International survey of permaculture education

A summary of initial findings and analysis from IPEN

November 2017

The International Permaculture Education Network (IPEN) is pleased to share the following initial results from its first international survey of permaculture education. Derived from two similar versions, the survey represents the views of 115 experienced permaculture educators from around the world.

Q1. Geographic spread of respondents

We believe the results of this survey are definitely useful - for anyone involved generally in developing permaculture education at the local, regional, national and international levels. We do not suggest the survey is wholly representative of the global permaculture education movement, as the majority (68%) of respondents were from N & W Europe (28%), N America (23%) and Australasia (17%). However, Africa (12%), Latin America (13%), far east (15%) and central Asia (8%), eastern Europe (5%) and southern Europe (5%) were represented enough to consider this a reasonable first survey of PC education globally, considering the limitations of a survey only in English.

Q2. Teaching Experience of Respondents

We can be confident the views presented are those of experienced permaculture teachers, as over 60% of respondents have taught for 6 or more years, and 38% for more than 10 years. 83% of respondents have been teaching for more than 3 years.

Q3. Participants on Courses

Interestingly, for our respondents, their course participants average out at about 60% women, 40% men. In more detail, most of their courses are in the range of 50-70% women participants, and 50-30% male participants. A clear majority of respondents have very mixed audiences, drawn from a variety of sectors, with a small number of respondents having their course audiences dominated by a particular sector (i.e. activists, community groups).

Q4. Courses Taught

Respondents teach a wide range of courses. The highest numbers are teaching: a) Intro courses, b) PDC's, c) practical permaculture training, d) specialist courses, such as forest gardening, and e) short courses or modular blocks. 10% of respondents are providing Diploma training, 8% permaculture teacher training, and 6% are teaching online PDC's.

Taking Q1, Q2, Q3 and Q4 together, we can infer that the majority of respondents have both many years of experience teaching permaculture, and have experience of teaching many different courses, to many different audiences. Therefore, we feel confident that their responses to this survey are very well informed by an appropriate level of experience, and therefore represent an informed view of what is likely to help increase the effectiveness and coherence of permaculture education across the world.

Q5. Effectiveness of Permaculture Courses
Effectiveness in changing attitudes and understanding

Respondents rated the following as 'very effective' in changing *attitudes and understanding*: Diploma (58%), permaculture teacher training (56%), Advanced design / professional development (56%), specialist courses (58%) and 2 week residential PDC's (47%). Taking into account ratings of 'very' and 'reasonably' effective, residential PDC's and local PDC's over weeks or month, Advanced / professional development courses,

permaculture courses in universities and colleges, specialist courses, teacher training all rated highly (between 78-93% very or reasonably effective) for changing people's attitudes and understanding. Interestingly, online PDC's rated 50% very or reasonably effective in this area, with 50% rating between 'a bit effective' and 'not at all effective'. Permaculture in schools was rated 54% 'a bit effective', and 36% reasonably effective.

Effectiveness in generating ongoing permaculture action

Respondents rated the following as 'very effective' in *generating on-going permaculture action*:

- Diploma (62%), Advanced / professional development courses (50%), permaculture teacher training (50%), practical permaculture training (44%).

When combining 'very' and 'reasonably' effective the ratings are as follows:

- Diploma (100%), Advanced / professional development courses (100%), residential PDC (88%), permaculture teacher training (87%), specialist courses (81%), PDC over weeks or months (79%), practical permaculture training (78%), short courses / modular courses (75%).

66% of respondents see vocational training and permaculture in colleges/ universities as 'reasonably effective' in generating ongoing action (but none saw these as 'very effective'). 40% of respondents saw online PDC's as very effective for generating ongoing action, although 60% see them as a bit to not at all effective. 33% see permaculture in schools as very or reasonably effective, while 66% see it as a bit effective.

A general and important conclusion is that many permaculture courses are seen as being effective in generating ongoing action. Where effectiveness is seen as much lower, a positive response is to look at how online PDC and permaculture in schools can be made more effective – noting that the potential access to much larger audiences probably places online PDCs in a different educational zone. Similarly, schools' results should also be seen in context of planting seeds for the future, with an understanding that it will tend to have less uptake at the time of learning.

