



40 YEARS  
Festival of  
Permaculture

22-24 Sept 23

Lambourne End  
Outdoor Learning Centre  
Essex

 Permaculture  
Association

# The Education Strategy

2023-2025 · July 2023

# The Permaculture Association's Strategic Aims

The primary purpose of the education strategy is to achieve the 6 headline aims of the Permaculture Association (Britain) (now referred to as 'PAB'):

- 1: Make permaculture accessible to all
- 2: Accelerate learning about permaculture
- 3: Grow permaculture networks
- 4: Share and develop permaculture practice
- 5: Work with others to tackle key challenges
- 6: Build an effective, socially responsible and sustainable organisation



For the full list of aims and objectives see the PAB's Strategy. The aims are reviewed annually by the Board of Trustees and the most up to date version will always be in the Board Policy Manual.

A second purpose of the education strategy is to align and harmonise with other key strategies, such as the Fundraising Strategy 2023-25 and the Theory of Change.





- We are 40 this year, so it's a good time to **celebrate our learning impact**
- To **help determine how to move our movement forward** in a way that is fitting for the needs and challenges of our time.
- It presents a strategic approach that can be translated into an **action plan for phased delivery**, as we secure the resources and capacity we need.
- We hope this document **supports our education network to prioritise impact** and delivering more permaculture to more people.

## This proposed strategy has three main sections:

Where are we now?

Where do we need to be?

How do we get there?

# Where are we now?



- A worldwide reputation within permaculture networks as one of the longest established and most resilient permaculture organisations in the world. We are celebrating 40 years this year.
- Leading the delivery of nature based education in key mainstream businesses, organisations & educational institutions.
- The global 'go-to' Diploma system - even where other countries offer a Diploma pathway, people choose ours.
- The Certified Teachers Register (CTR) is used worldwide - with experienced American, Australian and European educators certifying with us.
- Educators and facilitators have the experience needed for a variety of 'greening' initiatives, funding and training needs across a range of sectors.
- Reaching into mainstream education - Workers Education Association, Crossfields Institute, Open College Network accreditation permaculture at a number of vocational levels.



# Where are we now?



“ *Membership of the Certified teachers Register brings an additional level of credibility to the offer that I am making. The connection to the Permaculture Association.. gives the organisations and individuals that I work with increased confidence in the quality and legitimacy of the work that I am doing which I know is important to them.*

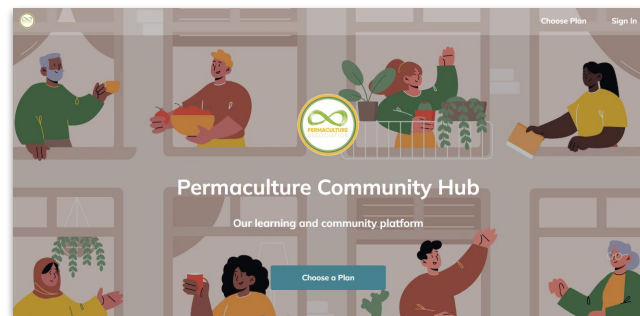
*In relation to this I feel that my participation as a member of the CTR, and also as a Diploma Tutor, is part of my own commitment and contribution to this community which in turn helps to advocate for the powerful part that our members' expertise, passion and energy has the potential to contribute at this moment of great change.* ”

Liz Postlethwaite, Educator Member, Diploma Tutor and Certified Teacher



## Website redesign and other 'behind the scenes' work

- Preparing to engage and respond to a much larger audience outside of our membership
- We have developed **learning pathways** and a **user journeys** approach to improve our understanding of our audiences and the different segments within
- The new website has now been launched which better showcases our 40 years experience and highlights more clearly the experience in our education network - see [www.permaculture.or.uk](http://www.permaculture.or.uk)
- This will support us in demographic monitoring for our membership
- Development of consultancy offer for our most supportive members
- A new forum space via the online Community Hub platform will enable us to reach new and wider audiences and engage more deeply with existing members and learners
- Well reviewed online learning courses, sharing the learnings from these and providing income to educators
- Affordable opportunities for educator members to create courses on our platform



