



Education and Culture DG

Lifelong Learning Programme

Application Form

Call: 2012

Partnerships

Form version: 3.4 / Adobe Reader version: 11.01

D. PROJECT DESCRIPTION

Please note that this section must be completed jointly by all institutions participating in the Partnership and must be identical in each copy submitted to each National Agency.

D.1. SUMMARY

Summary of the planned partnership in the communication language of the project. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise.

Permaculture is a method of designing sustainable systems that has been used worldwide for the last 35 years. It brings knowledge from various fields (horticulture, agriculture, architecture, economics etc) together under a set of ethics and principles to enable people to create sustainable homes, neighbourhoods, farms, businesses and more. It has a strong emphasis on practical action, personal empowerment and seeking creative solutions to seemingly intractable problems.

The Learning Partnership aims to support the professional development of permaculture teachers. This relates to the Leonardo programme in 3 ways:

1. Increasing teachers' own skills for employability;
2. Improving the quality of vocational education & training that those teachers deliver;
3. Developing the capacity of organisations to deliver courses, and thereby employ permaculture teachers.

There will be 7 mobility activities during the project, serving multiple functions:

1. to provide a forum for exchange of best practice;
2. to provide teacher training/continuing professional development;
3. to share information about various national permaculture education systems & qualifications frameworks;
4. to establish a pan-European network of permaculture teachers & organisations for curriculum development;
5. to promote cultural exchange and celebrate the diversity within the network;
6. To produce a permaculture teachers' handbook.

This is a large partnership, which will create project co-ordination challenges. However, the partner organisations are united by a common ethical framework, set of guiding principles & working practices. The individuals are united by a passion for their profession and a can-do attitude, and we firmly believe that we will succeed in making such a large partnership work.

D.2. RATIONALE

Please describe the motivation for this project and why this project is needed.

In a recent communication to the European Parliament, entitled "Options for an EU vision and target for biodiversity beyond 2010", the European Commission noted that "The promise of permaculture as an effective protector and restorer of biodiversity should be explored and enhanced". As advocates of permaculture, naturally we agree, and believe that education should form a key part of any strategy to enable this exploration and enhancement. However, permaculture education across Europe has not developed uniformly and as a consequence a patchwork of education systems, curriculum standards and pedagogical approaches now exists. Some countries have well-developed organisations and systems in place that have developed over the last 30 years. Others have only been working to develop them for a few years and have comparatively little in place.

As a relatively young discipline, permaculture has a small community of people with enough subject knowledge to teach from a position of competence. Many of those who currently do teach permaculture are pioneers at the forefront of practice and only teach part-time. Few have extensive formal qualifications in teaching and education. What is more, Permaculture's interdisciplinary nature means that it has often defied classification within mainstream educational structures, and courses are often run privately. As a consequence, permaculture teachers have not always been compelled to undertake any teaching qualifications or enjoyed the support of continuing professional development activities of mainstream professional teaching bodies.

However, there is a genuine desire among these teachers to inspire and empower their students, and a recognition that



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teaching must be of a high quality to achieve this. Consequently there is a high demand from many teachers for knowledge about teaching methods, and a desire to professionalise their practice. At the same time, teachers from mainstream education are increasingly crossing over into permaculture with a wealth of teaching skills and knowledge to offer other permaculture teachers, but a need to develop their subject knowledge.

There are also apprentice teachers who are new to both the subject and to teaching, who are seeking to develop their skills and knowledge, but lack opportunities to do so in their country as there is currently a low level of permaculture activity there. Creating a network including all these communities of teachers/learners will enable two-way sharing of information about both subject and didactics.

Meanwhile, pedagogical theories have evolved rapidly, based on recent developments in neuroscience and up-to-date understanding of educational psychology. These new ideas have gained acceptance at different rates across Europe. Permaculture teachers in some countries have developed highly creative, experiential & learner-centred teaching methods while others still use a more traditional lecturing style. This is either out of choice (it can be more appropriate in certain cultural contexts) or simply due to a lack of knowledge of newer methods.

In this context, exchange in both directions would be valuable: those who espouse creative methods will receive feedback that will inform a deeper understanding of when it is and is not appropriate to use them, and those who have not used such techniques will gain new skills & methods to enrich their practice.

There is also a variety of organisational structures across European permaculture education. Some countries have a national system for adult permaculture education, with a range of accredited qualifications at multiple levels, quality assurance procedures, published teacher development strategies, agreed minimum standards and more. Others are much less developed and would benefit from seeing how other organisations have been established and managed, so that they can develop their own organisations. It is hoped that in the medium term, national permaculture organisations will be able to develop national qualifications frameworks in line with the European Qualifications Framework.

The demographic profile of students on permaculture courses in western countries often has good age & gender diversity, but tends to be disproportionately middle class & white. There is a challenge to broaden participation so that courses attract a student body that more accurately reflects the social, ethnic and economic mix of Europe's population and promote diversity within the permaculture community.

