



# **Lancashire**

## **Global Education Centre**

**Five Year Strategic Plan**

**April 2007 – March 2012**

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## **Executive summary**

Lancashire Global Education Centre (LGEC) – also known as Lancashire Development Education Group (LDEG) - is a registered charity, established as a company limited by guarantee. Established in 1980, it is based in central Preston working across Lancashire, an area characterised by diverse communities within urban areas, rural areas and pockets of social deprivation.

LGEC's revised vision statement contained within this plan is "a just, vibrant and sustainable world". Our revised mission statement is "Working to promote learning for action and positive global change".

Presently, LGEC consists of eleven full and part-time staff members, with a full-time equivalent of 6.8, and a management committee composed of seven trustees. LGEC current work programmes include; supporting teachers and schools with Education for Global Citizenship; working with further education tutors to develop a global dimension to the skills for life curriculum; supporting the involvement of young people in global action and awareness raising projects.

LGEC has developed a broad range of partnership and funding arrangements with the Department for International Development, the Development Education Association, Lancashire County Council and a range of other local, regional and national partners from the voluntary, community and faith sectors, and other local and national government bodies.

This five-year strategic plan puts forward five strategic objectives, which are as follows:

1. To develop and consolidate the use of global education in schools, further education and communities as a means of working with learners from all backgrounds to promote equality between communities, both locally and globally.
2. To pilot and disseminate innovative participatory approaches and methodologies in formal and informal education settings, including communities, to engage marginalised learners.
3. To develop our capacity to deliver a range of earned income generation opportunities, generating fifteen percent of LGEC's income by 2012, to improve the financial sustainability of our work.
4. To develop LGEC as a learning organisation, in which learning and quality permeates all aspects of the organisation.
5. To raise the profile and disseminate the impact of our work to influence policy makers, through improved marketing, promotion and advocacy strategies.

The plan sets out how this strategy can be achieved with continued support from our current partners. The organisation is a mature, well-established and proven agency working across Lancashire. This plan sets out a five-year future for LGEC's continued development, growth and success.

## **An introduction to this plan**

The plan is intended to establish a clear organisational focus for LGEC over the coming five years. The plan sets out our revised vision and mission statements, our organisational values and is intended to create:

- A shared understanding towards the context we are currently working in.
- A common understanding towards our purpose, values, target audience and long-term strategic direction.
- A planning framework that the staff team can use to make detailed plans.

This strategic plan is based on the work done by LGEC staff and management committee members during a series of planning meetings and events which took place between February and July 2007. The process was co-ordinated by LGEC's Chief Executive, Richard Corbridge, with external facilitation and support from Bob Hirst, an experienced global education consultant.

The process used in developing this plan was intended to be participatory to encourage the contribution of all staff and trustees, and gave an opportunity to the LGEC membership, partners, funders and other interested parties to contribute to our future direction.

Since the end of LGEC's last strategic planning cycle, there have been significant developments and changes within the organisation, as well as considerable new opportunities and changes in the external environment in which LGEC is working. Some of these factors revolve around funding and the constant challenges of maintaining a strategic focus rather than a funding-led reactive approach. Short-term funding opportunities also create challenges that affect the sustainability and continuity of our work. LGEC's community projects have been particularly hard-hit with a number of projects coming to an end due to fierce competition towards grant funds within the voluntary sector.

Given the notable changes in staffing, the development of a five year new planning cycle for LGEC has provided an opportunity to simultaneously build on the considerable experience of long-standing staff and trustees, whilst bringing in fresh ideas and perspectives from new staff to build a common focus for the organisation.

LGEC is a mature organisation with considerable experience, past achievements and a highly respected reputation within many circles. This provides advantages, opportunities and challenges for the continued development of the organisation. LGEC needs to be acutely aware of the changing policy climate and strategic context in which the organisation operates, to make informed decisions that contribute to further long-term successes.

The revised planning cycle outlined in Appendix 2, which LGEC has adopted, provides an annual opportunity for the organisation to come together to review how we are progressing against each of the strategic objectives and annual milestones outlined in this document. The external environment does change, which is important to recognise, and therefore it is crucial that this document is reviewed annually, to ensure that it's a living, breathing, valid document that helps to inform our decisions throughout the year and can anticipate change. Following this yearly review, an annual action plan will be produced outlining the detailed activities for the coming year, to supplement this document.

The annual milestones are intended to provide practical steps that will help us to achieve our strategic objectives. We recognise that other very valid opportunities may also arise during the year which allows us to contribute towards our objectives. The milestones may therefore be slightly modified following each annual review. This document is intentionally written to avoid presenting a high level of detailed planning, which over a five year period would not be realistic. However, the plan is intended to provide a framework for staff members which filters into practical day to day work plans.

## **The background to Lancashire Global Education Centre**

LGEC is a registered charity, based in Preston. It was established in 1980 and current work programmes include; supporting teachers and schools with Education for Global Citizenship; working with further education tutors to develop a global dimension to the skills for life curriculum; supporting the involvement of young people in global action and awareness raising projects.

LGEC is one of approximately 50 'Development Education Centres' in the UK whose work in schools, colleges and in the community encompasses the following principles:

- Enabling people to understand the links between their own lives and those of people throughout the world.
- Increasing understanding of the economic, social, political and environmental forces which shape our lives.
- Developing the skills, attitudes and values that enable people to work together to bring about change and take control of their own lives.
- Working towards a more just and sustainable world in which power and resources are shared equitably.

A fundamental belief of LGEC and other development education centres around the country is that education is instrumental in bringing about change. Children and young people have inherited a world which they passionately believe needs to change, yet are often ill-equipped, mis-informed or frequently dis-empowered to act. It is within this context LGEC believes that learning for action and positive global change can be achieved through our work.

At the local level, LGEC can engage, mobilise and empower learners to act towards global issues, seeking to create greater tolerance, respect and understanding in local communities. LGEC works with schools, community groups, young people and in further education across Lancashire, to champion global education, sustainability and a "global dimension" to learning. Multi-faceted approaches are used to reach a broad range of learners.

