



Waterford One World Centre Strategic Plan 2015-2016

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I. Background

Introduction

Welcome to the Waterford One World Centre's Strategic Plan for 2015-2016. This plan was developed by Centre staff and committee in consultation with our target groups and stakeholders. In the planning process, we evaluated our past work, assessed the strengths and weaknesses of our organisation, identified external challenges and opportunities, and considered our hopes for the future of the Centre. This plan brings our ideas together and charts a clear direction for our work over the next two years.

History of the Waterford One World Centre

The Waterford One World Centre has its roots in the Waterford-Kitui Partnership, which was established in 1975 with the aim of raising funds and building solidarity with the Kitui district in Kenya. The fund-raising element of the partnership was remarkably successful, with workers in factories and businesses making weekly contributions towards an ambitious water provision project coordinated by the Diocesan Development Office of Kitui and the Catholic Overseas Development Agency. 'Kitui Week' was held annually in local schools, which led to an interest in development education generally.

As the Kitui Partnership achieved its goals and was wound down in the 1990s, the World Development Centre (WDC) was constituted as a development education centre. The WDC ran events and activities in schools and non-formal groups. The WDC also was well-known for its Fair Trade shop, one of the first of its kind in Ireland.

In 2003, the WDC changed its name to the Waterford One World Centre (WOWC), emphasising the need for mutual respect and cooperation between all peoples living together on one small planet. The WOWC is a non-profit limited company governed by a management committee. Funded by a range of providers including Irish Aid, WorldWise Global Schools, Concern, and the European Commission, the Centre provides a range of education services to the formal and non-formal education sectors with a particular focus on Fair Trade and Ethical Consumerism.

This history of the Waterford One World Centre highlights the powerful way in which people can become engaged in global development issues. It also reveals how organisations evolve as people's understanding of development evolves. What started out primarily as a donor organisation with very strong links to the Christian Churches changed into an educational group focusing on our shared responsibility for creating a more just and sustainable world.



Vision and mission of the WOWC

In 2014, the Waterford One World Centre adopted the following vision and mission statements:

Our vision is of a world where trade is fair and people use their power as consumers for positive social change, social justice and human dignity.

Our mission is to empower the people of Waterford to engage and act on issues of global justice specifically in relation to Fair Trade and Ethical Consumerism.

II. Opportunities and Challenges

Development Education in 2015 and beyond

This plan is being written in a time in which economic, political, social and environmental difficulties dominate the news at home and abroad. Our local community has faced major blows in terms of employment and social services. Nationally, financial crises have provoked anger and fear about our country's future. Globally, there has been progress towards meeting some of the Millennium Development Goals but over one billion people still live in absolute poverty.

Although some Irish voices are calling for us to forget about the rest of the world and simply look after our own needs, another view is that global/ development education is needed now more than ever. We need critical thinking skills to help us to understand and challenge poverty and injustice, locally and globally. We need to learn to see the world through the lens of human rights and to build solidarity with marginalised people all over the world. Most importantly, we need to remind ourselves that 'another world is possible'. In this context, the WOWC offers its plan for 2015 and beyond.

Lessons learned

The work carried out during the time-span of our previous strategic plan (2011-2014) was subjected to a series of internal formative evaluations. The evaluations reveal a picture of a Centre that functions well and is valued highly within the local community and within the broader Irish development education landscape.

As well as looking back on what has been accomplished, evaluations also look forward to a more efficient and effective future. From our evaluation process, we have learned some valuable lessons that have informed our planning for 2015-2016:

- We have a core of successful, well-established activities that we run efficiently and that bring verified benefits to a wide range of target groups. Although we need to continuously bring in fresh perspectives, reach out to new groups, and adapt to changes in the strategic direction of the overall DE sector, we also should sustain the work that we currently do well.
- We have learned that as we have had to decrease the number of regular staff working at the Centre, we have had to streamline our work and become more efficient.
- We believe that in order to function most effectively, we should concentrate on work that showcases our in-house expertise. We have decided to bring a Fair Trade/Ethical Consumerism thematic focus to our work. We also believe that this focus allows our work to explore DE in a deeper and more meaningful manner as well as examine related topics such as environmental sustainability and forced labour.

Guiding principles for our new plan 2015-2016

History: We aim to build on our history of over 20 years of work in Development Education and in the Fair Trade/Ethical Consumerism movement. Using our successful experiences as a base, we are committed to developing projects that are of continuing relevance to today's society and make use of our in-house expertise and skills.

Innovation: We are committed to delivering a wide range of innovative Development Education initiatives. We strive to use creative methodologies to engage learners of all ages and walks of life in local-global development issues. Our programme targets non-formal, formal education and informal education sectors with a particular emphasis on engaging the community sector where DE interventions are most needed.

Community of 21st Century Learners: We aim to play an active role in a diverse community of 21st century global learners. We believe that all Irish people can both contribute to and benefit from worldwide debates about how to create a more just and sustainable future for our planet. We aim to make best use of new technologies to facilitate communication and learning.

Collaboration: We are committed to building partnerships and learning from others at local, regional, national and international levels, to achieve common goals and to build a more unified, focused and strategic DE sector.

Sustainability: Our goal is to create interventions that result in long-term, sustainable outcomes for the Centre and for the organisations and individuals with whom we work. We are committed to ongoing monitoring and evaluation so that progress towards our aims and objectives is clearly documented. We also are committed to diversifying our funding base so that we can deliver work that meets a wide variety of learner needs.

III. Aims, Objectives and Implementation

Aims and Objectives

The overall aim of our programme is to empower the people of Waterford and the surrounding areas to engage with and act on issues of global justice specifically in relation to Fair Trade and Ethical Consumerism.

This aim can be broken down into four strategic objectives:

Objective	Description
Selected educators have the skills and knowledge necessary to integrate FT/EC into their work	Trainers, tutors and leaders are provided with opportunities to learn and feel comfortable with DE. Resources are made available that are relevant to the work of educators and facilitate their efforts to provide their learners with quality DE.
Selected young people understand the global justice implications behind the FT/EC symbols.	Formal sector students are provided with opportunities to learn more about FT/EC through targeted interventions.
The Waterford community uses its power as consumers for ethical concerns	The people of Waterford and surrounding areas are provided with educational opportunities and awareness raising events through community group interventions and public events.
The WOWC delivers effective results from our FT/EC programme	Centre staff and committee are provided with the opportunities to increase our knowledge and skills through participation in national DE groups and events, as well as take advantage of educational opportunities.

IV. Measuring Impact

Monitoring strategy

We will construct a monitoring/evaluation framework for each year of our programme, showing planned outputs, expected outcomes and performance indicators across the programme. The most important indicators are: written evaluation forms from participants, numerical data (event attendance, website hits etc), materials produced in the activities, and staff self-analysis. The indicators will be measured and analysed by staff and committee, in conjunction with target groups. External sources of verification will be used whenever possible.

Evaluation strategy

The programme will be formatively evaluated at bi-monthly intervals by staff and committee, using the headings of effectiveness, efficiency and impact. This data will be fed into a larger end-of-programme evaluation. The results will be shared with target groups and with other DE organisations, particularly with other OWCs, and be made available via the Centre's website.