Strategic Plan

2024 - 2028

80:20 Educating and Acting for a Better World

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Contents

List of abbreviations

DE: development education

ESD: education for sustainable development

GCE: global citizenship education

NGO: non-governmental organisation

Chairperson's Letter

Exploring answers, debates, pathways, and waypoints on the journey to living my own human rights story has taken me to many varied and interesting places - both physically and intellectually. As I reflect on the journey 80:20 has navigated, I am filled with immense gratitude and a profound sense of purpose as we reaffirm our collective strength and commitment to our mission.

The path we tread is seldom linear and in an increasingly complex and interconnected world, our organisation has not only adapted but thrived - guided by our core values and an unyielding dedication to the communities we serve. Every decision, every innovation, and every collaboration has been driven by the belief that progress is not merely measured in outcomes but in the impact we leave behind.

I am especially proud of the initiatives that exemplify 80:20's role as a force for positive change. These efforts remind us that success is not a solitary endeavour - it is the result of shared aspirations and partnerships that transcend boundaries. When a young participant asks in our workshop on media literacy how to address pervasive hate speech against women, it is a reminder that our work must speak directly to the issues young people face today.

The primary school students who helped deliver an impactful mural project on diversity and inclusion, inspired us all with their determination that it should be titled "Big Decisions Take Big People", reminding us that leadership is about courage and attitude not just authority or stature.

These moments underline the urgency of our mission: to foster education for critical consciousness. We must help learners ask the hard questions: Who is in charge? Who benefits? Who is left out? Whose voices remain unheard? Who has the power to change it? And, crucially, what is my role in all of this? In a world grappling with wars, conflicts, climate shocks, and unsustainable systems, such questions may seem radical. But they are more essential than ever. The crises we face are daunting, and addressing even a portion of them feels overwhelming. Literacy in human rights, dignity, and systems thinking will continue to be the core of our education work.

As we look to the next five years, we recognise the urgency of our times: the climate crisis, the erosion of trust and democracy, the shrinking spaces for civil society, and the inequities in learning systems. These challenges demand boldness, creativity, and a collaborative spirit. Our vibrant community of educators, learners, volunteers, and activists is ready to respond - striving for excellence and to continuously challenge ourselves to do better.

On behalf of my fellow trustees and the staff of 80:20, I thank you for your dedication and belief in our shared purpose, and as we commence our next strategic phase I invite you to join us as we continue to - Create, Educate, Communicate, Collaborate and Grow.

With deepest gratitude,

Valerie Lewis

Chairperson

Photo by Maxwells Photography (November 21, 2024)

Introduction

80:20 Educating and Acting for a Better World is an independent non-governmental organisation that promotes popular education on human development and human rights through education and action projects, research and partnership work.

For 80:20, education is essential for understanding the shape and nature of our unequal world, to interacting with that world as well as to imagining a different world.

This strategy is an ambitious one. 80:20 is aiming to become one of Europe's leading human rights education and global citizenship education organisations.

Undemocratic governments and living under occupation aren't just things from the past. More than ten years after the global financial crash, income inequality, gender discrimination, and racial disparities have worsened. It's crucial to create spaces where everyone in society can learn and become leaders.

Inequalities are everywhere. The context of education and learning has changed, and we must adapt to where people learn and how they learn. The spaces where we encounter information online have been bombarded with disinformation, misinformation and bad information. The World Health Organisation has coined this activity as an 'infodemic'.

In the shadow of war and conflict in the world today, from Palestine to Ukraine to Sudan, the need for peacebuilding and peace education has never been greater.

The rise of undemocratic, oppressive regimes in post-colonial contexts and living under occupations are not just matters of history. More than a decade after the global financial crash, inequalities in income, gender discrimination and race have deepened.

Building spaces to support leadership and learning, at every level in society, are essential.

The courage to say 'no' and 'not in my name' continues to be needed in solidarity and in practice . Extending and supporting the energy of restless young people demanding solutions to the climate emergencies is urgent. The need to be a strong partner in human rights education, values and in practice is not optional.

Now more than ever there is work to be done.

Popular education is defined as an educational technique designed to raise the critical consciousness of its participants and to support them to become more aware of how an individual's personal experiences are connected to larger societal problems.

As Brazilian educator Paulo Freire said:

> this motivates everyone 'to read their reality and write their own history'.

Our vision and values

Through education, 80:20 seeks to realise a world which is more equal, more just and more sustainable than is currently the case. 80:20 believes that the concept of human development rooted in an international human rights-based framework offers the hope, dignity and the basis for, such a world.

