2023-2027

SUAS STRATEGIC PLAN

Registered Charity Number: 20050047

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This strategy has been developed during 2022 through a variety of consultative processes. We have learned from our partners, programme participants, staff and board; we have built our learning on an external evaluation that was performed during 2021; and we have included the results of a participatory design thinking process that aimed at re-imagining the previous International Volunteer programme.

We welcome the opportunities and insights that come with the changes we have gone through in recent years. We believe in the role of Global Citizenship Education (GCE) in supporting young people to challenge simplistic solutions to the status quo of global inequalities and the over-emphasis of individualism in activism. Our programmes aim at drawing out the capacities, resilience and confidence needed to imagine and create alternative futures, in solidarity with each other. With our approach to GCE, we are committed to bringing together the Code of Good Practice for Development Education, current thinking in GCE from global experts with our proven student-led approach, working towards truly student and expert-led, critical, reflective, decolonial practices.

In our next strategic phase we aim to deepen, widen and innovate our informal GCE programmes across Higher Education campuses. We have identified areas for growth and development and have captured them in 3 strategic objectives for 2023-27:

- **Objective 1:** Growing and innovating our quality Global Citizenship Education programmes

- **Objective 2:** Enhancing our global interconnectedness and contributing to an enabling Global Citizenship Education environment

- **Objective 3:** Strengthening our organisational capacity

OUR STRATEGY IN BRIEF

Past participant of the Ideas Collective working on a project

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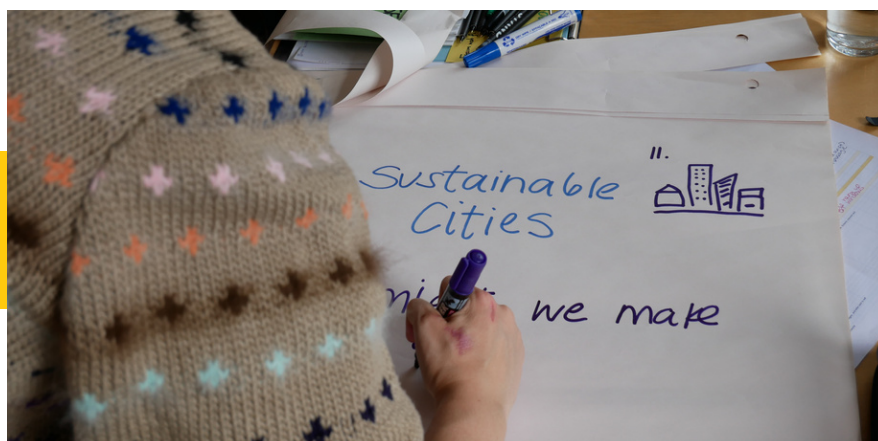
In a nutshell, these objectives will lead us to:

- Engaging a more diverse and growing number of third level students and recent graduates with our GCE awareness raising, education and action programmes. We will create a substantial presence on 20 campuses, including some of the new Technological Universities, while continuing to facilitate participation from a larger number of campuses through our online programme activities.

- Trialing and innovating new programmes and programme elements. This includes a new programme to replace the International Volunteer Programme with one that better aligns with our core GCE values and engagement with programme alumni.

- Expanding our range and depth of new and existing local and global partnerships whose work intersect with our mission and values, to build a diverse community that inform, support and participate in our education and action programmes across campuses. In particular we will work to increase strategic partnerships with Higher Education Structures, Student Representative Bodies and with partners in the Global South.

- Contributing to shifting narratives and shaping relevant policy processes in line with our values and mission to enable quality GCE for our target audience.

- Investing in progressive governance and management systems. This will include our board, staff and facilitator pools reflecting diversity in society, including background and age. We will cultivate a positive working environment that is rooted in our values and operate on a sustainable funding mix to achieve our objectives while ensuring affordability and accessibility

OUR STRATEGY IN BRIEF

Workshop-participants during the Student Festival 2022

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CONTEXT SETTING

The last two years have created an opportunity for Suas to take stock of our place and function within the overall Global Citizenship Education (GCE) landscape in Ireland and overseas. We have had to adapt our programmes to the needs of our networks and participants in the wake of the global COVID-19 pandemic and we know we have the potential to be even more innovative, not just in terms of the issues we highlight, but how they are highlighted and the networks and communities we work with.

