

## GLEN Strategy document

### Preamble

In March 2014 GLEN launched the *Visionary document* as the result of the so called “vision process”. In this document GLEN gives itself ambitious goals based on guiding principles and values. The aim of the following one-year strategy process was to provide a guidance to GLEN actors to make concrete steps towards reaching the long-term goals, hence fulfilling GLEN’s mission. The output of the process is the following *GLEN strategy 2016-2020* agreed on by the *Transition Committee* consisting of GLEN members, three representatives of multipliers and one current host partner.

The strategy process lasted from October 2014 to October 2015 and consisted of different elements of participation. It began with the “Shake it and Shape it”-seminar in Celje/Slovenia where members, multipliers and host representatives defined together the crucial topics for the strategy process and came up with first ideas. Based on the *Visionary document* and the historical experience of GLEN, the following topics were chosen to be tackled during the process:

- Global Partner Network
- Multipliers Involvement
- MTC, target group and educational approach
- Sustainability

Moreover, the discussion on the organisational structure and on fundraising were agreed on to be essential for a successful heading towards the future GLEN. In all discussions the actors had to find a good balance between innovation and realism regarding the outcome and keep the challenges of internal capacities and fundraising in mind.

During the year there were two phases for working groups that mainly consisted of multipliers but also involved some members and host partners. They explored the above mentioned topics and developing strategic drafts. Twice the Transition Committee met to discuss the results and take basic decisions. The whole network was constantly informed about the progress of the process and asked for their feedback in a four weeks online discussion.

The *GLEN strategy* provides a clear orientation of GLEN’s development as a network for the period of 2016 – 2020. It is, however, acknowledged that no strategy plan can and should be “carved in stone” and regulate each and every detail. In a dynamic and volatile environment this would lead immediately to failure and stagnation. Therefore the strategic plan can be and has to be reviewed and adjusted if new developments will lead to completely new circumstances that cannot be fully foreseen. Nevertheless, the results will assure that all future decisions are made in the spirit of this new understanding of GLEN.

**Glossary:**

*The following descriptions refer to how the roles/positions/groups are defined in the strategy document*

**GLEN:** GLEN as an entity meaning the whole network, members and multipliers, conducting the learning cycle and the other network activities.

**Members:** Members are organisations joined in the network that organise and carry out the GLEN activities: The learning cycle, seminars for multipliers, etc. Members take decisions in the network together with multipliers' representatives and have participants in the learning cycle. The members meet in the Members Assembly.

**Observer members:** Organisations who are interested in becoming a member of GLEN and applied for this status. Allows them to take part in GLEN activities like Member Assembly and the cycle before a final decision about their full membership is taken.

**Host partners/Hosting Organisations:** Organisations which host interns situated outside and inside Europe.

**Participants / GLENNies:** Those who attend the learning cycle, do an internship and organize Global Learning Activities.

**Multipliers:** Former participants and engaged people who are active in the network.

**Alumni:** Former participants of the GLEN training cycle.

**Teams:** Tutors and Lead Facilitators of the Multipliers' Training Seminars (MTS)

**Steering Committee:** Group of selected members that takes care about the everyday operational tasks of the network.

**Transition Committee:** Members plus three multipliers' representatives and one host partner taking the decisions in the strategy process.

**Network Officer:** Contracted person closely working with the Steering committee and representing the network for outside.

**Members Assembly:** Assembly which is held twice a year where all the members, observer members and elected multipliers' representatives attend.

**Multiplier representatives:** Elected representatives of the multipliers.

**Multiplier coordinator(s):** Contracted person closely working with the multiplier representatives and supporting the implementation of global learning projects.

## ***GLEN strategy 2016-2020***

### **1. Strategic goal: GLEN has set the foundation to become a Global Partner Network by implementing a Global Partner Network Pilot**

In the vision process GLEN decided to become a Global Partner Network (GPN) in the long run. As a GPN is a long-term vision and can't be implemented till 2020, the idea is to develop a GPN pilot, which can be implemented and tested from 2016 till 2020. Thus, there is enough space for further development of the GPN to enable the further involvement of the new partners.

