

# IPEN Strategy and Action Plan, 2019-2021

## (International Permaculture Education Network)



### Strategic Priorities and Objectives

IPEN's strategic priorities are focused on the aim of accelerating and expanding the development of permaculture education internationally.

The priorities are chosen because they:

- a) are inter-related and mutually beneficial, so that progress on one priority benefits others;
- b) are informed by the results of [IPEN's 2017 international survey of educators](#) and on-going engagement with the permaculture education community;
- c) meet the cultural, climate and language needs of permaculture teachers, facilitators and students across as many countries as possible;
- d) coincide with the priorities of key partner organisations, and therefore can be achieved primarily through collaborative partnership projects.

IPEN's 2019-2021 Strategic Priorities and objectives are as set out below. Whilst the number and range of Objectives is ambitious, it must be emphasized that they will generally be delivered through partnership projects with other organisations, and therefore are not solely to be achieved by IPEN tasks and activities.

IPEN Strategic Priorities and Objectives	Delivered through Collaborations / Partnerships with:
<p><b>Strategic Priority 1: Permaculture education systems and learning pathways</b> – filling gaps in course structures and formats, and strengthening relationships between courses to create effective, coherent learning pathways. This includes entry points, Introduction to Permaculture to Diploma level courses, including post-PDC and non-Diploma options, and beyond – see diagram page 2.</p> <p><b>OBJECTIVE 1.1:</b> Establish a shared vision of the <i>options</i> on permaculture learning pathways</p> <p><b>OBJECTIVE 1.2:</b> Support new core courses and offer curriculum guides for introductory, advanced and specialist permaculture courses, including models for assuring quality is maintained</p> <p><b>OBJECTIVE 1.3:</b> Help to establish an international Diploma system and / or self-directed learning pathway system for those countries where no Diploma system exists, to complement and learn from countries with established Diploma systems</p>	<p>National associations and Academies</p> <p>Colab</p> <p>Global region networks i.e. EUPN</p>
<p><b>Strategic Priority 2: Demonstration projects</b> – encouraging iLAND centres and other demonstration &amp; learning centre projects – to help grow more good quality permaculture demonstration centres, including support for emergence of national systems to support such centres, where this is wanted.</p> <p><b>OBJECTIVE 2.1:</b> implement the iLAND initiative to support the development of permaculture demonstration and learning centres globally, the development of national/regional processes for the locally vetted expansion of the number of centres and effective networking between these centres, including developing teacher training systems and educators' guilds.</p>	<p>National associations and Academies</p> <p>Colab</p> <p>Global region networks i.e. EUPN</p>
<p><b>Strategic Priority 3: Learning Resources</b> – quality resources to support face-to-face, on-line and self-directed learning.</p> <p><b>OBJECTIVE 3.1:</b> help to create, make available and disseminate:</p> <ol style="list-style-type: none"> <li>i) New and improved education resources (books, short films, posters), including <i>Case Studies</i> of good practice projects and <i>Good Practice Guides</i> for i) learning and demonstration centres; ii) post-course/ PDC follow-up; iii) ways to monitor and improve the effectiveness of permaculture education.</li> <li>ii) Open-source core texts at introductory and advanced levels,</li> </ol>	<p>Lush Spring Prize</p> <p>EUPN ReLeaP project</p> <p>Colab Translation Circle</p> <p>Tropical Permaculture Guidebook</p>