Since our foundation by students from Trinity College in 2002 a lot has changed and evolved: The local and global political and economic context, the narratives and concepts of 'development' and 'global citizenship', the rapid development of online technologies that have changed how we can connect across the globe and the diversity of Irish campuses. The world is increasingly interconnected, even more so since the COVID-19 pandemic, with complex intersecting challenges and realities, including the climate and biodiversity emergencies, colonial legacies, increasingly unjust economic systems, migration and conflict.

At the same time, the uneven impact of these challenges - locally, globally and intergenerationally - results in a more fragmented global community, and a rise of nationalist populism. Economic trends are highlighting and forecasting more inequalities than ever before, and the collapse of our ecosystems and climate degradation is already most severely affecting those who have contributed the least.

We know from discussing these issues with third-level students and recent graduates who participate in our programmes that there is anxiety about the future, with a particular concern for the worsening climate crisis, the housing crisis and financial instability. We know from discussing these issues with stakeholders across Higher Education Institutes (HEI) that the recent pandemic has had an impact on the social confidence of many students and higher education counselling services report record numbers of students reporting with anxiety and feelings of disconnect and loneliness.

Students engaged on in-campus activities during the Festival at TUS Clonmel

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CONTEXT SETTING

We have also witnessed new local and global movements emerge, people showing resilience in the face of challenges and an eagerness to learn new ways of doing things. These global movements have increased the public discourse around racial inequalities, highlighted the need for more climate action and addressed measures to reduce inequality, to name a few.

Suas works as part of a diverse and strong Global Citizenship Education and Development sector in Ireland. With our non-formal education work across the third-level landscape in Ireland we are part of a network of experienced Strategic Partners funded by Irish Aid to integrate Global Citizenship Education into all sectors of education in Ireland. We are well rooted within Higher Education structures across Ireland, with our partnership with the Union of Students in Ireland being of particular importance. We know that we can build further on this progress and are seeking new and innovative partnerships.

We believe in the role of Global Citizenship Education in supporting young people to imagine and create alternative futures. We want to challenge simplistic solutions and the over-emphasis of individualism in activism. Instead, we want to contribute to fostering critical thinking, drawing out capacities, resilience and confidence to act collectively and in solidarity with each other. This requires us to evolve and look deeper as Global Citizenship Educators, to continuously review our approaches, to base our work on robust analysis and pedagogies and to reflect into our own biases and intergenerational gaps.

Our action and inaction, wherever we are, is interconnected with the lives of people we may never meet. Our unique value proposition is in creating opportunities to link robust analysis and pedagogy with the lived experience of students we work with to mobilise young adults to stand up for global justice, equality and sustainability.

Past participants of the Ideas Collective brainstorming a project

POLICY ENVIRONMENT

Young adults have been powerful voices in demanding systems change and have been identified as key stakeholders in the implementation of the UN Sustainable Development Goals (SDGs) and the Paris Agreement Climate Change commitments. The importance of education in promoting sustainable development is reinforced in SDG 4.7 "by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."

Our work supports the implementation of the Government of Ireland's Policy for International Development: A Better World, in particular its key priority 'to strengthen public engagement and foster global citizenship'. As a strategic partner to Irish Aid for their non-formal GCE engagement on Irish Campuses, Suas supports the achievement of Irish Aid's Global Citizenship Education Strategy 2021-2025. We contribute by increasing the number, spread and diversity of young people who are reached with GCE (Output 1), engaging the growing number of new Technological Universities and by building collaborative learning opportunities and links between third-level students in Ireland and across the Globe.

We contribute our expertise to policy development processes that shape the GCE learning environment for our target audience (Output 2, Policy and Curriculum).

Students engaged on in-campus activities

We will be mindful of linking with the new strategic partnership Irish Aid is seeking to establish at an institutional level with the third level sector as part of Output 3 (Institutions). We believe that this new partnership has the potential to strengthen the informal GCE work we do across campuses and that our expertise and partnerships across HEIs can contribute to building synergies between non-formal and formal GCE learning. Suas also facilitates opportunities for Irish Aid Centre workshops with our audience to build understanding of Ireland's international engagement and we are currently delivering the facilitator and coordinator service contracts for the Irish Aid Centre (Output 5, Irish Aid Awareness).

We also support the Department of Education's second National Strategy on Education for Sustainable Development - (ESD) to 2030 which was launched in June 2022. We are delighted to see the inclusion of Action 4 "Empowering and mobilising young people" in this strategy which speaks to the importance young people have in realising the systems changes needed for planetary sustainability and global justice.

