



Global University for Lifelong Learning (GULL)

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

Web: www.gullonline.org

Ready for life and work?

**Designing professional development pathways with
marginalized young adults**

Richard Teare

A barrier to development?

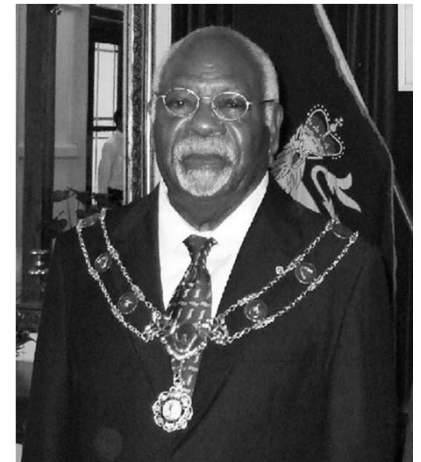
'The majority of the world's population can only dream about access to education' (Paulias Matane)

Barriers:

Pre-qualification (from school or college)

Money – to pay fees and related study costs

Sir Paulias Matane
8th Governor General, Papua New Guinea;
Founding Chancellor, Global University for
Lifelong Learning



A response:



Global University for Lifelong Learning

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

GULL is a non-profit public benefit corporation based in California, USA. GULL's mandate to confer professional awards is based on a **statement of recognition offered in perpetuity** and signed by the Head of State and the Prime Minister of Papua New Guinea on 10 April 2007. GULL is also **endorsed by other Governments, Leaders and Institutions.**

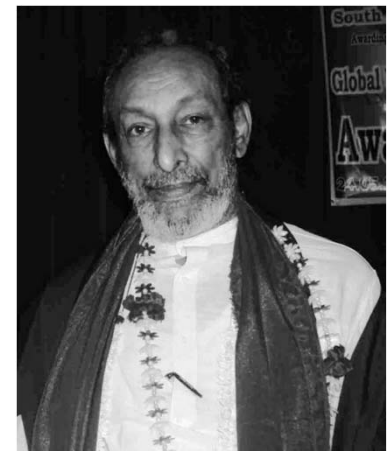
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An example endorsement:

'Any person - rich or poor - male or female - young or old, well educated or not, can begin an action learning pathway to improve their life circumstances via the GULL system and attain an internationally recognized qualification: professional Bachelor, Master or Doctor degree.' (Vasudeva Nanayakkara MP)

Endorsements (including official letters) can be viewed in the 'Recognition' section at the GULL website.

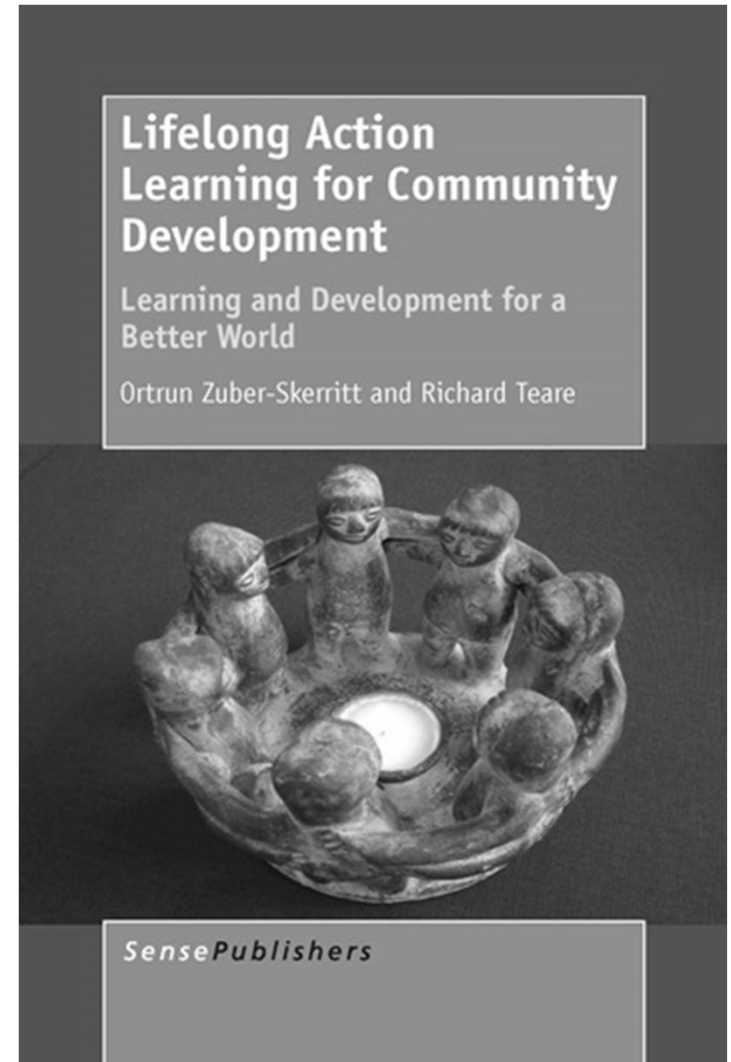
Vasudeva Nanayakkara MP
Sri Lankan Minister
National Languages & Social
Integration Anuradhapura, 24 May 2011