The future GPN will need to create a new structure that will work with established partners and support reciprocity, horizontality, shared responsibility, sustainability and openness. It is also important to have transparent and participatory communication, common understanding of the terms used in the network, to be aware of the possible power relations and concentrate on education as the core activity of the network. The GPN pilot is open enough to enable the smooth incorporation of newcomers and their involvement in shaping its future. The mixed cycle (Europeans and non-Europeans together) as a pilot and the common cycle are conducted side by side.

#### **By 2020:**

- At least three new members from outside of Europe joined the network.
- Internships take place both in and outside of Europe. The number of internships in Europe increased continuously.
- A mixed cycle is realized and tested.

### **2. Strategic goal: Multipliers globally share ownership and responsibility with member organisations for implementing the vision and mission of GLEN.**

#### **2.1. A structure is established which enables GLEN multipliers to contribute to the operational running, strategic development, fundraising as well as decision making within the GLEN network.**

Multipliers represent the aim and target group of the global learning training as people who transfer their critical reflection to a wider public and act as change agents in their communities. Multipliers increase the capacity of GLEN through their resources (knowledge, skills, networks, contribution, projects, etc.) and bring added value to the network. The vision and strategy processes increased multipliers' say in the shaping and development of the network and highlighted the real value and necessity to take greater responsibility for the implementation. Life circumstances of individuals in the multipliers' community change more frequently than of those who work at the member organisations, hence the need for a permanent structure for multipliers' contribution emerged that needs to be implemented and continuously readapted

#### **By 2020:**

- The position of a *multiplier project coordinator* is established and stabilized (organisationally and financially).

- The position of elected *multipliers representatives* is established and sustained with a bi-annual electoral round. Multipliers can nominate themselves for a representative position.
- An identity and role of multipliers within the network is established

## **2.2. Within the framework of GLEN, multipliers initiate and manage global learning projects that contribute to creating spaces for people and organisations to learn and develop as global actors.**

Global learning projects initiated and managed by multipliers after their training cycle offer the opportunity to put “lessons learnt” into action. They do not only deepen knowledge through action but are also able to challenge concepts, transfer critical reflection to a wider public, and generally for people to act as change agents on a local, regional or even global level (hence GLEN participants are called “multipliers” after the training). Global learning projects also create and broaden networks and are inspirational examples for people who want to get involved in global learning projects.

### **By 2020:**

- A networking event for the incubation of global learning projects is organised every year
- Global learning projects involving actors from several GLEN member countries as well as national ones are initiated and carried out by multipliers regularly
- At least one joint Global Learning Activity took place which is organized by multipliers of old and new member states together.
- Numbers of workshops based on multipliers needs (eg. project management, fundraising etc.) in terms of running global learning projects are increased

## **3. Strategic goal: The GLEN training cycle is adapted to serve the Network’s renewed mission, while former inconsistencies of the learning cycle are resolved.**

The GLEN mission states that the organization aims to create space for people and organisations to learn and develop their potential as global actors. The learning cycle is a core activity in this effort. Experience shows that there is room for adjustment to better serve this mission and also to eliminate recurring educational shortcomings and contradictions identified during the past years. A new structure should prepare the ground for a training cycle that is open, adaptive and inclusive of new (transformational) learning approaches coming from current and new partners. This new structure should also be harmonised with the GPN piloting efforts. Therefore, a proposal was drafted to improve the cycle as well as to broaden the range of people targeted based on the organisational values, while respecting operational boundaries. This proposal is work-in-progress and can serve as a starting point in the strategy implementation.

### **By 2020**

- A renewed training is entirely designed for *global learning* in structure, content and methodology and tried out in the pilot-cycle of the global partner network.
- The training cycle
  - 1) is open and adaptive to and inclusive of new educational approaches coming from current and new partners,

- 2) has regional variations to enhance cultural embeddedness and relevance (e.g. European, South African, West African, Southeast Asian, etc. "dimensions)
- 3) adopts a multi-perspective approach and stimulates people to think critically and act responsibly as global change actors
- 4) is available and attracts young participants and trainers with heterogeneous backgrounds (in level of education, in life circumstances, etc.) for the sake of greater overall societal impact.
- 5) is available for non-European participants that enriches the learning experience with new cultural elements and perspectives.