Whilst most permaculture educators are most concerned about generating positive action through education, we can be confident that permaculture courses are seen as very effective in changing attitudes and understanding, which is so often a key first step towards taking positive action.

Taken together these inferences are likely to be important for increasing the interest in permaculture in areas such as government, education and the international development movement / NGOs, and for potential funders of permaculture education projects.

Q6. Languages of Permaculture Teaching

With the survey being in English, not surprisingly the majority (70%) of respondents teach mainly in English. Other languages respondents mainly teach in are: Spanish, French, Portuguese, German, Tetum, Nepali, Danish, Dahr, Kurdistan, Arabic, Mandarin, Hindi, Kiswahili, Cantonese, Finnish and 'local native languages'.

Therefore, whilst the survey is clearly dominated by English language teachers, there is a good level of experience of teaching across a wide range of languages (and therefore cultures) amongst respondents, which can greatly help understand how to help progress permaculture education beyond the English language. Being able to cross reference responses to this question with later questions on resources, curricula, teacher training, etc is also very important and valuable.

Q7. Measures of Effectiveness

Measuring the impact/effectiveness

Many people answered this by explaining their methods for measuring effectiveness, such as feedback during and after courses, follow-up feedback after a period of time, and via a survey or personal catch up. Other measures include monitoring group dynamics and students' participation levels during courses, as well as during the design process. Often teachers keep in touch through online and local permaculture networks or create guilds or groups for students to join.

Others answered this question in terms of what it would be good to see the students doing post-course, to show that the course had the desired result. Responses included; a noticeable positive change in how the student lives their life, and influencing and being active in the communities around them.

> Q7 #94 When I see students/participants actively taking measures in their own lives and their communities to become more resilient, self-reliant and creative with solving environmental and social issues.

> Q7 #65 feedback surveys/individual conversations/ participation in permaculture groups and activities/life changes/hands on projects

Increasing the impact/effectiveness

There are many great ideas recorded for increasing the effectiveness of courses. Many focused on improving feedback loops and being more active or responsive to them, both through in-course and post-course feedback. Respondents also focused on the need for more follow-up, and opportunities for more effective follow-up, including active local groups and social media groups that go beyond the social to be places of action, encouragement and learning. Some answers focused on the courses themselves, including ideas for variations of current PDC courses or for internal course structure and types of lessons.

> Q7 #110 Create learning communities which actively further the learning experience and share resources i.e. not just making a Facebook group or mailing list, but putting structures in place for a space where people's ideas can be incubated.

> Q7 #96 Higher quality courses, better feedback loops on what students did and didn't understand, follow up programs.

What types of follow-up are most effective?

All the responses reflected the importance of follow up, and highlighted many ways to go about it. Mentoring, local permaculture groups, online groups, networks, community gardens, peer to peer teaching, advanced courses and practical courses are some of the ideas offered.

Comments indicated shared views that: i) measuring impacts of courses and follow up from courses is a direct way to improve both the courses themselves and the likelihood of students continuing to learn about, use and share permaculture; ii) more structured feedback methods that record details and provide better ability to use the feedback continuously within and post course will improve each subsequent course.

> Q7 #56 Getting them connected to local and national networks e.g. for further learning and communication. Organising follow-up events in the same area.

A mixture of follow-up methods are recommended by many, and reflects the diversity principle. Methods that encourage community involvement and students encouraging each other can reduce the follow-up time load for teachers, and improve the effects of mentoring actions. It is worth noting that *educators' guilds* - mentioned a lot in Q9 - could help educators

> Q7 #61 Integrate them into an active local group DURING their training - afterwards is too late

to share, record and improve their feedback and follow up methods and results as well as having a much broader network for students to connect to after courses.

Q8. Most Effective Courses for Generating Broader Community Change

PDCs are the most popular, either residential or long term, for generating broader community change. Almost equal was the need for shorter courses, practical courses, advanced courses. Within this category six respondents think Intro courses are the way to go. Diplomas and Training of Trainers got mentions.

