Strategic Vision 2020

FOREWORD
Established in 1992, Live & Learn Environmental Education (Live & Learn) is a non-government organisation that aims to reduce poverty and advance sustainable development through education and learning. Our priority is to support communities in sustaining their environments by improving practice. Most of our time and resources are spent with people in their community inspiring action and change. The need for a Strategic Vision came about through Live & Learn’s continued growth in activities and geographical scope. For any organisation it is critical to know where they have come from, where they are at and where they are going – it is important for our staff, our supporters and for the many communities with whom we work.

The way in which the Strategic Vision 2020 has been developed is of particular importance as it is based on much more than our organisational aspirations or global development trends. The Vision is based on research and lessons we have learnt from communities with whom we have worked for the past decade. We have woven this information into eight Thematic Programme Areas that will shape our work and priorities till year 2020.

The Strategic Vision 2020 will guide our managers and staff in developing their own 3-5 year Strategic Plans with specific timelines, outputs, indicators and cost estimates.

Reducing poverty and advancing sustainable development is a long-term commitment. The real benefits from education and learning may not take effect until a child reaches adult age or until there is a change in cultural practice, or a shift in thinking among Chiefs or an Area Council. The Strategic Vision 2020 is a pledge from Live & Learn that we are committed for the long term.

Christian Nielsen
Executive Director
Live & Learn Environmental Education

Morgan Wairu
Trustee
Solomon Islands

No problem can be solved by the same consciousness that created it. We need to see the world anew.
Albert Einstein
Breaking the Cycle of Poverty through Education and Learning

Poverty reduction and quality of life are two issues central to all our environmental education approaches. Even though quality of life means different things to different people in different contexts, all human beings have a hierarchy of needs they seek to fulfill.

At the most basic level this includes regular access to safe drinking water, nutritious food and access to basic sanitation. Some argue that for impoverished communities, the generation of income (either monetary or in kind) is the only way they can truly meet their needs and if this should lead to environmental degradation then so be it, since the choice at the margin is worse. The threat to long-term needs is considered secondary, since those who starve today will not see tomorrow.

As people seek immediate income, assumptions that environmental awareness leads to change and that people choose to live in sustainable ways based on their knowledge are very problematic. Across the world communities and government departments allow unsustainable logging and fishing practices to take place in full knowledge of the devastating consequences. In many cases long-term needs and sustainability are considered secondary to immediate income generation.

In this case, education and learning must offer practical examples of how communities can produce a stream of income and meet continuing needs by building environmental assets. It requires a versatile environmental education design, driven by existing structures, assets and most importantly good will, set within a context of new ethics and practice. In our experience, introducing unfamiliar and generic approaches that people cannot identify with will have no impact.

Traditional knowledge may lack the capacity to deal with current problems but it is the starting point for the construction of new knowledge. This new knowledge should be passed on through an action-based learning process, or learning by doing. Transformative education is needed: education that helps bring about the fundamental changes demanded by the challenges of sustainable development. This change must, however, be driven by local communities. There is no quick fix. It is a long-term vision that requires sustained facilitation and support. Based on this, the overall objectives of the Strategic Vision 2020 are:

1. Facilitate links and networking to enhance community mobilisation and action and maximise development benefits at community level, particularly in relation to economic opportunity and sustainable livelihoods options;
2. Provide an integrated, educational approach promoting the transition to sustainable development, while maintaining a strong focus on community realities and priorities;
3. Foster increased quality and innovation of teaching and learning in formal and community education; and
4. Provide government and intergovernmental organisations with practical support and tools for implementing national and international strategies.

Environmental education alone is unlikely to inculcate all the values needed to sustain the environment – if that was the case, we would already be much further down the road towards sustainable development. However, environmental education is the central pillar of strategies to promote such values. Alongside positive spiritual and political motivation, education is our best chance of promoting and instilling the values and practices that sustainable development requires.
**Development Principles Underpinning Our Work**

Our development philosophy is key to the success and sustainability of our work. We believe that the processes that lead to change are as important as the change itself. These processes can be captured and tested in different contexts. Their strength is their ability to be replicated, and their positive motivational effect on communities.

Four key development principles underpin our work. These principles have been developed through practice and thousands of hours spent in communities by our staff.