The new Higher Education Authority Bill, launched in January 2022, provides a unique opportunity to embed ESD into the Higher Education system, acknowledging the role of the Higher Education Authority in supporting institutions in 'the development and provision of lifelong and flexible learning for learners which supports all learners to acquire the knowledge and skills needed to promote sustainable development'.

The same time, the third level education landscape in Ireland is evolving. Institutes of technology are merging to create larger and stronger institutions. For Suas, these mergers provide opportunities to explore potential partnerships.

Campus Festival highlights across Ireland, 2022

STATUS QUO & AND WHAT WE HAVE LEARNED

Since 2020 Suas has made some significant structural and programmatic changes. Our Irish Education programme, which trained volunteer mentors to support over 3,300 children from disadvantaged communities, merged with Camara Ireland. Our International Volunteering Programme, which trained 1,200 student volunteers to work as teaching assistants with local partners in Zambia, Kenya and India, was paused at the start of the COVID-19 pandemic and has undergone deep evaluation and a commitment to establishing a new type of programme.

We welcome these changes and the learnings that come along with them. We have actively sought further opportunities to learn from our network and communities through consultations with our main stakeholders in focus groups, interviews and surveys part of this strategy process, an external evaluation of the STAND programme's impact and a working group was led through a design thinking process to reimagine our International Volunteer Programme, which have led to the following outputs:

A newly articulated organisational purpose and renewed vision, mission and values

A re-imagined programme prototype to replace the previous International Volunteer Programme which takes into account the changing global context and realities in the lives of the students we work with

Agreement from the board of directors & staff to identify a refreshed brand identity in line with this vision, mission, values and purpose which will be implemented during 2023

The identification of three core strategic objectives which will help guide our work for the period from 2023-2027

Suas and its quality STAND programme are well respected in the sector and we are viewed as experts for non-formal GCE in formal third level spaces and a trustworthy source of information for students on campuses. Our expertise and strong reputation offer many opportunities to deepen our engagement and elevate our standards of quality even further. These opportunities together with the learnings from our stakeholders help us to position ourselves to have maximum impact over the life of our next strategic period.

We have identified the following insights and areas for growth and development:

- **Reach:** Since 2018 Suas programme reach has increased from 7 campuses to substantial engagement on 13 campuses in 2021. Through a diverse range of online, offline and hybrid events, workshops and the annual campus festival we reached in total 19,113 students across 31 campuses. Our online engagement numbers have increased from 10,000 to 58,000 between 2018 and 2021. This recent rapid growth in reach presented challenges in that Suas staff numbers have not increased in line, leading to a 'thin spread' on some campuses. With increased staff investment these opportunities across existing and new campuses can deepen and widen our substantial engagement to reach 20 campuses by 2027.

- **Student-led model:** Our student-led model is commended by stakeholders, and we will continue to expand opportunities for students, student societies and student unions to lead on content, events and actions. This includes our strong strategic partnership with the Union of Student Ireland (USI) where we will continue to actively look to create value for USIs stakeholders.

- **Diversity:** We recognise that diversity is a key asset to our programmes and have significantly increased participation from students across subject areas from more diverse backgrounds, gender and geographical locations. There is scope to expand this further. We believe that non-engaged students want greater involvement in GCE but don't know how to get involved. With increased investment in structural integration across university campuses, new partnerships and investment in widening our communication channels and marketing activities we can ensure new audiences are 5 reached. Our board, staff and facilitator pool are not reflecting the desired diversity in background and age and we will invest in increasing this organisational diversity.

Suas staff and volunteers during a campaign with USI (left) and participants of the Ideas Collective programme in 2022 (below)

- **Innovation:** Suas has innovated during the last few years. We have, for example, adapted programme delivery to the online environment during the COVID-19 pandemic and we have initiated a new diverse student advisory panel to ensure programmes and campaigns are driven by students' interests and needs. Recently, the result of an inclusive design thinking process, led by a working group of 10 people, and based on interviews, desk research and surveys, has examined the old model of the International Volunteer Programme. It was deemed no longer fit for purpose in a context of changing perspectives of decolonialism and needs of students. Prototypes for a collaborative leadership programme that makes international connection within Ireland and linking students from the Global South will be trialled and developed. This will include further consultation with our partners from the Global South.