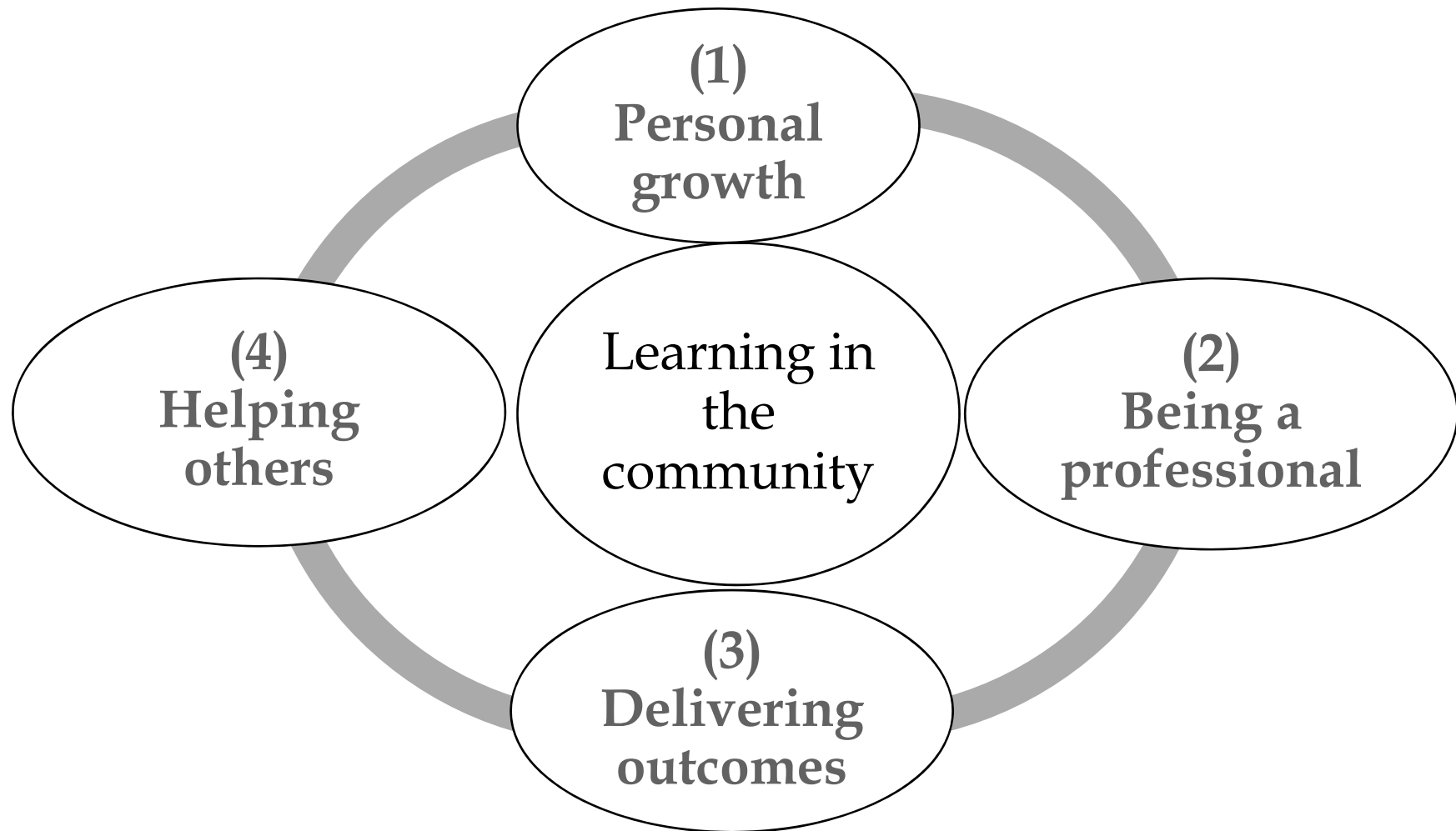
How does GULL connect with communities?