## **Staffing & Organisational Structure**

Overall management of LGEC is by a voluntary management committee – the board of trustees. From time to time, working groups which are usually comprised of both committee members and staff are established to deal with specific issues such as recruitment, equal opportunities, fund raising strategy, etc. The management committee meets ten times a year monthly and staff are invited to attend.

The overall operational management is delegated to the LGEC Chief Executive whose responsibilities include: the overall co-ordination of work programmes; organisational development; implementation of management committee and co-ordinating meeting decisions; advising the management committee on strategic issues. Where appropriate, decisions regarding the day-to-day management of LGEC are made in consultation with staff, via monthly staff meetings.

As of September 2007, LGEC currently employs 11 full and part time staff, supported by occasional contract workers and 3 regular volunteers. We operate flexible working hours and 'family friendly' employment practices.

## **Current areas of project work**

### Beyond Citizenship (April 2006 – March 2009)

This project develops innovative ways of supporting primary schools to incorporate a global dimension into curriculum focussed events such as Science Weeks, Book Weeks, Maths Weeks, arts or language events. Schools are encouraged to follow up work which takes this learning forward.

Global Skills in Further Education (April 2005 – March 2008)

The project supports basic skills tutors in incorporating a global dimension into their delivery of the adult basic skills curriculum, increase awareness and understanding of global issues and building support for development amongst adult basic skills students. Classes have taken part in a number of different Skills for Life settings and have included rehabilitation groups, community ESOL classes and classes of 16-19 year olds. Work also continues with tutors at Preston College. Initial classes took place at Lancaster and Morecambe College. [www.globalskills.lgec.org.uk](http://www.globalskills.lgec.org.uk)

Global Youth Action Project (January 2006 – December 2009)

DEA Lottery funded Global Youth project; involves running youth action projects. It's goal is tackling global issues in the local area and increasing young people's understanding and interest in global issues, in partnership with their youth group activities. The project is youth led and aims to build on the energy, enthusiasm and interests of young people. As a result we are involved in a wide variety of projects that include; producing educational leaflets on sexual health; artwork to promote healthy lifestyles; making a DVD about poverty; a global dance project and helping to design a graffiti wall in a Preston school, using themed global issues. During 2006, the project developed 5 Global Youth Action projects involving approximately 100 young people across the Preston area. It has begun to establish itself as a centre for youth accreditation and volunteering, with young people working towards accredited awards through the Open College Network.

International Partners (Ongoing)

This project facilitates communication & learning between LGEC and community development organisations in the 'South', to share skills, knowledge and experience. We are currently supporting the Welfare Advisory Committee community organisation in Dandora, Kenya with an initiative providing small business loans in deprived areas.

North West Global Education Network (January 2004 – December 2008)

NWGEN's mission is for every child in the NW to have a global dimension in their education. The project aims to provide North West teachers with more effective and sustained support for incorporating a global dimension into their teaching, by adopting a more strategic approach to provision of support throughout the region. This is done through a network structure across the North-West involving local authorities, regional government, non-governmental organisations and Development Education Centres which act as agents in their local area. Organisations and individuals with an interest in working within schools on the global dimension are encouraged to join the network and participate in debates and activities. LGEC is the accountable body for the programme in the region. [www.globaldimensionnw.org.uk](http://www.globaldimensionnw.org.uk)

SLIDE - School Linking in Diversity Education (October 2004 – March 2008)

This project involves supporting links between local schools with a difference, e.g. a rural and an urban school, a mono- and a multi-cultural school. LGEC has supported and developed case studies from a Primary and a Secondary School link, and is presently drawing information together into a publication, website and training programme to extend encouragement and support in local linking to schools across the county. The practice learned from this project has been written up in the form of a website as a practical guide to local linking. [www.slide.lgec.org.uk](http://www.slide.lgec.org.uk)

## **A brief internal appraisal: strengths and weaknesses**

During the two day strategic planning event held in April 2007, we reviewed and reflected upon the strengths and weaknesses of the organisation to assist in understanding what helps or hinders us in achieving our organisational purpose. These are outlined below:

### **The internal strengths we identified are:**

1. A highly skilled, enthusiastic, energetic and committed work team including volunteers and trustees
2. A supportive organisation that has the ability to be self critical, work through difficulties, learn and re-evaluate.
3. Reasonably good infrastructure.
4. We are nice people who try to “walk the talk” in various ways and demonstrate sensitivity and tolerance in our working relationships.
5. We are knowledgeable about the field in which we work and have a good reputation with a national profile.
6. We are part of a wider movement and reflect this by working in partnership with other organisations.
7. We are flexible and adaptable in our approach..

### **The internal weaknesses we identified are:**

1. Occasional gaps in the necessary knowledge to develop the projects we want to do
2. Filing and record-keeping systems, but this is getting better.
3. Internal communication needs improvements to prevent duplication and omissions, but this is improving.
4. A lack of a strategic approach to IT.
5. Some gaps in organisational structure.
6. No marketing strategy – both for the organisation and individual projects.
7. “Project cycle” problems – especially timing and sharing of evaluation with other organisations.
8. We can be bureaucratic in the systems that we use.

### **Organisational development planning:**

As part of the Chief Executive's role, it is intended that an organisational development plan will be produced for 2008 to help address some of the weaknesses outlined above. We are also exploring the use of quality assurance systems such as PQASSO (practical quality assurance system for small organisations) to provide a framework against which we can produce a more systematic assessment of our organisational development needs, to assist in the development of a specific organisational development action plan.

