



a fairer world

The Tasmanian Centre for Global Learning

Tasmanian Centre for Global Learning

educating for a fairer world

Strategic Plan 2010-2014

CONTENTS

Who we are	2
Strategic direction	3
The Centre 1985 - 2010	4
The Centre now	7
◇ Structure	
◇ Programs and services	
◇ Key relationships	
◇ Strengths	
Objectives 2010 – 2014	12
◇ Key strategies	
◇ Success measures	
◇ Risks	

To be read in conjunction with the Centre's Constitution and website, www.afairerworld.org

WHO WE ARE

Supporting Tasmanian schools:

- ◆ Connecting the community and education sectors.
- ◆ Combining expertise in social inclusion, community-building and education.
- ◆ Applying 26 years experience to integrate active, informed citizenship programs in schools.
- ◆ Enhancing teacher quality through professional learning, innovative programs, resources, mentoring and networking.
- ◆ Improving education outcomes through real-life learning, with a focus on inspiring and motivating learners.
- ◆ Sourcing philanthropic grants to assist Tasmanian schools in implementation of the award-winning ruMAD? (Are You Making A Difference?) Program.

connect:
bring ideas and
events together,
create networks,
build
relationships

Contributing to social justice locally & globally:

- ◆ A hub for positive social change, supporting grass-roots community groups to build inclusive communities.
- ◆ Empowering Tasmanian youth to create positive community change.
- ◆ Bringing an international development perspective to local community-building.
- ◆ Providing accessible education and resources on social justice and community-building – local and global.

hub:
centre of activity
or interest, focal
point, heart,
nerve centre

STRATEGIC DIRECTION

Our Vision is a Tasmania where everyone works together for a just, peaceful and sustainable world future.

Our Mission is to empower schools and the Tasmanian community to take action for social justice, peace and a sustainable world future. To achieve this we provide ways for people to learn, connect and act together: innovative education programs; training; resources; and access to support networks and mentoring.

Our Aims:

- ◆ To be Tasmania's leading independent centre for the promotion of education for social justice and human rights.
- ◆ To promote practical learning experiences for Tasmanians that demonstrate ways of contributing to positive change both locally and globally.
- ◆ To actively facilitate the involvement of Tasmanian organisations in raising awareness of social justice and human rights issues.

We value:

- ◆ A fairer distribution of global resources.
- ◆ A healthy environment.
- ◆ Human rights for all people.

We believe that:

- ◆ We are all one people living together on this planet.
- ◆ The way we think and act has global impacts.
- ◆ We all share a responsibility to improve our world.
- ◆ Awareness of social issues – local and global - is the key to making a difference.
- ◆ We can make a difference if we embrace all people and work together.

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THE CENTRE 1985 - 2010

1985 - 1996

The Centre was set up in 1985 in response to community demand for education in international development in Tasmania. It grew from a combined initiative of the Freedom From Hunger Campaign (now Oxfam Australia), local interest groups and AIDAB (now AusAID, the Australian Government agency responsible for managing Australia's overseas aid program). Operational funding in the early years came from the Commonwealth Government and non-government organisations.

Initially, as the Tasmanian Development Education Centre, we employed only one part-time staff member, together with periodic casual staff on a range of projects and tasks.

Major projects between 1985 and 1996 included:

- ◇ *Bites of the Apple*, a drama resource on global issues for primary school
- ◇ *Community/teacher workshops* by Toh Swee Hin, a noted peace/global educator
- ◇ *Workshops with teachers of tourism* (a collaboration with the Department of Education)
- ◇ *Workshops with teachers* in collaboration with the Environment Centre
- ◇ Organisation of a *National Peace Conference* in Hobart
- ◇ *Dealing with Differences*, booklets for adults and children dealing with conflict as learners of English
- ◇ *Beyond Borders Youth Tours* for the Overseas Service Bureau (now Australian Volunteers International)
- ◇ Organising visits in Tasmania for young people from Tongan and Aboriginal communities
- ◇ *Train the Trainer*, a drama in action series of 5 workshops
- ◇ *Teaching technology with a global perspective*, workshops and material development
- ◇ *Global World of Work*, a resource for teachers of grades 5 - 8

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1996 - 2003

From 1996, AusAID funded TASDEC for the delivery of professional development in global education to Tasmanian teachers and student teachers. This contract allowed for the employment of two more part-time staff.