**PRINCIPLE 1: DEVELOPING EDUCATION APPROACHES BASED ON COMMUNITY REALITY AND PERCEPTIONS**

Implementation of sustainable development projects in communities is essentially an intervention that seeks to create change by re-orienting communities toward sustainable development. In order to create change, people from outside the community will invariably arrive with new ideas, more than likely coming from a different culture, with different sets of values, beliefs and perceptions. However, it is important to remember that many communities do not perceive poverty or sustainable development in the same way we do.

Rapid Assessment of Perceptions (RAP) have become a compulsory part of any Live & Learn intervention at community level. The RAP approach is an acknowledgment that there are many perceptions of environmental problems, their causes and solutions, and that the perception held by Live & Learn, both philosophically and practically, may not necessarily be in agreement with that of the community.

RAPs seek to understand the perceptions of the community and to start the development of educational interventions from where the community is at, rather than from our own perspective. There are innumerable examples of well-meaning development programs failing due to a disconnection between what an aid organisation believes is important and the actual values, capacity and needs of a community. RAPs seek to provide an understanding of the perceptions held by community members of their needs, problems, opportunities and capacity to undertake projects associated with sustainable development. RAPs also introduce communities to the concept and process of developing a project. The participatory approach of a RAP encourages participants to explore and share experiences, ideas and opinions, and to question and clarify environmental problems, their root causes and their links to people’s wellbeing. The table on the following page combines RAP principles and considerations.
**RAP Principles**

Programs should start from where the communities are at. Focus should be relevant to community members’ lives and needs

**Considerations**
- Focus on perceived priority issues -- water, cash cropping, population growth, changes to culture, health
- Acknowledge those groups that have influence over decision making and those that currently do not
- Build on capacity already present in the community and consider perceived barriers to community participation
- Focus on factors that will motivate the community

**Learning should have an emphasis on systems thinking** (developing an understanding of how the social, economic, political and environmental systems are inter-related and dependant on each other)

**RAPs identify a variety of interrelated issues that affect communities including (but not restricted to):**
- Social and cultural changes linked to changes in the economic system (from subsistence to cash economy)
- Environmental impacts linked to changes in cultural practices (e.g. use of specific areas, or resources)
- Poverty related to inequitable benefits from natural resource exploitation (fishing)
- Environmental impacts linked to economic development (e.g. forest clearing for growth of palm oil)

**Programs should provide an opportunity for learning that involves developing and practicing critical thinking skills. Critical thinking should aim to investigate and challenge past, present and future development scenarios**

There is generally a low education and literacy level in the community. However, participants readily participate and responded positively to critical dialogue during the RAP. This indicates that facilitated critical thinking exercises would be more successful if presented orally

**Programs should involve developing partnerships between key people and institutions in the community and society. For example: decision makers, governments, businesses, non-government organisations, educators and community members**

**Key organisations that should be engaged include:**
- Government departments
- National Biodiversity Strategic Action Plan, Island Councils, local groupings
- Teachers, schools, students and parents
- Funding partners
- Community leaders, chiefs, religious leaders

**Programs should be process oriented, using methods that can be applied to a range of issues, and should not be tied specifically to one issue**

**Programs should involve learning through doing. All tools should be directed toward empowering action that leads to change**

**Programs should promote empowerment from within communities and avoid creating dependency on outside influences**

- Focus action on perceived priority issues and the relationships between these and other issues
- Focus action on perceived priority issues and the relationships between these and other issues
- Direct action projects through groups with demonstrated capacity to take action
- Acknowledge resource constraints, funding and materials (sourced from the bush or markets)
- Capitalise on the availability of human resources/labour

- Avoid implementing solutions for the community
- Avoid focusing on issues in isolation
- Focus efforts on root causes of problems
PRINCIPLE 2:
TAKING AN INTEGRATED APPROACH
WHILE BEING FOCUSED

Social and economic processes affect environmental sustainability. Therefore, to have a meaningful impact, environmental education should be delivered through a human paradigm. Through this paradigm, biology and environmental science take second place to the human issues of governance, human rights, health, livelihoods, gender and participatory processes. In this sense, the environment is much more than the biophysical environment, even though the biophysical environment provides the platform for all societal issues as it sustains us.