**4. Strategic goal: All people and institutions in GLEN fully acknowledge and integrate sustainability as a priority into GLEN decision-making processes, procedures and activities. By living and adapting to this goal, GLEN becomes a role model (for other educational programmes).**

The longing for global sustainable development is the main driving force for *global learning* and hence for GLEN. GLEN wants to embrace sustainability in all its activities, as the *Visionary Documents* says. By fulfilling its ideals, GLEN firstly has to assure that its own structure and program foster environmental protection, equal opportunities of all people involved, and fair and efficient distribution of financial and other resources. GLEN acts according to its own values and mission and shares the global effort of fulfilling UN's Sustainable Development Goals.

**By 2020:**

- A methodology and indicators are developed which allow an easy analysis of the state of sustainability in GLEN at various points in time. Current and innovative
- sustainability theories (e.g. 4 pillars, Norton approach, indigenous approaches such as *buen vivir* and *ubuntu*, ...) are integrated
- Sustainability guidelines are developed. The sustainability-check of procedures is standard
- Tools are in place which support stakeholders of GLEN to act sustainable
- Sustainability agents within GLEN are approachable as contact persons
- Sustainability policies and requirements are addressed in donor structures.

**5. Strategic goal: The further development of the organisational structure, communication and fundraising guaranteed the successful implementation of the strategy 2016-2020**

**5.1. The organisational structure of the network is improved based on the needs of the contributing institutions**

GLEN is a network of diverse actors; small NGOs mainly acting on a voluntary basis working together with bigger NGOs and governmental organisations. Moreover, multipliers play an increasingly important role. The member organisations, national coordinators and multipliers have different capacities in funding and time resources. At the Members Assembly 2014 in Celje the GLEN members defined the major challenge of the GLEN structure as the tension between the strong wish for equality and the diverse capacities at the same time. In the past, this led to a lack of shared ownership and responsibility. To address this, GLEN needs to adapt its structure to reflect this reality and distribute tasks and responsibilities accordingly. Considering the diverse structures of organisations, GLEN

members need to continuously address and reflect on the power structures within the network transparently and pro-actively at the same time.

**By 2020:**

- Roles, responsibilities and tasks of members are redefined. There are different statuses/roles for members depending on their wish to shape the network and their capacities to take over responsibility. This is laid down in the Membership Agreement.
- A feedback culture is developed. There is an institutionalized space for members to exchange about their status and their satisfaction with the cooperation.
- A decision-making procedure is developed which aligns with the diversification of member roles.
- Elected multipliers' representatives are well integrated in the procedures
- Observer members and new members are integrated well.
- Tasks, responsibilities and communication structures of positions of network officer and multiplier coordinator(s) with the network are set up and work efficiently.

**5.2. The funding of the network activities is ensured and stable**

It is envisioned as GLEN is becoming more complex and try to reach higher goals the capacity and resource need raises proportionally. At the same time funding is the main criteria for a successful implementation of the strategy. GLEN has a long history of fundraising strategies and good intentions to diversify funding. Additionally members have different conditions and realities of fundraising which can create beneficial synergies. However it have not yet evolved its full potential till now. New ways of fundraising as well as cost reduction need to be found which allow a balance between efforts and outcome.

**By 2020:**

- Calls for applications (European funds, national funds, foundations,...) are further monitored. Applications are sent out regularly.
- Alternative funding:
  - A solidarity fund is established where GLEN actors can contribute.
  - An option of self-funding and implementing fundraising events is integrated in the GLEN cycle. Participants are encouraged to be creative in regard of fundraising (e.g. reducing costs, own contribution through sharing scholarships).
  - The option to involve funding from the private sector and external fundraising experts is explored.
  - Cost reduction opportunities are identified in every field of operation
- Regular knowledge transfer on fundraising for multipliers take place.
- The fundraising database is improved and extended.
- The positions of network officer and multiplier coordinator(s) are ensured.
- Fundraising is included in the tasks of the multiplier coordinator(s) and the network officer.

### **5.3. The communication of the network is adapted to the requirements of the developments within GLEN**

As GLEN is changing its image in some crucial aspects, internal and external communication plays an important role in disseminating these changes into the network and in sharing them with the outer world. Becoming global, GLEN's communication becomes bilingual (English-French), however, the working language remains English to ensure efficient face-to-face meetings and decision making processes.