Project grants from 1996 to 2003 included:

- ◇ Racism Awareness Panels (Hobart City Council)
- ◇ World Music Concert for schools (Centenary of Federation)
- ◇ The Global Context resource for schools (Year for Older Persons/Ageing)
- ◇ Workshops with women's groups at Centacare (Adult Education Community)
- ◇ Active Citizenship Skills Courses (Tasmanian Government)
- ◇ Collaboration on the Glimpses Kits for India and PNG (Australian Volunteers International)

TASDEC delivered AusAID-funded global education programs until May 2003, when a review resulted in alternate service delivery. This change removed the major element of TASDEC's funding base and forced the Centre to release its paid staff. A basic service was maintained on a voluntary basis, testimony to a strong determination and vision to forge new pathways to continue as Tasmania's premier global education resource.

2003 - 2010

In August 2004, substantial constitutional change and a new name – the Tasmanian Centre for Global Learning (TCGL) – were adopted. The Strategic Plan 2004 - 2008 announced the Centre's new aims and objectives.

The programs and services that have been built up since 2004 are detailed in the following section. At their core is delivery of the national ruMAD? (Are You Making A Difference?) Program in Tasmanian schools. Funding has come from donations, membership subscriptions, a small number of on-going partnerships and a wide variety of government and philanthropic grant sources: 61 grants from 37 different organisations, notably the Tasmanian Community Fund and the Sidney Myer Fund.

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Much of this funding has been attracted by ruMAD? (Are You Making A Difference?), which has become the Centre's flagship program. ruMAD? is an innovative national education framework that engages students in learning – and improves outcomes - by igniting and harnessing the students' passions and concerns. MAD activities are strengths-based, student-led, embedded in the school curriculum and support community capacity building. Since running the first pilots in Tasmania in 2005, over 12,500 Tasmanian students have participated in some aspect of the ruMAD? Program. In 2009, our ruMAD? partnership with Gagebrook Primary won a national Schools First Impact Award. These \$50,000 awards highlight school-community partnerships that are improving learning outcomes for young Australians.

Whilst international development remains a core focus, the Centre's work has shifted further towards the youth sector and has broadened to include support for progress in local equity issues such as animal rights and youth health. This shift has been the result of a need to consolidate limited resources and to specialise given the difficult funding climate.

The Centre's on-going involvement in human rights, poverty and peace campaigns has focused on awareness-raising and facilitating the involvement of schools, rather than direct action.

More recently, the Centre has been in demand as a "hub" to support youth social change initiatives. This is the result of the contraction of other, similar organisations and our ability to provide office and meeting space, resources and mentoring.

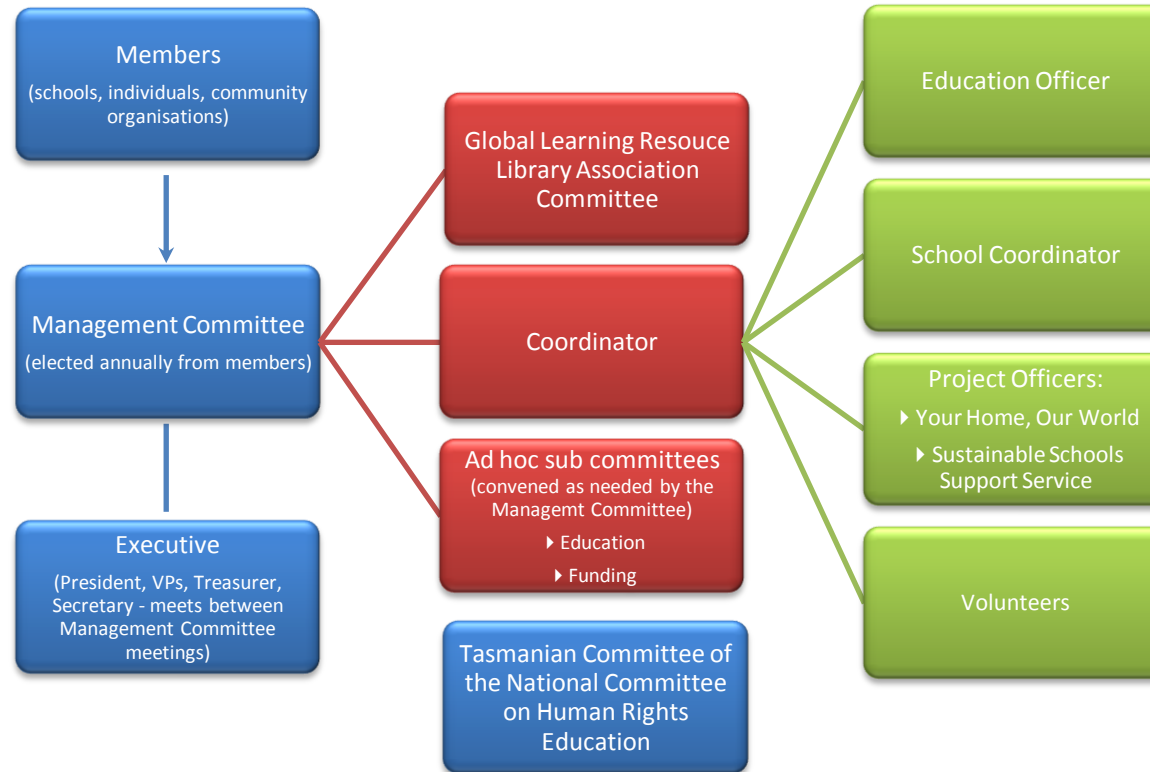
The Centre has shown strong resilience, having survived for 26 years as a result of: quality work; strong staff, volunteer, member and community support; increasing skill in developing mutually valuable partnerships, and low overheads (office premises are supplied by the State Government).