There is an internationally recognized Permaculture Design Certificate (PDC) course, but no agreed set of learning outcomes. Consequently there is no consistency in the quality of learners' experience across Europe. There is a need for a closer network to develop and agree a recommended set of core learning outcomes and that remains in touch about the ongoing adaptation and improvement of the curriculum and the quality of its delivery.

Several of the partners have indicated that a greater understanding of creative methods, organisational structures, strategies for widening participation and an agreed PDC curriculum would be beneficial for the quality of their courses. At present, however, there is no mechanism in place to facilitate this exchange. At bi-annual European permaculture conferences there is usually demand for exchange about these topics, but insufficient time to explore them in depth, and often a lack of consistency in who is present. Consequently discussions are ad hoc and lack focus, learning is not captured or shared with a wider audience.

Finally, the majority of existing permaculture teaching materials are in English. Several of the partners have expressed how useful it would be to have more materials in their own language. This would make entry into a career in teaching permaculture less dependent on strong English language skills. These materials would also be a very useful resource for teachers working overseas.

A Learning Partnership focusing on these questions can tackle these needs, improve the quality of training delivery in different countries and enhance the depth and variety of pedagogical approaches and teaching styles available to teachers.

All participating organisations are active in adult education around Permaculture (PC). Each brings unique experience of certain contexts within Europe. All partners have insights into working with marginalised social groups present in the



various different countries. Some organisations have developed courses before, while others contribute an interesting perspective of urban areas or working with disadvantaged people.

D.3. PROJECT OBJECTIVES AND STRATEGY

- What are the concrete objectives of the partnership?
- Explain what subjects or problems you intend to address.
- What approach will you take to achieve your objectives?

The objectives of this Partnership are the following:

1. To support teachers in practising teaching methods and in enhancing their teaching quality; thus to improve the professionalism of permaculture education across Europe.
2. To exchange about different curricula and course formats.
3. To learn from other organisations' experience and to mutually support young organisations to form strong national networks and to set up or improve their educational processes, systems and structures.
4. To enable teachers to visit permaculture projects and see practical solutions in other countries and climatic conditions that they can share with their peers and students at home.
5. To promote cultural exchange, diversity and inclusion within the permaculture network and to exchange about how to widen participation in permaculture training.
6. To create a teacher's handbook with methods & curricula, a pdf-brochure about organisational structures, a booklet about best practices and a website which displays results.
7. To form a network of European teachers.

The problems we intend to address are:

- the need to develop the skills and professional practice of some teachers;
- the lack of organisational capacity;
- the lack of ethnic, social and economic diversity of participants in permaculture education across Europe
- the relative isolation in which some permaculture teachers operate, and
- the lack of published information about latest teaching methods & pedagogy in permaculture education in various european languages (other than english)

The approach we will take is the following:

1. creating formal and informal space for getting to know each other ("who does what where and how") to enhance networking among partners and with the local / national networks to create sustainable support networks
2. Sharing / exchange of
 - methods and pedagogy, masterclasses & skill-sharing and sharing and application of evaluation methods
 - curricula and course-formats, including discussions
 - organisational structures, processes & procedures
 - best practices and practical examples
 - experiences in different contexts / with different audiences; discussion of hard-to-reach groups and their inclusion - looking at examples that work from other areas
3. We will document parts of the mobility meetings for those that cannot participate in them, and produce material about the content for wider circulation.

D.4. RESULTS AND OUTCOMES

Please fill the following table with the expected results, including products if relevant.

No.	Approx. date	Description
1	August 2012	A pan-european network of teachers to cooperate on the delivery of permaculture to adult learners is established



No.	Approx. date	Description
2	May 2013	Foundation laid for improvement of professionalism & practice of existing permaculture teachers and for confidence & personal sustainability of new permaculture teachers in countries where permaculture is emerging
3	June 2013	Brochure about the various educational structures in Europe available online (pdf-brochure)
4	December 2013	Various national permaculture education organisations' processes & support mechanisms discussed (and where applicable developed & improved with support of network)
5	July 2014	European permaculture teachers' network expanded, diversified and strengthened.
6	July 2014	Subject knowledge of new permaculture teachers improved & deepened by visiting projects and seeing practical solutions - evidenced by evaluation questionnaires at intervals during the project
7	July 2014	Booklet about Best Practice published (pdf-format)
8	July 2014	Teachers' handbook (pdf-format) published (comprising latest pedagogical ideas, methods, curricula, strategies for widening participation)

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D.5. EUROPEAN ADDED VALUE

What is the added value of your project towards a more intensive European cooperation?

Forming this partnership on a European level will enhance the quality of permaculture teaching across Europe. It will yield several benefits that the partners otherwise would not receive:

- exchange about educational structures across countries and support in developing organisational structures & working practices for less well set-up countries;
- learning different approaches to teaching from each other in different environments and from people with different cultural backgrounds;
- seeing a variety of solutions at permaculture sites across Europe, which usually occur in certain cultural settings and can thus be inspirational examples of approaches to sustainability – this can then be passed on to colleagues and students in the home country;
- Closer co-operation between national permaculture organisations across Europe for mutual support and advice;
- Improved links between European permaculture organisations leading to enhanced international employment opportunities for teachers (and richer learning opportunities for end-learners as a consequence);
- More teaching materials in various European languages, making permaculture more accessible in those countries and beyond.