80:20 is dedicated to pursuing educational strategies for developing global citizenship as a fundamentally important priority in international development strategies.

What makes us different?

80
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20

Today, approximately **80% of the world's people** live in the underdeveloped world. This contrasts with 70% in 1950, 75% in 1980 and a projected 85% by the year 2050…

In 1960, the **richest 20%** of the world's people shared between them 70% of the entire wealth of the planet. This contrasts with 88% of wealth in 2000. By 2016 this figure had increased to over 94%. By 2022 half of the world's wealth belonged to the richest one percent...

80:20 has a priority concern with what it has described and articulated as the '80:20 equation' – the series of primary unjust relationships that currently exist between the worlds of the rich and the poor, especially as witnessed in developing countries. As such, the organisation views issues such as hunger, poverty, climate change and inequality as matters of injustice and structural inequality, rather than simply as issues of charity and welfare.

How we turn these unjust relationships upside down and critically engage with them –challenging dominant stories, perspectives, systems and culture – is at the centre of 80:20's approach.

80:20 uses the phrase 'underdeveloped world' informed by Walter Rodney's book, *How Europe Underdeveloped Africa*, which details the impact of slavery and colonialism on the history of international capitalism.

$$SJ = C^2 + R$$

Where: SJ = Social Justice, C^2 = Charity and Compassion, R = Rights.

Social Justice is generally concerned with the creation of a 'fairer', more equal society in which individuals have both equal opportunities as well as equality of outcomes (e.g. equal pay for equal work).

C - Charity. In an 80:20 world, where wealth and poverty are in such sharp imbalance that almost half the world's population live on less than €2 a day (while the richest quarter earn at least double that for an hour's work), justice cannot do without charity. Acts of charity are the clearest, most immediate and direct response we have to injustices perpetuated around the globe - when we give to the poor out of a sense of injustice, we are implicitly rejecting the current order of society.

C - Compassion. Without compassion there can be no justice: charity given uncharitably is no charity at all. In practically all religious and philosophical traditions, compassion is considered to be one of our greatest virtues; a compassionate outlook seeks to remedy injustice, regardless of its cause; compassion sees the human beings that lie behind the statistics, and recognises the suffering they feel as our own. It directly opposes the dehumanisation, exclusion and 'othering' of another person.

R - Rights - a rights-based approach towards development acknowledges 'the poor' as people in their own right, and not simply as empty vessels into which we, 'the rich', deposit our benevolence.

It moves beyond a charity-based model and highlights the injustice of our lethargy: to *not work* towards the betterment of those worse off than ourselves is not a lack of compassion. It is to actively *deny* them the possibility of exercising the rights they intrinsically possess.

80:20 challenges the root causes of our unequal and unjust world through 3 key ingredients:
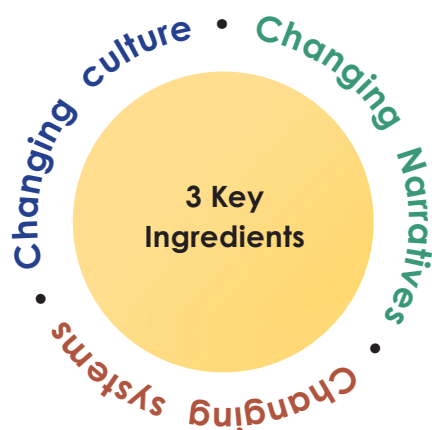
- **Changing narratives:** Perspectives or interpretations of events, people, and ideas evolve and change over time. These narratives shape how we understand our world around us and as circumstances, values or new information emerge, the dominant story or viewpoint can shift. By shifting the manner in which we engage with development and global issues, in order to be more inclusive, accurate and empowering, we have the power to effect change.

- **Changing systems:** When a system changes, the rules, processes or

structures that make it function are modified to improve outcomes, adapt to new situations and solve problems. Changing systems involves modifying how things work on a broader scale to make them more effective, fairer, or better suited to new challenges. Through advocating for policy changes and reform, root causes of inequality can be addressed.

- **Changing culture:** The way people think, act and live as a group evolves over time, often driven by new ideas, technologies and social movements. By influencing public attitudes and cultural perceptions we can foster a more globally informed and active communities..

In doing this, 80:20 aligns its efforts towards deeper, sustainable impacts on education work and social justice both locally and globally.

Our activities will embed a number of approaches in our work:

- **Human rights education:** is central to how we work and is defined as building a universal culture of human rights where human rights are learned, lived and 'acted' for in practice. We believe that when people learn about human rights, they can use them and defend them.

