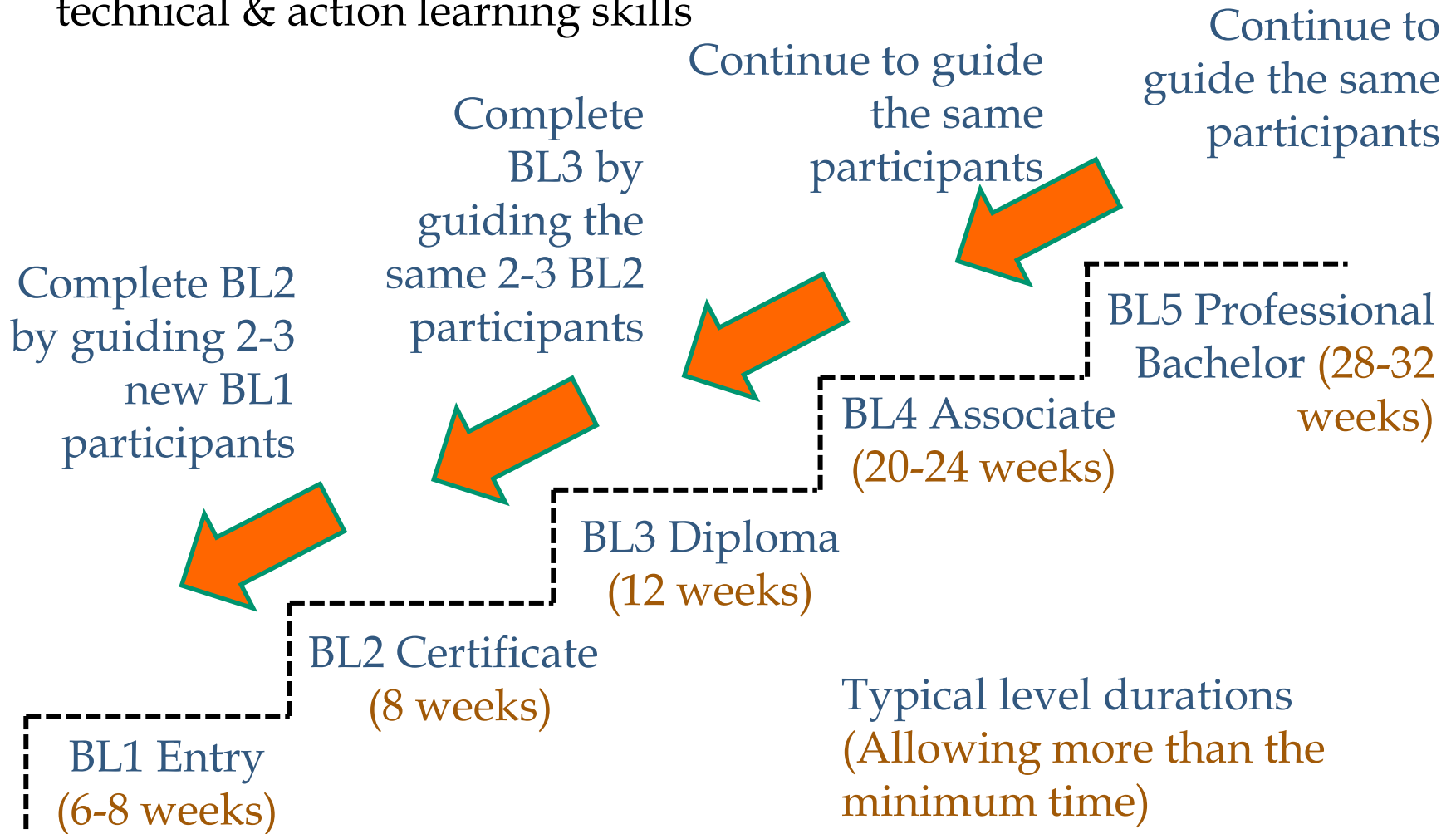
## Training with outcomes criteria (OC)

Volunteers mobilize a community around a development theme.  
Example: Youth entrepreneurship



