

Questionnaire on Structures of Permaculture Education, Oct.2012

Questions in purple = qualitative questions

UNITED KINGDOM

Institution (people and places)

- 1) Do you have a legal entity (association, institute, trust, private company) in your country which offers a pathway to the permaculture diploma?

Permaculture Association; Hollybush Conservation Centre, Leeds, LS5 3BP, England; learn@permaculture.org.uk; Joe Atkinson

- 2) Which kind of general PC education/training do you offer? how many/year.

37 introductory courses to PC
39 PDC (39)
X Tutorials with PC designers (?? a lot!)
1 Online-courses for students

- 3) Which kind of ADMINISTRATION back-up does your institution provide?

X office with opening hours to the public
X private office/ not open to public
X Online office tools
X website
X reachable by telephone
X library (open to public or members)
 online-library (ebooks, scans, pdfs)
X paid staff; how many and how many working hours/week (for ex. 3 persons working 10h/week each = 30 working hours)
10 working different amounts; approximately 210h in total
 unpaid staff; how many and how many working hours/week:

X volunteers; how many: *varies*
 other: _____

4) Which kind of ORGANISATIONAL back-up does your institution provide?

- magazine
- X regular newsletter, how often/year: 4
- X meeting of members, how many/year: 1 AGM; several other meeting (5-10)
- X staff meetings, how many/month: 4.5
- regular events for students and tutors, how many/year: _
- regular celebrations for everybody involved, how many/year: ____
- regular accreditation events, how many/year: ____
- online forum (on certain topics)
- X lists of
 - X designers
 - students
 - X tutors
 - X members
- other: _____

If you think of patterns, which one would you choose to describe the internal organisation of your institution? (spiderweb, open net structure, branching, circle, spiral, other)

5) On a scale from 0 to 5, where would you place the degree of self-organization in the events mentioned above:

- | | | | | | |
|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1 | 2 | 3 | 4 | 5 |

Please describe the experiences you made with self-organizing structures, open agendas, open space events:

Very effective when used in the right situation. When used in the wrong situation they can waste everyone's time and money. Knowing when to show leadership and when to make space for others is the key, and it takes time and experience to get it right.

6) How do you evaluate your institution/organisation as a whole? What kind of feed back mechanisms do you use on a regular basis?

We had an independent consultant come and interview all the staff to appraise the organisation about a year ago. Also we always seek feedback from events either at the event or via follow-up questionnaires. We have a letters page in the newsletter for people to comment and a questionnaire for post-PDC feedback.

People

7) Which kind of PERSONAL back-up does your institution or your national network provide? Please note in brackets how many.

X PC teachers (125)

X co-teachers/apprentice teachers (50)

X consultants (= designers who go out to clients) (??)

X specialists, in what: *several, e.g. W.E.T. Systems* (??)

X tutors for students on the Diploma pathway (25-30)

Note that some people can have several “roles”. Please count them in all suitable categories.

What does the interaction between you as an institution and the teacher/tutor etc. look like?

Teachers are effectively freelance. They deliver the courses, set their own prices and teach their own version of the internationally recognised curriculum (i.e. based on the Designer's Manual). They also may or may not include membership of the Permaculture Association in the course fees. They send the association details of graduates at the end of the course. The Permaculture Association advertises courses on behalf of the teachers and issues certificates to them.

Teachers have the opportunity to attend teachers' meetings and/or join the education working group, to develop strategy around education.

How do you manage to create win-win-situations for both?

Places

8) What kind of real, physical places to learn about PC are-there in your country? Please note in brackets how many.

research centres with staff (xx)

X farms, homesteads, gardens which take on volunteers/apprentices (100?)

X enterprises, businesses which take on volunteers/apprentices (25?)

X other: *Some universities have offered the PDC as part of a larger course; also environmental projects* (3)

Feel free to explain further:

We have a network of “LAND centres” - they are farms, homes, smallholdings, allotments, community gardens/public open space, businesses and more.

In which way do you as an institution support their work? (for ex. on your website, certification/labeling, handing out lists to students etc):

promote via website, provide funding to enable them to host events, run a group visit scheme that pays them to host groups. In future, accrediting courses that they run. Holding events for them to network, delivering e.g. project management training.

Students and their pathway-to-diploma

9) What are the minimum requirements to enroll for the pathway to diploma?

PDC

10) How is the pathway to Diploma organised financially?

X fixed fees monthly or yearly: _____

individual arrangements with tutors

free of charge

other: _____

11) On a scale from 0 to 5, where would you place the grade of self-organisation of your students?

 X

0 1 2 3 4 5

explanation:

0 = least self-org. = they don't have to be very self-organized because the institution provides everything like at school: curriculum, teachers, tests...

5 = highly self organised; there is no structure or fixed tools for their pathway (apart from tutors); everything is up to the student to organise: their learning, making contacts, org. of the accreditation event etc

If you like, describe how you encourage your students to more self-organisation:

12) On a scale from 0 to 5, where would you place the input of your organisation/institution regarding the diploma pathway?

 X

0 1 2 3 4 5

explanation:

0 = no input = t. The institution only hands out the diploma.

5 = the institution provides a lot of tools (tutorials, events, handouts, online-courses, office back-up etc) for the student.

Accreditation*

- 13) Did you develop tools to evaluate the design capacities of students? Which ones? Which experiences?

- 14) What are the minimum requirements to go for accreditation?

X proposals from 2 tutors

X 2 years of experience in PC design

X 10 designs

X documentation of the designs

documentation of the learning pathway

other: _____

please feel free to describe in more detail:

- 15) Follow-up after the accreditation: Did you develop tools to stay in touch with the new designers? Which ones? How do they work?

Designers' register - enables designers to advertise their services.

How do you integrate new designers in your system/institution?

As above.

- 16) Do you offer training to become a tutor?

X YES NO

- 17) What support does your institution/network give to tutors?

Full system of training and continuing professional development.

* accreditation = final presentation of the student's pathway in order to obtain the Diploma of Applied Permaculture Design