D.6. IMPACT

What impact do you expect partnership activities to have on persons (pupils/learners/trainees and staff) and on the participating institutions?

1. Permaculture teachers in Europe will develop their skills & knowledge
 - 1a. Existing teachers moving into permaculture will deepen their subject knowledge
 - 1b. Permaculture practitioners who teach will develop their teaching skills and gain greater knowledge of up-to-date pedagogical approaches & creative teaching methods
 - 1c. teachers who already practice creative methods will gain a greater insight into their appropriate use (or otherwise) in various cultural contexts
2. Permaculture teachers in Europe will have access to more teaching resources, in more languages.



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3. Permaculture teachers in Europe will have access to a more diverse range of employment opportunities.
4. Permaculture teachers, institutions & course conveners will develop new approaches to widening participation in permaculture education.
5. Newer permaculture institutions' capacity development will be supported & accelerated.



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E. PROJECT MAIN FOCUS

E.1. RELEVANCE TOWARDS THE OBJECTIVES OF THE PROGRAMME

Please enter the programme objectives addressed by your project.

- To improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80.000 per year by the end of the LLP (LEO-OpObj-1)
- To improve the quality and to increase the volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe (LEO-OpObj-2)
- To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others (LEO-OpObj-3)
- To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning (LEO-OpObj-4)
- To encourage the learning of modern foreign languages (LEO-OpObj-5)
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning (LEO-OpObj-6)

Describe the relevance of the project in your context (national and/or regional or other) and in the context of the programme objectives chosen by you.

E.2. TOPICS

Please list the main thematic area(s) of your partnership (max. 3) or complete under "other" if it is missing from the list.

Pedagogy and didactics (TOPIC-36)

Educational institutions management (TOPIC-14)

Environment / sustainable development (TOPIC-15)

E.3. EDUCATIONAL/TRAINING FIELDS

Please list the main educational and/or training field(s) (max. 3) in which partnership activities will be implemented.

Design (214)

Other

Sustainable Design

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E.4. KEY COMPETENCES

Please enter the key competences addressed by your project.

Learning to learn (KC5)

Cultural awareness and expression (KC8)

Social and civic competences (KC6)

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E.5. HORIZONTAL ISSUES

Please enter the horizontal issues addressed by your project.

- Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)
- Cultural and linguistic diversity (CulDiv)
- Fight against racism and xenophobia (RacXen)
- Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training (SpecNeed)
- Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)
- Equal opportunities men and women (Equal)
- Sexual discrimination, orientation (SexDis)
- Racial or ethnic origin (RacEth)
- Age (Age)

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F. PROJECT IMPLEMENTATION

F.1. DISTRIBUTION OF TASKS

Please explain the distribution of tasks between participating institutions and the competences required from each of them. Also explain how you will ensure the active involvement of all partners in common partnership activities.

To achieve the objectives & results of the Partnership, each partner will take the lead of a certain activity apart from its collaborative contributions. Most partners will translate material.

Permakultur Akademie (GE)

co-ordinating organisation; coordinates application & necessary formalities of the Leonardo programme, shares important documents to involve partners equally

Permaculture Association in Britain:

found partners, co-ordinated application; hosts meeting; contributes professional organisational experience

Cambium (Barcelona, Spain):

hosts meeting in urban context; leads collecting material for teacher's handbook

Swedish Permaculture Association:

contributes teaching experience in Scandinavia using different formats / timescales; hosts round trip meeting in collaboration with DK; contributes how challenges of Nordic climate are met; successful urban PC projects

Aardwerk (NL):

leads publishing of results (websites, iBooks, PDFs); collaborates with BU to create PC design game for education purposes

Accademia di Permacultura Italiana:

hosts meeting; contributes making videos / interviews at meetings to ensure non-participants will understand results

Université Populaire de Permaculture (FR):

contributes communication skills for diversity of course participants & motives; experience with apprenticeships in adult education for wider participation; presents final results of partnership at European PC gathering in July 2014

Green School Village (BG):

provides organizational/coordinating, moderating & administrative support; initiates / coordinates creation of board game for PC design; PC experience on easternmost climate zone

Permaculture Association Danmark:

host round trip meeting in cooperation with SE; lead compilation of curricula

Projecto novas descobertas (PT):

contribute national Permaculture diploma system; host meeting; collaborate on video documenting of events with IT

Elävän Kulttuurin Koroinen FI:

leads facilitation of sessions at meetings; most northern perspective of PC

Društvo za permakulturo Slovenije:

shares experiences of building "Permaculture classroom in nature"; leads web & technical support for collaboration & exchange of skills / knowledge

Latvian Permaculture Association:

hosts meeting; leads communication towards widening participation & dissemination

Cultivate (IE):

shares curriculum for certified courses; brings unique training resources on using PC to make communities more sustainable



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F.2. COOPERATION AND COMMUNICATION

Please explain how effective cooperation and communication between participating institutions will be organised.