Environmental education is not about maintenance of the status-quo or transference of science, but rather about the direction and implications of change. The process of integrating environmental, social and economic issues through practice is complex. It is easy to lose focus, and the interest of the community, as people have urgent needs to pursue. To demonstrate integration at community level it is critical to have strong entry issues that communities can relate to -- hence the need for RAPs. These issues are often brought back to three key areas of environmental education: society, environment and economic opportunity, with culture as an underlying dimension.

Society: An understanding of government and community institutions and their role in change and development, as well as the democratic and participatory systems which give an opportunity for the expression of opinion, the distribution of wealth and resources, the protection of human rights, the empowerment of communities, the forging of partnerships, dialogue, consensus and the resolution of differences.

Environment: Awareness of resources and of the fragility of eco systems that sustain communities. Awareness of biophysical limits and how human activity affects it, with a commitment to factoring environmental concerns into all community practice.

Economic Opportunity: A sensitivity to the limits and potential of economic growth, from tourism, fishing, timber and other industries, and of their impact on the community and the environment, with a commitment to assess personal, community, business and societal levels of consumption out of concern for the environment.

These three key areas must synergise. Often, developing countries face unique challenges in sustainability development. Specifically, safeguarding water resources, accessing sanitation and hygiene, sustaining tourism and fishing benefits, dealing with illegal logging, decentralising governance, strengthening health services in remote areas, strengthening community organisation, waste reduction, climate change adaptation, and so on. Only by taking an integrated approach in meeting these challenges can we shape meaningful strategies and solutions. We refer to this integration as the Whole Community Approach (WCA).

The WCA suggests that no component within the three key areas should work in isolation. For the WCA to reach its full impact it must deal with the underlying causes and threats to the environment. The three key areas assume an ongoing and long-term process of change – the WCA is a dynamic concept and recognises that a community is in constant movement. The WCA may require a shift in thinking and attitude at both government and community level. At a government level it is particularly important to create space and opportunity for sustained and meaningful community participation and at community level it is important ensure that new skills are linked to sustainable development, advocacy and active participation. Communities must take ownership of problems faced. Capacity building can assist this process, but must look beyond training and workshops: to be complete, capacity building must look at the community fabric (organisation) through which change and participation takes place.

The WCA is a key tool towards organising community action and also has the capacity to support sound environmental policy. The basis and foundation for inter-linkages of these three areas and WCA is provided through the dimension of culture: the ways of being, relating, behaving, believing and acting. This is to recognise that practices, identity and values – the human side of the WCA – play a big role in setting directions and building common commitments.
The mind is not a vessel to be filled, but a fire to be kindled

Plutarch
PRINCIPLE 3: ISSUES OF PARTICIPATION AND PARTNERSHIPS

The international community adopted the Millennium Development Goals in 2000 as an over-arching framework for development and cooperation. In order to reach the Millennium Development Goals on environmental sustainability, the wellbeing of communities must be at the centre of all policies and strategies. Environmental management has an immense capacity to both limit and advance human development and, as mentioned earlier, this effect is influenced by social and economic processes, which in turn are guided by governance and decision-making. Governance is often perceived to be government, but governance starts at the village level. In the context of environmental management in developing countries opportunities to develop sustainable, innovative and community-driven environmental management solutions, are greatest if managed and governed by those closest to the environmental source. Community ownership and participation in developing these solutions are key to sustaining impact. For this to be achieved, a community's capacity and structure need to be established. How communities are engaged and are participating is important, as suggested below.

- Community participation should be fully planned for. Realistic time and resources should be allowed for within designs. International consultants must base their intervention on community research and should know, in detail, the communities they are working with.
- Content should specifically relate to the community – its situation, its peoples’ beliefs and their problems. Existing community knowledge and stories should be the foundation for any intervention.
- The community participation will include the whole community not only leaders and high profile members. Development work must find ways of meaningfully including women.
- The community should be included in developing its own resources and processes. Any monitoring results should be made available for further community empowerment.
- Special attention will be paid to strengthening community organisation and fabric in ways conducive to sustainable development. Pilot and demonstration activities are an important way of strengthening community organisation.
- Community participation should not be rushed. It is critical that communities have a strong sense of ownership of their own development. The participation process will then lead to real results that are sustainable.