Since 2003, the Centre has been severely constrained by the lack of on-going or recurrent funding. Many possibilities for sustainability have been explored and it seems likely that to survive in the future the Centre will need to further specialise its activities and expand its capacity in the areas of school-community partnerships and youth change-making.

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THE CENTRE NOW

Structure



Programs & Services

◆ Education programs that engage schools in positive social change

- ◇ **ruMAD?** (Are You Making A Difference?), our flagship education program, is an award-winning national framework that engages students in learning through social action projects. Its flexible design allows it to be embedded across any primary or secondary school curriculum.
- ◇ **Youth Action Conferences.** Ten conferences, accessible to all Tasmanian students (grades 3 to 12), have been run since 2005. These inspiring events provide an opportunity for students to: link with young change-makers and experienced campaigners; learn new skills; receive recognition for their MAD activities; and return to their schools to inspire others to create positive change.
- ◇ Our **Sustainable Schools Support Service** (funded by the Tasmanian Climate Change Office) assists schools in applying for and implementing grants under the National Solar Schools Program and incorporating these innovations in the curriculum.
- ◇ **Your Home: Our World** (funded by AusAID) provides a unique opportunity for students around Tasmania to connect with young people from developing countries and contribute to the achievement of the United Nations' Millennium Development Goals.
- ◇ **Living in Between: Diversity Education through Storytelling** (funded by the Tasmanian Community Fund) is a partnership with Hobart Campus Students Against Racism and The Alcorso Foundation. The project will deliver a program of personal interaction between young humanitarian entrants from Hobart Campus and southern Tasmanian school students.
- ◇ The **Citizen of Humanity Project** (sponsored by the National Committee on Human Rights Education) promotes a deeper understanding of the Universal Declaration of Human Rights through a series of lessons for middle school students.
- ◇ The **Human Rights School Award** launched in 2008, complements the Tasmanian Human Rights Week awards for humanitarian activities. The Award recognises school-based activities to promote human rights with a \$500 cash prize.
- ◇ The **National Committee of Human Rights Education (NCHRE) Tasmanian Committee.** Whilst this Committee is part of a separately incorporated organisation (NCHRE), TCGL executive members form the basis of the committee which aims to promote human rights education in Tasmania.

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◆ Supporting positive social change