# Cascading:

Consolidating & cascading new technical & action learning skills

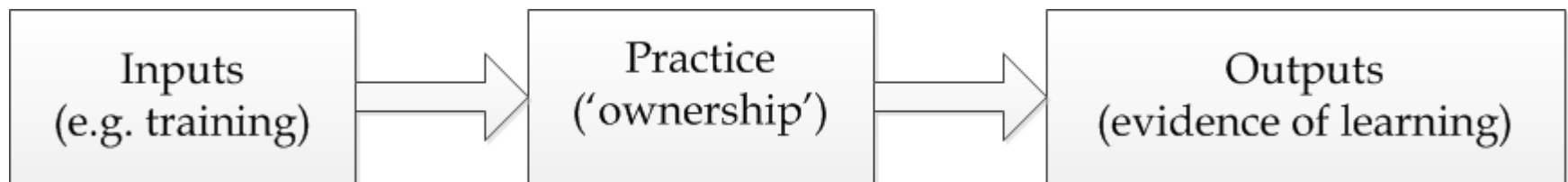


## Cascading GULL:

### *(2) How do we embed GULL in a change process?*

Outcomes mapping provides a way of recognizing and certifying learning outcomes that arise from training, short courses and a wide range of other activities.

The objective is to enable participants to convert inputs (like training and short course tuition) into learning outcomes (or outputs) that yield evidence as to how training principles and other input-based instruction and/or resource materials were used and applied in practice.



# Church & Community Mobilization Process (CCMP)

## Overall aims and outcome indicators

### Overall objectives

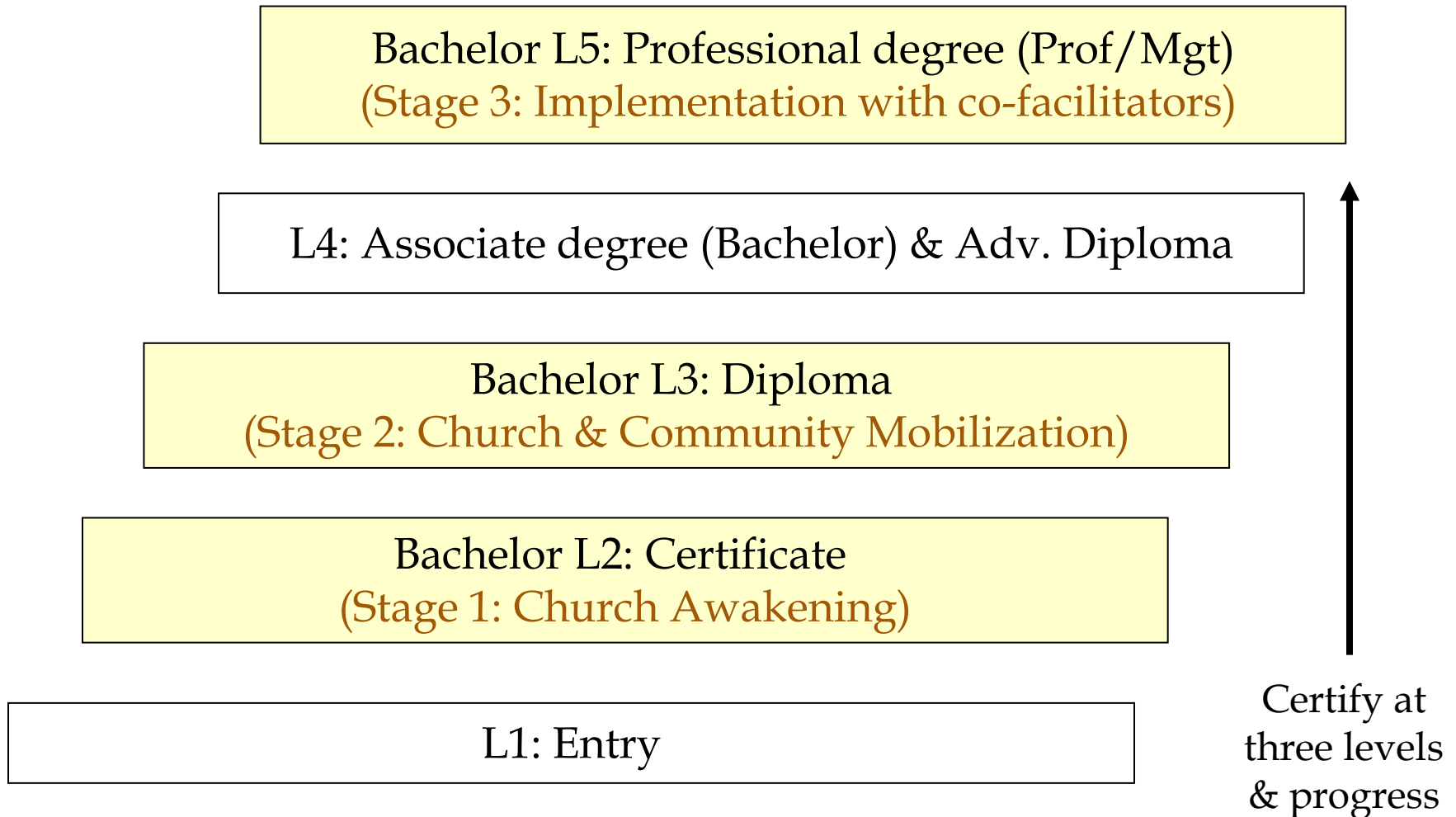
- ❖ Improved relations within and between communities and churches.
- ❖ Reduced dependency – increased self-reliance and inter-dependency.