# Where do we need to be?



## What needs rethinking?



- How to use online and blended formats and use of technological functions to facilitate community building - for example how can the Community Hub fit into a wider digital ecosystem of courses, websites, social media.
- Exploring the shift away from 'teaching' and into 'facilitating learning', and from 'tutors' to 'mentors' and 'coaches'.
- Staff teams are organised by activities (education; diploma; projects & LAND) but do we need more collective working on shared outcomes and impact objectives.
- Some tensions to explore within Diploma tutors / senior tutors
- Our systems are not making the best (or very much even) of the specialisations and experiences of education members. How can we promote our work in ways that support learners to know what learner journeys are available to them
- Our range of experienced consultants need to be visible to those in the mainstream, who are looking for these services. How do we make that work financially for the PAB and for consultants?

# Where do we need to be?



1. **Shared Theory of Change (TOC):** Being specific about where we want to make change happen and who we want to reach - with specific impact objectives.
2. **Clearly articulated impact:** helping people to understand what we do so well, what our impact is and how learning permaculture changes lives. Using this to better celebrate our collective achievements.
3. **Specific learning pathways:** The need for more clarity and better support for a limited range of particular learning pathways that already exist in our movement in a largely unsupported form, that if well supported will lead to specific and increased positive impacts.
4. **People care at the heart of our work:** A comprehensive and well-resourced Justice, Equity, Diversity, Accessibility and Inclusion (JEDAI) strategy.
5. **Prepared for growth:** Being prepared for and aiming to stimulate growth in 2023-26, including learning for climate action, engaging and training businesses and their employees, and sustainable life change.
6. **Underpinned by comprehensive monitoring, evaluation and learning (MEL):** We have developed a [Permaculture impact survey](#) to begin tracking both past and present experiences of learning permaculture, to fully understand its impact. We need to integrate MEL into all new work in order to make points 1-5 above, successful.



# An Ecological Model for the PAB & EWG Education Strategy



## Seeds



**Permaculture as a seed for change:** teach permaculture with transformative learning approaches and see what change happens and track it - without seeking to control the change.

## Branches



**Permaculture as a means:** develop a set of particular learning pathways that support individuals to reach a higher level of competence and confidence in specific aspects of permaculture and the regenerative / climate action movements. Track impact and feedback with a view to improving towards specific outcomes.

## Roots



**Permaculture as an embedded system of learning for action:** embed permaculture learning into specific (identified) fields, communities of practice, vocations, industries, professions and organisations via their curriculum/training programmes (e.g. Global Ecovillage Network), including Business to Business (B2B) learning. This includes permaculture as a complementary or symbiotic addition e.g. as 1 module within a broader vocational / professional curriculum. Track developments.

## Harvest



**Permaculture learning as a harvest:** gain a full yield through learning from, monitoring and evaluating the impact of learning permaculture. Qualitative reports, case studies, surveys and tracking of need, progression routes, partnerships and business to business relationships.

# An Ecological Model for the PAB & EWG Education Strategy



Seeds	Branches	Roots	Harvest
<p><b>Focus:</b> width - reaching many people, at a more surface level, as an entry point to our learning pathways and our movement.</p>	<p><b>Focus:</b> depth &amp; length - reach fewer people but help them go further.</p>	<p><b>Focus:</b> width, depth &amp; length- reach many people &amp; ensure longevity of ideas, and deepening of practice.</p>	<p><b>Focus:</b> width, depth &amp; length - reach many people &amp; ensure longevity of ideas and understanding of benefits to enable further seedings &amp; evolutions.</p>
<p><b>Impact:</b> whilst the specific impacts are unknown at the outset, our track record suggests there will be many impacts over time.</p>	<p><b>Impact:</b> designed to have impacts on key areas of the environmental, social &amp; financial challenges we face individually and collectively, as communities and as a society.</p>	<p><b>Impact:</b> builds symbiotic long-term relationships across allied networks, and reaches new learners in key fields by enhancing their learning outcomes.</p>	<p><b>Impact:</b> we truly learn from our work, dedicating time to improving the way we work and the quality of our permaculture education and training offers.</p>
<p><b>Analogy:</b> seeds spread widely, and can germinate near their source or be transported great distances, they can sprout the next season or lie dormant for years. When the seeds sprout into plants they enrich the soil and environment in which they live if the conditions are right.</p>	<p><b>Analogy:</b> branches reach further and bear specific fruits. Stretching out into new spaces.</p>	<p><b>Analogy:</b> roots go deep, anchor the growing organism, and connect to mycelial networks and allow for symbiotic communication and distribution of nutrients to where they are needed across a whole ecosystem, supporting regeneration and sharing.</p>	<p><b>Analogy:</b> The fruit is a fulfilment of a cycle of life (achieving competence), it feeds us and tastes great, and is a means to set seed, with others often carrying that seed to new fields.</p>