- **Alumni engagement:** Current and recent participants highlight the sense of community as a result of participating in our programmes, and indicate that their interaction with our programmes has had a positive and even transformational impact on many aspects of their lives. They want further involvement but currently Suas is not offering this. We will work to offer opportunities for alumni to join current programmes and trial new activities.

- **Quality approaches:** We have been self-assessing using the Code of Good Practice for Development Education since 2020, have set up a student advisory panel in 2021, and have strong programme impact monitoring practices in place. We know that in the ever changing context of students' realities and developing new pedagogies and approaches we need to continuously review, upskill and listen to deliver the best GCE we can.


Past participants of the Ideas Collective programme

- **Integration:** The annual changeover of student leadership across campuses poses a challenge in that relationships need to be rebuilt annually. In addition to these most important partnerships with student-led groups, we will also invest in more structural integration of our work, deepening current partnerships and instigating new ones across campuses. This will include working with student structures, including USI, student societies and student unions; academic and administrative structures and staff; as well as being involved with NGOs and initiatives that work across campuses. Across all those levels we aim to add value by building sustainable relationships so that we can collaborate to integrate GCE right across the student experience. Our HEI partners have indicated that they would appreciate more information and capacity building activities and establish more links with formal programming to facilitate transition to informal programmes and activities across campuses.

- **Organisational Development:** The recent changes in Suas have had implications resulting in heavy reliance on a single institutional donor. Additional income, co-funding from sector partners, foundations, corporates and additional institutional grants, including the EU, will need to be incorporated into a funding strategy to ensure that dependency on any one donor is not greater than 75%, and to allow for an increase in staffing levels as programmes continue to strengthen and expand. We have introduced some progressive working practices and policies and will invest in more staff retention and work-life balance measures, including ensuring 1:1 workload: staff ratios and a new internship policy.

STAND Student Festival across different campuses in Ireland

OUR PURPOSE, VISION & MISSION
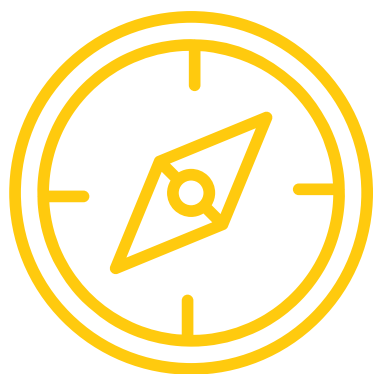
OUR PURPOSE

We mobilise young adults to stand up for global justice, equality and sustainability.

OUR VISION

Global citizens working in solidarity for a just, equitable and sustainable world.

OUR MISSION

To engage third level students from Ireland and across the globe through collaborative learning and activism to bring about the systems changes needed for a just, equitable and sustainable world.

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OUR VALUES

VALUE	DESCRIPTION	HOW WE WILL TRY TO LIVE IT
GLOBAL JUSTICE	We are committed to unearthing and exposing the root causes of global injustice and inequity. We believe that global inequality is created and maintained through colonial histories, unfair and unsustainable economic practices and systemic inequalities. Through our education work, we strive to mobilise students to identify the root causes of these inequalities and to imagine and create a more sustainable, equitable and just present and future.	• Always challenging ourselves and our stakeholders to seek root causes of issues • Mobilising ourselves and our participants and partners to do what they can with what they have now and in the future to address these issues • Communicating and sharing our aspirational vision for change
COLLABORATION	We embrace the power of collaboration and know that we can have a greater impact when working collectively. We work to build partnerships with a diverse range of organisation, groups and stakeholders, both locally and globally, formally and informally. By fostering a culture of collaboration, we aim to amplify our impact, share knowledge and create synergies that drive positive change.	• Adopting innovative ways of achieving our goals in partnership with others • Actively listening to the needs of our partners and using suitable ways to address them • Developing collaborative cultures within our partnerships
DIVERSITY	We know that diversity brings great strength to any organisation. We are committed to fostering a culture of inclusion where people are valued, respected, and given opportunities to contribute at all levels. We take responsibility to ensure the way we work is informed and enlightened by people from various identities, perspectives and backgrounds.	• Actively seeking to widen diversity of identities, perspectives and backgrounds within our programmes and organisation • Actively increasing our network of stakeholders from the Global South

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SUAS STRATEGIC PLAN 2023-2027

