

Gaia
education



Design for Sustainability



organising a

wing

PROGRAMME

GUIDELINES FOR THE ORGANISERS AND HOST SITES
OF ECOVILLAGE DESIGN EDUCATION COURSES



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INTRODUCTION

FIRSTLY, Gaia Education would like to thank you for your interest in organising an Ecovillage Design Education course.

Before reading this document, please be sure you have firstly read the document “Interested in organising an EDE” for the initial steps to obtain the official Gaia Education certification.

We are aware that the design of your EDE might have already begun and most likely have seen a number of evolutions. The purpose of this guide is to help you now with important elements integral to the ongoing planning, implementation and evaluation of your course, as well as provide you and your team with important information.

Topical areas covered include staff, equipment & infrastructure, marketing, participants and a 12-month planning count down.

Once you have applied and obtained the certification you will be receiving the “certification letter pack” that includes: logo’s, certification letter, certificate and the documents: “additional information for organisers” and the EDE curriculum. Please be sure to read these last two documents as they contain vital information for your program.

If after reading this document you happen to have more questions please contact certification@gaiameducation.org.

A BRIEF HISTORY OF GAIA EDUCATION

GAIA EDUCATION WAS CREATED over a series of meetings among international ecovillage educators. The group decided to call itself the **GEESE** - Global Ecovillage Educators for Sustainable Earth - to acknowledge the importance of collaboration and roving leadership as it is exhibited by the migration behaviour of a flock of geese.

THE GEESE HAVE BEEN MEETING OVER a series of workshops in order to formulate their trans-disciplinary approach to education for sustainability. The timeline below highlights these meetings.



The members of **GEESE** have designed the Ecovillage Design Curriculum and compose of the Board and various working groups focused on areas such as product development, outreach, certification, strategy, finance and publishing.



FIRST STEPS: ORGANISING AND PLANNING YOUR WING/EDE

WITH THE PRELIMINARY PLANNING OF YOUR EDE UNDERWAY AND CERTIFICATION OBTAINED, it is now time to turn your team's dreams and visioning into reality! Initially, this may involve identifying a project co-ordinator and members of the host team, putting together a project plan and then planning and organising the road ahead.

IT IS VERY IMPORTANT that the host team is well prepared in advance in order to ensure a greater success of the programme. The below list of tasks and responsibilities will serve as a guideline to this process.

LOGISTICS

- Project co-ordination and management
- Communications
- Integrating learnings from previous courses
- Food, accommodation, travel
- Venues, equipment, stationary, supplies

STAFF

- Organising team, facilitators, faculty
- Staff arrangements, agendas, sessions
- Supervision and meetings

MARKETING AND PROMOTION

- Brochures, marketing e/mails, networking

CURRICULUM AND SCHEDULE

- Programme, complementary topics
- High level schedule, day to day schedule

FINANCES

- Budgets, bursaries/scholarships
- Funding and fundraising

PARTICIPANTS

- Enrolment and selections process
- Certification and evaluation



STAFF

GATHERING YOUR TEAM and defining your staffing requirements will be one of the first tasks you take care of. Contacting and involving all staff that will be participating in the planning, implementation and evaluation of the course, from an early stage, will be crucial to the design and greater success of your programme.

While staffing requirements will include those who focus on the logistics of the course or play a more background role, the below guidelines are intended for those who are in direct contact with the participants.

The EDE is a holistic course covering a broad spectrum of topics from multiple perspectives. As a general rule of thumb, the more diverse the teaching staff, the broader the vision of the course will be. Ideally, the staff of your course will naturally reflect and hold these varying perspectives and visions, contain a gender balance of no less than 1:3 and include people who remain with the group for the duration for the course.

Our recommended approach is having a core team of facilitators who between them are present for the whole course. This team is then complemented by a faculty who contribute deepened experience and knowledge in topical areas.

When considering your staffing requirements, explore the unique context and intention of your EDE and take the needs of your intended target group – the participants - into consideration.