# An Ecological Model for the PAB & EWG Education Strategy



## Seeds

### Education ACTION PLAN Tasks for SEEDS:

Develop a specific range of low cost / no cost entry level and 'mass market' courses, including self-study and blended online learning options; etc.  
Support and enhance Intro to Pc training and initiatives  
Create action-focused resources and support systems that encourage seeds to germinate;  
Build and strengthen trainer CoP (Community of Practise) for seeds.

## Branches

### Education ACTION PLAN Tasks for BRANCHES:

Focus on developing a specific set of branches for key audiences, that match PAB strategy goals and ToC (Theory of Change) impact objectives. E.g. Training for project leaders / LAND Learners.  
Create action-focused resources and support systems that feed and strength branches;  
Build and strengthen trainer CoP for branches.

## Roots

### Education ACTION PLAN Tasks for ROOTS:

Identify and work with existing institutions incorporating permaculture.  
Seek out and develop specific new partnerships to integrate permaculture learning into broader curricula, including business to business and CPD;  
Create collaboration processes, resources and support systems that encourage roots to grow and connect into other learning ecosystems;  
Build and strengthen trainer CoP for roots.

## Harvest

### Education ACTION PLAN Tasks for FRUITS:

Develop a strong MEL system for permaculture learning and permaculture teaching / training;  
Create feedback systems and systems to support further innovations in permaculture learning systems;  
Build and strengthen internal & external competencies in monitoring, evaluation and innovation.



# Seeds - What level of change are we aiming to enable?



This element of the strategy directs our efforts to supporting numerous individuals and collectives to learn permaculture and then for them to apply it in whichever way they see fit - whether that be for mental health or landscape gardening.

This approach is focused on simply getting the seed in the ground (shallow) and getting seeds across a wider area - i.e. reaching a breadth of communities, and encouraging them to promote the concepts across more communities.

We do not know what specific change will come from this, but because of the track record of our movement we are trusting that the seeds will make changes to the soil (i.e. people's lives, land and local communities) and produce some kinds of fruits.

Individuals set the outcomes, whilst we trust that permaculture can be applied in a myriad of ways - if and when we can provide good means of learning it.

Can include PAB and Educators creating new innovative 'non-permaculture' / unnamed courses that can feed into permaculture pathways.



# Fruit- What level of change are we aiming to enable?



This element of the strategy directs our efforts towards particular outcomes that we want to see in the world in particular fields (in relation to local places, people and planet as a whole). In particular this element focuses on defining and supporting a particular set of **learning pathways**.

**Learning pathways** comprise:


- A. a sequence (in time)
- B. a diverse ecology of learning activities,
- C. choices about which branch or learning activities to follow.

Together these elements of learning pathways will grow the competencies that are seen as being needed to catalyse the potential of people in our movement, and build their resilience over time as well as the resilience of the wider communities they engage with. These pathways should not be rigid, highly structured linear learning journeys, but should be **broadly designed** to be **transformative in nature**, often allowing various steps or phases in the journey to emerge at later stages, rather than following a fixed or pre-determined plan.