Everyone is a stakeholder in environmental education. All of us will feel the impact of its relative success or failure and all of us affect the impact of it by our behaviour, be it supportive or undermining. This generalisation does not, however, help to identify targeted strategies of cooperation, communication or action. Particular roles and responsibilities devolve to a number of bodies and groups at different levels: local (sub-national), national, regional and international. At each level, stakeholders may be part of government (or intergovernmental at regional and international levels), civil society, non-governmental organisations, or in the private sector. The functions and roles of these categories, at each level, are complementary.

<table>
<thead>
<tr>
<th>Role</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Government and intergovernmental bodies</td>
<td>• policy-making and framework-setting&lt;br&gt;• promoting public consultation and input&lt;br&gt;• national (and international) public campaigns&lt;br&gt;• embedding and operating environmental education in educational systems</td>
</tr>
<tr>
<td>Civil society and non-governmental organisations</td>
<td>• public awareness-raising, advocacy campaigns and lobbying&lt;br&gt;• consultancy and input into policy formulation&lt;br&gt;• delivering environmental education, primarily in non-formal settings&lt;br&gt;• participatory learning and action&lt;br&gt;• mediation between government and people</td>
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<tr>
<td>Private sector</td>
<td>• entrepreneurial initiatives and training&lt;br&gt;• management models and approaches&lt;br&gt;• implementation and evaluation&lt;br&gt;• development and sharing of practices of sustainable production and consumption</td>
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Special mention must be made of indigenous peoples, because of their particular and long-term links to specific biophysical environments and because of threats to their livelihoods, present and future. They are stakeholders both in the active and passive sense, but more importantly, represent a fund of knowledge in balancing the use and preservation of natural environments. Without idealising or romanticising the relationship of human beings to nature, the intimate knowledge and sustained use of their environments gives indigenous people a role in informing the wider debate and offering detailed insights into practices of the “management” of human survival and development in finely tuned and diverse environments.

PRINCIPLE 4: MAKING EVALUATION MEANINGFUL TO COMMUNITIES

The purpose of evaluation is multi-faceted. In part, it is used by the implementing organisation and funding agency to assess the benefits and impact of the work carried out. However, the evaluation should also benefit the communities in which the work is being carried out. Too often communities never see such data and therefore have no opportunity to use the data to further improve practice and capacity. People from outside the community, who do not “live” the many challenges experienced by the people within the communities themselves, often impact evaluations. With some guidance, communities are well placed to evaluate impact, as they experience any changes first-hand. Leading community participation is key to meaningful evaluation. One effective method to enhance this is the Most Significant Change (MSC) technique. It is a form of participatory monitoring and evaluation in which stories of change are collected from the community. The process involves the collection of significant change stories from the field or classroom and the systematic selection of the most significant stories by project stakeholders and partners. Project stakeholders then discuss the value of the stories, how successes can be replicated, and how to identify limitations and opportunities. It is participatory because many project stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. The MSC techniques are well suited to programs that are (i) complex and produce diverse and emergent outcomes, (ii) have numerous organisational layers and (iii) are focused on social change and advocacy.
**Thematic Program Areas**

Eight Thematic Program Areas will shape our work until 2020. The delivery on these program areas will take place within broader strategies of each country in which implementation takes place. For example, the Thematic Program Area of Waste will be delivered within the context of national strategies and frameworks for waste management.

**Thematic Program Area 1: Water, Sanitation and Hygiene (WASH)**

**Goal:** Safeguard drinking water, improve hygiene and access to basic sanitation

<table>
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<tr>
<th>Activity Focus</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>1.1 Produce WASH educational resources</td>
<td>1.1 WASH knowledge improved</td>
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<tr>
<td>1.2 Deliver sustained WASH training in communities and schools</td>
<td>1.2 Attitude and practice improved</td>
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<tr>
<td>1.3 Support communities in construction and maintenance of simple water supply and sanitation options</td>
<td>1.3 Water and sanitation infrastructure improved</td>
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<tr>
<td>1.4 Improve means of testing water quality and link results to action</td>
<td>1.4 Drinking water quality improved</td>
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**Thematic Program Area 2: Sustainable Use of Biodiversity**