PREPARATIONS

- Prior to their arrival, confirm any specific material they will need during the course and make sure these are close at hand during the course.
- If possible, all staff participating in the course will have, prior to the course, a list of participants that includes the results from the Enrolment Questionnaire.
- On arrival, hold a briefing session with new faculty, welcoming them into the team. Go over what has already been covered in the course and inform them of any developments or group dynamics which may be of relevance
- If a list of participants' expectations and intentions was created during the first few days, do share this information with incoming faculty. Whether facilitators or faculty, it's important to prepare for their arrival.



THE ROLE OF THE CORE FACILITATION TEAM

Sometimes referred to as the weavers of the course, the core facilitation team's primary role is that of

- holding the vision of the course
- measuring and maintaining the energy and wellbeing of the group, and
- cross-pollinating between the dimensions and course content

Considering this, it is important for these overseeing facilitators to be present throughout the course.

Weaving the course content is especially important as faculty come and go and when venues change. The core facilitation team will show the interconnections between modules in the 4 dimensions and highlight the inter-dependencies between them and the learning community.

Members of the team should be well versed in the EDE curriculum, have experience in facilitating groups and know different dynamics and activities to maintain the groups' engagement.

The size of the core team can vary from one to several people. This will depend on the host's requirements and the number and needs of the participants.

Other than those roles listed above, the team's responsibilities may include:

- Guiding the design process of case studies
- Participant wellbeing
- Faculty wellbeing
- Maintenance of, and adjustments to, the schedule
- Day-to-day running and smooth flow of the course
- Day-to-day integration with logistics and co-ordination requirements

FACULTY

Also referred to as resource people, teachers or resource facilitators, faculty generally join the group for a single session or week, or multiple separate sessions spread out over the course, contributing in-depth knowledge and experience.



LOCALISING AND GLOBALISING

It is important that no matter how your course is designed, local facilitators and faculty are included to help ensure locally relevant perspectives.

Local perspectives include those from regional and national levels - staff with experiences and insight from these differing levels will expand participants' awareness of the interconnected nature of our worlds to the surrounding contexts in which they reside.

While your EDE is aiming to be locally relevant, including foreign people in your staff will allow for a broader vision and enhance the value of seeing from different angles. If including foreign people is difficult, look into alternative experiences and approaches which may broaden and reflect new insights to conventional perspectives. This is especially useful when course participants come from a similar background, region or culture.

In cases where you have a good mix of local and foreign facilitators, consider ways of contrasting and integrating differing views and experiences.

STAFF WELLBEING

Facilitators and teachers may require special attention in order to be able to give their best before, during and after the course. Below is a list of recommendations:

- A private room or area for teachers, set apart from the rest of the group
- A specific person in charge of hosting the teachers and seeing to their needs
- A daily check-in
- Drinking water available both in bedrooms and in class rooms.

Regular check-ins with each other will contribute heightened awareness of the space each person is in. Though brief, check-ins will contribute to a harmonious flow between staff.

You may also want to have weekly supervisory circles in which an outside person holds the role of supervisor and helps create a space where interpersonal and group issues can be raised and addressed.

RELATIONSHIPS BETWEEN PARTICIPANTS AND FACULTY/FACILITATORS

Facilitators and faculty must commit to not entering into sexual relationships with participants during the EDE course. Commitment can be expressed verbally or by signing an agreement.



SITE INFRASTRUCTURE

THE BELOW INCLUDES SPECIFICS ABOUT COURSE LOCATIONS and recommendations for the facilities to have on site while hosting the course. These suggestions are to be taken into consideration for a smoother course, even though some sites may not have the possibility to fulfil all of them.

CLASSROOM

The teaching space should be large enough to hold the entire group and flexible enough to allow re-arrangement for different kinds of activities. Bright rooms with lots of natural light are always welcome! Blinds or shutters will enable the use of projectors at any time of the day.

Ideally, classrooms should be quiet and far from resting and cooking areas. Bathrooms close to the teaching area are very useful. Classrooms should also have necessary supplies such as white or chalk boards, markers, bulletin boards and a projector screen. Take care to tidy the room on a daily basis, keeping the learning environment fresh!