## **Future trends and potential: opportunities and threats**

During the two day strategic planning event held in April 2007, we reviewed and reflected upon the opportunities and threats of the organisation. These are outlined below:

### **Opportunities**

1. Schools are more willing to pay for services.
2. Climate change has increased popular interest in global issues.
3. We can always find a global dimension to all issues – we need to be more innovative.
4. LGEC has a good track record – which we should market.
5. Funders, policy-makers and partners such as schools want evidence to demonstrate that change is being made. If we can ensure effective evaluations are carried out and seek evidence to show the impact of our work, this will help to enhance our credibility.
6. Like-minded organisations are open to forming partnerships.
7. These opportunities are requiring us to be more focussed about what we are doing and achieving.
8. New Government policies and initiatives are generating a specialist need for organisations such as LGEC to help meet new requirements (for example, the requirement of schools to meet community cohesion guidelines).
9. Schools can access funds not available to LGEC – which can help schools pay for LGEC's assistance or services.
10. Further Education Colleges have policies that offer Global Dimension possibilities – such as the "Strategy for Sustainable Development".
11. There are sources of funds that we could access by being more imaginative or through different approaches to fundraising work.
12. Potential partners are approaching LGEC with requests for our services (e.g. LCC) - can we find ways of benefiting from these? (e.g. joint commissioning with local councils).
13. F.E. students are leaving colleges prematurely (e.g. ESOL students) – can LGEC provide support to them outside of the college in community settings?
14. Schools are becoming more interested in participatory approaches.

### **Threats**

1. Government policy generates needs for our services but does not always provide funding to help us meet them (for example, local school linking activities).
2. Government policy can shift quickly – or the government can change, which would present uncertainties for LGEC given our present reliance on government grants.
3. Cuts to public sector funding.
4. Funders emphasis towards 'hard' outcomes, under-valuing the 'soft' qualitative outcomes.
5. Other organisations (e.g. DEC's and other organisations working on environmental issues) are also our competitors for funds.
6. DE is becoming more mainstream – which could lead to a watering down of DE and reduced visibility for LGEC.
7. No statutory requirement for FE and youth sectors to incorporate a global dimension.
8. LGEC doesn't always have capacity or can't get appropriate funding to put in the work required to meet all needs.
9. Partners are withdrawing support and/or losing capacity (e.g. Christian Aid; DEA).
10. Increasing dependence on DFID as a funder.
11. Climate change making environment the dominant issue resulting in less 'space' for looking at other global issues.

## Our relationship to the external environment

LGEC's relationship with this external environment is diverse and works at a number of levels:

Preston and Lancashire	Recognition of LGEC as a well-established and mature member of the voluntary/community sector; partnership history with LCC; long-established range of partners including schools, community groups, youth organisations, colleges. Membership of a range of umbrella bodies including the Lancashire Voluntary, Community and Faith Sector forum and Preston Community Network.
Regionally	Well established partnership working with other North-West DECs; accountable body for the NW Global Education Network; membership of regional bodies such as the Voluntary Sector North-West Network.
Nationally	A generally receptive political climate; broad range of policy initiatives which fall into LGECs field including community cohesion and equality/diversity initiatives; membership of a broad range of national bodies including the DEA and national VCS umbrella organisations such as the National Council for Voluntary Organisations (NCVO). ChangeUp initiative and the thematic hubs have provided some practical support.
Internationally	History of working with international partners, particularly WAC in Kenya. A wide range of challenges facing the world today including; global warming; poverty; human rights; armed conflict; social justice; health and trade inequalities; lack of access to opportunity faced by different communities around the world.

Lancashire Global Education Centre is working in a highly changeable and challenging context. In the UK, the gap in inequality between the richest and poorest is continuing to increase, local communities such as Blackburn and Bradford are frequently divided, and so-called "islamaphobia" towards Muslims in Britain is continuing to create tensions in local communities. Children, young people and adults commonly lack an understanding towards the different ways of life that make up today's culturally diverse society.

In the international context, a broad range of issues and international development issues prominently feature on the political agenda. When the Development Education Movement was born in the early 1980s, many of these issues were on the political fringes. By 2007, these issues have been significantly pushed up the political agenda, with massive global commitment, at least in principle, towards the UN's Millennium Development Goals. Yet a major mis-match still prevails between policy commitments of governments such as Britain and practical action, both at the local levels and at international levels, between policy and practice, which LGEC is well-placed to help bridge.

## Our revised vision, mission and values statement

LGEC has revised the vision, mission and values statements for the organisation. Previously, the vision and mission statement were a combined statement (“Working with communities and schools in Lancashire to promote learning and action for a fair and sustainable world”). It was felt that there was some value in separating out the vision statement with a mission statement, and adopting an explicit values statement. These have been agreed as the following:

<p><b>Vision statement:</b></p> <p style="text-align: center;"><b>“A just, vibrant and sustainable world”</b></p> <p>Purpose: a short, clear and inspirational statement for the future which is easily understood and accessible to all and describes the world which LGEC seeks to create.</p> <p>Intended use: To be used in marketing and documents which describe our work.</p>
<p><b>Mission statement:</b></p> <p style="text-align: center;"><b>“Working to promote learning for action and positive global change”</b></p> <p>Purpose: a statement of our purpose and the reason why we exist. A clear, specific, easily understood, short, focussed, realistic and achievable over the next five years.</p> <p>Intended use: To be used in marketing, letterhead, our website and a range of documents describing our work such as funding proposals.</p>
<p><b>Values statement:</b></p> <ul style="list-style-type: none"><li>▪ <b>We value equality and inclusion, treat each other fairly and respect difference, through our employment practices and service delivery.</b></li><li>▪ <b>We value integrity throughout all our work, including trust, honesty, respect and openness.</b></li><li>▪ <b>We endeavour to “practice what we preach”, not only talking to others about change and sustainability but living it.</b></li><li>▪ <b>We value quality and professionalism, reflecting on our work, evaluating and seeking to improve.</b></li><li>▪ <b>We encourage learning to generate positive change and action, through participation, growth, reflection, adaptability and working in partnership.</b></li><li>▪ <b>We aim to be transparent and accountable to our members, service users, partners and funders.</b></li></ul> <p>Purpose: The statements describe the culture of LGEC through the set of beliefs, attitudes and principles that guide our work. It should guide our behaviour – what people do and how they do it.</p> <p>Intended use: To be used during recruitment, on our website, in marketing, and displayed in the office for staff and visitors.</p>

In this and following tables, the relationship to the SWOT analysis is shown as S = Strength, W = Weakness, O = Opportunity, and T = Threat, with their corresponding numbers on pages 6-7.