#### **By 2020:**

- The network's name reflects the global aspect
  - The communication of GLEN (website, newsletter, facebook,..) is streamlined to create more comprehensive and reachable information for target groups from various backgrounds.
  - All advertisement from all GLEN members for the MTC is focusing on the *global learning* program.
  - Concepts GLEN is working with (e.g. *global learning*) are clearly defined for the network.
  - The internal web platform of GLEN is technically and content-wise adapted to the global network.
  - The translation of important GLEN documents and information in English and French is standard.
  - An internal and external communication strategy spreads GLEN's approach to sustainability within and outside the network.
  - GLEN is an acknowledged actor of the transformational education sector in Europe and globally through better communicating its qualities (e.g. tools, resources,...).
- 

## **Annexes:**

### **Annex Nr. 1**

#### **Tasks of multiplier coordinator(s)**

- Coordinators work in close collaboration with the representatives and the Steering Committee and support their work, e.g.:
  - support and participate in fundraising for GLEN
  - act as contact
  - person for partner organizations or other organizations
  - summarize and communicate GEAs
- Coordinators support *global learning* projects coming from multipliers
  - Update the multipliers about possibilities for involvement, ongoing and proposed project, GLEN events,...
  - Support, "mentor" multipliers in writing grant proposals, plan budgets, in the financial planning and management of projects
  - Undertakes organizational and coordination tasks for *global learning* projects
  - Oversee communications and social media for multipliers' projects in close cooperation with the national coordinators

The coordinator position is a part/time job and is compensated by a monthly salary. It can be made a full-time position if justified by the workload. It depends also if the person is part of an organization or is recruited only for this coordinator position.

## **Annex Nr.2**

Representation means that multiplier representatives bring the voice of multipliers to GLEN meetings. They prepare for the meetings after connecting with the multipliers and gathering ideas on the different actual topics. Multipliers represent resources and networks, thus their representation can bring added value to the network.

The representative(s) should take the role seriously which means more commitment than just leisurely activity. It should be perceived as a commitment which cannot be compromised because a representative has an exam or family holiday. When a representative cannot participate, the substitute will be present.

For members the representation of multipliers can offer more accountability and transparency. Usually the operational part is not really visible for the outside. Multipliers would be able to know what is happening at the member organizations and could have shared ownership of projects. Multipliers would bring "fresh blood" for the members, people with hands on experience. Representatives would need to be present at 4 meetings per year, including two Members Assembly meetings, the Annual Event and the RENew. Representation itself would be voluntary but the preparation for meetings would be compensated by a symbolic allowance, calculated for 2 days work/month on the rate offered for GLEN tutors. The number of days worked can be adjusted in case it is justified by the workload.

### **Tasks of the representatives**

- Special task 2016: Revise the election process of multiplier representatives (see Road map)
- Representation: Representatives have to represent the perspective of multipliers in all GLEN meetings. Therefore they are in close contact with multiplier coordinators, team members and other multipliers and ensure the communication flow between multipliers.
- Participation in meetings: Representatives take part in all GLEN meetings – 4 meetings/year, including 2 Members Assemblies, the Annual Event and the RENew. Participation at these meetings is mandatory for representatives. At the Annual Event and the RENew representatives connect with the current generation of multipliers in order to motivate them and involve them for the future. Preparation for meetings: 2 of days/month work is foreseen to prepare for the meetings
- Reporting: Representatives are accountable in front of the multipliers community that elected them. They prepare one annual report about their activities for the community. The report is a short digest of the activities, that can be presented in the form of a blog, newsletter or through social media.
- Representatives take part in selection processes of the network: internships, participants, team members selection, etc.
- Representatives act as contact person for multipliers for initiatives and present multipliers' initiatives to GLEN at the MA, ReNew and Annual Event.
- Networking: Representatives take an active role in networking in order to ensure multipliers' visibility, establish common projects, support fundraising, etc.
- Supportive tasks on voluntary basis: Not mandatory, but highly desirable that the representatives participate in meetings on national level, including meeting multipliers on local level, meeting other organizations working in development, representatives of funding agencies, taking part in charity events, support fundraising activities; take initiative to collaborate with multipliers from other organizations nationally/internationally