HANDS-ON TEACHING AREAS

Hands on activities will vary from site to site. It is important for sites to plan these activities ahead of time and consider how many people can participate in each. If the desired group size for hands-on activities is smaller than the entire groups' size, a couple of diverse activities should be held simultaneously to allow all people to actively participate. Sites are advised to consider the amount of tools (shovels, paint brushes, wheel barrels, etc) that will be needed and make sure to provide enough for everyone to have an opportunity to be at work. Teachers guiding hands-on activities should know both how to do the task and how to explain the process clearly.

Participants' health and safety should be addressed before and kept in mind at all times. Shady outdoor areas offer natural protection against the elements while catering for sudden weather changes.

ROOMS

For in-house programmes, bedrooms should ideally be situated in quiet areas, separate from teaching and eating venues. They should be clean upon participants' arrivals and provide bedding appropriate for the climate. On sites where power loss is common, have candles and matches easily available. Dormitories should be limited to 4 per room. If there are no preset rules regarding quiet times and lights out, encourage this as part of the participant's Group Agreements.



KITCHEN AND DINING SPACE

Kitchen and dining spaces should not be close to the teaching areas so as not to distract participants. If participants are expected to wash their own dishes, an effective system for dish washing should be in place to ensure proper health maintenance.

BATHROOMS

Both water and composting toilets should be cleaned at least twice a day throughout the course. Toilet paper, soap and water should be supplied by the host and refilled when necessary. In places with a cold climate, hot showers will be appreciated. Biodegradable soap, shampoo, and detergent can either be provided for or on sale on site.

INTERNET AND TECHNOLOGY

For in-house programmes, sites should have internet access and computers which participants can use. Printers and photocopier machines will definitely come in handy. Remote areas should secure some Internet access, at least temporarily, or through a USB device.

MEDICAL ATTENTION

Ensuring you know upfront of any special medical requirements, potential or otherwise, is crucial. For day-to-day or emergency needs, the site should also have contact with both allopathic doctors and alternative health practitioners. Providing both will offer participants choice, especially in the possible cases where participants refuse attendance by either. Depending on the sites possibilities and particular contexts, these doctors may be on call, onsite, or simply close to a medical facility. Medical emergency procedures and first aid training (EMT) of somebody in the host group should be part of the pre-course preparations.

MINIMUM WASTE, MINIMUM IMPACT

Courses should strive for a policy of minimum waste and ecological impact. Basic recycling and composting centres should be part of any site. Depending on the possibility of each site, energy efficient lighting, cooking facilities, heating and any other appropriate technology should be used.



SUPPLIES AND EQUIPMENT

THE BELOW LIST INCLUDES SOME SUPPLIES the host will need to have on site for the course and for the design process. It's advisable to check supply stocks on a weekly basis, pre-ordering anything you may be running low on. Cross check with faculty and facilitators, making sure any unique requirements they may have are included on your list.

- Bulletin board for posting information and announcements
- Chalk board, white board or rota folio paper
- Markers, chalk
- Rulers, pencils, pens, coloured pencils, erasers, scissors
- Thumb tacks , tape, blue tack
- Candles, long string
- Computer and all connection cables
- Loud speakers for audiovisual media
- Microphone (if group is large enough to need it)
- Overhead, LCD and slide projector
- Multi-adaptors, international adaptors, extension cables and spares for equipment (e.g., projector bulbs)
- Large tables for design process
- Large sheets of transparent paper (for layering during design)
- Topographic map that will be used for the design process
- Any specific materials visiting teachers may use
- Medical aid kit and supplies

COMPLEMENTARY RESOURCES

Hosts might want participants to have read or seen, prior to the course, a certain publication, book, movie or documentary of a relevant topic that is complementary to the program.

In case hosts decide to ask this of participants, they should make sure it is a resource that is available and easily found.

Participants should be informed with enough time to find the resource and go through it before the course begins, preferably, two months in advance.



COURSE PROMOTION

IT IS ADVISABLE TO START PROMOTING YOUR COURSE at least 6 to 10 months in advance.

Once your program has been certified or re-certified, Gaia Education wants to start working hand in hand with you on the promotion of the program.

Gaia education makes available for your program the following promotional channels:

- Web page: <http://www.gaiaeducation.org/>
- Facebook page: <https://www.facebook.com/GaiaEducation>
- Twitter: <https://twitter.com/GaiaEducation>
- Official Gaia Education's programmes brochure.
- Newsletter.
- You tube channel.
- Slideshare channel.