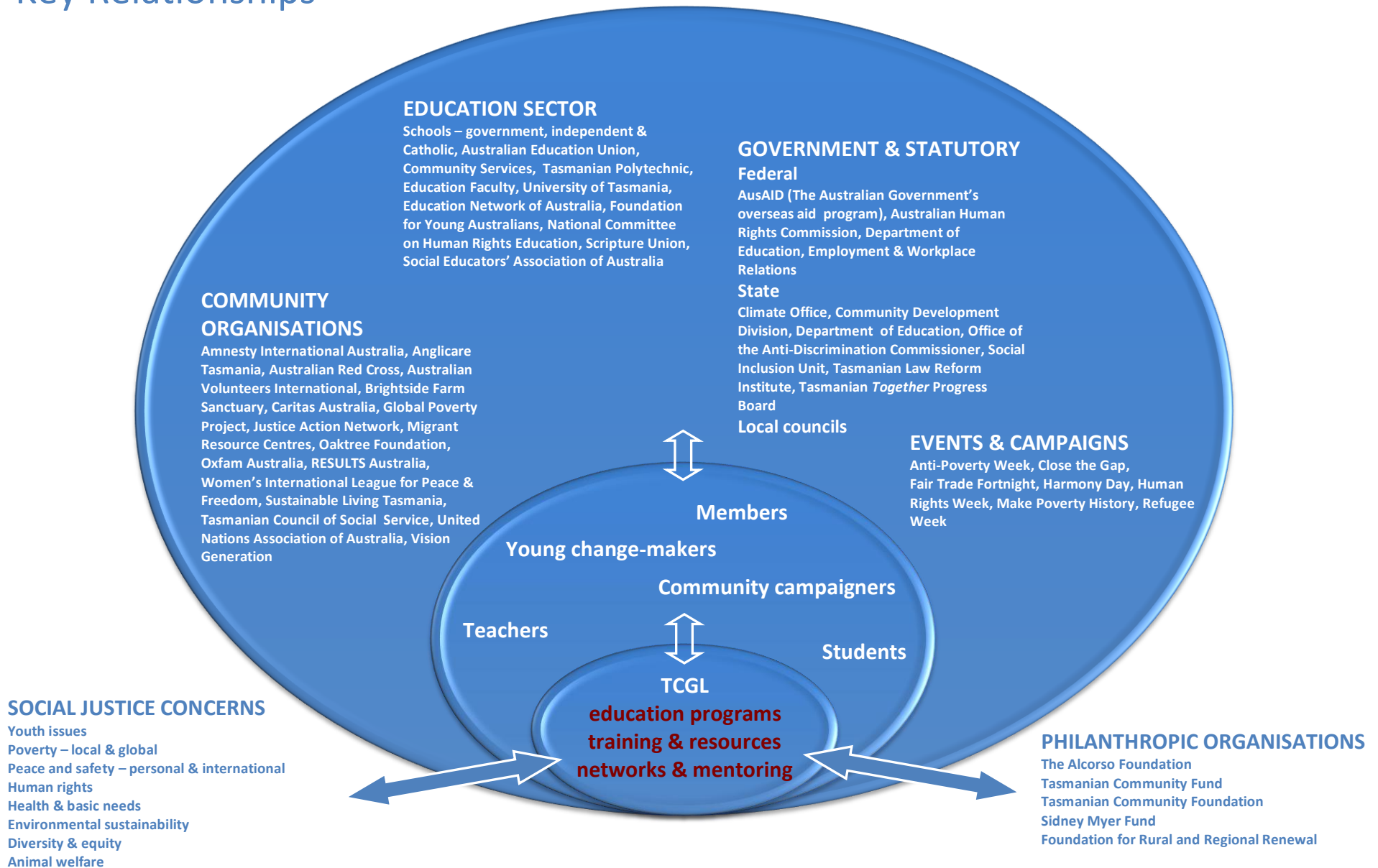
- ◇ **Networks:** The Centre is able to link schools and community organisations with a wide range of community groups and campaigns - locally, nationally and globally – as well as arranging speakers and volunteers.
- ◇ **Returned overseas volunteer network:** In partnership with Australian Volunteers International we support returned overseas volunteers in Tasmania.
- ◇ **Training & mentoring:** Our qualified, experienced staff aim to inspire teachers, young change-makers, and emerging groups with training, ideas, resources and links to like-minded people and organisations.
- ◇ **Anti-Poverty Week.** As a long standing member of the organising group for this annual event in Tasmania our role is to involve schools in community activities and learning opportunities.
- ◇ **Global Poverty Project (GPP) and the Make Poverty History campaign (MPH).** We are the Tasmanian partner for the international GPP and for many years have supported coordination in Tasmania of the international MPH campaign.
- ◇ At **International House in Battery Point** we are able to provide office space, internet access and support for community groups and campaigners.

◆ Information and resources on social and global issues

- ◇ The **Global Learning Resource Library** provides a comprehensive collection of resources, predominantly for teachers, on social justice and global issues.
- ◇ **Websites:** *A Fairer World* (www.afairerworld.org) was launched in 2006, in conjunction with Australian Volunteers International and TAFE Tasmania. It provides information and resources on the Centre's current programs, Tasmanian events (social justice, education and youth), global issues and taking action. *A Fairer World Youth* (youth.afairerworld.org), launched in 2008, provides information on social issues specifically for young Tasmanians.
- ◇ **Awareness-raising events & campaigns:** Through our networks, we ensure that schools are involved in events and campaigns such as Human Rights Week, Refugee Week, Make Poverty History, Anti-Poverty Week, Close the Gap, Fair Trade Fortnight and climate change action. We are also able to promote the work of organisations with similar values such as Oxfam Australia, Australian, Red Cross, Oaktree Foundation, RESULTS Australia, Amnesty International and Australian Volunteers International.

