

**INTERNATIONAL DEVELOPMENT
AND AFRICAN PROGRAMS
LONG TERM PLANS**

Version 2.0

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INTERNATIONAL DEVELOPMENT AND AFRICAN PROGRAMS LONG TERM PLANS

(1) JUNIOR FELLOWS AND AFRICAN PROGRAMS STAFF

Current State

- . Do not fund African Programs Staff/National Ventures
- . No specific role for APS within chapter
- . Well-defined role for RJF
- . Engage RJFs in Gala, member learning, and fund-raising
- . Participate on blogs, call on skype, IW articles
- . Great chapter reputation to be leveraged
- . Many current APS Waterloo alumni

1 Junior Fellow Role Development

- (1) Pre/post placement expectations created
- (2) At least one presentation pre/post placement in GM
- (3) RJFs are being integrated as resource in chapter outputs

2 African Programs Role

- (1) Engage APS in education at GM at least once per term
- (2) Establish a buddy in the chapter for frequent communication
- (3) Have an APS take on updating chapter on AP portfolio changes

3 African Programs Content

- (1) Identify and include needed content in JF expectations
- (2) Create multimedia database of RJF/APS content
- (3) Develop new case studies and collect past ones

4 Fundraising

- (1) Make current list of reliable sources more robust
- (2) Connect blogs and NO updates with sponsors/send newsletter
- (3) Create partnerships with private funding sources

Future State

- . Precedent for RJF contributions
- . Chapter is connected to overseas ventures
- . Ensured sending of 2 JFs per year
- . JFs and APS contribute to Canadian ventures
- . JFs create more chapter resources overseas
- . Fund-raising is well-established, not uncertain

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(2) ADVOCACY

Current State

. Low ownership in chapter structure, uncoordinated

. Chapter members without advocacy skills or understanding

. Some ties to African Programs

. Need for public engagement

. Engagement from chapter at national level of organization in advocacy

. Poor MP relations

1 Advocacy Culture

(1) Run session on advocacy skills for chapter

(2) Identify chapter's main channels for advocacy

(3) Actively run one advocacy campaign per outcome area

2 Development Reform

(1) Campaign(s) selected through synthesis of national and chapter platform

(2) Network formed of interested parties and stakeholders

(3) Appropriate approach to sustainable change realized

3 Public Participation

(1) Bill/public initiative researched and selected

(2) Relevant approaches to foster public awareness determined

(3) Campaign is pushed as part of a larger community

4 African Programs Connections

(1) RJFs and APS engaged for perspective on campaigns

(2) Communicate advocacy goals using examples of AP impacts

(3) Feed back findings to NO; engage them in this connection

Future State

. Advocacy is a tool used in all chapter areas

. Chapter members understand how to influence government policy

. Advocacy is a united front among local social justice groups

. Working actively with NO on new ideas

. Stronger ties made to African Programs inputs

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(3) DEVELOPMENT EDUCATION AND OUTREACH

Current State

- . Chapter knowledge of African Programs low
- . No development covered in book club
- . Public engagement is infrequent and not ideal
- . School outreach is active and updating
- . RJFs engaging in member learning
- . Collaboration with local groups with similar focuses is poor
- . Few resources available

1 Member Education

- (1) At least one GM covering development theory
- (2) Development is a theme covered in book club
- (3) New development theories researched, discussed, and made into resources

2 NO and Venture Connections

- (1) Create chapter stances on theory and send to NO/APS
- (2) Evaluate feedback and identify others to analyze
- (3) Explore acting as a consultant on venture directions for NO

3 Public Outreach

- (1) Restart socials and discussion groups on development
- (2) Begin hosting RJF presentation nights with public
- (3) Engage other faculties and groups in GMs/education

4 School Outreach

- (1) Update old presentations with content and themes
- (2) Involve EWB personnel in pres. (i.e. video, quotes, etc.)
- (3) Partner with schools for repeated pres. and course content

Future State

- . Chapter is up to date on African Ventures and NO projects
- . Chapter members aware of major development theories
- . Have chapter stance on theories; know NO's stance if applicable
- . Public and partner groups frequently engaged in learning and critical discussion
- . School outreach is up to date and relevant