### Overall outcome indicators – Participants:

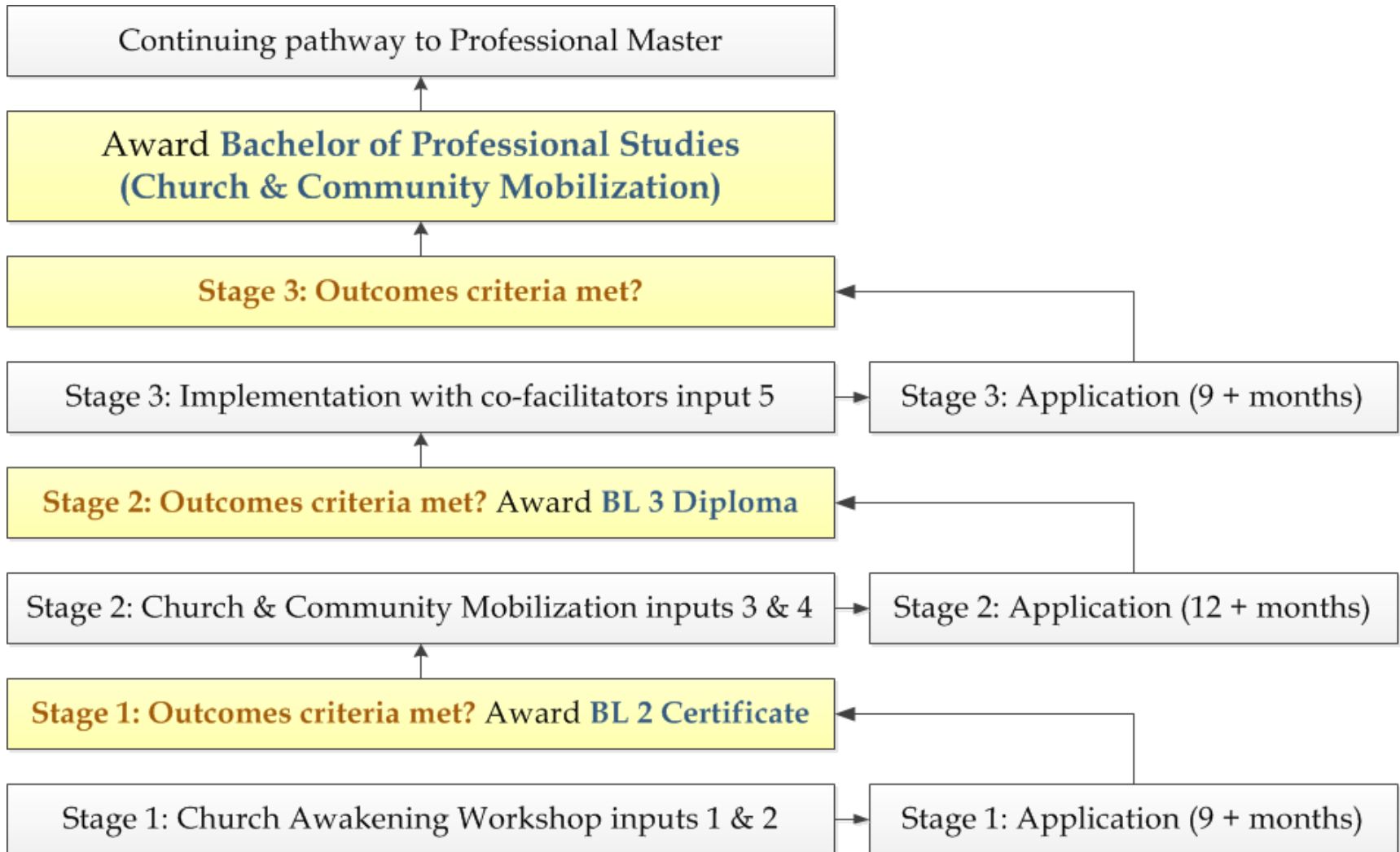
- ❖ Are more conscious of their relationship with God.
- ❖ Join hands to address poverty using locally available resources.
- ❖ Take charge of their future/destiny.
- ❖ Take responsibility for their own lives and for their neighbours too.
- ❖ Are equipped, confident and motivated to take action that reduces poverty and suffering\*.