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Key Relationships



Strengths



OBJECTIVES 2010 – 2014

These objectives are contingent on the Centre receiving adequate recurrent funding from State Government (\$120,000 per annum) over the full period. Grant funding for specific projects will continue to be sought as a regular feature of the expansion of programs and services. All objectives have state-wide application.

OBJECTIVE 1: Working with communities to develop and deliver programs that contribute to and enable positive social change.

Key strategies

- ◆ Develop strong relationships with Tasmanian schools (government, independent and Catholic), Tasmanian and national community groups, and relevant Tasmanian government departments including: Department of Education; Social Inclusion Unit; Community Development Division; and Tasmanian Together Progress Board.
- ◆ Remain current with changes in education and social justice by developing a program of professional development for staff and volunteers.
- ◆ Develop innovative new programs and services for schools, young people and the broader community.
- ◆ Expand structures that support young people in action for social change including an annual Youth Change-makers Festival.
- ◆ Develop and implement a strategy to become the leading Tasmanian exponent of social enterprise education.

Measures of success

- ◆ Regular, professional communications with an expanded database of members and supporters from the community, government, education and philanthropic sectors.
- ◆ An active Key Relationships Register recording communications including meetings, events and newsletters.
- ◆ A 100% increase in school membership (currently 26).
- ◆ A professional development budget of 3% of wages and an annual program for each staff member and volunteer.
- ◆ Delivery of a number of new programs and services including an expanded Youth Change-makers Festival.
- ◆ A strong demand for all programs and services.
- ◆ A minimum of 30% of the Management Committee under 30.
- ◆ Evidence of support for young change-makers through mentoring, training, office services and involvement in programs and services.
- ◆ Programs in place to deliver social enterprise education.

OBJECTIVE 2: Influencing policy on education, social justice and human rights.

Key strategies

- ◆ Develop strong collaborative relationships with Department of Education curriculum leaders and other education stakeholders, including: Foundation for Young Australians; Australian Education Union; Department of Education Employment and Workplace Relations; Education Network of Australia; University of Tasmania Education Faculty; Tasmanian Polytechnic Community Services; AusAID; and National Committee for Human Rights Education.
- ◆ Develop strong collaborative relationships with: Office of the Anti-Discrimination Commissioner; Social Inclusion Unit; Community Development Division; Tasmanian Law Reform Institute; and Tasmanian Council of Social Service.
- ◆ Contribute to education debate and curriculum development through policy submissions and participation in, or organisation of, professional learning opportunities.
- ◆ Contribute to debate and development on social justice and human rights through policy submissions.
- ◆ Broaden our reputation as the leading Tasmanian provider of education for human rights and social justice.

Measures of success

- ◆ Regular, professional communications with an expanded database of members and supporters from the community, government, education and philanthropic sectors.
- ◆ An active Key Relationships Register recording communications including meetings, events and newsletters.
- ◆ Evidence of positive contributions to policy development and debate, including through:
 - ◇ media engagement;
 - ◇ policy submissions;
 - ◇ published articles;
 - ◇ meetings with key policy-makers;
 - ◇ conference attendance; and
 - ◇ dissemination of best practice examples.
- ◆ Organisation of an annual professional learning event related to one of our key education focus areas such as global education, human rights, citizenship, youth participation, social enterprise or school-community partnerships.

OBJECTIVE 3: Promoting concepts of social justice and human rights.

Key strategies

- ◆ Develop strong relationships with Tasmanian and national social justice organisations including: Tasmanian Council of Social Service; Amnesty International Australia; Australian Red Cross; Anglicare Tasmania; Colony 47; Australian Human Rights Commission; Oxfam Australia; World Vision Australia; RESULTS Australia; Global Poverty Project; and Oaktree Foundation.
- ◆ Promote and facilitate the involvement of schools and young people in social justice campaigns including Make Poverty History, Anti-Poverty Week, Refugee Week, Human Rights Week, Close the Gap and Fair Trade Fortnight.
- ◆ Expand the scope and accessibility of resources that support positive social change including the library, web presence and networks.
- ◆ Develop a signature TCGL social justice event that is creative and enjoyable for the whole community.
- ◆ Work with tenants and government to improve facilities at International House that support community organisations and enhance our reputation as a hub for positive social change.