VALUE	DESCRIPTION	HOW WE WILL TRY TO LIVE IT
SUSTAINABILITY	We are committed to sustainability in all aspects of our work, and seek to adopt sustainable practices which recognise planetary and human limits. We use a sustainability lens to inform how we engage with others and maintain our organisation. We strive to adapt to changing contexts and environments to sustain the quality of our programmes.	• Creating a sustainability policy and to share it with our partners and asking for theirs in return • Reflecting on our practice through an ongoing process of educating ourselves and listening to those who have been most impacted by the issues we work on
CRITICAL THINKING	We take the responsibility to ensure we challenge assumptions, interrogate our approaches and seek multiple perspectives in order to develop and inform our practice. We encourage and base our work on curiosity, critical reflection and a commitment to evidence-based reasoning and practice. We are are informed both by robust academic research and pedagogies as well as the the lived experiences of the people we work with.	• Developing collaborative working relationships with experts on Global Issues and Global Citizenship Education • Critically reflecting on and assessing our work using good practice standards such as the Code of Good Practice for Development Education • Investing in and maintaining student-led and student informed activities and programmes such as the Student Advisory Panel
EQUITY	We recognise the inherent global and local power inequalities and know that different groups experience different barriers to participate. We will take action to create equitable opportunities for participation in our organisation and our programmes to challenge these inequalities.	• Actively seeking to understand and remove barriers for students unable to access our programmes • Designing programmes that offer opportunities for participants to challenge global inequalities

OUR GLOBAL CITIZENSHIP EDUCATION APPROACH

Through our approach to Global Citizenship Education we aim to draw out capacities, resilience and confidence in third level students and recent graduates to engage in the world.

For us, Global Citizenship is inclusive and an active process of learning and challenging the status quo to ensure that the world is a just, equitable and sustainable place for all.

We use creative and participatory methodologies to challenge people to look beyond simplistic solutions that avoid addressing the root causes of global inequality. Instead, we connect diverse groups of third level students in safe and open spaces to learn from each other to:

Better understand the global justice issues of the 21st century (including but not limited to climate change, unsustainability, racism, effects of colonialism, gender inequalities and unfair economic structures). We encourage students to probe the root causes of global power imbalances and to develop a sense of interconnectedness with people and nature across the planet.

Develop skills and confidence to address global injustices through asking difficult questions, awakening capacities and resilience within, and imagining a different future.

Act in solidarity, collaboration and community, working together to challenge the status quo and to contribute to the systems changes needed for a sustainable, equitable and just world.

We will continue to develop our approach to Global Citizenship Education by bringing together the Code of Good Practice for Development Education, current thinking in GCE from global experts with our proven student-led approach, working towards truly student and expert-led, critical, reflective, decolonial practices.

Our programmes offer activities that raise awareness of global justice issues and opportunities for getting involved ("Inspire"), provide opportunities to develop knowledge and skills to critically analyse the root causes of local and global injustices ("Educate"), support students and recent graduates to take informed actions as global citizens, in a spirit of solidarity ("Activate"), and support the development of structures and capacities for this learning to happen ("Integrate"). Throughout these programmes we raise awareness of and link to the 17 UN Sustainable Development Goals.

For each of our programmes we identify specific knowledge, attitudes and skills we want to foster as learning outcomes. We collaborate with diverse partners and their specific expertise in order to apply those to the competencies we want to foster. For example we are working with the Irish Youth Mental Health Organisation Jigsaw to assess the appropriateness of how mental health competencies can be included in our activities.

WE ARE COMMITTED TO:

- practising in line with the Code of Good Practice for Development Education

- examining our own euro-centric language and bias

- building diversity amongst facilitators and presenters, including from the Global South

- responding with resilience to changing contexts

- involving participants in programme design

- seeking to learn from experts who practise critical and decolonial GCE

- working collaboratively across and beyond the GCE sector

- using high quality resources and materials

- reflecting critically on our own practice as educators and

- updating our learnings in a 'Staff Learning Resource'.

# COMPETENCIES WE FOSTER THROUGH OUR PROGRAMMES

Knowledge

- Understanding systems & root causes and consequences of key global challenges;

- Exploring local-global connections;

- Understanding individual and collective responsibility and ways to take action;

- Examining the euro-centric language we use and individual bias.