\*Action steps might typically include ensuring that safer/cleaner water is available to drink; Travelling shorter distances to the water source; Reducing incidences of malaria and immunizable diseases and thereby self-reliance.

# CCMP-GULL linkages and certification points

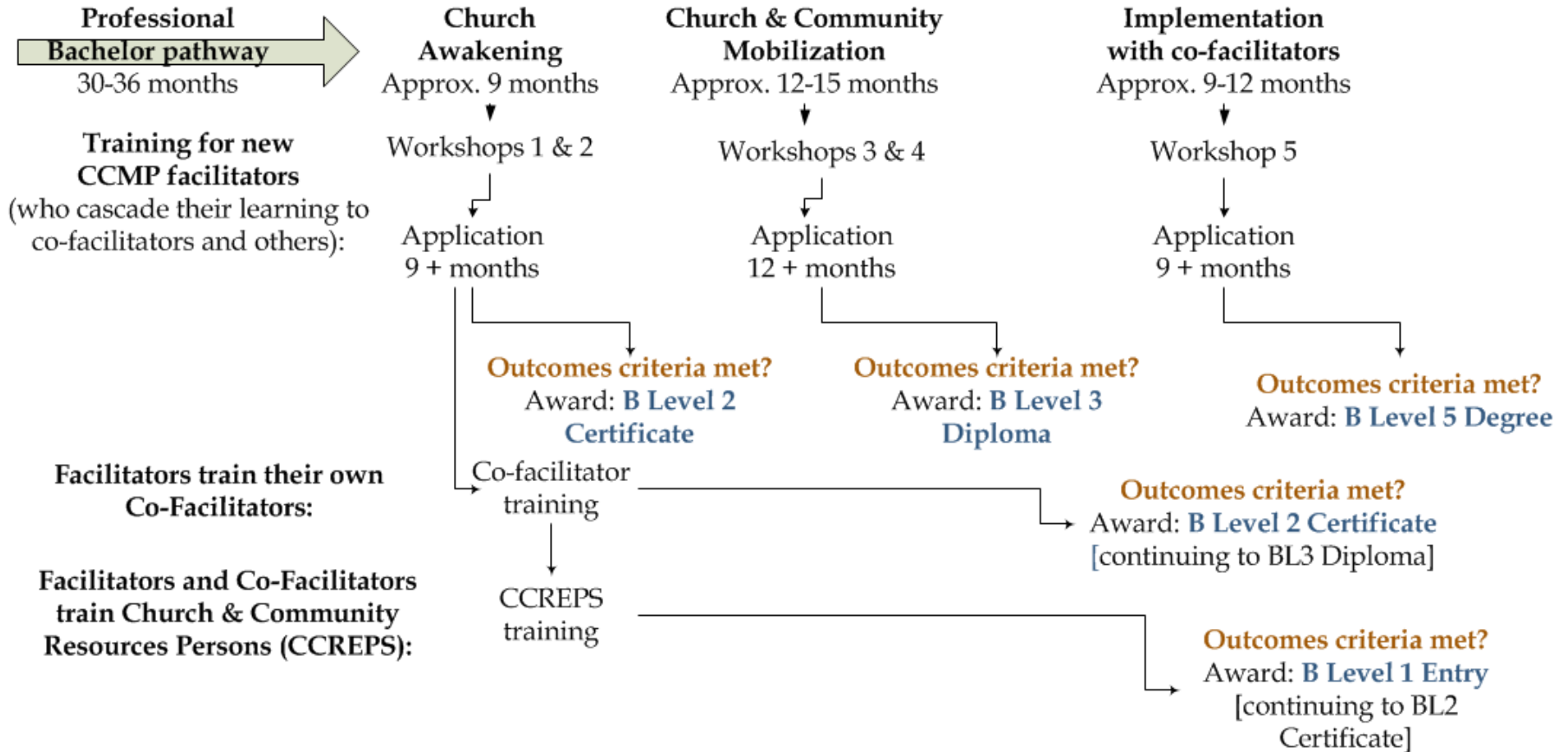


# CCMP-GULL pathway to professional Bachelor



# CCMP-GULL B Prof cascade

From: Facilitators to Co-Facilitators & Resource Persons



## CCMP Facilitators

Receive a total of three certificates – as follows:

1. **Professional Bachelor Level 2 Certificate (Church & Community Mobilization)** after successfully completing the outcomes criteria for CCMP stage 1: ‘Awakening the church’.
2. **Professional Bachelor Level 3 Diploma (Church & Community Mobilization)** after successfully completing the outcomes criteria for CCMP stage 2: ‘Church & Community Mobilization’.
3. **Professional Bachelor Level 5: Bachelor of Professional Studies (Church & Community Mobilization)** after successfully completing the outcomes criteria for CCMP stage 3: ‘Implementation with Co-Facilitators’.