**Goal:** Mobilise communities in sustainable use of terrestrial and non-terrestrial resources

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<th>Activity Focus</th>
<th>Outcomes</th>
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<tr>
<td>2.1 Provide economic opportunity and livelihoods options</td>
<td>2.1 Livelihoods improved and poverty reduced</td>
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<tr>
<td>2.2 Develop and mobilise Sustainable Use Plans for biodiversity rich areas</td>
<td>2.2 Commercial logging and over-fishing phased out</td>
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<td>2.4 Strengthen dialogue between government and communities on biodiversity management</td>
<td>2.4 Community-government partnerships created</td>
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<tr>
<td>2.5 Enhance food security through community education on improved yield and agricultural diversification</td>
<td>2.6 Sustainable, community-driven agriculture systems established</td>
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*We do not inherit the earth from our ancestors, we borrow it from our children.*

Native American Proverb
MAIA is a learning model developed by Live & Learn to enhance sustainable development and reduce poverty through mobilisation, anticipation, innovation and action.

**Thematic Program Area 3: Environmental Governance**

**Goal:** Improve community governance and decision-making on environmental resources

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<th>Activity Focus</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>3.1 Heighten the participation of women in environmental governance and management</td>
<td>3.1 Community-based corruption, self interest and poor decision making in natural resources management reduced</td>
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<tr>
<td>3.2 Strengthen the capacity of village councils</td>
<td>3.2 Communication and relationship between village councils and community members improved</td>
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<tr>
<td>3.3 Provide sustained leadership training and support to young people through a Future Leaders Initiative.</td>
<td>3.3 Youth participation in decision making and community life improved</td>
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**Thematic Program Area 4: Natural Resource-Based Conflict Management and Peace Building**

**Goal:** Strengthen peace and dialogue at community level

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<th>Activity Focus</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>4.1 Develop and utilise the conflict management model: MAIA* Model for Learning and Action</td>
<td>4.1 Locally appropriate means and models to manage community conflict related to natural resource management are provided</td>
</tr>
<tr>
<td>4.2 Strengthen the capacity of Chiefs, elders and village headmen to facilitate dialogue and manage conflict in their own communities and beyond</td>
<td>4.2 Collaboration between villagers in ecosystem-based management improved</td>
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<tr>
<td>4.3 Strengthen our partnership with United Nations agencies through implementation of peace building programs related to natural resource management.</td>
<td>4.3 Knowledge transfer, joint activities and replication of benefits strengthened</td>
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<tr>
<td>4.4 Deliver and support teacher training programs on peace education using the focus of natural resource conflict</td>
<td>4.4 Peace building education with a focus on natural resource management integrated through all teacher training frameworks and in teachers’ colleagues</td>
</tr>
<tr>
<td>4.5 Provide curriculum development support in peace building education using the focus of natural resource conflict</td>
<td>4.5 Peace building education with a focus on natural resource-based conflict forms part of the national curriculum and examinations</td>
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<tr>
<td>4.6 Support and undertake research in child-centred peace education focused on natural resource conflict with the view to develop and improve learning resources</td>
<td>4.6 Quality, relevance and applicability of peace building education resources with a focus on natural resource conflict improved</td>
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### Thematic Program Area 5: Climate Change

**Goal:** Heighten climate change awareness and advocacy

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<th>Activity Focus</th>
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<tbody>
<tr>
<td>5.1 Mobilisation of a long term carbon credits program involving climate change education, re-forestation and regional networking</td>
<td>5.1 Greater involvement and benefits to developing countries in carbon credit initiatives</td>
</tr>
<tr>
<td>5.2 Provide information and education to local groups to advocate nationally and internationally for responsible policies on climate change</td>
<td>5.2 Quality and relevance of climate change information improved and local, developing countries groups empowered to voice their concerns on climate change and its solution</td>
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### Thematic Program Area 6: Sustainable Energy Options

**Goal:** Promote and advance appropriate and renewable energy technology at community level

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<th>Activity Focus</th>
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<tbody>
<tr>
<td>6.1 Educate communities on sustainable and renewable energy options</td>
<td>6.1 Community awareness improved and renewable energy demonstration sites established</td>
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<tr>
<td>6.2 Support community health clinics in safeguarding energy supply</td>
<td>6.2 Health services improved</td>
</tr>
<tr>
<td>6.3 Advocate increased support for renewable energy at government level</td>
<td>6.3 Benefits from solar power fully utilised. Solar power emphasised in national energy policies</td>
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### Thematic Program Area 7: Waste Management and Reduction