Measures of success

- ◆ Regular, professional communications with an expanded database of members and supporters from the community, government, education and philanthropic sectors.
- ◆ An active Key Relationships Register recording communications including meetings, events and newsletters.
- ◆ A 100% increase in individual and organisational membership (currently 16 + 16).
- ◆ Evidence of positive contributions to the promotion of social justice, including through: media engagement; involvement in the organisation of events and campaigns; development of and support for programs that involve schools and young people in events and campaigns; and dissemination of best practice examples.
- ◆ A redeveloped web presence with resources (information on social issues and action) for members (teachers, students and community organisations), young people and the general community.
- ◆ Development and delivery of a sustainable, signature TCGL event.
- ◆ Enhanced facilities at International House.

OBJECTIVE 4: Enhancing the strengths of our organisation.

Key strategies

- ◆ Develop strong relationships with philanthropic organisations whose aims support education and social justice, including Tasmanian Community Fund, Sidney Myer Fund, Tasmanian Community Foundation, The Alcorso Foundation, FRRR and Changemakers Australia.
- ◆ Develop a strategy for corporate partnerships.
- ◆ Strengthen the Management Committee and sub-committees through: identification of skills shortages; targeted training; and recruitment of members with appropriate skills.
- ◆ From the Strategic Plan develop:
 - ◇ a detailed Work Plan including tasks, roles and responsibilities, timelines, key performance indicators and monitoring procedures; and
 - ◇ an organisational Risk Register including description and current status of risks along with controls and mitigation strategies.
- ◆ Develop human resource policies including Occupational Health and Safety and child protection policies.
- ◆ Recruit marketing expertise to review membership base, revenue opportunities and communication strategies.
- ◆ Review sustainability options including Deductible Gift Recipient status.

Measures of success

- ◆ A Management Committee with appropriate governance training and a full range of relevant skills including legal and marketing.
- ◆ Active participation of all Management Committee members in subcommittees.
- ◆ Timely and comprehensive reporting to the Management Committee based on an active Workplan and Risk Register.
- ◆ Regular, professional communications with an expanded database of members and supporters from the community, government, education and philanthropic sectors.
- ◆ An active Key Relationships Register recording communications including meetings, events and newsletters.
- ◆ Appropriate human resources policies including Occupational Health and Safety and child protection policies.
- ◆ An updated Strategic Plan with sustainability options through to 2020.

Risks to achievement of objectives

Standard control procedures that minimize risk and associated costs are already in place. What is now required is a comprehensive Risk Register that is regularly updated and reported to the Management Committee. This is one of the key strategies for Objective 4.

◆ Strategic:

- ◇ Loss of reputation and reduction in membership
- ◇ Loss of 'sole provider' status, for example with ruMAD? Program
- ◇ Political partisanship accusations
- ◇ Membership/funder expectations outstrip capacity

◆ Governance:

- ◇ Inability to attract adequately skilled members to the Management Committee
- ◇ Management Committee fails to plan strategically or monitor adequately
- ◇ Management Committee dysfunction or conflict
- ◇ Management Committee conflicts of interest

◆ Financial:

- ◇ Poor budgeting or monitoring of financial situation
- ◇ Loss or significant decrease in funding
- ◇ Loss of premises supplied by Government
- ◇ Non-compliance with funding grant conditions
- ◇ Theft, fraud or negligence leading to loss of assets
- ◇ Legal action taken against the Centre

◆ Staffing and administration:

- ◇ High staff turnover/ inadequate staffing levels
- ◇ Poor recruitment/inability to find staff across all required skill areas
- ◇ Lack of staff succession options
- ◇ Occupational health and safety incident/issue
- ◇ Child protection issue
- ◇ Loss of data or files

2014 and beyond

This represents our strategic plan for the next four years. During this time we aim to involve teachers and the wider community in growing community development skills and participating in building a stronger, more inclusive Tasmania. We will take as our base 26 years of experience in empowering Tasmanians to care for and take action in both the local and international community. Through the process of contributing we know that we can all gain insights and skills that better equip us to succeed in our various roles, as students, parents, workers and as active citizens. If we achieve the goals described in this document, we will be able to continue growing our programs across the Tasmanian community until 2014, and beyond.

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