LGEC Vision Statement	LGEC Mission Statement	Strategic Objective	Link to SWOT analysis	Rationale
A just, vibrant and sustainable world.	Working to promote learning for action and positive global change.	1. To develop and consolidate the use of global education in schools, further education and communities as a means of working with learners from all backgrounds to promote equality between communities, both locally and globally.	<i>S1/S3/S5/O2/O3/O4/O6/O8/O10/O12/O13/O14/T1/T2/T4/T6/T7/T8</i>	To making an explicit strategic decision to link DE and the GD to promote equality and diversity. Developing and consolidating our project activities to help institutionalise our services further and improve our impact on beneficiaries.
		2. To pilot and disseminate innovative participatory approaches and methodologies in formal and informal education settings, including communities, to engage marginalised learners.	<i>S1/S3/S5/O4/O5/O6/O8/O14/T1/T2/T4/T5/T8/T9/T10/T11</i>	Having a greater impact on targeted beneficiaries. Demonstrating the impact of DE approaches with marginalized learners
		3. To develop our capacity to deliver a range of earned income generation opportunities, generating fifteen percent of LGEC's income by 2012, to improve the financial sustainability of our work.	<i>S1/S2/S3/S5/S6/S7/W1/W5/W6/O1/O2/O3/O4/O5/O9/O11/O14/T3/T5/T7/T8</i>	To reduce our dependency on grant-funding. We have already experienced extensive challenges and competition for limited grant funds and tenders with other voluntary sector providers.
		4. To develop LGEC as a learning organisation, in which learning and quality permeates all aspects of the organisation.	<i>S1/S2/S5/W5/W7/W8/O5/T4/T8</i>	Learning and quality being two important benchmarks for providing high quality services to our users, while providing staff development and lifelong learning.
		5. To raise the profile and disseminate the impact of our work to influence policy makers, through improved marketing, promotion and advocacy strategies.	<i>S3/S5/W6/O4/O5/O6/O7/O8/O12/O14/T1/T2/T4/T5/T6</i>	Effectively demonstrating the value and relevance of our work, to raise our profile, credibility, and overall impact.

**Five year milestones for each strategic objective and activities for 2007 – 2008**

Note: The detailed activities for 2008 – 2009 onwards are to be included in the annual operational plan, produced following the yearly review event.

Abbreviations used: CEO = Chief Executive Officer; PM = Projects Manager; FAM = Finance and Administration Manager; PW = Relevant Project Worker; AO = Admin Officer; VOL = Appropriate Volunteer.

**Strategic Objective 1:**

To develop and consolidate the use of global education in schools, further education and communities as a means of working with learners from all backgrounds to promote equality between communities, both locally and globally.

Period	Outcome / Milestones	Required activities for 2007 – 2008	Involving who
April 2007 – March 2008	<ol style="list-style-type: none"> <li>1. Secure grant funds for at least one major long-term community development project (Families Exploring Diversity) and begin to implement.</li> <li>2. Identify areas of overlap within individual projects and develop ideas and methods to integrate our work together more closely.</li> <li>3. Become more active across Lancashire in community cohesion and race equality networks, to raise our profile and take advantage of opportunities and partnership working.</li> <li>4. Secure grant funds to significantly develop our school linking work.</li> <li>5. Seek to secure grant funds for a youth work project.</li> <li>6. Maintain the resource library to appropriately support project activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing and submitting a range of proposals; identifying and liaising with potential funders.</li> <li>2. Sharing of project work, ideas and methods between staff; maintaining a clear overview of all on-going project work.</li> <li>3. Pro-active engagement with external networks and events; joining relevant forums and groups; further development of external partnerships.</li> <li>4. Development and submitting a range of proposals; identifying and liaising with potential funders.</li> <li>5. Development and submitting a range of proposals; identifying and liaising with potential funders.</li> <li>6. Continued maintenance of library database and loan systems; review the use of the library; purchasing of new resources; explore the recruitment of further volunteer(s) to maintain and develop.</li> </ol>	<ol style="list-style-type: none"> <li>1. PM; PW; CEO</li> <li>2. CEO; PM.</li> <li>3. CEO; PM; PW.</li> <li>4. PM; PW; CEO</li> <li>5. PM; PW; CEO</li> <li>6. FAM; PW; AO; VOL</li> </ol>
2008 - 2009	<ol style="list-style-type: none"> <li>1. Develop project work with families, ESOL, offenders and refugee communities.</li> <li>2. Secure additional grant funds to engage diverse groups of learners, using global education content and methodologies.</li> <li>3. Continued delivery and learning from project activities.</li> <li>4. Maintain the resource library to appropriately support project activity.</li> </ol>		

2009 - 2010	<ol style="list-style-type: none"> <li>1. Continued delivery and learning from project activities.</li> <li>2. Development and delivery of training to networks and organisations on methods of using global education to engage hard to reach learners.</li> <li>3. Maintain the resource library to appropriately support project activity.</li> </ol>
2010 - 2011	<ol style="list-style-type: none"> <li>1. Dissemination of our successes and pilot work into local, regional and national networks.</li> <li>2. Continued delivery and learning from project activities.</li> <li>3. Maintain the resource library to appropriately support project activity.</li> </ol>
2011 - 2012	<ol style="list-style-type: none"> <li>1. Dissemination of our successes and pilot work into local, regional and national networks.</li> <li>2. LGEC receives broader recognition of its role in using global education as a means of engaging hard to reach learners, and improves community cohesion, race equality and diversity awareness.</li> <li>3. Maintain the resource library to appropriately support project activity.</li> </ol>

Note: The detailed activities for 2008 – 2009 onwards are to be included in the annual operational plan, produced following the yearly review event.

Abbreviations used: CEO = Chief Executive Officer; PM = Projects Manager; FAM = Finance and Administration Manager; PW = Relevant Project Worker; AO = Admin Officer; VOL = Appropriate Volunteer.