The German Permakultur Akademie will undertake the role of the overall coordinator for this Partnership. The other partners distributed the coordination of tasks (see F1) to achieve the specific objectives and results of the Partnership. Much of the work will be done face-to-face during the 6 meetings which are planned over the course of the two years.

During preparation for this application we based our cooperation and communication on:

- E-mail and mailing list correspondence
- Online document sharing and collaboration using collections in Google documents
- Online voting and meeting scheduling
- Skype conference calls

We will continue to use the above methods and also upgrade our cooperation and communication with the following:

At meetings:

- Knowledge and experience sharing tools and methods such as:
 - o World Cafe
 - o Open Space
 - o Focus Groups
- Livestream of / Skype participation in most interesting parts where technically available
- Video recording of and interviews at meetings to later produce short documentaries

In between meetings:

- Distribution of a regular newsletter to support information flow among European teachers, compiling outcomes of meetings as well as activities of partners following meetings (including short evaluations and learning outcomes)
- Creating an Open Source library of teaching methods and structures and, if possible:
- setting up an online permaculture education journal with peer reviewed articles.

All these tools will also offer a strong support at dissemination of the results of the Partnership.



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F.3. PARTICIPANTS' INVOLVEMENT

If your partnership focuses mainly on pupil/learner/trainee involvement, please explain to what extent they will be involved in the planning, implementation and evaluation of project activities.

And/or

If your partnership consists in cooperation on a specific subject (for example training or education content) or cooperates within a specific VET field or economic sector, please explain how all relevant staff will be actively involved in the planning, implementation, development and evaluation of the activities.

Planning:

Partners have informed relevant staff through their usual communication channels about the Partnership and its goals. The contributions and options for active involvement of each partner organisation has been a common process in which all relevant staff was involved.

In those countries that already have an extensive network of active Permaculture teachers, not all staff will be able to participate personally in the partnership. Here, the respective organisations will send delegates to the partnership meetings and then use existing / set up new structures to share the content with the wider network in their country. In other countries, networks are still rather small and communication and involvement can be organised more easily.

One major decision of all partners was hosting meetings. This required a thorough analysis of capacities of each partner and it's staff, as the hosting organisation will both need to organise the facilities and to present it's own work and possibly parts of the national network / PC projects. Most meetings will have a certain focus so the decision about the host also depended on the skills and experiences that it brings to the partnership.

Implementation:

Hosting organisations of meetings will enable all staff members to participate in the meeting. Here the hosting organisation can present itself and it's organisational structure in detail and all staff members can profit from the participating partners and their knowledge, which will be shared in workshops and sessions.

Staff members will also be involved in creating the materials which are part of the results of the partnership (e.g. eachers' handbook with respective translations, content for websites, methods, etc).

Silent Partners will be included in the partnership in different countries mainly during implementation (e.g. by staff of Silent Partners organizing or participating in courses which are outcomes of the partnership, printing material and helping to disseminate results).

Evaluation:

At meetings both sessions and the meeting in total will be evaluated. For this, evaluation methods will be shared as it is an important aspect of courses, too.

Partners are responsible for sharing the meeting's outcomes in their national networks. In these reports / workshops for staff / trainees, evaluation will be included to improve meetings. Results of evaluations will be fed back at the following meeting.



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F.4. INTEGRATION INTO ONGOING ACTIVITIES

If your partnership focuses mainly on trainee involvement, please explain how the project will be integrated into the curriculum/learning activities of the participating pupil/learner/trainee in each of the participating organisations.

And/or

If your partnership consists in cooperation on a specific subject or cooperates within a specific VET field or economic sector, please explain how the project will be integrated into the ongoing activities of the participating organisations.

All partner organisations either organise or aspire to organise trainings and courses in Permaculture. All issues that are being exchanged during the Partnership meetings can be used directly at the home institution in between the meetings. This is true for both main issues of the Partnership: organisational structures as well as exchange of methods, curricula and content. See workprogramme for planned activities in the national networks or on local levels.

Countries that want to focus on the set-up of structures can check the discussions and exchange at the meetings for relevance to their own organisation.

Those that mainly focus on content and it's delivery can try out the newly acquired methods during the ongoing trainings. If they work well, teacher trainings can be organised in the country to spread the new knowledge further and faster.

Around both these issues, skype / phone conferences and mail-exchange can help the integration of Partnership outcomes into ongoing work

F.5. EVALUATION

How will you evaluate, during and after the partnership, whether the aims of the partnership have been met and the expected impact has been achieved?

As many of the objectives of the partnership can be used directly at home when the partners organise and especially the teachers give courses, one major point of evaluation will be the feedback of the students at these courses. The satisfaction of students during and at the courses will be an indicator for the success of the Partnership, especially as these feedbacks will be shared at the Partnership meetings, to evaluate what works and to improve on what didn't.

The Partnership will provide teachers with tools to monitor the success of the sessions they teach (e.g. methods for feedback at end of sessions and for checking on learning outcomes) and the success of the whole course / training they held (e.g. "entry/exit surveys in form of questionnaires, course review methods,...).