# Stage 1: 'Awakening the church' outcomes criteria (OC)

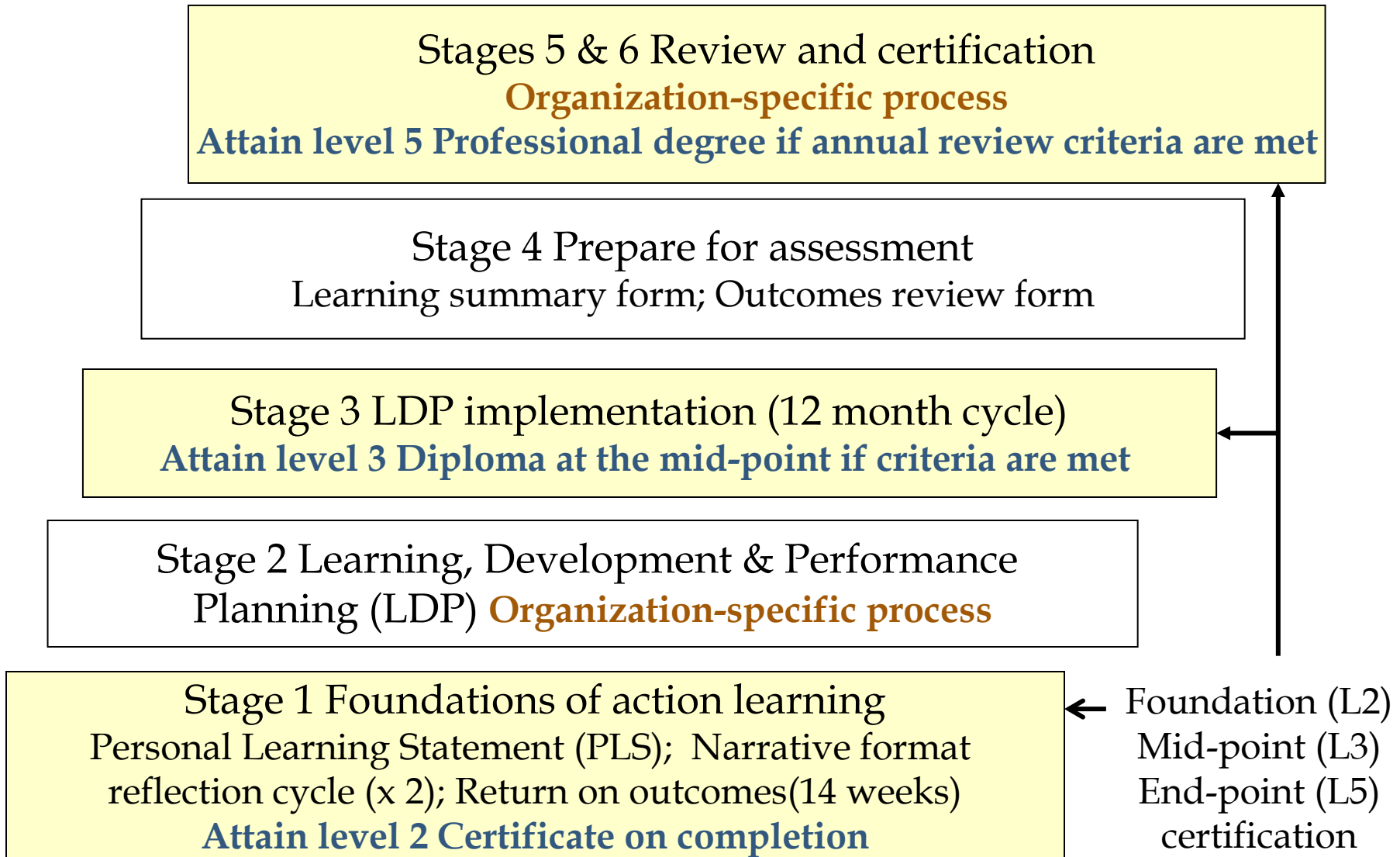
## OC: Envisioning church leadership and church awakening

Individual team members	Multiplication indicators	Church and community
<p>Can articulate core mission confidently and in a way that the church leadership and members can understand and implement.</p> <p>Able to build a team of co-facilitators that is cohesive and ready to walk with the rest of the church in the journey of transformation.</p>	<p>Participants are training teams of co-facilitators from the church and community.</p> <p>Co-facilitators can facilitate effectively for the church and community.</p> <p>Co-facilitators are impacting the church as a consistent resource to the mobilization process.</p> <p>The church and community value co-facilitators as their own resource persons.</p>	<p>Church leaders make a commitment to engage in integral mission.</p> <p>Relationships between the church and community improve - the two join hands to meet needs.</p> <p>The church begins to show concern and to take action on poverty issues in the community.</p>

## Cascading GULL:

*(3) How do we use GULL in conjunction with performance appraisals/agreements?*

# Learning, Performance and Development (LDP)



## Stage 1: Foundations of action learning

<b>Activity:</b>	<b>Narrative format elements:</b>
Reflection cycle 1 Duration: 7 weeks	Personal learning statement (PLS) in week 1; One diary format reflection cycle (linked to routine activities) with four weekly summaries (750 words each) in weeks 2, 3, 4 and 5, one monthly summary (750 words) in week 6 and a return on outcomes form (750 words) in week 7.
Reflection cycle 2 Duration: 7 weeks	PLS update; One diary format reflection cycle (linked to a work or community-based challenge) with four weekly summaries (750 words each), one monthly summary (750 words) and a second return on outcomes form (750 words).
Completion of 'Foundations'	Award of level 2 Certificate on completion of Stage 1 (14 weeks).

This process dovetails with normal working routines. Aim to maintain the habit of reflecting and writing for 10 minutes a day.