**Strategic Objective 2:**

To pilot and disseminate innovative participatory approaches and methodologies in formal and informal education settings, including communities, to engage marginalised learners.

Period	Outcome / Milestones	Required activities	Involving who
April 2007 – March 2008	<ol style="list-style-type: none"> <li>Secure grant funds for, and begin to deliver, Engaging The Disengaged project to engage marginalised learners using participatory methods.</li> <li>Continued development of our delivery capacity to implement global citizenship, sustainable schools, and other formal and informal education work using participatory approaches, such as Philosophy for Children.</li> <li>Exploration of adapting Philosophy for Children to Philosophy for Communities, focussing on intergenerational work in community settings.</li> <li>Maintain the resource library to appropriately support project activity.</li> </ol>	<ol style="list-style-type: none"> <li>Development of relationships with potential external partners; developing new project ideas; submitting a range of project proposals; identifying and liaising with potential funders.</li> <li>Ensuring appropriate support and supervision to project staff; ensure projects are properly managed using appropriate monitoring, evaluation and reporting; support the professional development needs of staff through an annual appraisal and training plan.</li> <li>Encourage project workers to develop further.</li> <li>Continued maintenance of library database and loan systems; review the use of the library; purchasing of new resources; explore the recruitment of further volunteer(s) to maintain and develop.</li> </ol>	<ol style="list-style-type: none"> <li>PM; PW</li> <li>PM; PW</li> <li>PM; PW</li> <li>FAM; PW; AO; VOL</li> </ol>
2008 - 2009	<ol style="list-style-type: none"> <li>Develop project work with other particular groups of marginalised learners, such as adults with learning disabilities and older age groups.</li> <li>Exploration of using open space dialogue.</li> <li>Maintain the resource library to appropriately support project activity</li> </ol>		
2009 - 2010	<ol style="list-style-type: none"> <li>Learning, building on our successes, documenting and disseminating the impact of using participatory approaches and methodologies in project work.</li> <li>Maintain the resource library to appropriately support project activity.</li> </ol>		

2010 - 2011	<ol style="list-style-type: none"><li>1. Learning, building on our successes, documenting and disseminating the impact of using participatory approaches and methodologies in project work.</li><li>2. Maintain the resource library to appropriately support project activity.</li></ol>
2011 - 2012	<ol style="list-style-type: none"><li>1. Learning, building on our successes, documenting and disseminating the impact of using participatory approaches and methodologies in project work.</li><li>2. LGEC is recognised for it's work in delivering cross-cutting participatory approaches and methodologies, which in-turn becomes more "mainstreamed".</li><li>3. Maintain the resource library to appropriately support project activity.</li></ol>

Notes:

- The detailed activities for 2008 onwards are to be included in an annually produced action plan, following a review event held each year.
- Abbreviations used: CEO = Chief Executive Officer; PM = Projects Manager; FAM = Finance and Administration Manager; PW = Relevant Project Worker; AO = Admin Officer; VOL = Appropriate Volunteer.

**LGEC Strategic Objective 3:**

To develop our capacity to deliver a range of earned income generation opportunities, generating fifteen percent of LGEC's income by 2012, to improve the financial sustainability of our work.

Period	Outcome / Milestones	Required activities	Involving who
April 2007 – March 2008	<ol style="list-style-type: none"> <li>1. Income generation resources are used to support small-scale income generation pilot projects.</li> <li>2. The pilot income generation projects are delivered and learned from, creating a feasibility study for expansion, if appropriate, by the end of year 1.</li> <li>3. Other staff members explore and identify definite training and income generation initiatives related to other areas of work, which feed into a business plan.</li> <li>4. Continued learning from other models of social enterprise and charities, particularly those working with similar audiences/beneficiaries.</li> <li>5. Development of our own systems to meet legal trading and other requirements such as contracts, charges and use of freelance workers to add capacity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Project workers are encouraged to seek out and secure income generation opportunities through their existing areas of work; income generation is incorporated, where possible, into new project design.</li> <li>2. Evaluation of income generation activities are compiled centrally; feedback is obtained from partners who are paying for our services towards our level and quality of services.</li> <li>3. Guidelines are issued to Project workers in respect of securing and developing income generation opportunities.</li> <li>4. Visiting similar sized social enterprises to learn from experiences e.g. Prescap and Social Enterprise Lancashire Network; further exploration of social enterprise models and learning.</li> <li>5. Review of charity commission and other legal trading requirements including VAT; adaptation of systems, contracts and pricing guidelines.</li> </ol>	<ol style="list-style-type: none"> <li>1. CEO; PW</li> <li>2. CEO</li> <li>3. CEO; PW</li> <li>4. CEO</li> <li>5. CEO; FAM</li> </ol>
2008 - 2009	<ol style="list-style-type: none"> <li>1. Develop a feasibility study of moving to new premises with an improved location, linked to several improved income generation opportunities, such as selling resources, books, a resource centre / "hub" and training room.</li> <li>2. A business plan is developed, based on the small scale pilots during year 1 and the learning from this.</li> <li>3. Staff to begin delivering training packages to bring in income.</li> <li>4. Research into publications/resources for sale and selling on-line.</li> <li>5. Review and explore the potential for additional publishing possibilities.</li> </ol>		

	6. Earned income generation accounts for 2.5% of our total income.
2009 - 2010	1. Continued development of our earned income opportunities. 2. Earned income generation accounts for 5% of our total income.
2010 - 2011	1. Continued development of our earned income opportunities and premises proposal. 2. Earned income generation accounts for 10% of our total income.
2011 - 2012	1. Continued development of our earned income opportunities and premises proposal. 2. Earned income generation accounts for 15% of our total income.

Notes:

- The detailed activities for 2008 onwards are to be included in an annually produced action plan, following a review event held each year.
- Abbreviations used: CEO = Chief Executive Officer; PM = Projects Manager; FAM = Finance and Administration Manager; PW = Relevant Project Worker; AO = Admin Officer; VOL = Appropriate Volunteer.