The partners will be able to measure their success in (re-)structuring their educational structures by evaluating the following points:

- satisfaction of students (by feedback, by increasing numbers of students, by number of completed trainings, etc.)
- satisfaction of staff members (by monitoring for stress levels, diversity of tasks without overwhelming,...)

After each meeting and especially at the last meeting of the partnership, the participants will evaluate together whether the aims of each meeting and respectively of the whole Partnership have been met.

- If yes, what are the results?
- If no, why not? Were there other unintended results?

After the partnership, there will be a website and a pdf-brochure which:

- states the different partners / countries and their educational systems in place
- if applicable: states, what these partners are concentrating on or are good at
- states, what the respective partners offer to other organisations (transfer of knowledge, support in setting up structures, advice to teachers, etc.)
- lists the teachers associated with these partners
- lists teachers' topic specialisms/interests
- states the results of surveys that have been done around courses / trainings during the duration of the partnership



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F.6. DISSEMINATION AND THE USE OF RESULTS

How will you disseminate and use the results, experiences and, where applicable, products of the partnership?

- in the participating organisations?
- in the local communities?
- in the wider lifelong learning community?

In the participating organisations:

Most partners in the Partnership have at least yearly meetings in place, in which they will report on the results and experiences of the Partnership. Organizations situated in countries with a larger network of Permaculture teachers and practitioners have quarterly or even more frequent meetings of teachers and students / learners. During these meetings, reports about the Partnership and it's progress and the ongoing discussions held here can be delivered easily, as the meetings are normally organized as an open space where the participants can contribute what they bring to an interested audience.

In the local and wider lifelong learning community:

The existence of the website and handbook / pdf-brochure will be shared with the wider Permaculture network across Europe, as each partner has contacts in their own countries and in the neighboring countries at least. Most of the partners are committed to translate the handbook and other material in their own language and spread it in their network (institutes, associations, cooperatives, magazines, agriculture education network...) and local community and in other countries with the same language (e.g. Germany: Austria, Switzerland). The outcome of the project will also be produced and published using iTunes U and iBooks publishing and authoring service, like this anyone could download the result of the partnership from the iTunes U platform. Our Italian partner for example proposed to publish, edit and share videos and interviews from the meetings to present the outcome of the project to those that did not participate. The handbook and website will also contain tools and methodology for facilitating and evaluating workshops, they will be used by students and teachers to improve the quality of PC courses across Europe. The outcome of the exchange of good practices concerning the organization of apprenticeship can be directly implemented by each organization.

At the next bi-annual European PC Gathering (in July 2014), there will be a final report of results of the Partnership. At this gathering, representatives from national PC networks all over Europe are present and will spread the word at home. Each partner will propose to his "Leonardo Da Vinci" National Agency to publish the outcome of the project focusing on teaching methods and pedagogy online.

**G. PARTICIPANTS AND ACTIVITIES****G.1. PARTICIPANTS**

Please enter the details about the number of participants involved (persons taking part in Partnership activities, both local activities and/or mobility) in the partnership in each of the participating organisations.

No.	Participating organisation	Total number of pupils/ learners/trainees A	Number of teachers/ trainers/staff B	Total of participants A + B
1	Permakultur Akademie (Zweckbetrieb des Permakultur Institut e.V.)	10	7	17
2	Permaculture Association (Britain)	24	6	30
3	Asociacion Cambium Permacultura en Formacion	4	4	8
4	Permaculture Association Sweden	0	5	5
5	Leo Bakx Aardwerk	10	14	24
6	Sustainable Ireland Cooperative Society Ltd t/a Cultivate	4	8	12
7	ACCADEMIA ITALIANA DI PERMACULTURA	6	6	12
8	Université Populaire de Permaculture	6	6	12
9	Green School Village	3	3	6
10	Permakultur Danmark	5	1	6
11	Projeto novas descobertas	20	6	26
12	Elävän Kulttuurin Koroinen-yhdistys	0	6	6
13	Društvo za permakulturo Slovenije	10	8	18
14	Latvian Permaculture Association	6	0	6

G.2. WORK PROGRAMME

Please summarise in the table below the planned Partnership activities and mobilities for all institutions in the Partnership. Please present the activities for the 2-year lifetime of the partnership both academic years 2012/13 and 2013/14, in a chronological order. The eligibility period of activities starts on 1 August 2012 and ends on 31 July 2014.



Please note that mobility activities can only take place between organisations receiving funding to participate in the Partnership, or to events organised by Lifelong Learning (or predecessor) Programme projects or networks. Mobility can be undertaken by staff and pupils/learners/trainees of the participating institutions and - in the case of mobility involving persons with special needs - accompanying persons such as parents, guardians or carers. What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

Please note: if an institution's mobility activities involve staff or pupils/learners/trainees with special needs, or travel to or from the Overseas Countries and Territories, its mobility activities during the partnership period may be reduced by up to 50% of the minimum mobility number for the grant amount in question, in order to take into account the higher costs involved. This reduction must be requested by the institution either before the signature of the grant agreement or during the grant agreement period and approved by the National Agency.