- **Education for transformation** – access to education and lifelong learning is a human right for all. Critically engaging with the United Nations Sustainable Development Goals should support sustainable development and transformative education to empower individuals and communities to be active agents in the pursuit of social, economic and environmental justice.

- **Embedding feminist approaches in our work** – An intersectional feminism is a lens that reveals how different forms of inequality intersect and exacerbate each other. Intersectional feminist approaches to education create a learning environment that respects and values the experiences and perspectives of all learners, challenges traditional power structures, and strives for equality and social justice.

- **Solidarity with the Global South** – educator Paulo Freire reminds us that 'Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.' As historical inequalities are reinforced or persist in the world today, Global-Citizenship Education is not just 'about' solidarity, it is 'doing' solidarity work; 80:20 promotes international perspectives, particularly from the 'developing world' and in antiracism work.

- **Global justice, climate justice and peace education** – understanding that global issues have layers of injustice and oppression that overlap. (Tackling complexity is important!)

- **Lifelong literacy matters** – daring to teach and daring to learn about the world begins with understanding it. Supporting literacy work is to recognise that everyone is on a learning journey. We strive to support teachers and learners from the starters to the seasoned sustainability advocates.

- **Human development** – putting the improvement of people's lives, dignity and freedoms at the centre of ideas of 'development'. Beyond every statistic is a person and a story that matters.

- **Educational activism** – initiatives that put practice and participation of learners and educators at the centre. Adopt an approach that is actively engaged in the processes of change-making and uses education methods that contribute towards justice-oriented social change.

What global-citizenship education means to us

Global-Citizenship Education (GCE) in Ireland is rooted in the development education (DE) tradition, which champions human rights and social justice in an unequal and interdependent world. It is informed by Ireland's historical experiences of famine, colonialism, migration, poverty and struggles for independence.

GCE empowers learners to actively engage in creating a fairer and more sustainable world. GCE fosters critical thinking, encouraging learners of all ages to question inequalities, explore their role(s) and to advocate for change. It integrates global issues like poverty, climate change and migration into formal and non-formal curriculum spaces, making education relevant and transformative.

80:20 seeks to participate in and reflect a civil society agenda with reference to Ireland's role and responsibilities in the world and holding decision makers accountable. It is in this context that we aim to articulate and promote the voices and interests of the world's poor, marginalised and excluded.

We see DE as 'educational activism' – seeking to encourage and support active engagement in changing the world rather than simply learning about it. It does not view education as 'preparation' for engagement but as actual intervention. As such, GCE is intensely political by raising and exploring difficult, controversial and contested ideas.

For 80:20, education is a necessary and intrinsic part of the overall agenda for international justice, human development and human rights; it is never an optional extra. We see human rights education and

GCE as being vital for nurturing empathy, solidarity, and a commitment to human rights, ensuring that learners contribute positively to both local and global communities.

80:20 is committed to rooting its work in current development and education theory and practice; it seeks to encourage reflection on ongoing discussions, debates and trends in both international development and education.

Our ambition is informed by the lives and work of Paolo Freire, Rosa Parks, Arundhati Roy, Refaat Alareer, Patrick Dodson and Wangarĩ Maathai, among many others.

Ultimately, 80:20 seeks to promote coming to public judgement on issues of justice and injustice; it seeks to use education to challenge individuals and communities to reflect on their roles and responsibilities in the world and, based on such reflection, to act reasonably and responsibly in the world.
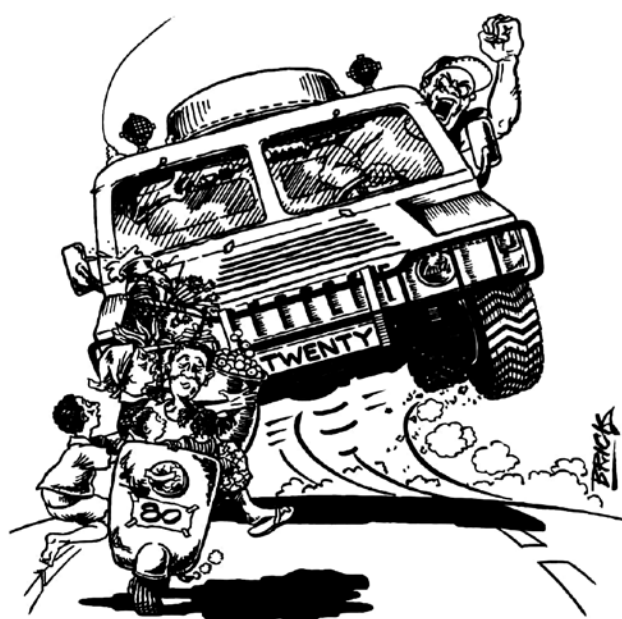
Cartoon by John Stuart Clark (aka 'Brick')

The Story So Far

A snapshot of the previous 5 years

March 2019

Women's Rights Are Human Rights poster series with students from the Peace and Justice group Loreto Secondary School Bray as part of the Let's Talk youth programme.

