

Questions in purple = qualitative questions

D E N M A R K

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?

Association: Permakultur Danmark, c/o Henning Hervik, Frankerupvej 3, Kalundborg

Or contact Cathrine Dolleris: catshop@gmail.com.

At the Nordic Meeting in September 2012 it was agreed that the national associations (Denmark, Sweden, Norway) will support a potential diploma apprentice to contact the diploma holders. The diploma is accredited at a Nordic Meeting with the presence of representatives of the association boards from Norway, Sweden and Denmark. NB. The procedure is currently under review.

if you have several entities, note also the contact details for them:

A private company - Lev Bæredygtigt - does courses (Intros, PDCs, etc.) and have two diploma holders.

Do you have trainers/designers/tutors who offer education on a private basis?
Tony Anderson (since the pathway is very new and still under review, it may be possible to contact Tony directly)

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

The association doesn't offer any courses at the moment, but private people and companies offer the following:

- 4 introductory courses to PC (4)
- 1 PDC (1)
- 2 Courses on specific topics (2)
- 2 Practicals/hands-on workshops (2)

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

- X website
- X reachable by telephone
- X volunteers; how many: 5 and they are the board members at the same time

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

- X regular newsletter, how often/year: 4__
- X meeting of members, how many/year: 1__
- X BOARD MEETINGS/staff meetings, how many/month: _1__
- X regular accreditation events, how many/year: 1__
- X online forum (on certain topics)

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)

other: a pentagram

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

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

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

The association is too small for any of this to happen at present with about 80 members spread around the country. No local initiatives have been noticed the last year. A private company organises courses.

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

Struggling to take off and have more members, more activities, more funding etc. We have a yearly meeting for all members and a Nordic meeting. The board started meeting regularly every month this year to have more activities, but have no funding for support of member activities yet (apart from Leonardo).

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 (2)
 - X co-teachers/apprentice teachers (2)
 - X consultants (= designers who go out to clients) (1½)
 - specialists, in what: _____ (xx)
 - X tutors for students on the Diploma pathway (1)

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?

There is very little cooperation between the PDC teachers and the apprentice teachers. The apprentice teachers have recently formed a diploma guild to work together with the diploma tutor (not actively teaching any more) and to create more opportunities for apprenticeships.

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 (3)
 - enterprises, businesses which take on volunteers/apprentices (xx)
 - other: _____ (xx)

Feel free to explain further:

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

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?

- fixed fees monthly or yearly: _____
- individual arrangements with tutors (so far free of charge, but transportation expenses reimbursed)
- free of charge
- other: _____

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

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

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

Three members of the board are also diploma apprentices, so organising board meetings and diploma guild meetings are mixed up. This is the first diploma guild and we expect to have tools available for the next guild.

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

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

Accreditation *

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

no

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

- proposals from 2 tutors
- 2 years of experience in PC design
- Writing an article in the annual Nordic Journal before accreditation
- 10 designs
- documentation of the designs
- documentation of the learning pathway
- other: _____

please feel free to describe in more detail:

Minimum requirements are not clear (being revised currently), however for each of the categories (landbased design, community development etc) a minimum of years (varies from category to category between 2 and 5 years) is recommended. The approval of two diploma holders and a censor must be obtained before the actual accreditation.

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

no

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

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

YES NO

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

Inspiring apprenticeses ☺

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

SPECIALLY FOR YOUUUUUUUUU

Is there a certain topic regarding the educational structures (general organisation of your institution, people care, certain experiences, special evaluation tool or other) that you would like to present at the next meeting?

PLEASE TELL US SOON!!

Is there a specific topic you would like to focus on during the next meeting?

Maybe: How to turn a dormant and burned out association into a thriving one with good funding and enthusiastic members who self-organise lots of activities?

Monika and Ben, september 2012