No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
1	Preparatory-meeting: Getting to know each other more closely, defining work and social structure of meetings, outline of next mobility meeting in October	DE - GERMANY	06/08/2012	all partners (exc. Aardwerk)	-
2	Feedback from Dutch permaculture teachers. Workshops: professional development, authoring e-textbooks, games & apps.	NL - NETHERLANDS	20/08/2012	Leo Bakx Aardwerk silent partners: Fontys Lerarenopleiding Tilburg, MAD emergent art center, De Kleine Aarde Groene Campus	-
3	Annual Latvian permaculture workshop and open day- Ikšķile Transition Town Initiative & Tour to Permaculture Initiative in Latgale	LV - LATVIA	20/08/2012	Latvian Permaculture Association	-
4	Feedback from Portugal permaculture teachers. 10 week Permaculture Teacher training course	PT - PORTUGAL	20/08/2012	Novas Descobertas	-
5	Report on outcomes of pre-meeting in Permaculture Association communication channels (website, social network pages/groups, newsletter); Advertise May 2013 meeting to encourage diverse participation from local educators & practitioners.	UK - UNITED KINGDOM	20/08/2012	Permaculture Association Britain	-
6	Annual General Assembly of PKI e.V. Reporting about the final structure of the Partnership, planned meetings and destinations, workshop on collecting questions for the next 2 meetings	DE - GERMANY	15/09/2012	Permakultur Akademie	-
7	Skype conference call Preparation of programme of Meeting in October Discussion of details of contributions Decision on who does what	DE - GERMANY	17/09/2012	all partners	-
8	Presentation and discussion of educational structures, systems and processes (including apprenticeships); preparing exchange and discussion of curricula at next mobility meeting	IT - ITALY	20/10/2012	all partners	-



No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
9	Feedback from Dutch Caribbean permaculture teachers. Workshops: professional development, authoring e-textbooks, games & apps.	NL - NETHERLANDS	01/12/2012	Leo Bakx Aardwerk silent partners: STENAPA, Fontys Lerarenopleiding Tilburg, MAD emergent art center	-
10	Report on partnership progress so far in Permaculture Association communications channels (website, social network pages/groups, newsletter); advertise upcoming British meeting (in May 2013) to include local participants.	UK - UNITED KINGDOM	01/12/2012	Permaculture Association Britain	-
11	Workshop/meeting with all Swedish permaculture teachers to give feedback on activities from the Partnership meetings so far.	SE - SWEDEN	01/12/2012	Swedish Permaculture Association	-
12	Skype conference call Preparation of programme of Meeting in February Discussion of details of contributions Decision on who does what	DE - GERMANY	01/01/2013	all partners	-
13	Exchange and recording of curricula of Permaculture Design Courses and other course formats	PT - PORTUGAL	15/02/2013	all partners	-
14	Winter meeting Reporting of the last 2 meetings, Workshop on discussion of Curricula	DE - GERMANY	25/02/2013	Permakultur Akademie	-
15	Winter meeting Reporting of the last meetings, Workshop on Curricula	DK - DENMARK	25/02/2013	Permakultur Danmark	-
16	Feedback from Portugal teachers to first meetings of partnership	PT - PORTUGAL	25/02/2013	Novas Descobertas	-
17	Winter meeting Reporting of the last 2 meetings, Workshop on discussion of Curricula and creating outlines for Slovenia	SI - SLOVENIA	25/02/2013	Društvo za permakulturo Slovenije	-
18	Winter meeting Reporting of the last 2 meetings, Workshop on discussion of Curricula	ES - SPAIN	25/02/2013	Asociacion Cambium Permacultura en Formacion	-
19	Report on recent mobility activity in Permaculture Association communications channels (website, social network pages/groups, newsletter); advertise May Meeting and make open to a wide range of UK educators.	UK - UNITED KINGDOM	01/03/2013	Permaculture Association Britain	-
20	Feedback from Dutch permaculture teachers. Workshops: professional development, authoring e-textbooks, games & apps.	NL - NETHERLANDS	01/04/2013	Leo Bakx Aardwerk silent partners: Fontys Lerarenopleiding Tilburg, MAD emergent art center, De Kleine Aarde Groene Campus	-
21	Workshop on discussion of Curricula at National meeting	IT - ITALY	01/04/2013	Accademia Italiana di Permacultura	-