May 2019

Hosted the **Bray Youth Forum** for young people to meet 11 local election candidates as part of a 'world café' style session to have their views heard in St Cronan's National School, Bray. Photo by Tony Daly/80:20

August 2019

Community members, asylum seekers and students took part in a workshop on Food Stories in the **Bray Literary Festival**. 80:20 was involved in a range of politics and literature events in the BLF from 2017 – 2019. Photo by Karen Janssen

March 2020

the **Irish Global Solidarity in 100 Objects** exhibition with developmenteducation.ie, Clare Street, Dublin

September 2020

Choose Sustainable Procurement poster campaign and financial justice cartoons by UK cartoonist Brick as part of the **Catch Them If You Can** project.

March 2021

The **Irish Global Solidarity in 100 Objects podcast** is launched with developmenteducation.ie

July 2021

80:20 joins the launch of **The People's Vaccine Alliance Ireland**, July 2021.

September 2021

Launch of **Facts Matter**, a guide for adult literacy tutors that tackles disinformation through human rights education, co-published with the National Adult Literacy Agency (NALA) on the UN International Day for Universal Access to Information.

January 2022

Launch of **Which Kind of Climate Activist Are You? Infographic** with developmenteducation.ie for educators.

March 2022
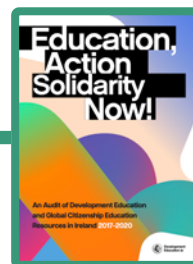
Adopted the **Climate Justice Charter**

September 2022

Workshops with student art teachers as part of the **Change Lab exhibition**, National College of Art and Design. Photo by Tony Murphy/ NCAD

September 2022

Launch of **Education. Action. Solidarity. NOW!** An Audit of Development Education and Global Citizenship Education Resources in Ireland 2017-2020 published by developmenteducation.ie

February 2023

80:20 staff led workshops at 45th anniversary of **Social Justice Week** at Loreto Secondary School, St.Michael's, Navan

