

Questions in purple = qualitative questions

G E R M A N Y

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?

Permakultur Institut e.V., Hamburg
Edouard van Diem, Christina Buschmann, David Krüger

*part of which is the training branch called "Permakultur Akademie" (PKA);
Kreutziger Str. 19, Berlin, info@permakultur-akademie.net, Robert Strauch, Rike Oemisch, Jan Kipper Fischer, Monika Frank, Judit Bartel*

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

probably in formation, I am not sure

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

10? introductory courses to PC (?10?)

4-7 PDC (*by different institutions all over Germany, not only by the PKA*)

4-15 Courses on specific topics (*see above*)

1 Design workshops

X Tutorials with PC designers (for students only)

1 Online-courses for students

5-10 Practicals/hands-on workshops

- 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)

(X) 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)

3 people getting paid 200€/month plus contracted work (online course; student related work)

- X unpaid staff; how many and how many working hours/week: *4-5 more staff, not paid*
- X volunteers; how many: *on certain projects/occasions*
- X other: *paid Tutors for the diploma students (paid by students with fee)*

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

- X magazine (done by the PKI association)
- X regular newsletter, how often/year: *3-4*
- X meeting of members, how many/year: *1 official GA*
- X staff meetings, how many/month: *1 per month on phone; 1 per year in life*
- X regular events for students and tutors, how many/year: *2-3*
- X regular celebrations for everybody involved, how many/year: *2-3*
- X regular accreditation events, how many/year: *taking place within the other meetings or at courses*
- X online forum (on certain topics)
- X lists of
 - X students
 - X tutors
 - X members

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)

(spider) web

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

explanation:

0 = least self-org. = the chair of the association decides on dates, contacts and participants on all events. Strong hierarchical, top-down structures with little enrollment of members, volunteers, students. Fixed agendas.

5 = highly self organised; details of meetings and events are found through consensus of a group of committed people or are known as long-standing agreements. The events are organised by the people they are for (tutor and students organise accreditation events etc). Open agenda, solidarious price system etc...

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

I am not sure how self-organized the work actually is. I know that Guild and board members are very committed, plus some of the tutors. But how much the students themselves actually do during their studies, I cannot say. My estimation is that they rather focus on their diploma and become more active afterwards. We are getting on very well with Open Agendas but tend to overload the meetings. Especially accreditations and interim presentations are sometimes taking a big space. We struggle a bit with the "acedemy weekends which are supposed to be (self)organized by and for

the students. When there is no commitment from the students, the guild organises them, but on the event itself, the students take a lot of responsibility to make it work.

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

The guild evaluates one year of work in retrospective, using the dragon dreaming model, then starting a new dreaming circle for the following year, thus allowing other and more active members to become part of the dreaming circle and of the team.

We also evaluate the educational elements/the pathway to diploma on an irregular basis through feedback of the students during the online course and to their tutors.

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 (12)
- X co-teachers/apprentice teachers (3)
- X consultants (= designers who go out to clients) (4)
- X specialists, in what: _strawbale building (1); international dev. Work (1), communication (2), ecovillage (2) etc...
- X tutors for students on the Diploma pathway (15?)

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?

For Tutors: *We are in the process of establishing regular meetings for tutors, to increase exchange and also to co-develop structures and rules for the work.*

For the accreditation, the Academy keeps an overview of who can accredit when, the students and tutors decide together when the accreditation should be.

Apart from that, the tutors send their invoices to the Academy and work quite independently.

For teachers: *the academy discussed the number of PDCs offered on an open meeting and fixed dates together so that as little overlap as possible occurs.*

The distribution of courses to teachers is not clear to me.

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

Academy: Support in organizing courses, payment of fixed fee per day, publicity for courses / tutors

Teachers: support of Project Support Project, public relations for Academy,

Tutors: support of Academy-system, ensurance of quality

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 (xx)
- enterprises, businesses which take on volunteers/apprentices (xx)
- X other: ecovillages or ecovillage projects (2)

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

lists to students

presentation on website

encouraging to host courses on their place

Students and their pathway-to-diploma

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

To have participated in a PDC (taught by a Diploma Holder that has been accredited by the Academy or a similar system)

To have participated in a workshop which introduces the education system and where students compile a design for their diploma pathway

10) How is the pathway to Diploma organised financially?

- X fixed fees monthly or yearly: 125,- € / month
- individual arrangements with tutors
- free of charge
- X other: accreditation costs extra (100,- €); it is possible to register for a fast-track training which lasts 6 months and costs 600,- €; or the possibility to step in only in the 2nd year after an interim presentation of about 5 designs.

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"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 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:

The support that the Academy offers is an online-course on “self-organisation competence” with 8 to 10 modules. During this, students become more aware of how they learn and what structures they need to finish the diploma.

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

<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

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?

We have a set of design and participation competencies which are there to guide the tutor's decision about whether someone is finished with the diploma or not.

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
- X documentation of the learning pathway
- other: a varying number different designs which compare to 10 designs of a similar size

please feel free to describe in more detail:

several tutors started to discuss with their students the number of designs they hand in. Some students have designs of VERY varying sizes. These are all taken together and put into relation to each other and then the number of designs that is necessary for accreditation is decided on together. This might result in 8 designs of different sizes.

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

If designers want to become tutors, they can do a tutors introduction. This gives them tools to accompany students on their diploma path. There is a mailinglist for tutors to exchange about topics that are of interest to them.

Apart from that, the Academy stays in touch with those teachers that teach on PDCs or that get actively involved in Academy issues.

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

The Guild does a Dragon Dreaming process every years, which identified tasks of the guild and the Academy for the following year. New people can either be integrated into the dreaming process or look at the list of projects and tasks and take on responsibilities or learning possibilities.

16) Do you offer training to become a tutor?

X YES NO

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

- *fixed amount of payment per tutorial (150,- € per tutorial)*
- *website for publicity*
- *tutor's introduction, exchanges and further trainings*

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