# Stage in Learning Journey (How competency is learned and developed)



Entry level taster	Core Experience	Transition/ Foundation Practitioner Stage	Extended Learning 'Journey' (Practise)	Extended Learning 'Journey' (Study)
<p>Intro to Permaculture Other 'entry level' learning experiences, online or in-person - including</p>	<p>The PDC PDC modules: design + practice</p>	<p>Certificate in Applied Permaculture Design / Foundation Diploma</p>	<p>The Diploma in Applied Permaculture Design Advanced level / learning journey level</p>	<p>Teacher training</p>
<p>'non-permaculture' courses that feed into permaculture pathway</p> <ul style="list-style-type: none"> <li>• Introductory level / foundation level workshops, training experiences</li> <li>• Climate Action &amp; Lifestyle change workshops / courses, etc.</li> <li>• E.g. from an evening to a 2 day short course.</li> </ul>	<ul style="list-style-type: none"> <li>• Core level course or deep-dive experience, might range from a 1 to 2 weeks, either as single immersion or in blocks over time</li> <li>• Climate Coaches training</li> <li>• Lifestyle change core course</li> </ul>	<p>ToT (Training of Teachers)</p> <ul style="list-style-type: none"> <li>• Embedding the learning from the core course</li> <li>• A safe bridge offered from the core course to the greater commitment required for the extended learning journey.</li> </ul>	<p>incorporating learning groups and practical projects that relate to the learner's work, home-life or their intention for transformation in these realms</p> <ul style="list-style-type: none"> <li>• typically over at least a year</li> </ul>	<p>Some learners will skip straight to one of these options:</p> <ol style="list-style-type: none"> <li>1. Take a higher education course like a university module in permaculture, or the regenerative agriculture course</li> <li>2. Cultural Emergence</li> <li>3. Think like a tree</li> </ol>

Entry level taster (Award)	Core Experience (Certificate)	Transition/ Foundation Practitioner Stage (Certificate)	Extended Learning 'Journey' (Practise) (Diploma & Further Study)	Extended Learning 'Journey' (Study) 
<ul style="list-style-type: none"> <li>★ Introduction to Permaculture</li> <li>★ Foundations of Resilience</li> <li>★ Growing Food In Small Spaces</li> <li>★ Others to be added</li> </ul>	<ul style="list-style-type: none"> <li>★ PDC</li> <li>★ PDC Design module</li> <li>★ Permaculture in Practice PDC module</li> </ul>	<ul style="list-style-type: none"> <li>★ Certificate in Applied Permaculture Design that allows the learner to define their own pathway focus</li> <li>★ Training of teachers</li> <li>★ LAND Learner Programme</li> <li>★ Community Climate Coaches training</li> </ul>	<ul style="list-style-type: none"> <li>★ Designer (Diploma)</li> <li>★ + advanced design courses</li> </ul>	<ul style="list-style-type: none"> <li>★ Private clients and community projects</li> <li>★ Professional designers</li> <li>★ Farm scale design</li> </ul>
			<ul style="list-style-type: none"> <li>★ Educator (Diploma)</li> <li>★ + ToT, etc</li> </ul>	<ul style="list-style-type: none"> <li>★ Adult educators</li> <li>★ Educators of children</li> <li>★ Higher education educators</li> </ul>
			<ul style="list-style-type: none"> <li>★ Further Learning Educator</li> </ul>	<ul style="list-style-type: none"> <li>★ College level students</li> <li>★ Uni level students</li> </ul>
			<ul style="list-style-type: none"> <li>★ Practitioner (Diploma)</li> <li>★ + organic horticulture training</li> </ul>	<ul style="list-style-type: none"> <li>★ LAND centres and projects</li> <li>★ Market gardeners e.g. Sustainable Horticulture Management FdSc at Plumpton College</li> <li>★ Forest gardeners</li> </ul>
			<ul style="list-style-type: none"> <li>★ Community Catalyst (Diploma)</li> </ul>	<ul style="list-style-type: none"> <li>★ Community climate action / health</li> <li>★ Network / community organise</li> </ul>
			<ul style="list-style-type: none"> <li>★ Enterprise (Diploma)</li> <li>★ + business training</li> </ul>	<ul style="list-style-type: none"> <li>★ Regenerative and permaculture influenced enterprises</li> </ul>
			<ul style="list-style-type: none"> <li>★ Organiser / Administrator (Diploma)</li> </ul>	<ul style="list-style-type: none"> <li>★ Organisers of education programmes etc</li> <li>★ Various public and non-profit sector roles</li> </ul>