**Goal:** Develop community-based waste management and reduction options

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<th>Activity Focus</th>
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<tbody>
<tr>
<td>7.1 Educate at community and school level on local management of waste to prevent human and environmental risks</td>
<td>7.1 Local waste management options identified and mobilised</td>
</tr>
<tr>
<td>7.2 Educate on reduction of waste generation at all levels, including promotion of cost recovery mechanisms</td>
<td>7.2 Waste reduction strategies in place in schools, provincial councils, households and other community groups</td>
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<tr>
<td>7.3 Educate on the management of hazardous waste, including chemicals, health care waste and waste oil</td>
<td>7.3 Awareness about hazardous waste and its environmental and human risks heightened. Hazardous waste reduction strategies in place at all levels in the community</td>
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### Thematic Program Area 8: Disaster Preparedness and Recovery

**Goal:** Heighten disaster preparedness at community level

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<th>Activity Focus</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>8.1 Improve community awareness and people-focused early warning systems, particularly in outer island and remote communities</td>
<td>8.1 Effective and people-focused early warning systems in place</td>
</tr>
<tr>
<td>8.2 Strengthen community capacity in preparing for disaster</td>
<td>8.2 Community disaster preparedness improved</td>
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Live & Learn is an international organisation but has local non-government registration and autonomy in countries where we work. This includes a local board and members and, where appropriate, a partnership agreement with the government. Localisation is a key expression of how we operate as it increases local ownership and commitment.

The local organisations are part of the regional structure and what binds us together as a regional organisation is:

- A common Constitution
- Commitment to our Best Practice Manual
- Commitment to our Financial Procedures Manual
- A common vision and strong commitment to participatory, people-focused development

Live & Learn is governed by a Board of Trustees that comprises representatives from each local organisation. The role of our trustees is primarily to ensure our Constitution is upheld and the annual audit is in order. The day-to-day management of Live & Learn takes place in country, often by a local management team consisting of a team leader, finance manager and two technical staff. To achieve the outcomes in the Thematic Program Areas we need to prepare for growth through:

- A resource of strong managers and leaders
- Strong regional and international co-operation across our programs and offices
- Continued improvement and strengthening of our processes and systems for financial management and for the management of our human resources
- Continued improvement and strengthening of our management structure that underpins our growth

Central to our efforts to develop a sustainable organisation is the development of a regional management team. The team would be responsible for:

- Networking across the region
- Supporting managers and contributing to institutional strengthening in each of our offices in the regional countries
- Assisting in program development across the region and providing a focus for the generation of funds both at a project level and in the longer term through a supporter base
- Facilitating the exchange of ideas and resources across the region and ensuring we gain a multiplier effect through translating successful project strategies and products across the region and outward to other organisations
- Ensuring a consistently high standard of financial management, administration and reporting
- Troubleshooting where organisational and project problems occur
- Contributing to the development of the global Live & Learn organisation.

While a team management approach has some inherent complexities, it also has great strengths. It ensures that specialist skills are available and it provides a balance of inputs from different areas. We anticipate that members of the management team would be drawn from different countries in the region and would continue to be located within their own country offices. Regular face-to-face meetings, good electronic communications, and agreed protocols for project development, project management and team participation would underpin the work of the team.

Our long-term goal is that each region would be self-sustaining with a strong management team at a regional level, as well as in the country offices in the region. Regional management teams would manage within the broad parameters set by the Director and the Board of Trustees and would contribute to the overall development of the organisation. This would support the Director and the Board of Trustees to deal with overall directions, high-level management, and especially to drive the growth of the organisation and the continuing integration of new areas into Live & Learn.

Regional Management Teams will need to be funded through core arrangements similar to those funding most administrative groups. This will recognise their key role in project development, monitoring and quality assurance, and troubleshooting. In the longer term, Live & Learn is aiming to develop a supporter base that will contribute to its financial security and independence. Regional Management Teams will play a vital role in identifying potential supporters and in gaining their commitment to the future of Live & Learn. A proportion of funding for regional management teams and networking activities could potentially come from this source in the longer term.