**LGEC Strategic Objective 4:**

To develop LGEC as a learning organisation, in which learning and quality permeates all aspects of the organisation.

Period	Outcome / Milestones	Required activities	Involving who
April 2007 – March 2008	<ol style="list-style-type: none"> <li>1. Pilot the new staff appraisal system.</li> <li>2. Identify relevant quality benchmarking system.</li> <li>3. Increased networking to learn and share practice with other organisations, particularly regarding quality assurance, evaluation and learning.</li> <li>4. Review existing policies and procedures on learning and development, amending where necessary.</li> <li>5. Develop a system to disseminate what has been learnt from networking, training, and conferences, to the whole organisation.</li> <li>6. Organise refresher/advanced in-house training on evaluation methodologies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementation of the revised appraisal system</li> <li>2. Review of PQASSO, Investors in People and other quality assurance benchmarking system; reference to the Performance hub.</li> <li>3. Identification of relevant external networks; pro-active involvement in virtual on-line groups relating to quality assurance and learning.</li> <li>4. Review of internal policies; use appropriate resources and established examples of good practice to learn, develop, and adapt systems and policies.</li> <li>5. Improve internal systems; create central filing system for event notes; revise training policy accordingly.</li> <li>6. Explore appropriate evaluation methodologies and training for staff; if common training needs are identified, organise appropriating training event.</li> </ol>	<ol style="list-style-type: none"> <li>1. CEO; PM; FAM</li> <li>2. CEO</li> <li>3. CEO</li> <li>4. CEO</li> <li>5. CEO; FAM; AO</li> <li>6. CEO; PM</li> </ol>
2008 - 2009	<ol style="list-style-type: none"> <li>1. Begin to implement the quality assurance system.</li> <li>2. Produce guidelines for evaluating our work, what to record and suggested methods for doing this including the monitoring and evaluation of “soft outcomes”.</li> <li>3. Develop a central “bank” of evaluation methods, for the whole organisation to learn from and feed into.</li> <li>4. Begin collecting together a central source of good practice, ideas based on practice, clearly documented cross-cutting needs, soft outcomes and quantitative data to inform new work.</li> <li>5. Develop a format for an in-house end of project “exit interview”, separate to funders requirements, for our own learning and development.</li> <li>6. Staff appraisal system is revised if necessary based on learning from year 1, and then implemented.</li> </ol>		

2009 - 2010	<ol style="list-style-type: none"> <li>1. Secure the use of a quality assurance "kite mark".</li> <li>2. Continued development of a central source of good practice, ideas based on practice, clearly documented cross-cutting needs, soft outcomes and figures to inform new work.</li> <li>3. Work on developing participatory evaluation methods and look at the relevance of this for income generation.</li> <li>4. Implement individual staff appraisals.</li> </ol>
2010 - 2011	<ol style="list-style-type: none"> <li>1. Continued collating and pooling of good practice and evaluation outcomes, with a view to publishing this in year 5.</li> <li>2. Development of training on participatory evaluation methods.</li> <li>3. Implement individual staff appraisals.</li> </ol>
2011 - 2012	<ol style="list-style-type: none"> <li>1. Develop a good practice publication based on our learning.</li> <li>2. Continued development of training on participatory evaluation methods.</li> <li>3. Implement individual staff appraisals.</li> </ol>

Notes:

- The detailed activities for 2008 onwards are to be included in an annually produced action plan, following a review event held each year.
- Abbreviations used: CEO = Chief Executive Officer; PM = Projects Manager; FAM = Finance and Administration Manager; PW = Relevant Project Worker; AO = Admin Officer; VOL = Appropriate Volunteer.

**LGEC Strategic Objective 5:**

To raise the profile and disseminate the impact of our work to influence policy makers, through improved marketing, promotion and advocacy strategies.

Period	Outcome / Milestones	Required activities	Involving who
April 2007 – March 2008	<ol style="list-style-type: none"> <li>1. Develop a standard corporate image and branding to standardise our external presentation, which becomes policy.</li> <li>2. Re-design and publish the 2006 annual review to ensure we use the publication as a marketing opportunity to our full advantage.</li> <li>3. Review our website – a low-cost, existing, well-used, promotional tool.</li> <li>4. Monitor and evaluate promotional activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with a designer to establish a corporate image and branding; consult image and branding with staff/trustees; issue guidelines on the use.</li> <li>2. Work with the external designer to design the annual review; seek input from staff and trustees before finalised.</li> <li>3. Review website including number of hits; external perceptions; use of; associated project websites.</li> <li>4. Development of system to monitor and evaluate promotional work.</li> </ol>	<ol style="list-style-type: none"> <li>1. CEO</li> <li>2. CEO</li> <li>3. CEO</li> <li>4. CEO</li> </ol>
2008 – 2009	<ol style="list-style-type: none"> <li>1. Start promoting to new audiences, making the best use of our marketing resources.</li> <li>2. Produce a standard information pack and press kit which can be used across the organisation.</li> <li>3. Organise an Open Day – possibly in conjunction with NWGEN.</li> <li>4. Ensure that we get our marketing information right so we can feed into networks and influence policy makers.</li> <li>5. Development of our website into a practical, accessible and visually appealing site.</li> <li>6. Planning for LGEC's 30 year old birthday celebrations, linked to a range of promotional and marketing work.</li> </ol>		
2009 – 2010	<ol style="list-style-type: none"> <li>1. Thirty year old birthday celebrations (2010).</li> <li>2. Dissemination of our learning to influence policy.</li> <li>3. Identify trust funds and prepare appropriate material.</li> <li>4. Target and develop relations with particular trust funders who only give to organisations they know.</li> </ol>		
2010 – 2011	<ol style="list-style-type: none"> <li>1. Continued dissemination of our learning to influence policy.</li> <li>2. Organise an Open Day.</li> </ol>		
2011 – 2012	Promotional activities that link into Preston Guild Year and the Olympics Continued dissemination of our learning to influence policy		

## **Appendix 1: The process used in developing this plan**

In February 2007, Richard Corbridge designed the overall process to be used, after consultation with staff and trustees, following a review of LGEC's past strategic planning documents and processes.