Interestingly we're seeing more formally trained educators coming to permaculture education

Adding more depth to this model, current suggestions for targeted impact areas include the following (to align with our Theory of Change)

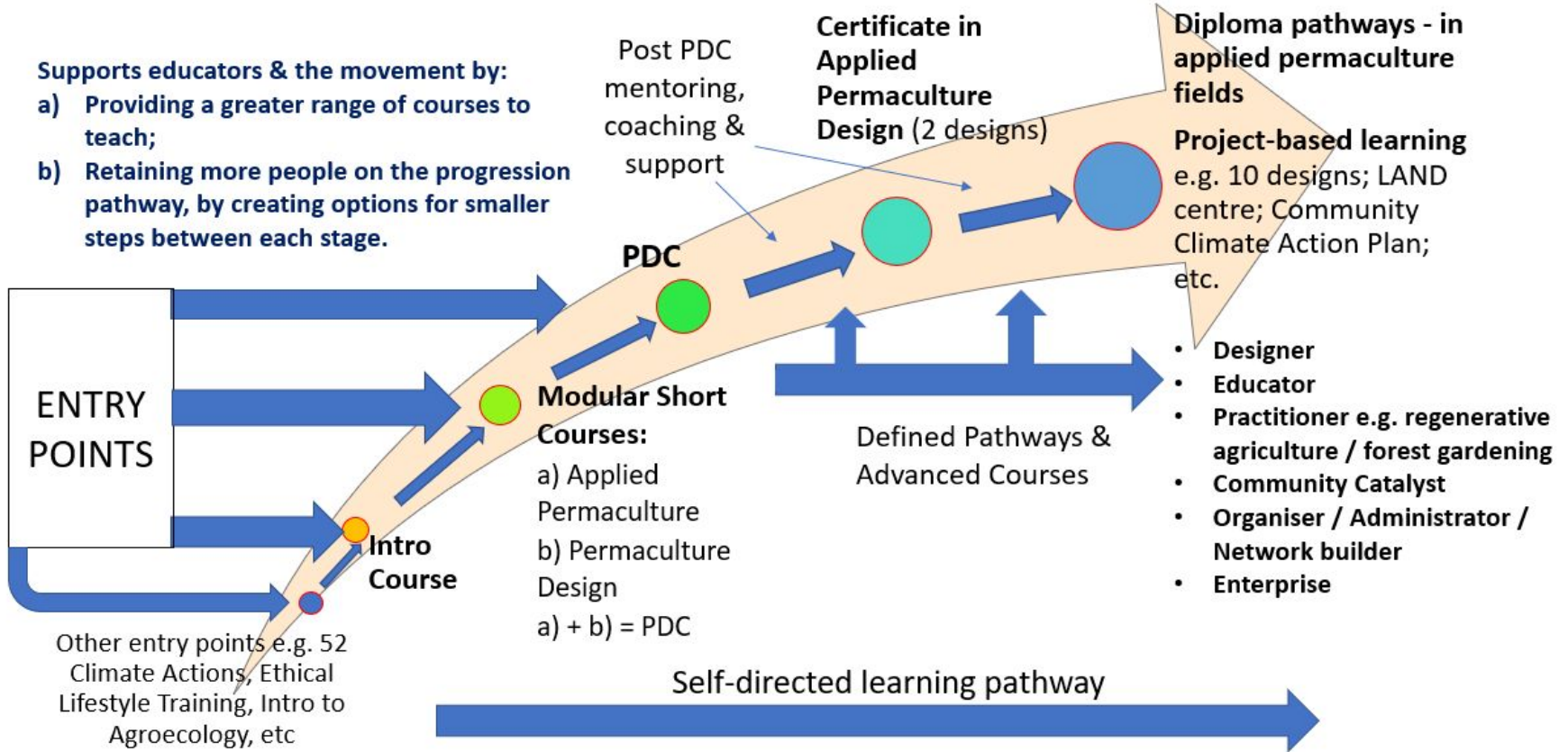


# Permaculture Learning Pathways



Supports educators & the movement by:

- a) Providing a greater range of courses to teach;
- b) Retaining more people on the progression pathway, by creating options for smaller steps between each stage.