CERTIFIED COURSES ARE PROMOTED on all of these channels. In order to promote your course with Gaia Education, please send us, as soon as your program has been officially certified or re-certified, the below information to communications and marketing responsible for Gaia Education.

- EDE or program's name:
- Country:
- Region:
- Town/village/city:
- EDE Training dates:
- EDE enquiries contact name & Email Address:
- Website (direct link to the EDE programme):
- EDE course description (max 50 words in English):
- Course language & translation if provided:



ABOUT THE HOST:

- Host site name:
- Primary Partner Organisation/s, if any:
- Host Email Address:
- Contact telephone number:
- Address:
- Host Website:
- Host description (max 70 words in English):
- Two venue images. These images should ideally exclude any people

ABOUT THE ORGANISER (if different from the host):

- Organisation name:
- Organisation contact person's name:
- Organisation Email Address:
- Contact telephone number:
- Organisation Website:

YOUR PROGRAM'S INFORMATION WILL APPEAR ON GAIA EDUCATION'S PROGRAMS PAGE & our Facebook event's page. The information about the host will be included in our Gaia Education Worldwide map. The organiser's details will be shown at the HOST page of our web page.

In order to improve our Google's positioning, please establish a reciprocal link on your website with our web page: <http://www.gaiaeducation.org>

We recommend the creation from your side of promotional brochures in PDF format that can be emailed and printed, either as handouts or as promotional banners. If emailing the brochure, you are advised to optimise the file, keeping its size as small as possible with minimal trade-off for quality.



IN ALL PUBLICITY MATERIAL THE COURSE HAS TO BE WELL DESCRIBED, including faculty. You can use the below checklist to ensure you have at least the minimum details:

- Course name and description
- Dates, venues and faculty
- Fees and registration details
- Contact details
- Gaia Education's logo

OTHER DETAILS MAY INCLUDE:

- Language of instruction & translation (if any)
- Teaching method and balance between theory and hands-on activities
- Accommodation information (simple, camping, etc)
- Meal information (organic, vegetarian, etc)

There are a number of online communities and websites you can promote your course on, free of charge. These include, but are not limited to:

- The Global Ecovillage Network website: gen.ecovillage.org
- The regional GEN websites – see gen.ecovillage.org

CERTIFIED COURSES

For Certified courses, the text below should be used. Host, organisation and course names should be added. All other remaining text must be used strictly as is and without any alteration, as per UN guidelines. If in doubt, please contact certification@gaiaeducation.org.

[Name of the host site or organisation] in partnership with Gaia Education present the Ecovillage Design Education [or whatever name you are giving the programme]

The Gaia Education and GEN logos, received with your certification confirmation, should be included in the promotional material, alongside the logos of the host organisation and other supporting institutions.



PARTICIPANTS

PARTICIPANT WELLBEING AND GROUP DYNAMICS

During the course a variety of elements will affect the participant's wellbeing and group dynamics. These include the site's infrastructure, meals, free time, course schedules, course contents and, of course, their interactions with others.

Catering for the participant's wellbeing starts with the design of the course, continues with the enrolment questionnaire and deepens as the course progresses.

There are a number of ways by which you can maintain an awareness of the group's wellbeing and maintain positive engagement levels during the course.

DAILY CHECK-INS

These afford participants the opportunity to share their inner and outer states and allow course facilitators to read group energy levels. Keep daily check-ins brief and to the point while maintaining an open space where group issues can be raised, addressed and deepened at later times. In the case where individual participants do raise longer queries, why not have a one-to-one with him/her?

WELLBEING CIRCLES

Similar to daily check-ins though less regular and longer, wellbeing circles allow for a deeper sharing and the possibility of resolving group issues.

OTHER GUIDELINES

- Ensure participants know which staff are in charge of what in order to directly attend and resolve any specific needs
- Encourage participants to raise any issues with the team
- Share meals with participants
- Create spaces for one-to-one encounters with participants
- Allow for emergent adjustments to the schedule

Whatever your approach, an experienced and skilled team of facilitators will know how to maintain and work with varying levels of participant wellbeing and the group dynamics.