translated to multiple languages	
<p><b>Strategic Priority 4: Website, communications and information sharing systems</b> – an education focused web-platform and collaboration tools – to serve a) learners; b) educators and teachers’ guilds; c) national / regional permaculture education systems e.g. Associations, Academies, etc.</p> <p><b>OBJECTIVE 4.1:</b> Launch, maintain and develop an interactive online platform for permaculture educators, including a Permaculture Education Resource Bank within the website, serving multiple languages, for easy access to existing and new permaculture education resources and assets</p> <p><b>OBJECTIVE 4.2:</b> Support the formation of and networking between independent teachers’ guilds.</p>	<p>Colab Digital Circle</p> <p>IPEN membership</p> <p>National associations and global region networks i.e. EUPN</p>
<p><b>Strategic Priority 5: Leadership and pioneer development</b> – to support the growth, development and emergence of permaculture pioneers, youth and educators i.e. targeting national pioneers; PDC, Diploma and ToT tutors; YiP (Youth in Permaculture); Children in Permaculture; iLAND pioneers; etc.</p> <p><b>OBJECTIVE 5.1:</b> pilot a Regenerative Leadership Programme (RLP) in Europe to support permaculture pioneers and leaders, and consider options that would enable similar programmes to emerge elsewhere in the world.</p>	<p>EUPN ReLeaP project</p> <p>National associations and Academies</p> <p>Colab</p>
<p><b>Strategic Priority 6: Building evidence and effectiveness</b> – developing more documented examples of the outputs and outcomes of successful projects across the globe; improving information flows to enhance effectiveness in learning, teaching, design and practice.</p> <p><b>OBJECTIVE 6.1:</b> Create and improve measures of effectiveness, impacts and benefits</p>	<p>iLAND Network members</p> <p>PIRN</p>
<p><b>Strategic Priority 7: Developing edges</b> – working with partner organisations and networks on collaborative projects, and developing more ways for the permaculture movement to address issues such as: climate change; community sustainability and resilience; permaculture and health; permaculture and business; etc.</p> <p><b>OBJECTIVE 7.1:</b> Collaborate with partners to establish self-funding projects that contribute to continuing development and evolution of permaculture education globally, including: Phase 2 of the 52 Climate Actions project, collaboration with Ecolise network in Europe, and training with Ethical Consumer.</p>	<p>Ecolise</p> <p>Ethical Consumer</p> <p>Colab</p>

### Cross-Cutting Strategic Themes:

The following are strategic themes that are relevant to all IPEN objectives and work activities:

1. Translation: address all of the above across multiple languages, for multiple cultures
2. Teacher training and development
3. Funding: seeking funding to progress all priorities and objectives efficiently and effectively
4. Movement building: contributing positively to the continued growth and maturing of the permaculture movement globally

### Internal Activity Objectives:

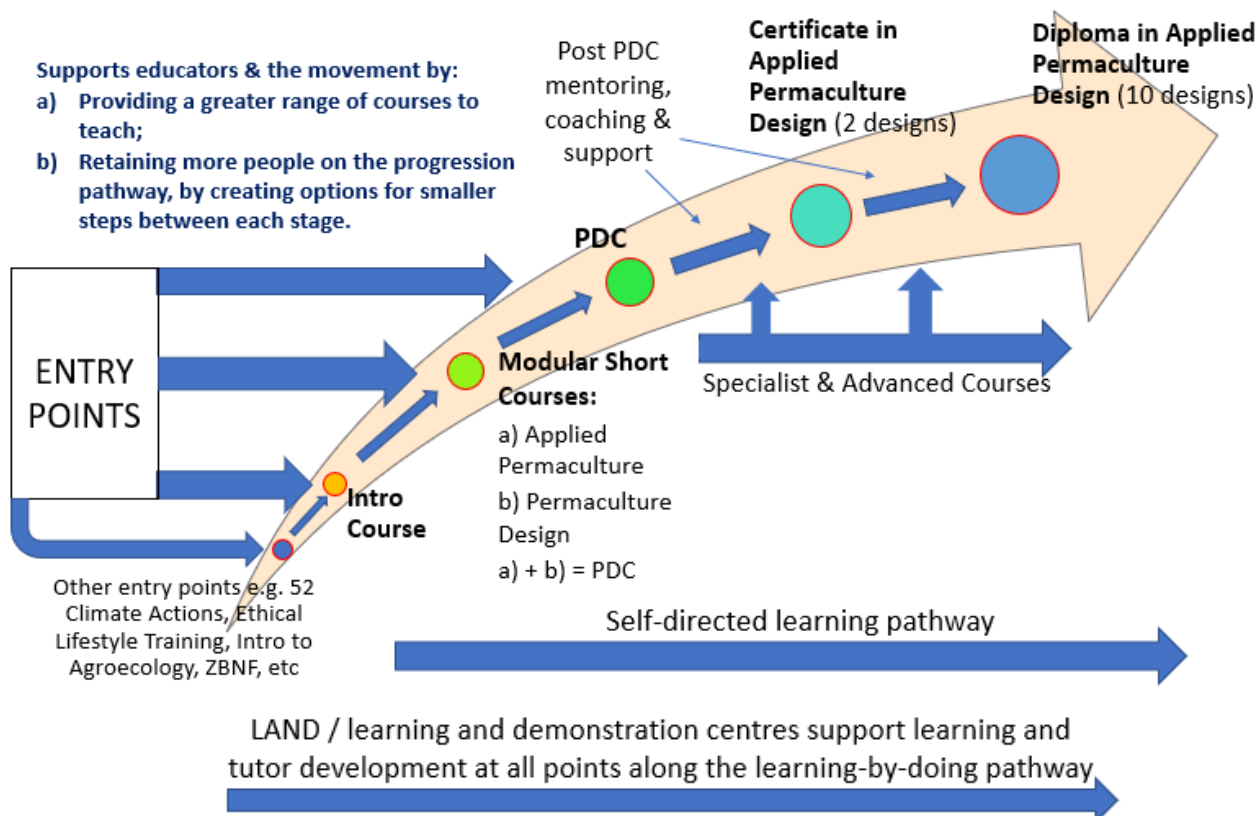
IPEN’s objectives also include the following:

1. Create a strong IPEN core team with a large active network of contributors and supporters.



- Determine and agree an appropriate long-term structure and legal status for IPEN.

### Options within an evolving and maturing permaculture education learning pathway:



### How to Deliver the Strategy

The strategy and its objectives will be delivered through a set of output-oriented projects, which achieve outcomes that are:

- Incremental steps (larger or smaller) that move one or more priorities forward, particularly through being partners in collaborative task-oriented projects that deliver new outputs (resources, courses, etc).
- Delivered through a) voluntary Working Groups or b) funded collaborative projects, including:
  - Partnership projects: where IPEN is one partners with others, both i) continent-focused partnerships; ii) wider international partnerships;
  - IPEN only projects: as collaborations between IPEN members.

### IPEN Overview

IPEN is working to help in the development of permaculture education systems internationally, particularly through increased collaboration and cross-pollination. The goal is to increase the coherence and effectiveness of the development and growth of permaculture education globally, in order to expand permaculture's positive impacts.

The main beneficiaries will be learners, educators and permaculture pioneers, particularly those whose main language is not English. Tutors and Learners will benefit from access to a wider range of high-quality learning materials and local examples; a common pool of resources and assets for teaching and learning, including translations to multiple languages. Pioneers will benefit from better support and examples of how pioneers have succeeded elsewhere, where permaculture is less established. The wider world will benefit from reduced climate and resource impacts, support for biodiversity and ecosystems resilience, sustainable food systems and lifestyles, and increased personal, household and community self-reliance.

IPEN's strategic priorities have been selected to address four significant challenges that the permaculture education and learning community faces globally:

- There has been no substantial global attempt to collate, organise and present its resources (e.g. model curricula, learning materials, core texts, etc).

2. There is no platform for making these resources accessible to permaculture educators and learners, and tutor networks around the world across different languages, and for educators to interact and share their own resources in an effective manner.
3. There is a significant imbalance between the relatively advanced development of English language permaculture education resources and teaching systems, and far less resources and development of education systems in other languages.
4. Education about solutions is often delivered without measures of effectiveness, including reference to evidence of rigorous research, making it hard to determine which solutions are most effective for a particular situation.

To address all four challenges, IPEN is building an international network and platform that allows permaculture education resources to be shared, accessed, enriched and used effectively by a global teaching and learning audience.