## Roots - What level of change are we aiming to enable?

This is about influencing industries, professions and organisations to shift their paradigms and integrate permaculture into their philosophies and approaches, industry standards, fields of practices and cultures.

We aim to influence existing professional bodies / training and education organisations to integrate permaculture modules, projects or exercises into their own offerings.

This level of change would also include developing a postgraduate module for inclusion in Masters programmes (being explored through the EWG with Callum Egan of Edinburgh Napier University).

Buts it's also about providing our educators with the confidence that they are consultants, and providing them with the resources to engage with more organisations, businesses, councils, schools, universities and cities!

- Setting up a consultancy service
- Providing space in the community platform for specialist disciplines/fields to meet and build relationships and collaborations - (communities of practice development?)
- Holding space at events e.g. convergences for presentations, meeting opportunities

# Harvests - Why learn permaculture?



## Activities

Measuring our harvests refers to the gathering of data on the impacts / outcomes and learning from each area, we don't truly know that permaculture changes lives, until we can evidence this. This is essential for helping us to improve permaculture education and training, to take into the mainstream, and to make it much easier to obtain funding and wider support.

By celebrating our impact and demonstrating to others the value through case studies on the new website, focusing on applied diploma designs, and on the professional routes that educators take, in their respected changemaking roles, we can harvest further interest from external mainstream bodies..

The key action for this is to design, implement and refine a Monitoring, Evaluation and Learning system that serves the needs of the Association, its members and key stakeholders (learners, funders, partners) that want and need to understand the outcomes of our education work.

Examples:

1. [Permaculture impact survey](#)
2. Case Studies on the Web
3. Diploma and professional case studies
4. Recording a video about why people should learn permaculture

# How do we get there?



- Our efforts need to be systematic and consistent, so we will be enterprising and seek funding.
- Rather than reacting, we will respond proactively to make change in particular impact areas.
- We will focus on developing income for us **and** our members in 4 key areas - the modular diploma, professional memberships, developing online learning and consultancy services.
- Encourage and support members to become Market Leaders and build a reputation in 'Fruits'.
- Focus on understanding impact by delivering on 'Harvest' measurement.
- Explore more formal teaching qualifications to develop our professional memberships and CTR.
- Develop a designers register to accompany our CTR and professional consultancy.
- Provide a more attractive post PDC pathway to 2 design certificate and the Diploma, significantly increasing the conversion rate of PDC graduates.
- Support educator members to expand their offerings, with new and clearer pathways making it easier for more people to buy their services.



## How would this strategy affect members?

- **Seeds:** we would promote online offers to all members; we would continue to promote all permaculture teachers. We will begin surveying all learners. We will support more teachers to certify with us. We will offer more teaching opportunities to education members.
- **Fruit:** Working with our membership - particularly our professional memberships to design the new diploma learning pathways and work out ways to collaborate in delivering the modular diploma, the 2 design certificate and a designers register. More focus on celebrating our impact with case studies, better marketing and new website. We will generate more consultancy work, and support the mainstreaming of permaculture.
- **Roots:** we would support members who are specialists in specific industries to influence their sectors and building long-term relationships.
- **Harvests:** We will monitor and improve, celebrate impact and learn from the movement, supporting you to raise more money for more projects.

# How can you get involved and feedback?



You can send your quotes, case studies and requests to join the CTR or Education Membership to Jemma, the education lead at [education@permaculture.org.uk](mailto:education@permaculture.org.uk)

For queries about joining the new diploma system, taking the 2 design certificate or to provide your best diploma designs - email [diploma@permaculture.org.uk](mailto:diploma@permaculture.org.uk)



Alternatively contact the Education Working Group at [ewg@permaculture.org.uk](mailto:ewg@permaculture.org.uk)

To take the impact survey now and support us with impact monitoring you can [follow this link](#) or scan this QR code.

Please share this with your learners.