On 10<sup>th</sup> March 2007, a "Management Committee Capacity Building Day" was held for trustees. Part of this day was to look at the proposed strategic planning cycle as well as some aspects of strategic planning to create a consistent approach and understanding towards the upcoming process.

In April 2007, an afternoon workshop was held by Richard for staff members to look at the proposed strategic planning cycle, as well as successes and problems with the past process within LGEC. This again was intended to create a consistent approach and understanding towards strategic planning and to provide the groundwork for staff member's participation in the upcoming strategic planning event.

On the 13-14<sup>th</sup> May 2007, a two day strategic planning event was held at the Salvation Army in Preston. This event was facilitated by Bob Hirst, an experienced consultant with an established working history with LGEC. This event was attended by 9 staff, 5 trustees and 1 volunteer, and succeeded in establishing most of the content and direction contained within this planning document. Content that was covered during the event includes:

- For all participants to have an equal chance of contributing, at the state of generating ideas and in prioritising and decision-making.
- Activities to be varied, thereby accommodating different learning and working styles. There was a mixture of plenary and small group activity, with some opportunities to communicate in ways other than writing and talking.
- Activities were focussed, time-controlled and intended to be balanced between "process with product". The aim was to provide adequate time for consideration and discussion, while at the same time ensuring that progress was made and the required outcomes were achieved.

On the 17<sup>th</sup> April, a Projects Meeting among LGEC staff took some aspects of the project planning elements discussed during the strategic planning event one step further, developing and prioritising new areas of work for the organisation which was voted on by all staff members. This session helped in particular to form the basis of strategic objectives one and two in this document.

We are extremely grateful to our long-standing volunteer Catherine Jervis who managed to type up the many flip-chart notes and scribbles from both the two day strategic planning event and the Project Meeting session. This was then re-ordered by Richard to create a comprehensive summary of the many productive discussions that were held during these sessions.

Richard produced a draft of LGEC's revised vision, mission, values, strategic objectives and milestone statements, which were first circulated and discussed among staff and trustees. This summary was then circulated to approximately 70 members and other current partners to obtain their feedback and advise them of our current developments. We received 15 responses, mostly very detailed and informative, which we are very grateful for.

Richard took all the feedback and produced a draft of this document, then circulated it again to staff and trustees for final comment, before the document went to LGEC's committee in October 2007 for approval.

**Appendix 2: Our Overall Strategic Planning Process 2007-2012**

Stage	Description	Key elements or possible tools	Expected outcomes
Stage 1: Developing a common understanding	Developing a common understanding of strategic planning, learning from LGEC's past experiences and consultation on the upcoming planning process.	Looking at planning, systems and our understanding of "strategy", "vision", "mission", etc. Workshops to be held in March 07.	A common understanding towards the process.
Stage 2: Environmental analysis	Assessing what's happening internally and externally now and in the foreseeable future helping us to predict how services might develop.	SWOT and/or PEST analysis (Political, economic, social, technological)	A clear picture of the internal and external factors affecting LGEC.
Stage 3: Setting the direction	Reviewing or clarifying where LGEC is going, our desired future and whether this is the right future.	Looking at the big picture.	Vision, mission and values statements developed and understood by all.
Stage 4: Options and choices	Exploring options about how the desired future can be achieved, assessing priorities, feasibility and risk.	Assessing and prioritising options	Establishing several key strategic objectives for the next 3-5 years (to help achieve the mission)
Stage 5: Planning	Taking stock, making choices and establishing plans.	Setting annual goals Writing a strategic plan	Setting annual goals. Indicators of success. A written strategic plan.
Stage 6: Implementation	Putting the plan into action through work plans and systems.	Change management Developing internal management systems Project management systems	Annual milestones are clearly linked to individual work plans. Regular collection of evidence to monitor implementation.
Stage 7: Annual review and evaluation	Annual assessment to ensure progress is on track, adjusting as necessary.	Assessment and reporting using monitoring information and indicators	Ensuring our strategic objectives are still valid. Revised annual priorities where necessary.

**Appendix 3: Strategic mapping of external networks (2007)**

Relevant external bodies, forums, advisory committees or thematic working groups that LGEC are currently represented on:

Name of lead organisation/body	Name of forum/group	Geographic focus	Main contact info	Group consisting of (e.g. DECs, voluntary groups)	Purpose of group	Frequency of meetings	How linked to LGEC
DEA	GD website advisory	National	Julia Frank	Mostly DE consultants	Give advice on content and structure of GD <a href="http://www.globaldimension.org.uk">www.globaldimension.org.uk</a>	2 per year	Eddy
DfID	EES coordinators	National	Harm-Jan Fricke / Diana Dalton	EES coordinators (mainly DECs)	Discuss common issues, share ideas etc	2 / year	Eddy
NWACTS	Association for Citizenship Teachers	North West	Billy Crombie	Citizenship teachers + ITE lecturers	Promote good global citizenship; put on events, training etc	3 / year	Eddy
Every Child	2015 INGO	North West	Angie Bamgbose	NGO education workers	Sharing experiences, working together	6 / year	Eddy
LGEC	NW Global Education Network	North West	Eddy Richards	DECs, other voluntary sector, advisors	Accountable for the delivery of the NWGEN strategy and programme, on behalf of LGEC which retains financial but not operational accountability	4 / year	Richard Eddy
NWRA	NW ESD Forum	North West	Angie Jukes	ESD workers, LEAs, regional govt	Sharing experiences, promoting ESD, events	6 / year	Eddy
MEEN	Fair Trade Forum	North West	Raichael Locke	NGOs, DECs	Sharing and working together	3 / year NB hasn't met for a while	Eddy
LLUK	LLUK	National	Liz Bevins	Business, academia	Give policy steer on life on learning - advisory	3 / year	Eddy
World Studies Trust		National	Bob Hirst	HEI staff, agencies,	"Develop and support work in the formal education sector,	3-4 times a year	Marjorie has been a