Skills

- Critical thinking skills;

- Innovation and Project Management skills to develop and carry out informed and meaningful action, projects and events;

- Active listening skills, and knowing how to engage with people who have different perspectives and needs to ensure active participation of all;

- Communication skills to learn how to communicate about local and global justice and injustice;

- Resilient behaviour skills to be able to deal with the complexity of challenges we face and to sustain engagement;

- Intercultural and collaboration skills to be able to work collaboratively across and beyond the GCE sector.

Attitudes/Mindset
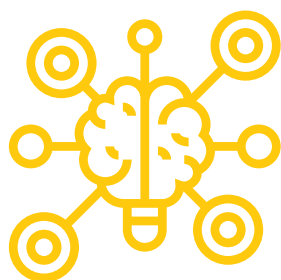
- Developing a sense of community and solidarity;

- Being motivated and confident in our ability and role to create change;

- Being appreciative of the need for systemic change, rather than an over-emphasis of individualism in activism;

- Being appreciative of empathy and a respect for alternative perspectives;

- Being appreciative of the value of integrating global citizenship perspectives.

WITH WHOM WE WORK

In line with our vision, mission and values, we will;

- **Seek to grow and diversify engagement of third level students and recent graduates in our programmes** across Ireland, focusing on broadening reach to bring in more segments of our society, while also building links globally with students. We will seek to create engagement opportunities for our programme alumni.

- **Seek to grow and deepen partnerships** with student structures through USI, student unions, student societies and administrative and academic structures and other initiatives and NGOs working across higher Education institutes (HEIs) in Ireland, the EU and the Global South. Vital strategic partnerships to seek and strengthen, include, but are not limited to, the Union of Students in Ireland (USI), Universities of Sanctuary, the Engagement/Equality/International Offices, campus student unions and societies, academic staff and structures at all levels. It also includes our work with numerous NGO partners, initiatives and social enterprises.

- **Engage with stakeholders that can influence policy making processes** to contribute to an enabling Global Citizenship Education environment. This includes for example policy makers in government and senior leadership in Higher Education Institutes.

- **Participate in new and existing relevant networks and communities of practice.** This will, for example, include the Irish Development Education Association (IDEA), Dochas and Comhlamh; and seeking memberships in the Coalition 2030, the Stop Climate Chaos Coalition and the Irish Network Against Racism (INAR). It will also include reaching out to networks and communities of practice in Europe and across the world where relevant, seeking to learn and connect with networks that will help us achieve our vision, mission and strategic objectives, and ambition to work towards truly critical and decolonial GCE.

- **Engage with institutional donors, sector peers, foundations and the private sector** in Ireland and the EU to secure funding and collaboration in line with our values and mission.

Students engaged in activities during the Festival at Trinity College

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OUR STRATEGIC OBJECTIVES

Our three strategic objectives are underpinned by our values and will help us achieve our mission and vision. We track progress and impact by setting clear targets and indicators for each action. These are captured in our Management for Results Framework. Tracking includes numbers and quality engagement. We will undergo an annual internal review and a final external evaluation of progress.

01 Objective 1

Growing and innovating our quality Global Citizenship Education programmes

02 Objective 2

Enhancing our global interconnectedness and contributing to an enabling Global Citizenship Education environment

03 Objective 3

Strengthening our organisational capacity

Students participating in STAND activities

Objective 1

GROWING AND INNOVATING OUR QUALITY GLOBAL CITIZENSHIP EDUCATION PROGRAMMES

Achieving this objective will mean that we will reach a diverse and growing number of third level students and recent graduates with our GCE programmes. Our awareness raising programmes will increase knowledge on global issues and opportunities to get involved in our activities. Our knowledge, skills and action programmes will build the competencies needed to deal with the complexity of the root causes of local and global injustices, and take informed actions as global citizens, in a spirit of solidarity. The programmes will be based on our high quality, critical and evidence based non-formal GCE approach. We will trial and innovate new programmes and programme elements. This includes a new programme to replace the International Volunteer Programme with one that better aligns with our core GCE values and engagement with programme alumni.

To achieve this, we will:

- **Target new and more diverse audiences**, across subject areas, geographies and backgrounds, including students from the Global South studying in Ireland and overseas, by accessing new communication channels and collaborating with new stakeholders. We will widen our substantial engagement to reach 20 campuses across Irish HEI's. This will include expansion to the new Technological Universities.