All information platforms will be designed to be easily accessible via mobile phones, tablet or computer.

IPEN has been established as a Member Project of the Permaculture Association Britain (PAB) in order to be able to become active and to take advantage of the education charity status that provides. Within 2019-21 IPEN will determine through consultation with its network and partners if it is more beneficial to become an independent not-for-profit entity.

## IPEN's Approach

The core team maintains contact with an IPEN contacts network. Work on agreed priority objectives and tasks progresses through Lachlan McKenzie and Steve Charter – this has become more consistent though as a greater proportion of this work has become paid.

In summary, initially IPEN is:

1. Establishing:
  - an Advisory Panel, with gender balance, representing different areas of the world
  - an initial set of 6-10 Working Groups
2. Operating initially as a project established by members of the Permaculture Association of Britain (PAB), but not managed or overseen by PAB. On this basis IPEN's Coordinators have secured funding to enable them to operate in paid part-time coordination roles to support key activities that drive delivery of specific Work Packages and priority outputs
3. Planning during 2019 to review IPEN's effectiveness in achieving its goals, to help determine what organisational status and structure IPEN requires for the longer-term, and to define future objectives and priorities.

Advisory Panel: reality of approach = very flexible; informal consultation with experienced permies + those outside permaculture (funding; admin; governance; etc).

IPEN is participating in the permaculture CoLab, an emerging international collaborative project to enable people to work more effectively in areas of mutual interest. Led by PAB, Permaculture CoLab is developing guidance on proposals and decision-making following sociocracy principles. IPEN will follow protocols for consent-oriented decision-making, aiming to maximise all participants' satisfaction, and enable quick and easy decision-making.

IPEN's approach is to work with, support and strengthen the growing global network of permaculture education experience to benefit the ever growing and maturing body of permaculture teachers, students and networks across the world, including those that learn informally. For example, this includes:

- Supporting the development of demonstration centres involved in community education programmes, training of teachers and development of learning resources in a range of languages.
- Continuing development and expansion of the permaculture movement's strong track record of working with community organisations at the local level.
- Increasing collaboration with development NGOs, governments and education systems on curriculum and practical skills levels.
- Promoting and duplicating examples of beneficial permaculture education work for disadvantaged people in developed and developing countries e.g. subsistence farmers, work with ex-offenders.

## Biggest challenges for IPEN's successful engagement (Risk Assessment)

Some of the challenges are likely to be:

- Working internationally across time-zones in multiple languages

- Achieving good quality translations
- Incorporating cultural differences in an appropriate manner
- Securing consistent input from members of a global community who are busy implementing permaculture in their lives, communities and work.
- Reaching more hard-to-reach groups.
- Propagating the development of education resources and systems across the Global South
- Achieving greater balance in permaculture across 4/5ths and 1/5ths world.
- Mainstreaming gender: ensuring an improved gender balance emerges in well-established national permaculture movements, and appropriately supporting the emergence of women teachers across a range of cultures, whilst having a level of respect for those cultures' self-determination.
- Working with groups in developing countries that face significant challenges with disasters, food shortages, lack of infrastructure and IT systems, and other cultural priorities that impact on their ability to contribute regularly and complete tasks.
- Policy and programme level engagement with global institutions and international development agencies to affect mainstream social and education change.

## IPEN's Activities

Through 2017 and early 2019 IPEN's activities have included:

1. Surveying permaculture educators globally:
  - a. Analysing survey data to inform IPEN priorities and actions. Over 100 responses received in English, with a second phase of simpler translated surveys to be produced for key languages.
2. *52 Climate Actions* project (led by PIRN) – work within a larger international partnership project, funded by V. Kann Rasmussen Foundation (VKRF) – IPEN work included:
  - a. Creating education resources to support effective climate solutions, i.e. catering for students, teachers and self-directed learners.
  - b. Developing an outline for a 'Climate Action' short course, for personal and community action.
  - c. Helping Permaculture South Australia secure funding to pilot Climate Action & RetroSuburbia training during 2019
3. Developing the systems to expand the iLAND initiative for helping more permaculture learning and demonstration centres to emerge and mature
4. Improving the initial IPEN webpages, collaborative working systems and building momentum in the Working Groups and launching a new independent website (March 2019)
5. Participating in the formation of 'Permaculture CoLab' with the intended outcome of IPEN being a pilot for effective international collaborative working within the Permaculture CoLab structure, including being active in the Digital Circle and Translation Circle.
6. Becoming the education working group for the EuPN (European Permaculture Education Network), including working on two Erasmus Plus project applications, a Regenerative Leadership project (2019-2021) for EUPN members, the other as a partner within the Ecolise network
7. Creating case studies of successful community-based permaculture, agroecology projects across the globe in partnership with LUSH Cosmetics and Ethical Consumer
8. Helping support of the development and delivery UK's first Permaculture for Development Workers course, a Permaculture and International Development info day in London, and presentation at the Oxford Real Farmers Conference in January 2018
9. Networking with organisations and people to include new members into IPEN e.g. Ecolise.
10. Collaborating with Ethical Consumer to work towards developing and piloting *Ethical Lifestyle Training*
11. Making examples of good teaching and learning resources more accessible, e.g. Permaculture course handbooks.
12. Refining IPEN's work plan and budget projections.
13. Collaborating on research with PIRN, e.g. drafting potential education research project(s).
14. Identifying and pursuing funding opportunities.

## IPEN Budget

The budget for IPEN's 2019-2021 work plan is £87,500, with the aim that the majority of this funding (£60,000) is secured for delivering specific tasks and outputs within partnership projects.

IPEN Phase 2: 2019-21 (2 years)	Cost
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1. Project Coordination (based on 1FTE @ £27,600 p.a.): including coordination of Work Packages, team formation and management, monitoring and evaluation, reporting and management i.e.: a) Network expansion and development, i.e. establishing relationships with key international Pc organisations and networks; b) Formation and support of Advisory Group and WGs to deliver specific outputs; c) Delivery of projects and planned outputs; d) Further fund-raising to expand outputs and leverage initial funding.	£55,200
2. Website and digital systems development, as a key two-way network resource (based on 0.1FTE @ £24,000 p.a.) – primarily will fund website service provided by Colab Digital Circle	£4,800
3. Develop and support i) an international network of demonstration permaculture education projects e.g. iLAND Centre network covering a range of locations across continents and languages; ii) countries to put in place their own LAND centre systems.  <i>Note:</i> This funding will be used to leverage additional funding from other sources direct to iLAND projects	£20,000
4. Travel contributions for attending & presenting at key events i.e. IPC14 Argentina 2020; Australian and European Convergences.	£2500
5. Miscellaneous including Office support - PA hosting staff support on finance, admin, etc	£5000
<b>Totals</b>	<b>£87,500</b>
<b>Targeted funding contributions (to be secured):</b> IPEN-Colab 2019-2022 activities: £10,000 from Colab funding, £10,000 match funding secured elsewhere.	£20,000
EuPN Regenerative Leadership project 2019-21 – for developing pioneers and leaders across Europe, including young leaders and iLAND projects, and delivering specified Intellectual Outputs i.e. Good Practice Guides; Regenerative Leadership training.	£15,000
52 Climate Actions phase 2: contributing to the development of 52CA training and education resources, and the core project team	£15,000
Online Learning Platform, with PAB – to develop online learning materials that meet international needs that can also support and integrate with face-to-face learning with tutors	£10,000
<b>Total targeted contributions:</b>	<b>£60,000</b>
<b>Balance of funding for Core Costs (to be secured):</b> through IPEN-only funding applications, IPEN+partner funding applications, crowd funding, etc.	<b>£27,500</b>
<b>NOTES:</b> Internal development: assume 10% project budgets will contribute to internal development  Work outputs are defined by tasks rather than fixed roles – therefore a proportion of tasks are expected to be delivered by Paid volunteers, subcontracted tasks, etc.	