December 2023

10 Myths About Greenwashing produced with development-education.ie
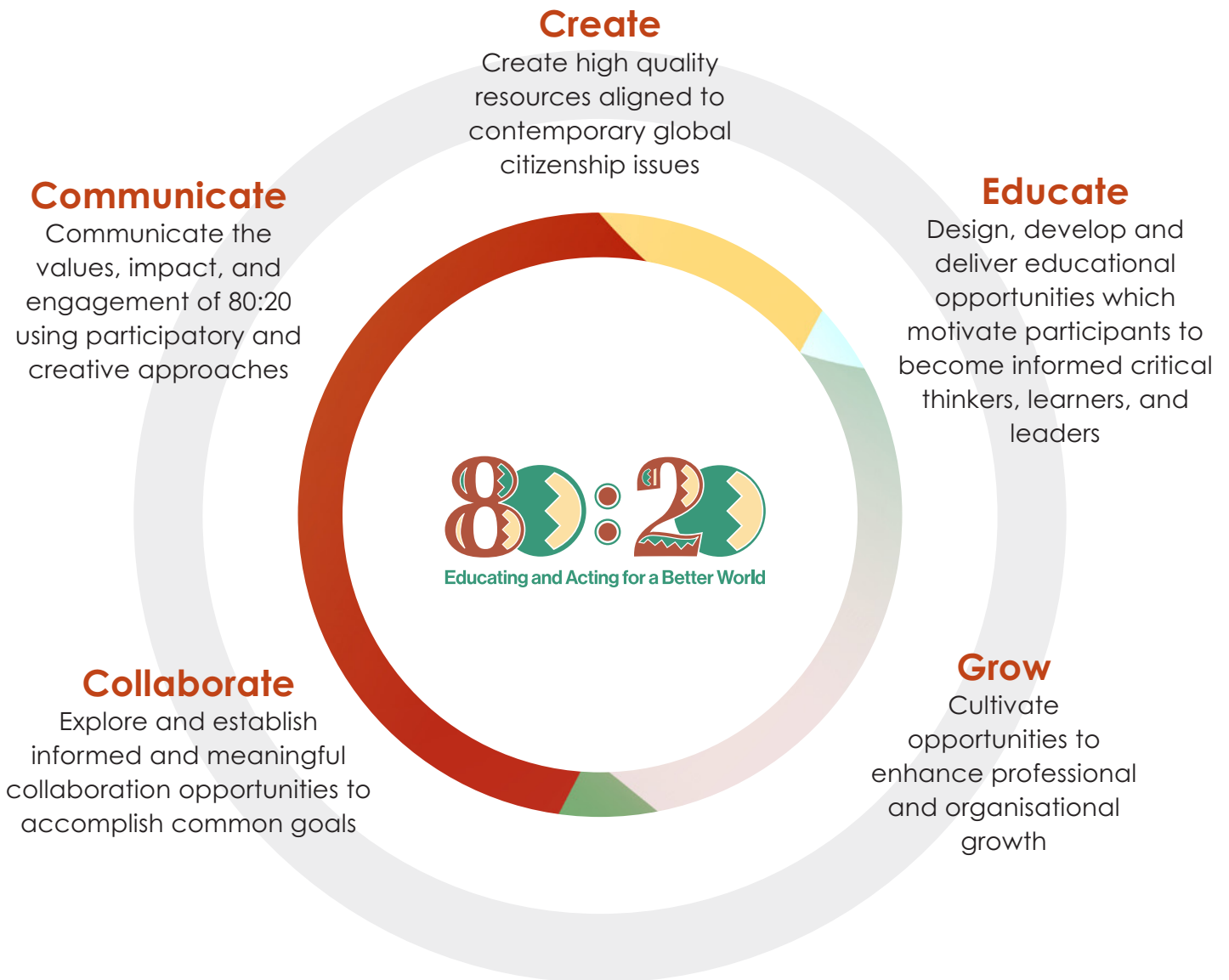

December 2023

A microlearning adult education project, **Questions Matter** with the National Adult Literacy Agency (NALA), Bray Area Partnership and the Bray Adult Learning Centre

80:20's Strategic Pillars

Our 5-year ambition from 2024 - 2028

Create
Create high quality resources aligned to contemporary global citizenship issues

Educate
Design, develop and deliver educational opportunities which motivate participants to become informed critical thinkers, learners, and leaders

Communicate
Communicate the values, impact, and engagement of 80:20 using participatory and creative approaches

Grow
Cultivate opportunities to enhance professional and organisational growth

Collaborate
Explore and establish informed and meaningful collaboration opportunities to accomplish common goals

80:20
Educating and Acting for a Better World

80:20 Educating and Acting for a Better World is an independent, non-governmental organisation that promotes popular education on human development and human rights through education.

1. Create

Create high quality resources aligned to contemporary global citizenship issues.

80:20 will design and develop resources which are responsive and current, addressing a range of human development and human rights issues.

Objective 1.1: Develop comprehensive educational materials on global citizenship issues

This objective aims to continue to create high-quality resources that effectively address and educate individuals on contemporary global citizenship issues. This includes conducting extensive research, collaborating with subject-matter experts, and employing innovative pedagogical approaches to develop educational materials such as curriculum guides, lesson plans, interactive online modules, and informative videos.

Key activities:

- Identify key global citizenship issues that require attention and understanding.

- Conduct thorough research and analysis to gather relevant and up-to-date information on these issues.

- Collaborate with experts in the field to ensure the accuracy and credibility of the resources.

- Design and develop engaging educational materials, incorporating diverse perspectives and interactive elements.

- Pilot resources with target audiences and gather feedback for continuous improvement.

- Disseminate the resources through various channels, such as online platforms, workshops, and partnerships with educational institutions.

2. Educate

Design, develop and deliver educational opportunities which motivate participants to become informed critical thinkers, learners, and leaders

80:20 will advocate for global citizenship issues, including supporting opportunities to actively influence policy and practice and effect positive social change.

Objective 2.1: Foster global-citizenship awareness through advocacy and outreach

This objective focuses on raising awareness and promoting global citizenship values and principles within local communities and broader society. It involves advocacy efforts, public campaigns, and community engagement activities to encourage individuals to embrace their roles as responsible global citizens and take action on global issues.

Key activities:

- Develop a comprehensive advocacy strategy to communicate the importance of global citizenship and its impact on local and global communities.

- Produce future iterations of the flagship publication, 80-20 Development in an Unequal World

- Collaborate with like-minded organisations, community leaders, and influencers to amplify the reach and impact of advocacy efforts.