The GULL system builds on **traditional knowledge, culture and language** and the potential of people to bring about holistic change in themselves and for the benefit of others.

The first book in a three part series (right) explains how communities can be strengthened (greater self-reliance, financial independence and other benefits) by participating in lifelong action learning.



Linking professional recognition to practical outcomes



Darkness to Light: Pathways for marginalized youth



The second book outlines GULL's response to the global problems facing marginalized youth.

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

Ready for life and work? The scale of the challenge

Tourism has the potential to reduce poverty in developing nations ... but it generally doesn't!

Poverty Alleviation through Tourism Development. Robertico Croes and Manuel Rivera, University of Central Florida, USA (Apple Academic Press, October 2015)

One in five of the global population of young adults (aged 15 – 24) lack formal educational opportunity.

Preparing Youth for Economic Opportunity.
World Vision International, Unpublished Report, 2013.

Sri Lanka - Can young people be trained in time?

Sri Lanka has a target of 2.5 million tourist arrivals by 2016. New hotel projects are adding 4,000 rooms:

'The construction work can be undertaken quickly but will the country will have the people with the necessary skills to serve the increased volume of tourists?'



'Daily News' Thursday 16 August, 2012, Sri Lanka

The global youth population: An all time high ⁽¹⁾

90 percent of the world's 1.8 billion young people live in developing countries ⁽²⁾ **but most are not work-ready ...**



- (1) Population Reference Bureau. (2013). The world's youth 2013 population data sheet. Washington DC: Retrieved from: www.prb.org/pdf13/2013-population-data-sheet_eng.pdf
- (2) Larson, R.W. (2002). Globalization, societal change, and the new technologies: What they mean for the future of adolescence. *Journal of Research on Adolescence*, 12 (1), 1-30.

Personal growth:

Blending self-directed change with technical development



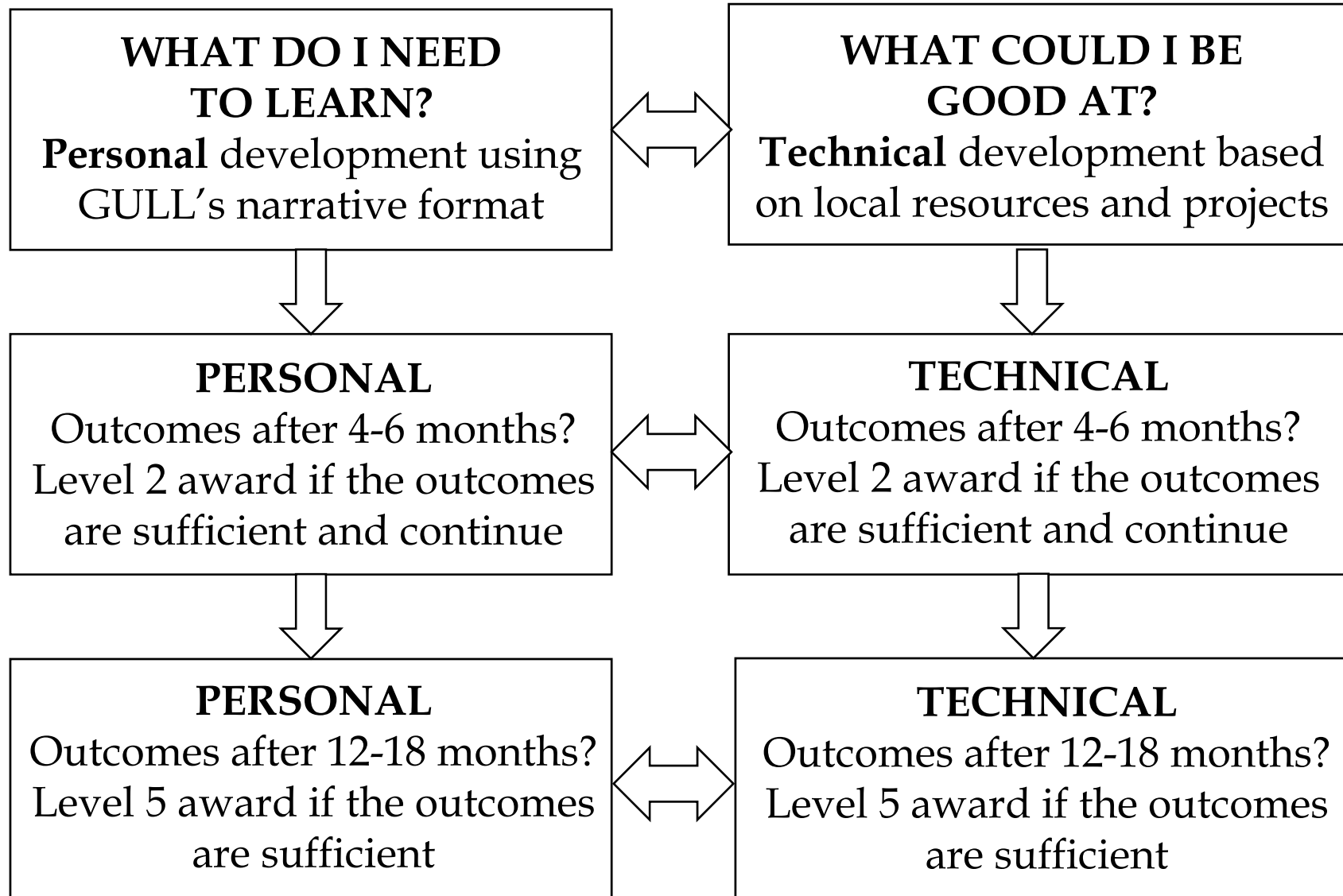
(1) Personal

What do I need to learn and what personal changes would I like to make? (with mentor or learning coach support)