Seven respondents came under the category of '*Create courses to suit the needs and people*', and reading through the responses, several others suggest this implicitly as well.

When it came to courses for marginalised people, this response was by far the most popular, many also including the need for peer to peer trainers.

It is clear that the PDC is still an essential part of permaculture education, for its scope and its ability to impact and create personal and group paradigm shifts. Responses indicate that as permaculture evolves there is a need for a wider range of courses, for generating the broad change that we all want to see - these developing courses are going to become more and more used. This is especially the case as permaculture trainers aim to engage with mainstream markets and marginalised groups.

> Q8 #77 my experience is that introductory courses can have a great effect on people integrating what they learned into their work / day-to-day life. pdcs can be more life-changing. what we offer as a "basic training in pc design" (14-month training with courses and long-distance course) supports people after a pdc to better understand pc design and to implement pc in their lives / projects

> Q8 #105 We need more qualified teachers from the same background as those marginalised groups.

Q9. Practical Next Steps That Will Most Advance Permaculture Education

Course formats and content

PDC curriculums are the most settled, with many respondents doing regular tweaking. There were calls for bigger range of PDC curriculums and translations of PDCs, especially in non-English speaking countries.

Responses show that short course and advanced course curricula vary greatly. Many educators are happy with what they have, while there are also many calls for better access to curricula, more development of curricula, and better links between permaculture and other disciplines in curricula.

> Q9 #92 A clear text focused on main themes in simple language and with abundant visual treatment of ideas

Learning resources: books, films, etc

Many respondents are happy with the range of resources and access to them. Others called for: better online access, more practical resources, more films, translations and sub-titles, more specialised materials, etc.

> Q9 #102 develop material for teens and young people

Teacher training

There is a very large response calling for more access and availability, more standards and/or requirements, and more development of TOT (Training of Teachers) courses/curricula. Including more commonalities with other TOTs in other professions was also mentioned by some respondents. However, respondents across the board strongly *do not* want to see permaculture trainings be like standardised classroom teaching.

> Q9 #18 Teacher training in lots of countries/languages. The TOT course I did transformed how I taught courses even though I had already done a city & guilds certificate. Made my teaching so much more creative.

Regional/national support for education

Most respondents express support for more regional/national support for education - few regard the current situation as adequate. Some expressed concerns of not wanting to lose independence, and wanting support to be bottom-up. *Educators guilds* or similar local-regional collaborative solutions between educators were suggested regularly. Problems of financing and / or coordinating this support was also commonly raised.

> Q9 #99 It'd be lovely to have a co-operating group of teachers

Education networking

Many respondents support greater education networking, and see this as linked to or very similar to regional/national support. Many see this as an important part of developing permaculture education further, and supporting it being important where it is just starting to develop.

> Q9 #85 we need this worldwide

Post-course mentoring / support

Most see this as important – indeed, some consider it the most important part of education.

Many expressed concerns regarding the costs and time involved, making this harder to effectively achieve. *This topic is strongly linked with course effectiveness generally*. Some suggestions include local groups, peer to peer mentoring, follow-up gatherings, online support, volunteering/apprenticeships – all are easier to do as a guild/network than individually.

> Q9 #82 Supporting local initiatives that are not necessarily made in English

Summarising the comments, there has been a huge amount of work go into curricula and resources already, yet there is a lot more to be done. The movement can do this with a good understanding of what is needed and a common consensus to improve teaching standards, whilst also retaining the creativity and individuality of teachers and courses. A bigger range of courses, more links with other related professions and especially more availability in non-English speaking countries is welcomed. All of this can further improve with mechanisms in place for better support and networking structures for teachers and students, again with the teachers and students themselves being able to develop and manage these structures, with consented involvement and/or coordination from national organisations if and where appropriate. Funding and time are strong limiting factors.

It should be noted that, for all the important areas covered by Q9 above, further analysis against languages / global regions is needed.