No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
22	Annual general meeting with all permaculture association members. Will give update on Partnership activities.	SE - SWEDEN	15/04/2013	Swedish Permaculture Association	-
23	Discussion of educational structures on national level, preparation for next mobility meeting (collection of methods applied)	BG - BULGARIA	15/04/2013	Green School Village	-
24	Skype conference call Preparation of programme of Meeting in May Discussion of details of contributions Decision on who does what	DE - GERMANY	20/04/2013	all partners	-
25	Pedagogy, methods & best practices: what works and how? Masterclasses, skill sharing, holistic learning	UK - UNITED KINGDOM	15/05/2013	all partners	-
26	Annual Introduction to permaculture - weekend course in Helsinki. (develop teaching skills; share learnings; Activating online permaculture community)	FI - FINLAND	25/05/2013	Elävän Kulttuurin Koroinen-yhdistys	-
27	Annual General Assembly Reporting about the first year of the Partnership	DK - DENMARK	01/06/2013	Permakultur Danmark	-
28	Annual Latvian permaculture workshop and open day - Kurzeme	LV - LATVIA	01/06/2013	Latvian Permaculture Association	-
29	National meeting: Reporting about the first year of the Partnership	IT - ITALY	01/06/2013	Accademia Italiana di Permacultura	-
30	Feedback from Dutch permaculture teachers. Workshops: professional development, authoring e-textbooks, games & apps.	NL - NETHERLANDS	01/06/2013	Leo Bakx Aardwerk silent partners: Fontys Lerarenopleiding Tilburg, MAD emergent art center, De Kleine Aarde Groene Campus	-
31	Annual Spanish permaculture workshop and open day; report about the 1st year of partnership, feedback from the meeting	ES - SPAIN	01/06/2013	Asociacion Cambium Permacultura en Formacion	-
32	Report on recent mobility activity in Permaculture Association communications channels (website, social network pages/groups, newsletter).	UK - UNITED KINGDOM	01/06/2013	Permaculture Association Britain	-
33	Annual Permafest, report about the 1st year of partnership, feedback from the meetings	FR - FRANCE	01/07/2013	Université Populaire de Permaculture	-
34	Annual national meeting, report of 1st year of partnership, followed by teacher training for permaculture trainers	PT - PORTUGAL	01/08/2013	Novas Descobertas	-
35	Annual General Assembly of PKI e.V. Reporting about 1st year of Partnership, outlook on coming meetings	DE - GERMANY	15/09/2013	Permakultur Akademie	-
36	National meeting: Feedback from permaculture teachers; Workshops: professional development	IT - ITALY	01/10/2013	Accademia Italiana di Permacultura	-
37	Skype conference call Preparation of programme of Meeting in November Discussion of details of contributions Decision on who does what	DE - GERMANY	15/10/2013	all partners	-



No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
38	Development of structure and content of Teachers' handbook, distribution of tasks, creation of content	ES - SPAIN	15/11/2013	all partners	-
39	Workshop on creating content for Teachers' Handbook	BG - BULGARIA	20/11/2013	Green School Village	-
40	Report about Partnership and presentation of interim results at biannual "International Permaculture Convergence" (IPC)	UK - UNITED KINGDOM	30/11/2013	Germany, UK, Latvia, Denmark (maybe more)	-
41	Feedback from Dutch permaculture teachers. Workshops: professional development, authoring e-textbooks, games & apps.	NL - NETHERLANDS	15/12/2013	Leo Bakx Aardwerk silent partners: STENAPA, Fontys Lerarenopleiding Tilburg, MAD emergent art center	-
42	Report on recent mobility activity in Permaculture Association communications channels (website, social network pages/groups, newsletter).	UK - UNITED KINGDOM	15/12/2013	Permaculture Association Britain	-
43	Winter meeting Reporting of the last meeting, Workshop on teaching methods	SI - SLOVENIA	15/01/2014	Društvo za permakulturo Slovenije	-
44	Winter meeting Reporting of the last meeting, discussion about widening participation and outreach of PC	DK - DENMARK	15/02/2014	Permakultur Danmark	-
45	Winter meeting Reporting of the last 2 meetings, discussion about widening participation and outreach of PC	DE - GERMANY	15/02/2014	Permakultur Akademie, Germany	-
46	Winter meeting Reporting of the last 2 meetings, Workshop on discussion of Curricula	ES - SPAIN	15/02/2014	Asociacion Cambium Permacultura en Formacion	-
47	National meeting: Feedback from permaculture teachers. Workshop on Methods, best practices	IT - ITALY	01/04/2014	Accademia Italiana di Permacultura	-
48	Skype conference call Preparation of programme of Meeting in May Discussion of details of contributions Decision on who does what		01/04/2014	all partners	-
49	Feedback from Dutch permaculture teachers. Workshops: professional development, authoring e-textbooks, games & apps.	NL - NETHERLANDS	10/04/2014	Leo Bakx Aardwerk silent partners: Fontys Lerarenopleiding Tilburg, MAD emergent art center, De Kleine Aarde Groene Campus	-
50	Open source resources, outreach, widening participation	LV - LATVIA	05/05/2014	all partners	-
51	Annual educators' gathering; update on project progress; disseminate knowledge/information/methods.	UK - UNITED KINGDOM	15/05/2014	Permaculture Association Britain	-