- **Increase the number of awareness raising activities to reach a wider student community.** This will include increasing the depth and reach of our annual Campus Festival to 20 campuses across Ireland, facilitating relevant events and engaging in external awareness raising opportunities. It will also include investment to increasing our online audience by 20% through social media, our website, newsletters and radio.

- **Grow and widen our knowledge and skills-based programmes** to reach more third level students and recent graduates. This will include growing the reach of our Global Issues courses and expanding with tailored issues and skills based workshops and events. For some of our offerings, we will apply a hybrid learning approach to facilitate student participation across all campuses in Ireland.

- **Deepen the quality and reach of our action-focused changemakers' programmes.** This includes supporting students and recent graduates through our summer incubator programme for changemakers, the Ideas Collective; growing the diversity of STAND News programme participants; and growing our support for actions initiated and run by students across campuses, including STAND and other societies and student unions. It will also include developing a new programme to replace the International Volunteer Programme with one that focuses on collaborative, intercultural, leadership skills learning and action with participants from across Irish campuses, including from the Global South.

- **Be adaptive to change and engage in opportunities to trial innovation** across our existing programmes and develop new programme ideas as opportunities arise. This will include the exploration of relevant learning technologies and the exploration and trialing of new educational approaches. This will be done in close collaboration with our partners in a way that brings value to them.

- **Trial and review engagement approaches for Suas Alumni** and report on what works with recommendations for the future. This will include integration of alumni opportunities in our existing programmes and trialling new approaches.

Students engaged during the Ideas Collective

Objective 2

ENHANCING OUR GLOBAL INTERCONNECTEDNESS AND CONTRIBUTING TO AN ENABLING GLOBAL CITIZENSHIP EDUCATION ENVIRONMENT

Achieving this objective will mean that we have expanded our range and depth of new and existing local and global partnerships whose work intersect with our mission and values, to build a diverse community of active global citizens that inform, support and participate in our education and action programmes across campuses. We will work to shift narratives and shape relevant policy processes in line with our values and mission to enable quality GCE for our target audience.

To achieve this objective we will:

- **Use a refreshed brand identity** to implement our comprehensive engagement plan and engage with and learn from our local and global partners. We will work closely with our partners on campuses to ensure our new brand identity is inspiring for today's students.

- **Grow and deepen diverse, active and supportive partnerships for collaboration with relevant stakeholders across Higher Education Institutes (HEI's) in Ireland.** This will include growing the number and deepening the quality of partnerships with student structures through USI, student unions and student societies, academic and administrative structures and organisations working across HEIs in Ireland, including the new Technological Universities. We intend to learn from and with our partners; find champions for our work within them to increase our programme diversity and reach; collaborate and innovate on programmes and activities; and to build, where relevant, GCE capacity for partners to include GCE dimensions in their work. This will also include building partnerships with some organisations across Europe. The quality of this engagement will be measured on our partnership scale, which will seek 'to move' relationships from 'emerging, engaged to embedded'.

- **Develop strategic relationships with HEIs, committed activist groups and organisations in the Global South** to build opportunities for Global South-North collaboration throughout our awareness raising, knowledge and skills building and action programmes. This will include offering opportunities for participation of students or recent graduates from the Global South and linking with practitioners for programme delivery.

- **Connect, be informed and contribute our GCE perspective** by participating in new and existing relevant networks and communities of practice and public debates.

- **Seek opportunities to influence HEI structures and relevant policy frameworks** to acknowledge the important role of GCE and to shape an enabling education landscape for GCE.

Objective 3

STRENGTHENING OUR ORGANISATIONAL CAPACITY

Achieving this objective will mean that we will have developed progressive governance and people management systems. It means our board, staff and facilitator pools reflect diversity in society, including background and age. We will have cultivated a positive working environment that is rooted in our values. We will operate on a sustainable funding mix to achieve our objectives while ensuring affordability and accessibility. We are accountable and transparent to all our key stakeholders and compliant to relevant Codes of Good Practice.

To achieve this, we will:

- **Develop and implement a fundraising strategy.** The aim of this strategy is to secure the financial sustainability of the organisation that is in line with our renewed vision, mission and values. We will prioritise sourcing unrestricted income to be 10% of overall funding and work towards a funding mix in a ratio that no funder represents more than 75% of our total overall funding. New funding streams will include securing co-financing from other institutional donors such as the EU, partnerships for impact with other sector organisations, corporate and foundation fundraising. In addition, Suas believes its long term sustainability could be assisted by achieving greater scale. Scale enables efficiencies in terms of fixed costs and makes it easier to attract staff. We will explore opportunities for greater collaboration and possible organisational mergers with other like minded organisations in the Global Citizenship sector.