Q10. Ambitious Achievable Actions That Would Most Accelerate Permaculture Education

Local Actions

There are many valuable and insightful responses!
General themes that come out of these responses
include: Raising permaculture's profile; more
functional and active networks and guilds; better
opportunities and pathways to permaculture related
livelihoods; a larger variety of specialist courses and
resources; and clearer, more functional connections to
main stream education, other vocations and
community groups.
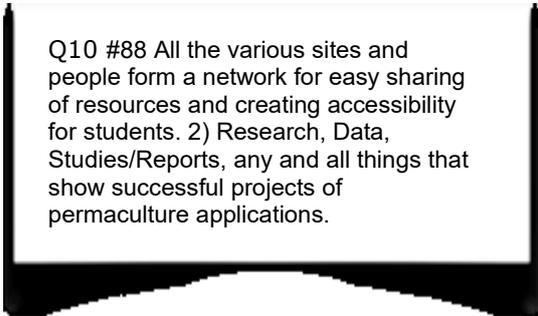
Q10 #88 All the various sites and
people form a network for easy sharing
of resources and creating accessibility
for students. 2) Research, Data,
Studies/Reports, any and all things that
show successful projects of
permaculture applications.

Global Actions

The responses to global level acceleration largely reflect the
answers for local acceleration. At the global level, there were
more responses with an emphasis on: i) getting permaculture
into mainstream education systems, ii) resource translations and
creation, iii) and teacher training. Coherent and effective
networking also rates highly in responses.
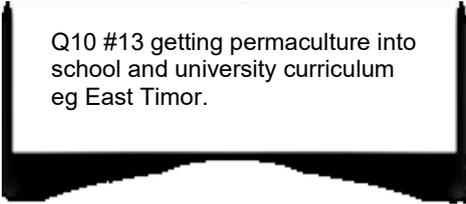
Q10 #13 getting permaculture into
school and university curriculum
eg East Timor.

*The answers to this question closely relate to Q20 about unmet needs and gaps in PC education. The answers
to local and global ideas for acceleration are very similar, reflecting the ability for effective and strategic
actions to be useful on both levels. Furthermore, local actions build the platform for global movement, while
global work can create the framework to spread and duplicate successful local initiatives.*

Q11. Education Resources Most Used to Support Teaching

The resources used 'a lot' are: Powerpoint / slide shows (44%), main texts (41%), Posters / photos (38%),
handouts (38%), Flipcharts (33%). When rated for effectiveness however, interestingly of these only posters
/ photos rated highly (61%) as 'very effective' – although it's important to note that all resources used rated
very highly (80-100%) when 'very' and 'reasonably' effective are combined.

*Respondents are clearly using a mixture of support resources, and we can infer that they are deliberately
using a mix of resources, based on their experience, to support effective learning. Comments on this issue
expand responses further: site visits were the most commonly mentioned, highlighting the need to inspire
and show permaculture in action. Many respondents have developed their own resources, or use cards,
educational games, practical and design tools and much more.*

Q12. Availability and Importance of Core Texts in the languages that Courses are taught in

Introductory texts are seen as 'essential' by the highest number of respondents (32%). And although no texts
are rated very highly as 'essential', all four core texts areas offered (introductory, advanced text, practical
handbook, design handbook) are rated between 70%-51% when combining 'essential' and 'very important'
ratings. Advanced / designers manual equivalent is rated highest (18%) as being 'not important' for the
courses taught by respondents.

The availability of texts for the four core areas mentioned above is generally good to reasonable, although
both 'Designers manual / equivalent advanced text' and 'handbook of permaculture practice' were rated
45% 'not available' for the main languages taught. Not surprisingly, Introductory texts are the most widely
available (79%).

We can infer that by considering both rating of importance and rating of availability, practical handbooks are the type of texts that are the biggest gap, compared with rating of their need / importance.

Q13 Importance, availability and affordability of education resources

As teaching support resources, written guides and image based guides are both rated very effective by 45%, and are rated 81% and 75% respectively when 'very' and 'reasonably' effective are combined. Online material is only rated very effective by 26%, but is rated 'reasonably effective' by 44% as a support resource. DVD's are also seen as being very to reasonably effective by 61%.

The least available of these resources are image based guides (57% not easily available). Online material has the highest general availability (88%), with written guides also high (79%).