No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
52	Feedback from Dutch permaculture teachers. Workshops: professional development, authoring e-textbooks, games & apps.	NL - NETHERLANDS	01/06/2014	Leo Bakx Aardwerk silent partners: Fontys Lerarenopleiding Tilburg, MAD emergent art center, De Kleine Aarde Groene Campus	-
53	Annual Spanish permaculture workshop and open day; report about the 1st year of partnership, feedback from the meeting	ES - SPAIN	01/06/2014	Asociacion Cambium Permacultura en Formacion	-
54	National meeting: Feedback from permaculture teachers. workshop on resources, outreach, widening participation	IT - ITALY	01/06/2014	Accademia Italiana di Permacultura	-
55	Training of new pc teachers in Sweden.	SE - SWEDEN	05/06/2014	Swedish Permaculture Association	-
56	Skype conference call Preparation of programme of Meeting in July Discussion of details of contributions Decision on who does what		10/06/2014	all partners	-
57	Report on recent mobility activity in Permaculture Association communications channels (website, social network pages/groups, newsletter).	UK - UNITED KINGDOM	15/06/2014	Permaculture Association Britain	-
58	Visions for pc in Europe in the future and our contribution; finishing off material (Teachers' handbook, brochure and booklet)	DK - DENMARK	05/07/2014	all partners, travelling both to Denmark and Sweden as a round-trip and one mobility	-
59	Final report about the partnership at biannual European Permaculture Convergence; Follow up.	SE - SWEDEN	15/07/2014	all partners, travelling both to Denmark and Sweden as a round-trip and one mobility	-
60	Annual Permafest, report about the partnership, feedback from the meetings. Follow up.	FR - FRANCE	25/07/2014	Université Populaire de Permaculture	-
61	Summer meeting Reporting of the last 2 meetings, Workshop on resources, outreach, widening participation	SI - SLOVENIA	25/07/2014	Društvo za permakulturo Slovenije	-

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**H. REQUESTED EU FUNDING****Funding requested and estimated number of persons participating in mobility (per participating organisation)**

For each of the participating organisations, please select the "Partnership type" that best corresponds to your partnership work plan for the whole 2 year duration. Please note that each type is linked to a minimum number of mobilities to be carried out during the grant agreement period – these minimum numbers have to be respected when entering the numbers of planned pupil/learner/trainee and staff mobility into the table. The grant amounts for each Partnership type are defined at national level and they can vary from one country to another. Please make sure that, for each of the participating institutions, you have selected the grant amounts applicable in the country and for the programme in question.

Please note: if an institution's mobility activities involve staff or pupils/learners/trainees with special needs, or travel to or from the Overseas Countries and Territories, its mobility activities during the partnership period may be reduced by up to 50% of the minimum mobility number for the grant amount in question, in order to take into account the higher costs involved. This reduction must be requested by the institution either before the signature of the grant agreement or during the grant agreement period and approved by the National Agency.

No.	Participating organisation	National Agency of the organisation	Partnership type	No. of planned outgoing mobilities (pupils/learners/trainees)	No. of planned outgoing mobilities (staff - including accompanying persons)	Total no. of planned outgoing mobilities	Grant amount requested (€)
1	Permakultur Akademie (Zweckbetrieb des Permakultur Institut e.V.)	DE2 LLP-Leo-Gr	LEO-12M	6	6	12	18 000.00 €
2	Permaculture Association (Britain)	UK2 LLP-Leo-Gr	LEO-12M	6	6	12	20 000.00 €
3	Asociacion Cambium Permacultura en Formacion	ES1 LLP (OAPEE)	LEO-24M	12	12	24	20 000.00 €
4	Permaculture Association Sweden	SE1 LLP (IPK)	LEO-24M	12	12	24	20 000.00 €
5	Leo Bakx Aardwerk	NL1 LLP (NUFFIC)	LEO-24M	10	14	24	25 000.00 €
6	Sustainable Ireland Cooperative Society Ltd t/a Cultivate	IE1 LLP-Com-Lec	LEO-12M	4	8	12	18 000.00 €
7	ACCADEMIA ITALIANA DI PERMACULTURA	IT1 LLP-Leo (ISF)	LEO-24M	12	12	24	24 000.00 €
8	Université Populaire de Permaculture	FR1 LLP (2E2F)	LEO-12M	6	6	12	18 000.00 €
9	Green School Village	BG1 LLP (HRDC)	LEO-12M	6	6	12	11 000.00 €



Education and Culture DG

Lifelong Learning Programme

Application Form

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Partnerships

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No.	Participating organisation	National Agency of the organisation	Partnership type	No. of planned outgoing mobilities (pupils/learners/trainees)	No. of planned outgoing mobilities (staff - including accompanying persons)	Total no. of planned outgoing mobilities	Grant amount requested (€)
10	Permakultur Danmark	DK1 LLP (Danish)	LEO-12M	10	2	12	12 500.00 €
11	Projeto novas descobertas	PT1 LLP (PROAL)	LEO-24M	12	12	24	22 000.00 €
12	Elävän Kulttuurin Koroinen-yhdistys	FI1 LLP (CIMO)	LEO-12M	0	12	12	16 000.00 €
13	Društvo za permakulturo Slovenije	SI1 LLP (CMEPIU)	LEO-24M	12	12	24	25 000.00 €
14	Latvian Permaculture Association	LV1 LLP (VIAA)	LEO-12M	12	0	12	17 000.00 €

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