

Country or organisation	Strengths	Weaknesses	Opportunities	Constraints	Solutions
<b>Austrian Permaculture for Alpine Regions</b>	Strong teamwork	Not enough teachers for some topics	Joining formal education system (already happened in Southern Tyrol)	Too much traveling for teachers	Cooperation with other organisations
	Different professional backgrounds and experiences	Not enough permaculture sites with implemented systems to teach there	Collecting and systematising offers for permaculture education for children and young people	Not enough money to pay for administrative jobs	Working on optimising of the diploma process
	Long-term planning of the courses	Few accreditations	Optimising way to the diploma		We are supporting unemployed who get support from the state to get money for a PDC and the way to the diploma
	Harmonised course offers				
	Standards-defined quality				
	Curriculum for each of the course formats				
	A way from PDC to the diploma process				
	Working in different regions of Austria, Germany, Italy, Switzerland and helping them create their networks				
	Focused on permaculture education				
	~150 days of courses per year				
<b>Bulgaria</b>	A lot of enthusiasm	Difficulties organising together	Easy access to land	Poor population	Maintaining the network between different organisations in Bulgaria
		No diploma holders	General public interest in alternative agriculture		Cooperating with other Balkan countries
		Little experience	Entering mainstream education as it is quite open		Using foreign experience
		Only one PDC offered annually			
<b>Czech</b>	Good energy and enthusiasm	Fractioned group of educators	tradition of gardening and DIY	recent climatic changes	Joining the partnership
	Many creative practitioners	Lots of individualism	Great interest of public in PC	funding and time	facilitations of meetings
	Willingness to develop further	Bad communication (non-fluid, inconsistent, non-constructive, non-open)	Many locations to teach	Lack of available diploma holders as tutors	focus on people relationships/connections
	Many PDC absolvents want to teach	No agreement on PDC curriculum	knowledge of traditional skills	financial limits	Strengthen the curriculum and teaching
<b>Croatia</b>	Small self-organised groups	Fractured	Great thirst for knowledge	Lack of organisations	
	Strong personalities	No functioning association	Lots of land	Lack of funding	
	People well informed before coming to courses	Strong personalities	Middle classes	Lack of knowledge beyond agriculture and strawbale building	
		Mixing activism and permaculture	Emotional attachment to nature amongst people	Lack of tools for promotion and marketing	
		Lack of people care in courses			
		Lack of tools to teach people care			
<b>Denmark</b>	Enthusiasm in permaculture	Lack of support / funding	Large swell of interested 'saplings'	Lack of available diploma holders as tutors	Tap into new permaculture energy to create new job and educational opportunities

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	Established association and Nordic network	Lack of transmission	Established ecovillages as potentially involved in education	Personal issues	Fundraising to free up a person to do more fundraising and activities
	Personal strengths	Outdated diploma system	Fundraising for potential projects	Funding + time	Networking with other green organisations to create opportunities and activities
		Website under construction (slow)	Education venues	Lack of skills	
<b>Finland</b>	Nature in abundance	Weak national permaculture network	Developing food forests in summer cottages	Time available to develop networks.	National network
	70% family owned forests. Family system intact. Connecting with the land	Only few people engaged in permaculture activity	Permaculture is different and new	Finnish holidays/summer cottage time (whole of July and August)	Conscience raising for permaculture issues
	Growing public interest in Permaculture association	No diploma pathway	Extended family networks	Finnish cool winter prevents intrests activities in permaculture	Diploma pathway put in place
	Highly educated population (70% highly educated). Free high education. Openminded people, willing to learn	Very few permaculture projects	Trad knowledge, regain native plants and processes		
			Into the wild - wildfood (animals, mushrooms, berries). Forest permaculture (special tax-export rate)		
			Expanding land-based education		
			Developing webpage		
			Increasing food prices		
<b>France</b>	Design workshops with website info	Not enough workshops on specific topics	Very self regulating autonomous diploma holders	Dispersed students	
	Cheap diploma pathway	Few diploma holders	Easy to change	Geographical distance	
	Creativity	Little possibility for tutor support			
	Lots of students for few tutors	Interpersonal issues			
	Low maintenance	Few people attending meetings			
	Diversity of teachers + teaching				
		No consensus on course content or accreditation criteria			
		No money			
<b>Germany</b>	Organised	Expensive diploma	Lots of potential diploma holders	Exclusion of the poor	
	Good team work	Loss of potential diploma holders	Lots of active members		
	Tutors are paid	Rigidity → Germanity	Special courses for various target groups (poor & unemplyed, aid activists etc.)		
	Open to change	Low participation			
	Long history	Little practice of self-learning			
	(Partly) student driven				
<b>Global alliance permaculture partnership solutions</b>	Idealism	Fast environmental degradation in 3d world	Huge potential of cooperation	Lack of general understanding of the whole dynamic of the aid / development industry	