On affordability, written guides were rated not generally affordable by 1 in 5 respondents (20%), with DVD's not generally affordable for around 1 in 4 (24%).

In comments, i) posters of principles and ii) teachers working together to create resources, are mentioned as important.

We can infer that written guides and image based guides are currently still seen as the most effective format for support resources, with efforts still needed to make them available and affordable more widely. Taking Q11 into account, the same can be said for posters.

Q14. Permaculture education resources that would most improve courses

The responses to this question varied a lot depending on where the teachers work and who they work with. The highest amount of responses said *translations and/or creation of texts in their language and culture are most needed*. After this there were many responses seeking more teaching resources, more books, especially practical and picture based books, and more resources for specific topics. DVDs/short films, posters and design tools also gathered multiple responses.

It is clear that:

- the majority of resources currently are in English and tailored to English speaking nation contexts;
- more practical and visual learning tools are needed.

Resources for teaching, either PDCs or specialist courses, are also needed to make teaching more effective. Whilst some of these deficiencies can be met by making people aware of resources that are already available (such as through a resource linking website), a lot of translation and resource development is required, especially to suit a range of cultures, climates and courses.
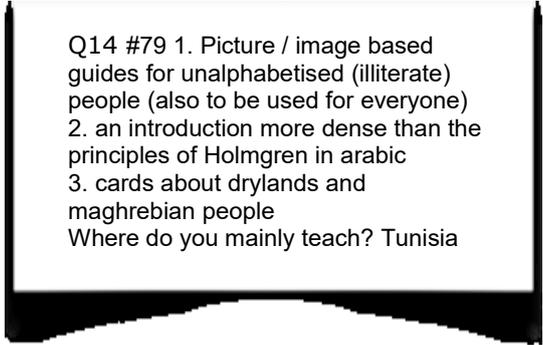
> Q14 #79 1. Picture / image based guides for unalphabetised (illiterate) people (also to be used for everyone)
> 2. an introduction more dense than the principles of Holmgren in arabic
> 3. cards about drylands and maghrebian people
> Where do you mainly teach? Tunisia

Q15 Self-directed / self-managed learning resources

Self-directed / self-managed learning resources (e.g. self-study handbooks) are rated as very important by 45% and fairly important by 37% of respondents. It is notable that both individually and as a combined effectiveness rating (82%), these equates directly to the rating from the previous question for written for written guides / main texts (81%).

We can infer that respondents see the development of self-study approaches generally, including more self-study handbooks, as very valuable, and equally as valuable as core texts.

The comments here gave some interesting feedback and are *very important for clear perspective on the high percentage for self-study*. Whilst a high percentage think that it can be effective, many qualify this by saying a) it really *depends on the type of person* and b) *can't be recommended as working across the board*. Several said that *self-study works well in groups*, but much less effectively individually. Others said that it depends on the cultural methods of information sharing - with some cultures not suited to self-learning, but well suited to other methods of learning.

From the comments it is clear that *self-directed learning can be a highly effective method in the right circumstances*, especially with some strategic guidance. With the increase of online materials, it is likely to become even more widely used. However, it isn't necessarily essential, and can be detrimental to positive learning outcomes in some contexts.

> Q15 #88 I think it is essential. The trick is knowing when it is right for each student, and making sure they have a good enough intro and conceptual grasp of the fundamentals of Pc to do self-directed study. And that they have the resource base and skills to access this for their study.

> Q15 #87 Not very useful. Our culture is more communal and oral. Sharing in groups exceeds by far lone self-education. Few people are effective as lone learners.

Q16. Practicals in Permaculture Courses

Practicals are rated as having a high level of importance in permaculture courses.

A majority of respondents rated practicals as 'essential' or 'very important' in all courses, with the highest ratings being for permaculture in schools (93%), PDCs (75%) and Advanced courses (67%), and at 60% for university / professional courses. By combining 'important', 'very important' and 'essential' these rise to permaculture in schools (100%), PDCs (90%) and Advanced courses (90%), and at 87% for university / professional courses.