				voluntary groups, DEC's	which promotes the knowledge, skills and attitudes which young people need in order to practise social and environmental responsibility in a multicultural society and interdependent world"		trustee since July 1999
Community North West		North West of England	Dave Hannay <a href="mailto:info@communitynw.org.uk">info@communitynw.org.uk</a> <a href="http://www.communitynw.org.uk">www.communitynw.org.uk</a>	Community development organisations in the NW – community to statutory	Was at one point a useful networking tool around community development	Quarterly	We are nominally members of the network, but haven't actively participated for a while
Neighbourhood Learning in Deprived Areas		Preston	Jackie Wilkes	FE providers locally (e.g., Preston & Lancashire Colleges)	Provision of post-16 education in deprived communities.	Not sure	Vicky attends these meetings

**Relevant external bodies, forums, advisory committees or thematic working groups that LGEC are not currently represented on which LGEC should consider being represented on. NB: This is not intended to be a full, comprehensive list.**

Name of lead organisation/body	Name of forum/group	Geographic focus	Main contact info	Group consisting of (e.g. DECAs, voluntary groups)	Purpose of group	Frequency of meetings	Links to LGEC
Geographical Assoc.	International Committee	National	Alison Lewis	Teachers, academics		3 /year	
DEEEP - Development exchange in Europe Programme		Europe	www.deeep.org	European NGOs	To increase the capacity of European NGOs to deliver grassroots development education via exchange, networking, elaboration of common policies and common projects	Conference/ Summer school once a year	Marjorie
Lancashire Care Trust	Lancashire Equality and Diversity Network	Lancashire	Clive Taylor Equality and Diversity Lead	<ul style="list-style-type: none"> <li>▪ Equality and Diversity Managers</li> <li>▪ Management representatives from Statutory</li> <li>▪ Voluntary and Private sector organisations</li> <li>▪ HR managers from Statutory</li> <li>▪ Voluntary and Private sector organisations</li> <li>▪ Minority community representatives/ advocates</li> <li>▪ Trainers</li> <li>▪ Community development workers</li> <li>▪ Outreach workers</li> <li>▪ Link workers</li> </ul>	To address the Equality and Diversity agenda in Lancashire in line with National legislation specifically in relation to the following issues: -Race and ethnicity -Gender -Disability -Sexual Orientation -Age -Religion and belief The group will also include broader ethical issues and be inclusive of socio- economic class	Quarterly	Younus Richard
North West	North West	North West		<ul style="list-style-type: none"> <li>▪ The Northwest</li> </ul>	Three objectives for the	Quarterly	Richard

Regional Assembly	Equality and Diversity Group			<p>Development Agency</p> <ul style="list-style-type: none"> <li>▪ The North West Regional Assembly</li> <li>▪ Government Office for the North West</li> <li>▪ The Northwest TUC</li> <li>▪ The Northwest Business Leadership Team</li> <li>▪ The Federation of Small Businesses</li> <li>▪ ACAS NW</li> <li>▪ The Northwest Public Health team</li> <li>▪ The Northwest faith network</li> <li>▪ The voluntary sector</li> <li>▪ The private sector</li> <li>▪ Equality Consultants</li> <li>▪ Representatives of the equality 'strands'</li> </ul>	<p>network:</p> <ol style="list-style-type: none"> <li>1. Economic Participation for All (NWDA)</li> <li>2. Reducing Hate Crime and Violence (GONW)</li> <li>3. Promoting Diversity as a regional Asset (NWRA)</li> </ol>		
Preston Community Network		Preston	Julie Humphrey	Local voluntary and community sector organisations	To provide VCS input into the LSP		We are members, and were once active with this group

**Appendix 4: Project development ideas and priorities**

The table below summarises and prioritises ideas for new areas of projects, from a Projects Meeting held on the 17<sup>th</sup> April 2007. Each area of work has been ranked according to the number of votes received (in brackets).

This information was used to help inform the strategic objectives 1 and 2 contained within this plan.

Rank	Area of work	Number of votes received
1.	Community Cohesion FED Diversity Race equality ESOL/Refugee communities Training	8
2.	Marginalised groups / hard to reach. Marginalised learners. ETD FED Disabilities (adults)	7
3.	P4C Intergenerational P4 Communities Extended schools	6
4.	Citizenship Post 16	3
5.	Sustainability – sustainable schools.	3
6.	Resources - focussed projects.	2
7.	Local and global linking	2
8.	ITET	1
Other project development ideas:  International project/(participatory approaches) e.g. link with WAC. Training of Youth Workers. The 3 <sup>rd</sup> Age - QCA (examining body). Youth volunteering Community Development Urban regeneration Informal education		

**Appendix 5: Abbreviations used in this document**

<b>Abbreviation</b>	
DE	Development Education
DEA	Development Education Association
DEC	Development Education Centre
DEEEP	Development Education Exchange in Europe Programme
DFID	Department for International Development
EES	Enabling Effective Support
ESOL	English for Speakers of Other Languages
ETD	Engaging The Disengaged
FE	Further Education
FED	Families Exploring Diversity
GD	Global Dimension
GONW	Government Office North West
ITET	Initial Teacher Education Training
LEA	Local Education Advisors
LCC	Lancashire County Council
LGEC	Lancashire Global Education Centre
LLUK	Lifelong Learning UK
LSP	Local Strategic Partnership
NGO	Non-Governmental Organisation
NWACT	North West Association for Citizenship Teachers
NWDA	North West Development Agency
NWGEN	North West Global Education Network
NWRA	North West Regional Assembly
P4C	Philosophy for Children
PEST	Political, economic, social, technological analysis
PQASSO	Practical Quality Assurance System for Small Organisations
SWOT	Strengths, Weaknesses, Opportunities and Threats
UCLAN	University of Central Lancashire
VCS	Voluntary Community Sector
WAC	Welfare Advisory Committee (Kenya)