The Pacific is the area in which Live & Learn was first established. It is where we have our longest history, our most established offices and longest serving managers and staff. Logically, the Pacific is the site for the first Regional Management Team. To achieve this we are proposing a staggered development process involving considerable professional development of managers, and trialling of the team structure and functions. This will be underpinned by greater regional co-operation and networking and the conscious development of a regional identity and focus.
If we were to simply create a management structure and impose it on our existing structures in the Pacific there are two possibilities. First, the country offices might experience considerable difficulties, if we were to pull the most experienced people out into a regional role. Second, we might lose a great deal of the good will we have generated within our management teams by imposing a new management structure on them.

For these reasons we believe that the development of our first Regional Management Team should be undertaken over a three-year period.

Our plan involves:
1. Professional development for the manager and key front line staff in each country office. This will ensure that we have a resource of managers to draw on, that we strengthen the existing country offices, and that the development of a regional structure does not simply strip the management expertise from our country offices.
2. Strengthening of regional cooperation and linkages.
3. Trialling of a regional management team and structure.

We see no geographic limitations to our work. In considering where we might operate, we will look at where we have networks and access to communities, where our work is wanted and needed, and where we can make a difference and work effectively. Regional geographical focus areas in the Pacific include Melanesia, Polynesia and Micronesia; in Asia -- Cambodia, Laos and Vietnam; in the Indian Ocean -- Sri Lanka and the Maldives; and in the Eastern Himalayas -- Nepal, Bhutan and Indigenous communities in Australia.

**SUSTAINING SUPPORT**

To date Live & Learn has been funded mainly from project funds. This reflects our focus on delivery and has ensured that we are a lean and efficient organisation. To sustain an organisation that delivers this quality of service it is important to steer from project funding to program funding that encompasses core funding and funding diversification.

A number of funding bodies have now recognised that sustainable organisations cannot exist solely on project funding. They are recognising that sustainable organisations need effective, well developed and closely monitored management and financial systems, as well as high performance staff. This is difficult to achieve solely with project funding. They are now opening up the possibility of institutional funding for organisations that have a strong track record in project delivery, and sound organisational systems already in place. Live & Learn is well placed and keen to explore these possibilities in the future, as it would allow us greater independence and flexibility.

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**Organisational Strengthening Priority 1: Management and Governance**

**Goal: Strengthening efficiency, quality and transparency**

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<tr>
<th>Activity Focus</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>1.1 Continued leadership training and support to managers and finance staff</td>
<td>1.1 Maintain an innovative and competent workforce</td>
</tr>
<tr>
<td>1.2 Continual updating of the Best Practice Manual</td>
<td>1.2 Maintain our commitment to best practice</td>
</tr>
<tr>
<td>1.3 Maintain and broaden our accreditation with various international bodies and Codes of Ethical Conduct</td>
<td>1.3 Ensure transparency of organisational systems and policies</td>
</tr>
<tr>
<td>1.4 Continued updating of the Financial Procedures Manual</td>
<td>1.4 Ensure best practice in organisational governance and transparency</td>
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</tbody>
</table>

**Organisational Strengthening Priority 2: Communication and Capacity Building**

**Goal: Strengthening networks, dialogue and options for replication**

<table>
<thead>
<tr>
<th>Activity Focus</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>2.1 Establish and support Regional Management Teams</td>
<td>2.1 Improve regional networking and communication and improve impact as a Learning Organisation through improved communication</td>
</tr>
<tr>
<td>2.2 Establish and support Live &amp; Learn Centre for Environmental Education and Training</td>
<td>2.2 Provide a facility for regional training and capacity building</td>
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<tr>
<td>2.3 Develop a communication strategy for each region</td>
<td>2.3 Improve information dissemination within and outside Live &amp; Learn</td>
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<tr>
<td>2.4 Strengthen financial support-base for the organisation and delivery of programs</td>
<td>2.4 Sustain our support to communities in countries in which we work</td>
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<td>2.5 Ongoing learning of staff</td>
<td>2.5 Identify and support staff participation in capacity building activities</td>
</tr>
<tr>
<td>2.6 Website development expansion</td>
<td>2.6 Ensure ease of sharing resources and knowledge globally</td>
</tr>
</tbody>
</table>
To know how to teach is to create possibilities for the construction of knowledge rather than being engaged simply in a game of transferring of knowledge...

Paulo Freire