# Diary format (repeated cycle)

## STEP 1:

Draft Personal learning statement (week 1) and agree learning coach

## STEP 2:

Discuss DF  
W1-4 with  
your learning  
coach



## STEP 3:

Obtain written  
comments on DF W5

DF W1  
750 words

DF W2  
750 words

DF W3  
750 words

DF W4  
750 words

DF W5  
MONTHLY  
750 words

Diary format (DF) reflection cycle  
Use DF W1-4 to reflect on your  
work. Use questions and your  
web of support to explore possible  
improvements.

DF W5 MONTHLY: What did I  
learn from the reflection cycle?

STEP 4: What were the benefits?  
Complete the return on outcomes  
(RO) form (weeks 7 and 14)

RO form  
750 words

## Stage 3: LDP implementation

Timings: early October – early September (following year)

Activity:	Narrative format elements:
LDP implementation early October – early September (following year)	Five project review forms (1500 words each) linked to different stages of a single project or alternatively, different project activities. Submit to supervisor on 1 November (1); 1 January (2); 1 March (3); 1 May (4); 1 July (5) <b>(Example timeframe)</b>
Mid year review:	Award of Level 3 Diploma providing that ‘Fully competent’ (or higher) assessment criteria are met (verified by the supervisor).
End of year review:	Award of Level 5 Professional degree providing that ‘Fully competent’ (or higher) assessment criteria are met (verified by the next level supervisor).

# Individual Learning & Development Plan (ILDP)

Annual plan with 6 and 12 month review points

Sections:			Rating:
I. Learning and development objectives	II How can these learning and development objectives be achieved?	III Learning and development on job application evidence	
I.I Which core capabilities should be prioritized for this year?	II.I How can these core capabilities be developed?	III.I Core capabilities learning and on job application evidence	
IV Additional comments (this section is filled in at the end of the evaluation year):			Final rating:

# Performance Agreement & Review (PAR)

Annual plan with 6 and 12 month review points

Sections:				Rating:
<p>I. What will be done to contribute to the department's/ programme's objectives?</p> <p>What are the other performance objectives?</p>	By when?	II. What will results look like?	III. Implementation evidence?	
<p>I.I What will be done to support those reporting to you to implement this year's performance and learning &amp; development objectives?</p>	By when?	II.I What will results look like?	III.I Implementation evidence?	
IV Additional comment				Final rating:



## Indicative rating scale

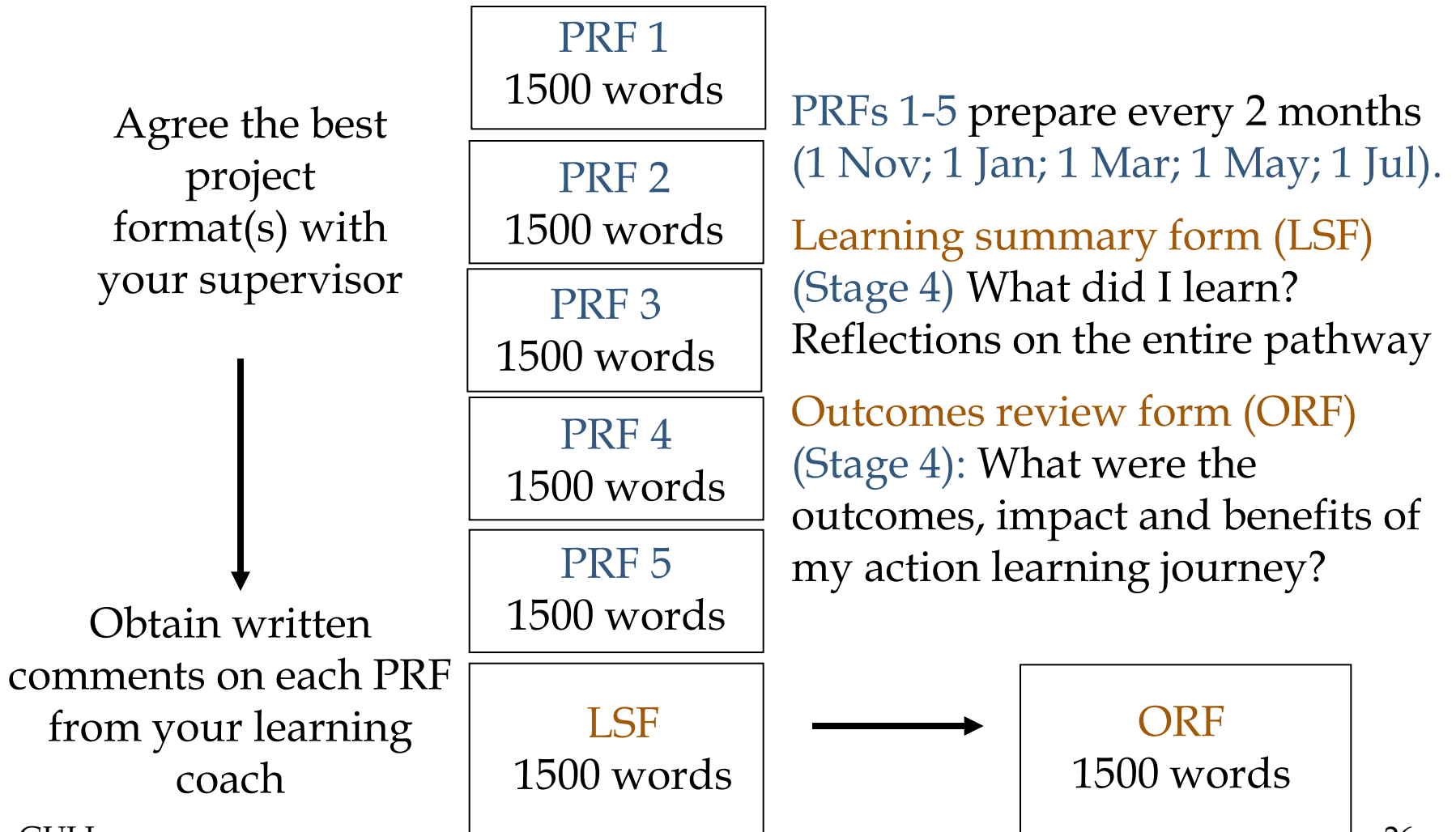
Final rating is decided by the supervisor, in consultation with the employee, based on overall performance during the year, important achievements and areas for improvement. The final evaluation is signed by the employee, supervisor and the supervisor's supervisor. The signatures of the supervisors mean that they agree with the final rating and have verified the implementation evidence.

- O Outstanding: Consistently exceeds requirements of the role.
- C Commendable: Consistently exceeds many of the requirements of the role.
- FC Fully competent: Achieves the requirements of the role on an on-going basis.**
- NI Needs further improvement and development to achieve requirements of the role, or is not consistently meeting the role requirements.
- U Performance is Unsatisfactory: The requirements of the role are not met and improvement has not been exhibited.

**Notes:** Participants can opt-in to GULL certification at the start of the process in October. An 'FC' is a pre-requisite for GULL level 3 and 5 awards.

# Capturing project outcomes during Stages 3 & 4

## Linking ILDP and PAR to project outcomes



## Stage 4: Prepare for assessment

To prepare for assessment it is helpful to gather and summarize evidence of personal and professional development as it relates to the ILDP targets and expectations that were agreed at Stage 2. Two forms are provided for this purpose:

- (1) Learning summary form - to document personal and professional development in 1500 words.
- (2) Outcomes review form - to document performance and other organizational benefits arising during Stage 3 (1500 words).

# Localizing GULL

1. **Cascade options**–link to training, embed for change and for staff
2. **Cascade leadership** – senior, enthusiastic participants!
3. **Cascade administration**– names, certificates, tracking
4. **Verification** – evidence of learning before certification
5. **Sustaining momentum**– self-directed (for me, then give to others)
6. **Variance monitoring** – get started, adjust and improve
7. **Sharing and benchmarking** – how are others doing with this?
8. **Impact tracking** – how do we know if this is working?
9. **Annual reporting, graduation and endorsement** – align!
10. **Budgeting and finance** – the cascade needs to be sustainable