For the importance of practicals, Introductory courses are rated lowest, although still 71% see practicals as important to essential at this level, with 29% seeing them as a little or not important.

We can infer that practicals are widely recognised as being of very high importance – this being a factor to address when taking into account responses regarding the perceived need for more curriculum guides (Q22 and Q23).

Q17. Online courses and resources

Respondents see Online resources as more effective than online courses. Although both are rated highest as 'reasonably effective' (courses 43%; resources 48%), few (7%) see online courses as 'very effective', while 36% see them as not very effective, and 14% as 'irrelevant'. However, 24% see online resources as 'very effective'.

Online courses are dominated by availability in English, although Spanish, French, Portuguese, German, Danish and Finnish are also mentioned for courses and materials being available on line.

Online courses and materials are still 'not very' or 'not at all available' for around 28% of respondents.

In terms of perceived effectiveness, online resources are seen as most valuable to develop further, and make available in many more languages. We can also infer that given the growth of online courses, which is unlikely to change, effort should be put into making them more effective, and more available beyond English.

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Q18. What works well in permaculture education

For such a big question, the responses were understandably wide ranging and great to read, with the 'why' being just as important as the 'what'!

Respondents focused on three main areas:

i)   Types of lessons within a course

The most popular lessons are site visits, seeing permaculture in practice, practicals, designs and group discussions. The reasons chosen were mostly based on a) the ability for students to more fully understand concepts and b) be inspired to implement for themselves. There were many, many more that covered all aspects of courses including more personal understandings of 'why choose permaculture?', social permaculture, science and permaculture and the natural environment.
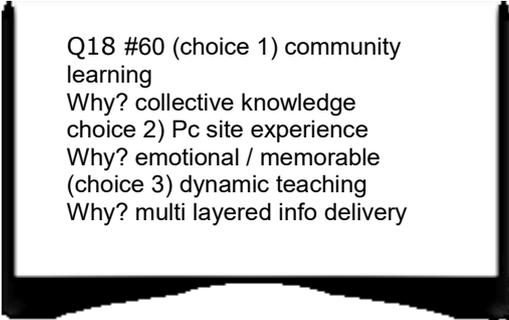
> Q18 #60 (choice 1) community learning
> Why? collective knowledge
> choice 2) Pc site experience
> Why? emotional / memorable
> (choice 3) dynamic teaching
> Why? multi layered info delivery

ii)   How the course is run

Responses in this area focused on a) having a good mix of lesson styles, b) creating a strong and positive group dynamic, c) utilising creative facilitation methods and d) having good course handouts. These were all about creating the best possible opportunities for all the students to learn from the facilitators and from each other and to retain the information.

iii)   Types of courses

It is clear that a) PDCs are still popular and important, b) there are many ways that respondents like to teach permaculture, and c) a broad range of courses is essential.

The results of these responses shows the range of methods for teaching permaculture and the effort that teachers put in to creating a diverse, supportive and productive experience. This is very important for the vast majority of respondents. This is a great base to work from, and provides rich information that can be turned into valuable resources for new teachers, for Training of trainer courses and for helping with curriculum development.
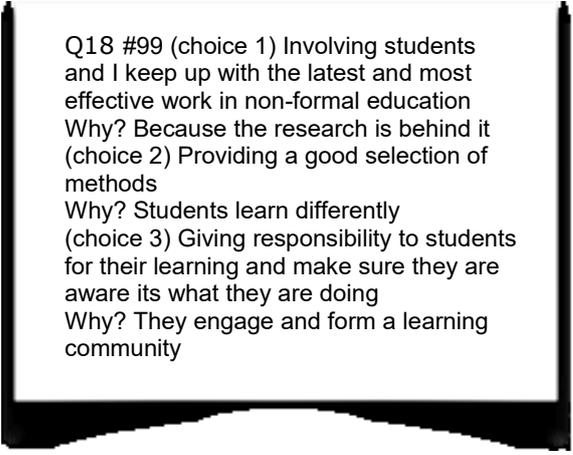
> Q18 #99 (choice 1) Involving students and I keep up with the latest and most effective work in non-formal education
> Why? Because the research is behind it
> (choice 2) Providing a good selection of methods
> Why? Students learn differently
> (choice 3) Giving responsibility to students for their learning and make sure they are aware its what they are doing
> Why? They engage and form a learning community

Q19. What works least well in permaculture education

This question raised many interesting views from respondents, showing dissatisfaction for a range of specific training methods that don't work well for them, with each and every response being valid. Similar to the last question, 'why' they don't work provided just as important information as 'what' doesn't work.

