

Questions in purple = qualitative questions

F R A N C E

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?

X YES NO

if YES: name/address/email/contact person of institution:

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upp@permaculturefrance.org created by Steve Read

There are also free lance teachers and teachers from Canada or Australia teaching in France.

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

16 introductory courses to PC
18 PDC
18 Courses on specific topics (18)
x Tutorials with PC designers (variable)
50 Practicals/hands-on workshops (50)

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

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)
_____officially 20h a week :)
x unpaid staff; how many and how many working hours/week:
_____4, 10h a week
volunteers; how many: _____not enough_____

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

- x regular newsletter, how often/year: 1
- x meeting of members, how many/year: 2
- x staff meetings, how many/month: not enough
- x regular events for students and tutors, how many/year: 1
- x regular celebrations for everybody involved, how many/year: 1
- x regular accreditation events, how many/year: 2
- x online forum (on certain topics)
- x lists of designers
 - students
 - tutors
 - members

If you think of patterns, which one would you choose to describe the internal organisation of your institution?

open net structure

other: decentralized network

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

X

0 1 2 3 4 5

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

for example the permaculture students organize a PDC and contact a teacher, so they are autonomous, and we put the information of the PDC on the web site of UPP. For the "permafest" some students are preparing the next one, organized by an other association, and when it will be ready, we put the info on UPP web site.

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

During meetings of staff, and members of the organization we evaluate our activities and think of what other activities we can implement according to the needs.

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 (xx)
- x co-teachers/apprentice teachers (xx)
- x consultants (= designers who go out to clients) (xx)
- x specialists, in what: ___human permaculture, natural agriculture, food forests, patterns, teaching.... _____ (xx)
- x tutors for students on the Diploma pathway (xx)

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?

The pc teachers are the directors of the organization, the admin part (me:) can help teachers with their papers to find a status for example, putting on the web site the info about the PDC they coordinate. UPP give info to students that have done a PDC and want to continue towards the PC diploma. UPP gives info and advice to organizations that want to organize a PDC, and sends the contact of pc teachers when a client wants a PC design.

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

I already described what admin man does for pc trainers, the trainers give some money to the organization to pay the expenses, and the admin guy gets free trainings.

Places

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

- X research centres with staff (xx)
- X farms, homesteads, gardens which take on volunteers/apprentices (30)
- enterprises, businesses which take on volunteers/apprentices (xx)
- other: _____ (xx)

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

Permaculture places can welcome “compagnons (journeyman)” volunteer students that come and learn and work on their place. The PC laces can use the french network: Brin de Paille, tu publish info about workshops they organize. We provide any information they need.

Students and their pathway-to-diploma

9) What are the minimum requirements to enroll for the pathway to diploma?
to have passed a PDC

10) How is the pathway to Diploma organised financially?

- fixed fees monthly or yearly: _____
x individual arrangements with tutors
free of charge
x other: __25€ per year _____

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:

We ask students to create a blog on the UPP web site, each student can see the research of other students. In the fellowship apprentice system, the student is autonomous to chose the PC places were he goes. Because there are no obligatory courses after the PDC to have the diploma, the students are autonomous to participate to other courses, and design their learning path.

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?

To have a permaculture Diploma the student has to present minimum 10 designs or 1 implemented design, the student has to be involved in the PMC network in France. 2 diploma holders give a diploma to a student if they estimate that the student can lead a PDC, he has to be able to implement professional permaculture designs, and have the knowledge and experience to estimate if a student can evaluate well other students that present a diploma. It's according to the experience of the diploma holders.

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

- proposals from 2 tutors
- 2 years of experience in PC design
- 10 designs
- documentation of the designs
- documentation of the learning pathway
- other: _____

please feel free to describe in more detail:

the student has to present 10 designs on paper and one that is implemented.

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

They can be part of our pool of trainers, use the network and the web site of UPP to promote their trainings.

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

They can be part of our pool of trainers, use the network and the web site of UPP to promote their trainings.

16) Do you offer training to become a tutor?

- YES NO

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

none

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