## Contact details

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## Appendix 1: IPEN Work Plan

### Work Packages (WPs)

To achieve IPEN's objective, five Work Packages (WPs) with identified tasks are being delivered by a mix of activity from IPEN's coordinators, Working Groups (WGs) and partnership projects.

#### **WP1 Project coordination**

Coordinate WPs, team formation and management, monitoring and evaluation, reporting and budget management.

WP1.1 - Define the structure and working methods of IPEN, including its relationships with:

- i) Permaculture CoLab.
- ii) National / regional Permaculture Education Networks (PEN's), national permaculture organisations and individuals.
- iii) Other relevant NGO's, networks and organisations.

WP1.2 - Establish IPEN Advisory Panel and WGs focused on WPs and specific outputs.

WP1.3 - Implement Phase 1 of the IPEN project plan i.e. WPs 1-6.

WP1.4 - Develop and submit funding applications to enable and accelerate IPEN's progress, including a) smaller project proposals and funding applications for delivery of specific outputs; b) collaborative projects with other partner organisations for delivery of specific outputs.

WP1.5 – Promote and communicate IPEN's work and outputs, including systems for enabling two-way communication and engagement, building our membership base and translating education resources and internal documents.

WP1.6 – Build partnerships with other relevant organisations, particularly those within the international development movement.

#### **WP2 Developing educational systems, resources and translation**

Make available existing education resources and developing new education resources to address gaps and meet priority needs. IPEN will produce resources on core curriculum themes, prioritising translation of these resources into key languages that will aid the faster development of permaculture education, particularly in the Global South. IPEN is already producing education resources on climate change solutions specifically for PDC tutors (taught to over 10,000 students annually) as part of the *Information for Action on Climate Change* project (funded by VKRF). These resources will be free to download and use, and will provide a model for development of future open-source education resources in other important areas. Develop resources and advice to enable the establishment, acceleration and enrichment of permaculture education systems in different countries and regions.

WP2.1 – Collate good examples of existing global permaculture education resources and assets.

WP2.2 – Encourage, develop and support an international network of demonstration permaculture education projects, e.g. international LAND Centre network (LAND = Learning And Network Development), linking these to expanded delivery of existing and new courses, and production and use of education resources especially in target languages, including establishing advisory groups and processes for applications, selection and approval.

WP2.3 - Support new & creative core / certified permaculture courses: Develop a range of new core courses and modular formats, and related support resources.

WP2.4 - Support new & creative permaculture education resources: Develop a range of new core texts, videos and support resources.

WP2.5 – Translate resources, course curricula, etc to make them available and accessible in a range of languages including: Spanish, Portuguese, French, Hindi, Mandarin, Arabic, etc, including establishing a translation WG.

WP2.6 - establish and / or improve systems for:

- Validating and updating content of core permaculture courses with guidelines for core curricula to strengthen standards and to offer model curricula to suit a range of teaching situations, i.e. different climatic, cultural and socio-economic contexts.
- Measuring and monitoring impacts and effectiveness of permaculture education.

WP2.7 - Establish a permaculture education succession programme: define a set of models or narratives (e.g. from country case studies) for the development and accelerated succession of permaculture education and teacher training systems, with models to suit different countries, cultures and economies. Focus on development of educators' guilds, course follow-up programmes and effective course evaluation.

### **WP3 Website design and digital development**

Produce a website that will provide easy access to permaculture education resources for educators and learners, as an interactive website where information can be clustered by regions/countries and languages, and where registered users can upload their own materials to share.

WP3.1 – Draw on WP2 and WP3, establish and develop an online Permaculture Education Resource Bank, i.e. core education resources, translatable across key languages: publications at Introductory and Advanced levels (under Creative Commons); videos; slide shows, etc.

WP3.2 – Develop systems for capturing interest in becoming involved in IPEN resource bank development, WGs, automated resource updates, etc.