- **Undertake an organisational review and implement recommendations to implement progressive employment and governance practices.** The aim of this is to retain and attract motivated and skilled staff, ensure alignment of Job/staff to be 1:1, and allow staff to be flexible, live sustainably, and prioritise work-life balance. This will also include offering an internship model that is in line with good practice. The aim is also to have a clear succession plan for our board of directors, that is representative of the skills and backgrounds needed to represent us in line with our vision, mission and values and to build clear links between the student advisory panel, staff and the board.

- **Develop and implement an organisational diversity strategy** to better represent the diversity of students we work with. This strategy will aim at increasing diversity among board, staff and facilitators, student advisory panel, interns and volunteers. This will include organisational training to support the implementation of the strategy.

- **Continue to operate in compliance with relevant laws and best practice in governance.** This will include reviewing our organisational policies regularly, practicing accountability and transparency to all our key stakeholders and filing as compliant annually to the Charities Regulator.

- **Continue to invest in our GCE approach** by increasing Continuous Professional Development opportunities for staff, investigating our own language and bias, facilitating a student advisory panel, delivering trainings to facilitators we work with, and working with partners to continuously developing and innovating our educational approaches.

- **Invest in Learning, Data and Relationship Management systems** to enable us to better report participation and impact metrics and manage our learning content and relationships with students and stakeholders, and ensure we adhere to proper data management and privacy legislative requirements.
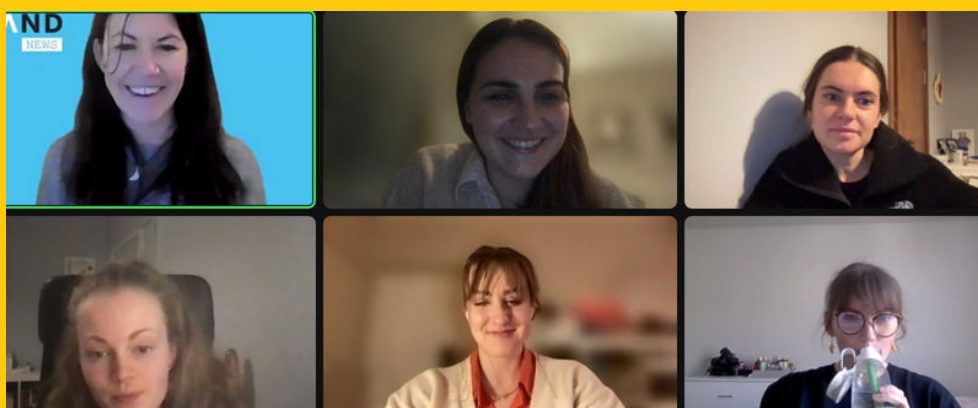
STAND News team meeting

Participants of a Global Issues Course during 2022
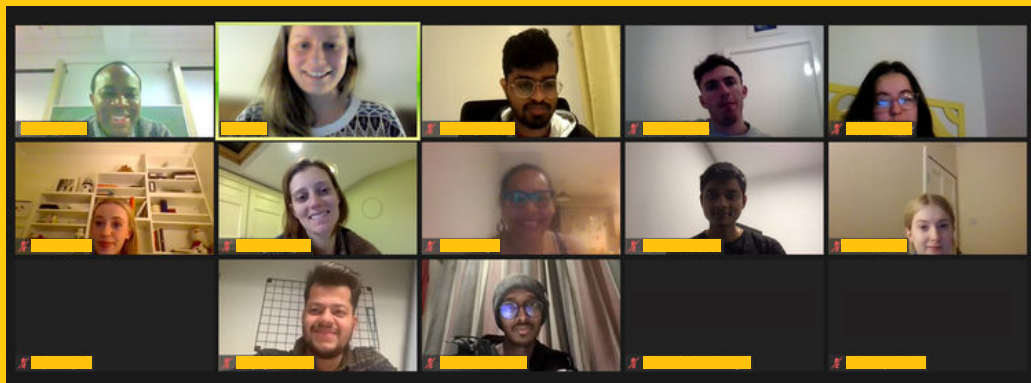
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