- Organise public campaigns, events, and awareness-raising activities to engage individuals and communities in discussions about global citizenship.

- Establish partnerships with schools, universities, and community organisations to integrate global citizenship education into their programmes and activities.

- Encourage active participation and volunteering in local and global initiatives that address pressing global challenges.

- Monitor and evaluate the impact of advocacy and outreach activities through data collection via surveys, and feedback from participants and community members.

Objective 2.2: Deliver effective training programmes on global citizenship

This objective focuses on organising a range of education initiatives that equip individuals, including educators and community leaders, with the necessary knowledge and skills to address global citizenship issues. The initiatives will be designed to be interactive, participatory, and tailored to the specific needs of the target audience.

Key activities:

- Conduct a needs assessment to identify the training requirements of different target groups.

- Develop a comprehensive range of training initiatives that cover key global citizenship concepts, strategies for fostering understanding and empathy, and practical skills for addressing global challenges.

- Identify and collaborate with experienced trainers and facilitators who specialise in global citizenship education.

- Organise training workshops, seminars, and webinars in various locations to reach national and international participants.

- Provide ongoing support and follow-up resources to ensure the application of learning in real-world contexts.

- Evaluate the effectiveness of the training programmes through participant feedback and monitoring of outcomes for improvement and programme learning.

Questions Matter: A digital media literacy project in the community

The Questions Matter project was awarded Best Community-Based Initiative at Media Literacy Ireland Awards 2024.

The Questions Matter supported adult literacy tutors to promote critical media literacy in their teaching. The project developed a micro learning course on WhatsApp about media literacy in adult education. It encouraged tutors to support adult learners to think about issues like poverty, migration, active citizenship, community development and tackling disinformation.

The project took place between August and December 2023 in North Wicklow and Bray.

- 187 educators attended 10-day micro-learning course and workshops, covering various topics and teaching materials and a conference.

- These activities led to the development of a 56-page learner magazine. 2,000 copies have been published so far.

- The project enhanced the skillset of a wide range of adult educators, including language tutors, prison support workers, and librarians

Photo by Maxwells Photography (November 21, 2024)

Judges at the Media Literacy Ireland Awards 2024 noted:

" *"It showed a sophisticated understanding of what empowerment of learners means in this space. There was a really exciting approach to delivering media literacy in the community, with multiple outputs and high levels of interactivity…The judges felt that this was an incredibly inclusive and innovative project. It was sustainable from the point of view that it did not try and reinvent the wheel, rather it took what had been proven to work before and built on it, demonstrating a solid approach to collaboration and excellent evaluation processes."*

Questions Matter is a partnership project with 80:20 Educating and Acting for a Better World, the National Adult Literacy Agency (NALA), Bray Adult Learning Centre, Kildare and Wicklow Education and Training Board (KWETB) and Bray Area Partnership.

3. Communicate

Communicate the values, impact, and engagement of 80:20 using participatory and creative approaches.

80:20 will use a communications approach which informs, engages, and motivates its members and audience towards meaningful and collective action.

Objective 3.1: Develop and implement an impactful, comprehensive communication strategy

This objective aims to create a strategy that effectively communicates the values, impact, and engagement of 80:20, using participatory and creative approaches. It focuses on informing, engaging, and motivating members and the target audience towards meaningful and collective action.

Key activities:

- Conduct a thorough analysis of the target audience, including members and external stakeholders, to understand and respond to their communication preferences, needs, and interests.

- Define and share key messages and narratives that effectively convey the values, impact, and engagement of 80:20, emphasising the importance of collective action and meaningful change.

- Incorporate participatory approaches, such as surveys, polls, and focus groups, to involve members and the target audience in shaping the communication strategy and content.

- Regularly evaluate the effectiveness of the communication strategy through metrics such as reach, engagement, feedback, and tracking of member and audience actions towards collective action.

- Review and advance 80:20's publication strategy.

Objective 3.2: Foster active member-engagement and participation

This objective focuses on cultivating a sense of ownership and active engagement among members of 80:20. It aims to create opportunities for participation and collaboration, motivating members towards meaningful collective action.

Key activities:

- Develop and implement an engagement plan that includes regular communication, updates, and opportunities for involvement and feedback.

- Organise participant initiatives, campaigns, or projects that align with the values and goals of 80:20, allowing members to actively contribute and make a difference.

- Recognise and celebrate contributions and achievements through acknowledgments, awards, or incentives.

- Provide training, resources, and support to empower members in taking action and effectively communicating the values and impact of 80:20.