WP3.3 – Develop systems for managing and monitoring progress on IPEN WPs/ WGs suitable for participation by a diverse international membership.

### **WP4 Education research & innovation**

Develop and collaborate with research projects focused on the development of permaculture education, particularly in areas such as measuring the benefits and impacts of permaculture education, and measures of effectiveness in order to increase and disseminate those benefits and positive impacts. This will include working with organisations already teaching permaculture and permaculture-based courses to include evidence producing activities and data collection within course evaluation and post-course follow-up work. This WP will be developed in collaboration with PIRN.

WP4.1 – Develop and collaborate with research projects, research proposals and research funding applications which contribute to the development, growth and enrichment of permaculture education globally, particularly through deepened understanding, action-research and transformative research.

WP4.2 – innovation – check relationship with WP2

### **WP5 Legal status and structure**

Determine and agree an appropriate long-term legal status and structure for IPEN to maximise its beneficial impacts, including considering the formation of an International Permaculture Education Foundation as an independent non-profit body to support on-going global development of permaculture education.

WP5.1 – Define, agree and put in place long-term legal status and structure of IPEN.

## **The expected results and measures of results (Draft)**

Outcomes will require qualitative and outputs will require quantitative measures.

Each project IPEN is involved in will have specific quantitative deliverables

IPEN has four expected results (R). Indicators (In) will be developed to assess them.

R1. Creation of the foremost international repository of permaculture education resources

R2. 200 new training and education resources are available

R3. Engagement of permaculture teachers and learners in 70 countries

R4. Tens of thousands of concrete actions generated through the expansion of permaculture education to tackle climate change, support regenerative livelihoods, sustainable food systems and develop ecosystems and biodiversity resilience



## Appendix 2: Additional Relevant Information

### The permaculture movement and its goals

Permaculture is a social movement with an embedded education, design and action system that aims to meet human needs while increasing ecosystem health. It combines ethics, ecological principles and design strategies to create healthy, productive, non-polluting sustainable lifestyles and settlements. Since its creation 40 years ago, it is now influential across the world, with a 3 million strong global permaculture community, operating in over 130 countries.

'Education for action' is the engine that has driven the growth of this global movement over four decades, and continues to do so, moving permaculture learners to become permaculture practitioners.

The majority of permaculture practitioners are smallholder farmers in the Global South, including in 15 of the 20 countries most vulnerable to climate change, soil loss and ecosystems degradation. Climate change and ecosystems vulnerability worsens drought, food security and famine as well as threatening people's livelihoods, food production, nutrition, health and well-being. For them, the main focus is on adaptation solutions and building personal, household, community and ecosystems resilience.

In the Global North, where impacts per capita are much greater, permaculture practitioners are deeply concerned about the effects of climate change, biodiversity loss, resource depletion, ecosystems vulnerability, food insecurity and unsustainable lifestyles, are knowledgeable about them and motivated to act at home and in their communities, often as pioneers and community activists.

### IPEN background

The concept for IPEN emerged through a facilitated process at the 12<sup>th</sup> International Permaculture Convergence (IPC) 2015 in London, when experienced tutors from across the world considered the question of how to increase the coherence and effectiveness of permaculture education globally. Support for the value and benefits of IPEN was confirmed at the 13<sup>th</sup> International Permaculture Convergence (IPC) 2017 in India.

The initial IPEN leads are: Lachlan McKenzie, tutor in Australia/Timor-Leste, volunteer at Permaculture Association Britain, co-author of *Tropical Permaculture Guidebook*; Steve Charter, permaculture tutor (UK/Spain), UK Education Working Group and LAND Advisory Group, EuPN education and 'resources for action' (funding) working groups, author of *Eat More Raw Too*. This team has emerged organically and worked steadily, largely without resources (until Aug 2017); supported by an experienced international network of permaculture organisations and teachers, such as Chris Evans, Morag Gamble, etc.