(2) Technical

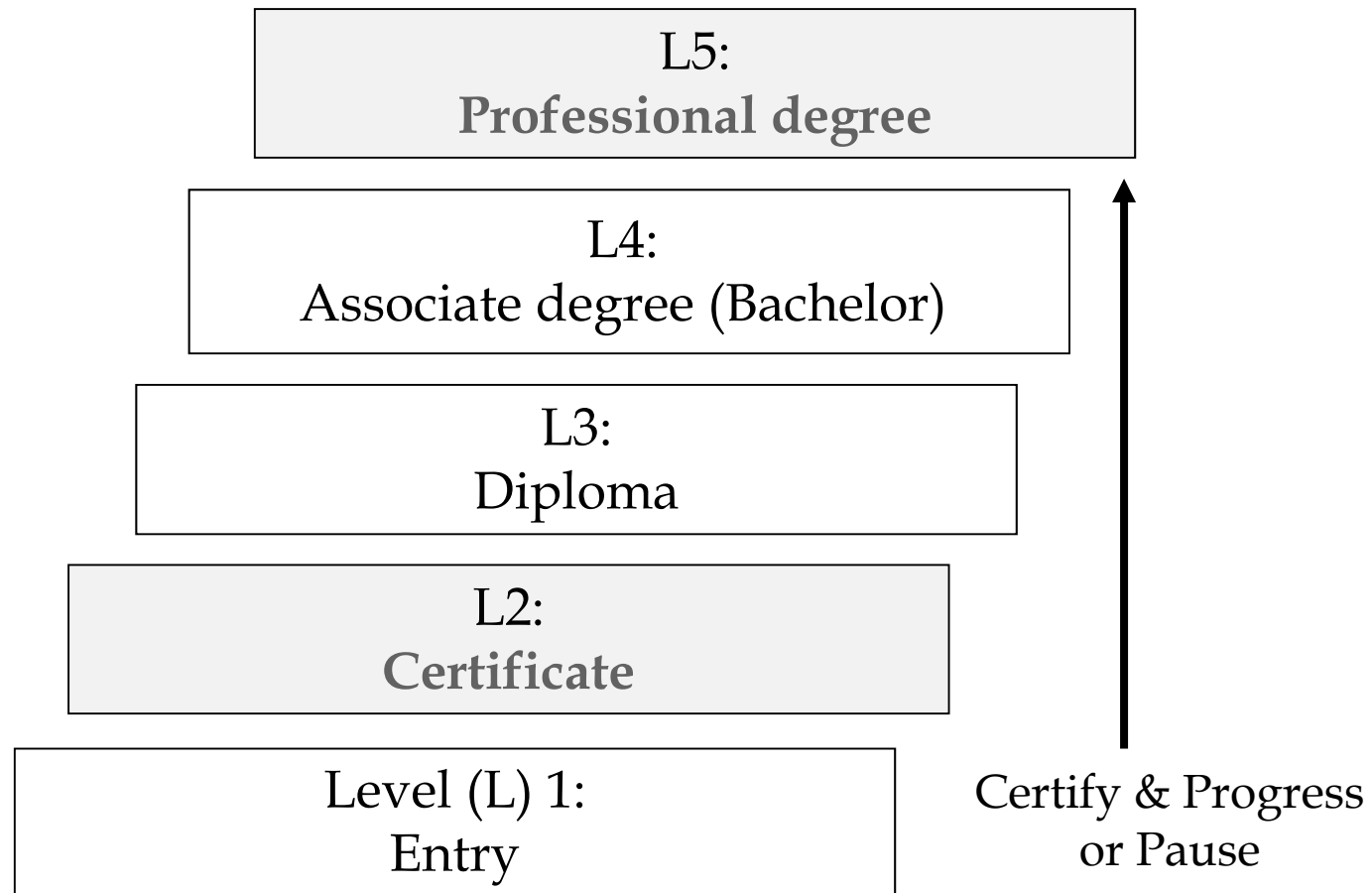
Link my personal plan for learning with work (e.g. skills acquisition, projects, helping others)