4. Collaborate

Explore and establish informed and meaningful collaboration opportunities to accomplish common goals

80:20 will seek opportunities to work in partnership with organisations and individuals, with an aligned ethos and values

Objective 4.1: Identify and establish strategic partnerships with organisations and individuals sharing aligned ethos and values

This objective focuses on actively seeking and forming partnerships with organisations and individuals that share similar values and goals. It aims to create meaningful collaborations to leverage resources, expertise, and networks to accomplish common objectives.

Key activities:

- Engage in networking events, conferences, and industry forums to connect with potential collaborators and explore partnership opportunities.

- Initiate discussions and meetings with identified organisations and individuals to assess alignment of goals, values, and mutual interests.

- Establish formal partnerships through collaboration agreements or memorandums of understanding (MOUs), defining shared objectives, roles, responsibilities, and resource commitments.

- Foster effective communication and relationship-building with partners through regular meetings, joint planning sessions, and information sharing.

Objective 4.2: Cultivate a culture of collaboration and knowledge-sharing within the organisation

This objective aims to foster a collaborative work environment where employees and the Board of Trustees are encouraged to share ideas, expertise, and resources within the organisation. It focuses on creating platforms and initiatives that facilitate internal collaboration and knowledge exchange.

Key activities:

- Promote a culture of openness, trust, and teamwork within the organisation, emphasizing the value of collaboration in achieving common goals.

- Establish internal communication channels and platforms to facilitate sharing of information, resources, and best practices.

- Organise regular team-building activities, brainstorming sessions, and cross-functional projects to encourage collaboration and interdisciplinary approaches.

- Create spaces for knowledge sharing and learning, such as internal workshops, seminars, or brown bag sessions, where employees can share their expertise and experiences.

- Recognise and celebrate successful collaborations and knowledge-sharing efforts.

Objective 4.3: Explore and leverage collaborative opportunities in the broader community

This objective focuses on exploring collaborative opportunities beyond the organisation's boundaries, aiming to engage with the broader community, stakeholders, and other relevant entities to achieve common goals. It involves actively seeking partnerships, alliances, and collective action initiatives.

Key activities:

- Engage in dialogue and establish relationships with key community stakeholders, including government agencies, community organisations, businesses, and academic institutions.

- Identify and participate in relevant networks, coalitions, and platforms that address shared issues or promote collective action.

- Seek opportunities to collaborate on joint projects, campaigns, or initiatives that align with the 80:20's mission, values and the interests of the community.

- Regularly evaluate and monitor the effectiveness and impact of collaborative initiatives in the community, adjusting strategies as necessary to maximize outcomes

Developmenteducation.ie

developmenteducation.ie is an on-line space that supports the dissemination of development education (DE) and global citizenship education (GCE) resources and is a digital toolbox of materials for teachers, educators and trainers led by a consortium of NGOs in partnership with support from Irish Aid.

The developmenteducation.ie Consortium group consisted of the following members in 2023 - 80:20 Educating and Acting for a Better World , Aidlink, Concern Worldwide, the Irish Development Education Association, the National Youth Council of Ireland, Self Help Africa and Trócaire. 80:20 Educating and Acting for a Better World acts as the lead agency, designing and managing the growth of this online education space on behalf of the consortium.

Summary of Achievements during the 2018-2022 period include:

- **707,892 users** visited the website, **300 resources** added to the resources library and over **86% of respondents** reported an improvement on their knowledge or skills across 15 hands-on workshops about producing DE/GCE resources. A combined reach of **527,402 social media impressions** across Facebook, Instagram and Twitter and 8,888 people directly engaged in programme activities.

- Maintained a curated digital repository for DE, GCE and education for sustainable development (ESD) resources and developed innovative and relevant content. The resources library is the **largest open digital repository of DE/GCE resources in Ireland**.

- The nature of the DE.ie Consortium as a group of non-governmental organisations (NGOs) means that the global-development and justice perspectives are integrated into programme activities and tools such as the resources library.

- Our programme of work remains relevant to the DE sector in Ireland. developmenteducation.ie's resources and editorial content highlighted the 'multidisciplinary' and 'intersectional' nature of DE, as well as the team being active to support and give advice on how to do this effectively.

- Contribution to Code of Good Practice for Development Education, in particular principle 6 which focuses on the creation, quality and impact of 'knowledge products', aligning with Irish Aid's Development Education Strategy and working strategically with subject associations, university lecturers and the global citizenship education strategic partners working across the sector.