IPEN will develop by working with the global permaculture community initially as a funded project to deliver a clear set of phased outputs within 5 years; commencing with Phase 1 priorities in years 1 & 2. Within 5 years, IPEN will create new education resources in many languages, new core courses, model curricula, and facilitate greater collaboration across national/ regional permaculture organisations, teacher networks and individual teachers. Note: IPEN works to support, enhance and accelerate the development of permaculture education and teachers, rather than seeking to regulate, control or manage them.

### IPEN Values

Earth Care; People Care; Fair Shares. IPEN's values are demonstrated by how permaculture has grown to be a global movement, with these values being lived by this growing community. IPEN will emphasise the Fair Share value in its own work, by making learning permaculture more equitably available to a wider community of people, across many languages and cultural situations. This is especially including the individuals and communities for whom it can make the biggest difference, in terms of poverty reduction, increased resilience, improved livelihoods and opportunities, and better health, nutrition and wellbeing. Open-source approaches will be used where appropriate, to ensure fair access to materials.

### IPENs Networks

IPEN participates in the Permaculture CoLab, a collaborative and experimental framework to help connect permaculture people and organisations, and make it easier for people to work together, locally and globally, using this initiative to maintain and strengthen its links to a global network of national and regional permaculture organisations. IPEN is actively engage with national permaculture organisations and networks i.e. IPEN is the education working group of EuPN (the European Permaculture Network), and collaborates with PIRN (Permaculture International Research Network). Permaculture - and therefore IPEN - naturally fits and collaborates with other global, regional and national initiatives, such as Food Sovereignty (e.g. La via Campesina, UK and European Food Sovereignty networks), Soils (Regeneration Hub, Healthy Soils Australia), Agro-ecology, Biomimicry, environmental organisations and positive climate action initiatives and organisations.

## **IPEN Legal Status**

IPEN is initially established as a member project hosted by the Permaculture Association Britain (PAB), a company (05908919) and registered charity (1116699 and SC041695), and as a participant of international permaculture CoLab process (see later sections). Determining the longer-term independent legal status and structure of IPEN is a specific Work Package (WP) for year 2, by which time IPEN will be able to draw on a broad and well-established network of members as part of this process.

## **Permaculture Association Britain (PAB)**

PAB is the UK charity that supports people to learn about and use permaculture. PAB's mission is to empower people to design thriving communities across Britain and contribute to permaculture worldwide. PAB's specific aims are to: improve access to permaculture; nurture and grow permaculture networks; enhance collaboration within permaculture and related networks; increase knowledge of the benefits of Pc within society; develop permaculture theory and practice; and build an effective organisation.

PAB has 1,450 members, who implement many hundreds of projects across Britain. PAB is taking a leading role internationally, and has supported and promoted a wide range of sustainability innovations; many of which have now been widely adopted.

Key PAB activities include:

- A national demonstration network of 100+ permaculture projects (the 'LAND Network').
- A team of over 30 diploma-level tutors supporting 400+ apprentice designers.
- A new Ambassador network of 200+ people who promote the benefits of sustainable living.
- Development of Permaculture Scotland and Paramaethu Cymru (Wales).
- Active (founding) members of the European Permaculture Network and Ecolise (a network of 33 organisations for community led solutions for climate change and sustainable living).
- Coordinating the development of the international Permaculture Collaborative Laboratory (Permaculture CoLab).
- Initiating and coordinating PIRN.
- 33 years' experience of successful delivery, based on an entrepreneurial business model.

PAB's work on the *Next Big Step* project and delivery of the IPC 2015, plus the new Permaculture CoLab project gives IPEN unique links to 260 strategic permaculture organisations globally and enables IPEN to reach people living in 130 countries. In addition, PAB's membership of Ecolise links IPEN to 33 community-led sustainability networks across Europe, and the Ambassadors project funded by the Joseph Rowntree Charitable Trust will create advocacy materials and develop online media skills training to support local and regional organisations to amplify and tailor the promotional work to their local audiences.

PAB is generally recognized to be one of the world's most mature and effective national permaculture organisations and networks.