Integrating personal and technical development

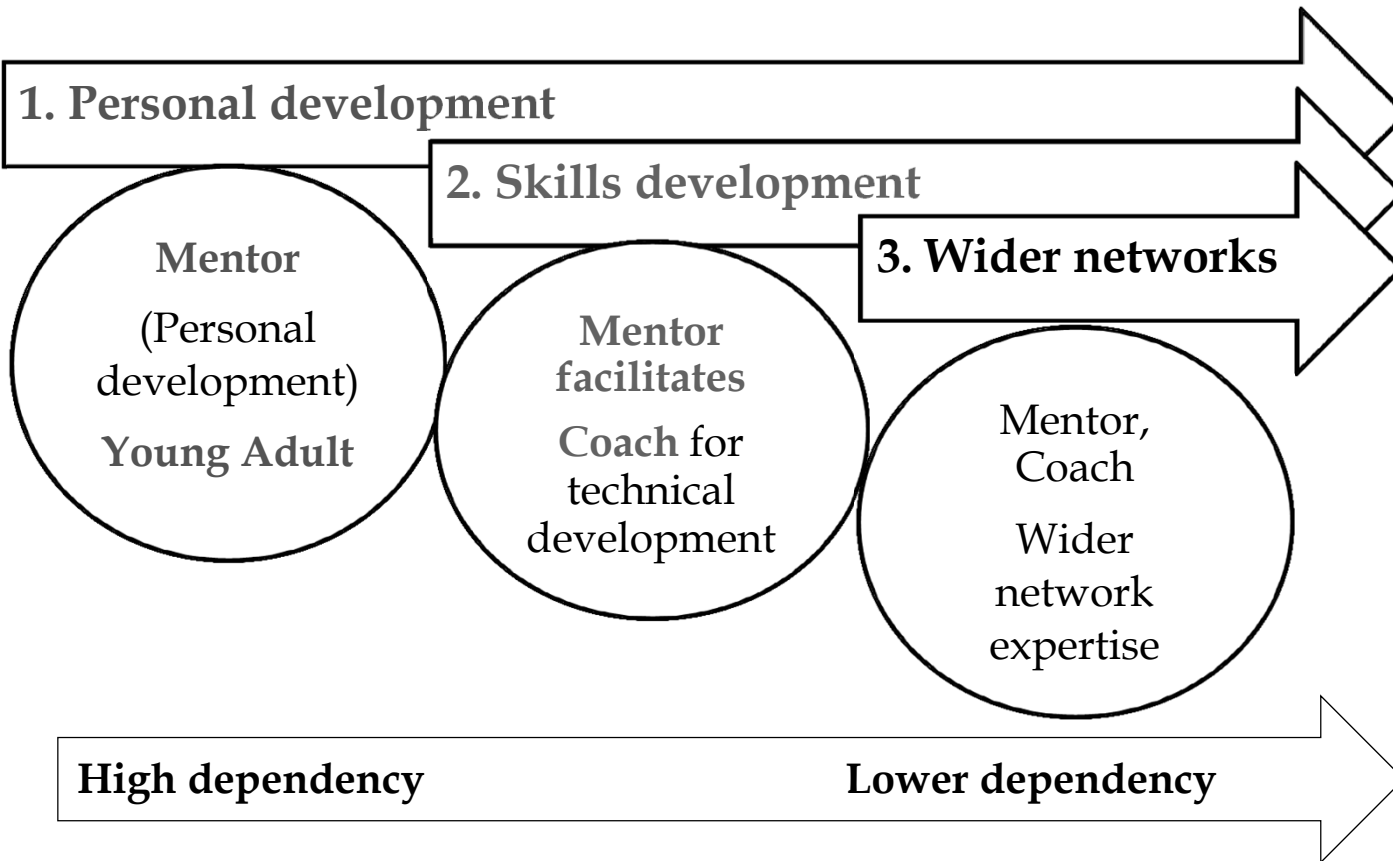


GULL's pathway approach to professional recognition

Five steps or levels and normally two certification points:



(1) Guatemala: Young Adults with Purpose



(2) Malaysia: Training, Service, Revenue (TSR) At the House of Joy (HoJ)

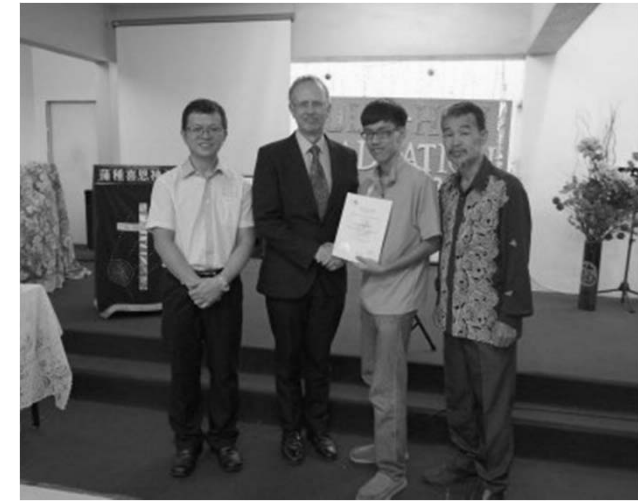
Level 3
Manage TSR operations
e.g. Bryan – aged 18 is now managing HoJ's budget hotel

Level 2
Behavioural Skills
(Personal, workplace, team)

Level 1
Practical Skills
(e.g. HoJ bakery or restaurant)

Institutionalized

Skilled and work-ready



(3) Lebanon: Peace-building using creative arts

Play and Learn project:

Develop and implement small creative projects.

After 6 months: (Level 2 Certificate) Participants can design, implement and review a small creative project and present their work to others.



After 12 months (Level 4 Associate degree): Participants can:

- ✓ Design, implement and review a second creative project working with other villages.
- ✓ Gather the outcomes and confidently share their experiences, future plans and other potential applications with others.

Notes: Personal development attainments are verified by the participant's learning coach. Technical development attainments are verified by World Vision Lebanon technical resource staff.