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	Funding available	Growing poverty in 3d world	Diversity of education models in Europe	Getting people involved	
	Permaculture provides solutions against environmental degradation (green jobs)	Lack of co-funding / donations	Potential models for resilient communities		
	Permaculture provides non-formal education	No other cohesive permaculture body then this GAPPS initiative	Learning opportunities from resilient communities		
	Big demand for (environmental) education	Euro-centrism / discrimination	Creation of student opportunity for action-research interns training		
			Specialised courses for aid / development workers		
<b>Ireland</b>	accreditation from the national accreditations body	no national organisation	have a sort of loose or light organisation	no national cohesion	
	2-yearPC-course in a vocational college, very cheap	no diploma process	more permaculture in Ireland, more courses	the standards of courses offered, there is no oversight	
		lack of diploma holders	for unemployed people to go paid to permaculture courses	no diploma holders	
			lot of interest in social permaculture		
<b>Italy</b>	Diversity of teaching	No consensus on PDC content	Share knowledge and specific solutions	Regional divisions	
	Organised and structured	No central body offering courses and certificating PDCs	Create a network with other countries' educational systems		
	Cheap diploma pathway		Learn from each other		
	Strong team of teachers				
	Money aside (not lots)				
	Wide participation				
	Broad range of courses before and after PDC				
<b>Latvia</b>	Core team with professional knowledge / experience in conventional and biological agriculture	No local teachers	Cooperation with Free Schools network to establish a serie of PLANT gardens	Low-income society, can hardly afford 100 Euro for PDC	Finding a way to educate local teachers - diploma holders
	Good relations with journalists and mass media, many articles published	No diploma pathways	Creating a strong national network with permaculture, transition and ecovillage activists working together	Core activists are very busy with their main jobs / professions	
	Very strong links with ecovillage and transition movements	Very few practical examples, gardens to show	Cooperation with universities	Really high barriers to get a diploma abroad	
	Growing number of members	Has been only one PDC, continuation unclear		No close cooperation with other Permaculture networks	
		Everything - totally voluntarily, no salaries or paid staff			
<b>Netherlands</b>	Diversity	Not much cooperation among teachers	More organising exploring new ways	Individualism and conflicts between schools and teachers	Good working association
	Social media network	Not functioning permaculture cooperation	Cooperation with others	Not knowing everyone / projects network: who is doing what where and how	Clear pathway strategy for education and teacher training
	Urban permaculture	No clear PDC standards	Clear PDC standards		Centralising information