The most common points of dissatisfaction are:
a) classroom style lecturing, b) powerpoint presentations and c) lack of variety in training methods. The 'why' responses related to these points argue that i) they become boring, ii) information retention is lower, iii) students aren't confident to put their ideas into practice and iv) students learn in a variety of ways and these styles don't cater to those needs.

Other more common responses include not enough follow-up after courses, too many practicals, not enough flexibility, and not focusing on group dynamics and student-to-student/discussion learning practices

From the results, we consider that most trainers agree that some talking/power points are a necessary part of a course, but it is very clear that they work well only when they form a small and balanced part of a variety of training methods that cater to a variety of learning styles.

Also reflected is an understanding that when students feel part of the course and group, including post-course, that retention and practice of permaculture knowledge is much higher.

Responses to Q18 and Q19 show that experience of what works well, and what does not. can and should readily be integrated into further development of curriculum guides and teacher training.

> Q19 #26 (i) lecturing at students with slides full of text
> Why? it doesn't involve people; makes them passive recipients of data rather than active participants in the construction of knowledge, meaning and skills
>
> Q20 #26 Strategies, vehicles and capacity to better engage the billions of people living in poverty (in both developed and developing countries)
>
> Q20 #56 Low availability and selection of learning resources in local language (books etc)

Q20. Gaps and unmet needs in permaculture education

Many of these responses can be included in the broad framework of 'course follow-up'. This includes gaps in networks, not enough mentors, a lack of advanced and specialist courses, more pathways needed to permaculture/permaculture related livelihoods, more demonstrations and living examples of permaculture and not enough peer-to-peer teaching and support.

Funding, as always, is a common and important issue for many people, holding back the progress in many areas.

A lack of collaboration and coherent structures in education has been identified, both regionally and internationally. For many people, a lack of course resources and/or resources in their language is a pressing need.

Getting out to the broader community to attract people to permaculture courses is also important. This includes responses about providing permaculture related courses that provide an introductory pathway and courses that cater to a greater range of needs and cultures (i.e. gateways into PC), course/project advertising and raising public awareness.

While these answers understandably provide a vast range of responses, when crossed-checked against other survey questions and looked at through a wide lens, they provide an extremely valuable insight into how a few strategic initiatives can make a large positive impact in many areas, especially if they are collaboratively created by and networked to educators globally.

Q21. Core curricula in permaculture education

Surface level responses show that core curricula for the PDC (65%) and Diploma (67%) are most established, with a further 9% and 7% having these 'in development'. Only 24% having a core curriculum for teacher training in place, with 17% having this 'in development'.

Core curricula in other areas are not well developed: Intro to permaculture (23%), permaculture in schools (12-16%), agriculture college (16%) – although permaculture for primary schools has a relatively high level of curriculum in development at 17%. For 'other college / vocational PC training' 35% have core curricula in place, with a further 12% in development.

However, it must be noted that when responses are considered at deeper level, and cross-checked with % of respondents from UK and Australia, then US and Europe, they show that *the actual percentages of any type of core curricula is actually quite low, and therefore shows even greater need for development, collaborations and translations*.

We can infer that core curricula are clearly seen as very valuable, and effort should be put into making these more available, particularly beyond English. Developing a curriculum guide for permaculture teacher training, to be translated, appears a particularly appropriate area for international collaboration, to help fill a clear gap in many areas. Noting Q16, these should have clear guidelines on the levels and importance of practicals and a mix of learning methods within different types of courses. Curriculum guides can also take into account the perceived effectiveness of different types of support resources amongst experienced teachers, and the value of post-course support systems.