- Audits of DE/GCE resources as key baselines for educators and resource producers, and the 'guidelines for producing DE/GCE resources' that support high quality and impact-driven resource production in Ireland.

- 'Cluster work' streams by groups of consortium members responding to the findings/gaps identified in the resource 'audits or current global issues through knowledge product based projects such as the fact checking project (with involvement from the National Adult Literacy Agency) and World Food Day in conjunction with Scoilnet.

- The Irish Global Solidarity in 100 Objects exhibition, which stands out as an impactful area of work as an exhibition, in-person and online, a podcast and education materials making use of the exhibition to sustain its onward educational use in different contexts.

Developmenteducation.ie during the 2019-2022 period

707,892 users
visited the website

300 resources
added to the resources library

86% of respondents
reported an improvement on their knowledge

527,402
social media impressions

8,888 people
directly engaged in programme activities

5. Grow

Cultivate opportunities to enhance professional and organisational growth

80:20 commits to remaining people centred, consolidating the personal and professional growth of the organisation

Objective 5.1: Develop a comprehensive professional development programme for employees

This objective aims to create a structured and tailored professional development programme for 80:20's staff and the Board of Trustees where appropriate, focusing on enhancing skills, knowledge, and competencies to support personal and professional growth within the organisation.

Key activities:

- Conduct a training needs assessment to identify the specific skill gaps and development areas of employees.

- Access a range of training workshops, seminars, and online courses that address identified needs and promote professional growth.

- Provide opportunities for employees to attend external conferences, seminars, and industry events to expand their professional networks and stay updated on emerging trends and best practices.

- Implement reviews of deliverables to assess the progress of work and the support, guidance and resources needed.

Objective 5.2: Foster a culture of learning and knowledge sharing within the organisation

This objective aims to create an environment where continuous learning and knowledge-sharing are valued and actively encouraged creating opportunities and initiatives that facilitate the exchange of ideas, expertise, and best practices.

Key activities:

- Establish an internal knowledge-management system that enables employees and the Board of Trustees to access and share relevant resources, research, and best practices.

- Organise knowledge-sharing sessions, where members can present their projects, research findings, or innovative ideas to their peers.

- Facilitate external training or certification programmes for employees to enhance their expertise and bring back valuable knowledge to the organisation.

Objective 5.3: Support organisational growth through strategic planning and capacity building

This objective focuses on enhancing the overall capacity and effectiveness of 80:20 by implementing strategic planning processes and building organisational capabilities.

Key activities:

- Identify and pursue funding opportunities, partnerships, and collaborations that support the organisational growth and sustainability

- Strengthen 80:20's governance structure, policies, and procedures to ensure efficient decision-making processes and accountability.

- Implement robust monitoring and evaluation systems to track progress towards strategic goals and enable evidence-based decision making.

- Invest in infrastructure, technology, and human resources to build organisational capabilities and create an enabling environment for professional growth and development.

- Regularly review and update the strategic plan, adapting to changing internal and external factors, and seizing emerging opportunities.

Standards Matter

80:20 is committed to the highest standards of good governance, accountability and transparency. We adhere to the following good practice initiatives:

CODE of Good Practice for Development Education

Dóchas Guide to Ethical Communications

FAIRTRADE – FAIRTRADE AT WORK

We are signatories of the Climate Justice Charter

- Charities Governance Code

- Plain English approach to education work and resources

- Financial statements prepared in accordance with the Statement of Recommended Practice for Charities SORP (FRS102)

Partnerships and collaborations are the drivers of our change approach

80:20 partners with communities to bring about change in Ireland and beyond.

- developmenteducation.ie
- Edmund Rice Centre for Justice and Community Education, Sydney
- Institute on Statelessness and Inclusion (ISI)
- National Adult Literacy Agency (NALA)
- New Internationalist
- Euromed Rights
- Department of Nursing and Midwifery / University of Limerick
- Trócaire
- Concern Worldwide
- Self Help Africa
- Irish Development Education Association (IDEA)
- National Youth Council of Ireland (NYCI)
- Aidlink
- Comhlámh
- Ubuntu Network
- Fairtrade Ireland

- STAND
- SUAS
- UNISA
- Bray Adult Learning Centre
- Bray Partnership
- Change Lab / NCAD
- MEDAC / University of Malta
- Tide~ global learning
- Worldwise Global Schools
- Presentation College, Bray
- Loreto Secondary School, Bray
- St Cronan's National School, Bray
- The International Development Education Association of Scotland (IDEAS)
- Scoilnet
- Holly Pereira
- Design Factory
- Irish Anti-Apartheid Campaign for Palestine

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