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	Working with other disciplines like social work	No diploma pathway	Clear diploma pathway		To find access to land connect with child cares, schools, corporations
	Old knowledge farmers	Difficult access to land (prices, private property) Different prices	Teacher training Incorporate invisible structures		
		Short time or temporary land use	Collect old knowledge farmers		
<b>Portugal</b>	Lots of follow-up courses	No national or regional structure	EPT and national convergence in March 2013	Most courses are too expensive for the average Portuguese	Inclusion of projects in the diploma process will create a strong input for the network development
	Critical mass growing (teachers, students, projects)	No permaculture convergence	Economical crisis brought the need for redesign	Bureacracy	
	Cheap and accessible diploma	Lack of cohesion amongst permaculturists	Relatively independent local government		
	Many permacultists are designing	Few diploma holders	Land relatively cheap	Conservative general outlook (ex dictatorship)	
	Lots of interest in permaculture	Few native teachers			
	Growing awareness of green issues				
	Good well supported website				
<b>Slovenia</b>	Knowing each other in person	Not so many teachers	Lots of potential interest in SLO	Many regulations in relation of buying, accessing the land	Copy patterns and implement diploma pathway from other countries
	Small country = better personal connections on association	No connection with neighbouring associations	Nature stability and abundance	Many regulations on land, thus not able to apply of all permaculture skills (for example natural building)	Implement PDC course and train teachers how to do it
	Greate organizing skill of people in association	No dipoma pathway	Connecting with other countries		
	Teachers coming from different locations - teaching all over country is possible	Not as connected as possible	Becoming one big permaculture village on country level		
		No specialised training			

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<b>Spain</b>	Various independent teachers, diversity in the formats, contents, approaches...	Few established / recognized /known institutions / demonstration centres	The rising interest can create opportunities in schools, enterprise and vocational sectors	Getting permaculture people together in a structure	Long term view: creating a national institution, having national gatherings, teaching permaculture courses with people from diverse organisations Next step:Creation of a map collecting name, short description, location, courses offered by every institution, so we can have a wide overview of what is happening with Spanish Permaculture Ed Str Perhaps the creation of some currency that can be spent nationally to pay for course / diploma fees (The CES system is already in many communities in Spain and could be a good place to start from - ces.org.za)
	Need for permaculture education rising	Lack of cooperation between institutions and teachers from different regions Just one diploma pathway not linked to the work that is currently being developed by other teachers, institutions..	Creating a teachers training event	Lack of national institution that might call for more regional educational structures	Long term view: creating a national institution, having national gatherings, teaching permaculture courses with people from diverse organisations
	Information / forum knowledge exchange	Few structures for students follow-up	Learning from european permaculture academies	No funding for administrative staff	Next step:Creation of a map collecting name, short description, location, courses offered by every institution, so we can have a wide overview of what is happening with Spanish Permaculture Ed Str
	Various websites	No accepted standards for teachers			Perhaps the creation of some currency that can be spent nationally to pay for course / diploma fees (The CES system is already in many communities in Spain and could be a good place to start from - ces.org.za)
	Many small intentional communities	Reaching just those who are already involved in permaculture world			
	Ecovillage network				
	Professional profiles other than educational become available				
<b>Sweden</b>	Been around a long time	Static, not evolving	Lots of interest for permaculture courses	People leaving the organisation, mutiny!	More openness towards new ideas
		Slow moving, conservative	Cooperate more with the other Scandinavian countries	Division within the permaculture community	More input from other European countries' organisations
	Quite organised and structured	Quite unknown to the public	New energy!		

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UK	Lots of experienced teachers	Costs of diploma	Ethnic minorities + people coming from adversity who are resourceful	Example country for others	Share minquals solution from rest of Europe ...
	Diploma seen as a good practice	Bureaucratic	3 systems - England, Wales and Scotland - share resource and networking	Hard to stick to ethics	
	Excellent organisation	Funding crutch subject to UK govt changes	Lots of groups doing many layers of education	Geographical gaps in distribution of teachers	
	Follow up opportunities for graduates	New diploma is a young system with transition period	Lots of enthusiastic young teachers	Frequent government change in educational funding	
	Link with formal education (PA)	Lots of independent groups many with just the teacher		Little research about how much permaculture 'livelihood' is resilient longterm	
	Paid staff at the association	Histories' from 30 years working together			
	Network (PA)				
	Land project (PA)				
	Diversity of groups				
	Intro → PDC → Diploma progression is made clear				