Q22. Standards or Guidelines for PDCs

There is relatively *low support for fixed standards in PDCs at either the global or national / regional level*, while there is *a good level of support for general guidelines at global level (73%) and national / regional levels (75%)*.

The comments section gave a clear indication that people feel strongly about this issue, with those who don't want any guidelines and those who want fixed standards - either end of the spectrum - as the strongest respondents.

Fitting with the numerical results, most comments were in support of some kind of basic guidelines, standards or agreements, but not fixed. It was also clear that those who commented want to see these guidelines/standards developed by the countries/regions where they are implemented, and perhaps with advice from or initially based on guidelines adopted by other countries.

We can infer that international to national and regional collaboration on general PDC guidelines (not fixed standards) is widely supported. It should be noted that this question was often linked to the need for more opportunities for, and higher standards of, teacher training.

> Q22 #77 guidelines would help to make it more clear that there is something like an agreement what a pdc should cover - and which topics are an "add-on". i think that fixed standards would not be flexible enough to cover / serve regional and contextual needs and specifics. In the EPT (european pc teachers partnership) we discussed that we'd prefer something like "agreements" - some institutes agree on a core curriculum and then others that agree with this can "subscribe" to it (our vision was to publicise this curriculum and the institutes that teach according to it on a website)

Q23. Support systems for courses

Noting again the majority of respondents being from N&W Europe, Australia and the US, support systems for PDCs and Diploma are mainly in place (51% and 43%) or in development (19% and 17%) - although at least 33% have no diploma support system in place. For the areas respondents teach, 42% have no teacher training system in place or in development, with just 33% having teacher training in place, and 18% having it in development (6% 'don't knows').

In terms of the effectiveness of these support systems, progressing after PDC and Diploma are rated 'highly effective' by 44% and 36% respectively, and are also rated 'fairly effective' by 44% and 36% respectively.

Meanwhile teacher training is only rated 'highly effective' by 29%, and by 47% is rated 'fairly effective'. Notably, 27% rate their diploma systems as 'not effective', and 24% rate their 'teacher training' as not effective – i.e. around 1 in 4 for both of these.

We can infer that international to national and regional collaboration on effective support systems for PDCs, and particularly for teacher training and Diplomas, would be very valuable and widely supported where no such systems are currently available or in development, as a route to further increasing effectiveness and coherence in permaculture education.

> Q23 #96 I am the main one apprenticing people formally in my area. I would love some support - any support! Am working on creating a regional hub for PINA but this is slow since we are all busy professionals and have barely made headway.

Only about 20 % of people who answered the question also added a comment (perhaps they were exhausted by this point in the survey!) - however respondents that commented were mainly of the view that *a lot more needs to be done to create adequate support systems*. Through the comments various options for this support were mentioned, including a) educators' guilds, b) LAND Centres, c) local permaculture groups, d) online networks and e) regional hubs. These are all useful and can hopefully be strengthened, duplicated and better connected.

Q24. Other comments

Further comments were varied but not extensive, often reinforcing previous comments, with several stating a "thank you" for the survey, despite its length! The majority reinforced a view that increased networking, collaboration, sharing and translation is desirable in permaculture education, across regional to national to global levels.

Q25. Contact details

A majority of respondents provided their contact details to receive results of the survey.

Q26. Involvement in IPEN

43% of respondents are interested in being involved in IPEN, mainly in national and regional networking, as well as in research on permaculture education, developing new courses and resources, and developing national or regional permaculture education systems.

Concluding comments from IPEN Coordinators Lachlan McKenzie and Steve Charter:

> *We are extremely grateful to all those who took the time and effort to respond to this survey, those who helped circulate it and those who helped improve its early drafts.*
>
> *We hope you find these interim survey results valuable and interesting, and we very much hope they will be useful to anyone keen to help progress permaculture education, at whatever level and where ever you teach or coordinate courses, training, events or demonstration projects. We will certainly use them to help shape IPEN's focus and priorities, collaborating with all those that wish to do so, to advance permaculture education around the world.*
>
> *The global permaculture education movement is a great movement to be part of!*

For more information on IPEN visit: https://www.permaculture.org.uk/about/international