(4) Papua New Guinea: Personal Viability (All age groups)

Level 3
Game of the Rich
Family needs + surplus of
K4,000 (US\$1,500) (1 Yr)

Level 2
Game of Money
Learning to use money

Level 1
Personal Viability
(Business mindset)



Pathway design features

Enabling framework - an integrated approach to:
Lifelong action learning; Action leadership development; recognition and certification



Context: Situational constraints; Limited options (education and employment);
Willingness to embrace change



Key features: Cost-effective (few to many); Decentralized (locally set outcomes criteria); Incentive-based (recognition and certification); Sustainable (participants develop action leadership skills - themselves and others)



Outcomes: Ownership of lifelong learning; Acceptance of responsibility to help others (action leadership); Able to seek out and/or create opportunities

Designing Inclusive Pathways with Young Adults: A process that enables marginalized youth to become work-ready

- ✓ Builds self-discipline, character and confidence; (Personal)
- ✓ Enables young adults to identify their talents and to use and develop them; (Technical)
- ✓ Provides an on-going, practical development pathway;
- ✓ Helps participants to visualize a better, brighter future;
- ✓ Reduces dependency on others and increases self-reliance.



GULL participants in East Timor

Outcomes in South Africa

- (1) How are you using the GULL system?
- (2) Could you tell us about the outcomes so far?



(Above) Bruce Damons, Principal, Sapphire Road Primary School, Port Elizabeth



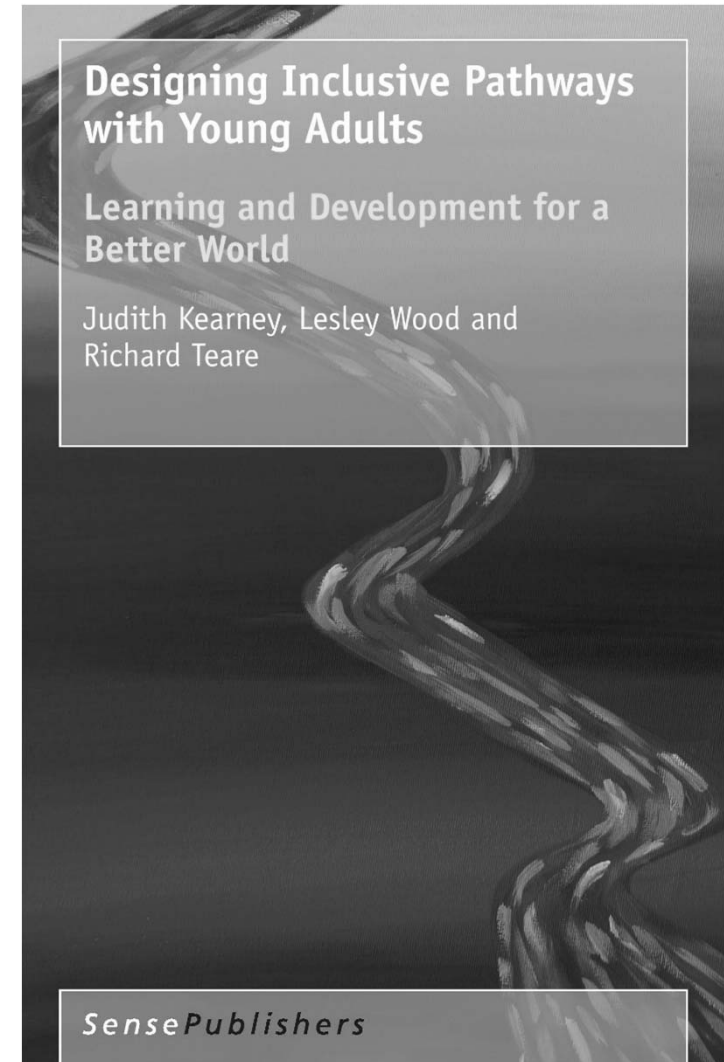
(Left) Ubunye programme members at the School

Designing Inclusive Pathways with Young Adults

The second book in a series entitled '*Learning and Development for a Better World*' It explores the potential for self-directed lifelong action learning by focusing on the design of development pathways with young adults. Contains nine case examples.

Available from Sense Publishers – for more details please see:

<https://www.sensepublishers.com/catalogs/bookseries/other-books/designing-inclusive-pathways-with-young-adults/>





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