LANGUAGE AWARENESS

While some EDE's include participants from predominantly one language group, there are many EDE's where participants have a great diversity of mother tongues. If the latter is likely to be the case for your EDE, core facilitators should remain sensitive to potential language barriers throughout the course, maintaining language awareness with staff and participants alike to ensure maximum understanding by all.

- Include language of instruction on course brochures
- Project electronic presentations which include key words and concepts. When this is not possible, write key words and concepts on a white board during sessions
- Where feasible, translate course material and documents into at least the two main languages
- Provide translators where necessary
- Develop activities where participants can express themselves non-linguistically (for instance, clay modelling, miming or drawing)
- Where appropriate, open the space for participants to share in their mother tongue
- If showing films, display subtitles, even if the subtitles are in the same language as the film

Translations of course material should be made prior to the presentations and with the approval of the teachers. Electronic presentations can be projected simultaneously in both languages and notes on the white board can be written in both languages.

CULTURAL AWARENESS

Being culturally sensitive to all participants and raising awareness around this is once again an important task of the core facilitators. Are there male monks in your group who may not be touched by women? Are there female participants present who are forbidden to be alone with men? Are all participants comfortable being touched, holding hands, expressing emotions? Using the participant enrolment questionnaires, identify and explore cultural hotspots ahead of the course and speak to participants on their arrival. Ensure all participants feel safe and comfortable saying 'No' and approaching the team to raise issues.

INGREDIENTS FOR A RESILIENT START

For many, joining an EDE is a culmination of and commitment to living the change they want to see in the world. Indeed, the EDE itself will be a life changing journey for many.



OPENING SESSION

The opening session is an opportunity to honour that which has past, that which is present and that which is about to unfold. It's an opportunity to embrace and welcome the diverse journeys, experiences, cultures, spiritual orientations and beings, both present in the group and within the surroundings.

INTENTIONS

This is an opportunity for participants to clarify, individually and as a group, what their vision for their EDE is. It's an opportunity to inspire each other and connect with higher ideals, creating strong images and dreams that can be returned to and called upon during the course of the EDE. While the Group Intention may bring in Group Agreements, the latter should be dealt with separately.

Individually, encourage participants to reflect on their personal intentions and experience during the course of the EDE. Reflection personalises and deepens the learning experience within the individual.

GROUP AGREEMENTS

At the beginning of the EDE all participants and staff should together draft a set of agreements to guide the values, attitudes and some general conduct during the course. What will help faculty and participants maximise their learning experience and achieve their intentions? What will help faculty and participants work with disturbances to the social dynamic of the group?

Below are some areas you may want to take into consideration. Encourage participants and staff alike to make their own unique contributions and 'own' the final set of agreements:

- Punctuality
- Use of mobile phones and computers during classroom sessions, activities and meal times
- Quiet times and lights-out, especially when sleeping in dorms
- A violence and discrimination-free atmosphere
- Conflict resolution strategies
- The daily schedule
- Values and visions for the groups' social dynamic



NAME TAGS

The use of name tags varies from culture to culture and context to context. When working with very large groups, both staff and participants can use name tags from the start to the end of the course. While smaller groups will likely be familiar with each other's names after a day or two, visiting and guest faculty will probably appreciate the use of name tags.

CLOSING SESSION

Celebrating the conclusion of your EDE may be part of your closing session, though there are also other things to include. The closing session is a time to give thanks, a time to acknowledge and honour the unfolding, reap the gifts that have come and a time to prepare for leaving the group and returning home.

WHAT PARTICIPANTS SHOULD KNOW BEFORE THEY ARRIVE

- Detailed course description inc. venues, dates and key staff
- Language of instruction
- Visa requirements, health risks, required vaccinations
- Accommodation and food details – IE, camping, vegetarian
- The site's conditions and general infrastructure
- Weather conditions and advisable clothing
- Maps, directions and instructions on how to get to the site
- Any important rules or regulations which may inhibit participants from participating
- Any materials and resources they will need for specific activities or sharing's with the rest of the group
- Participants should receive the EDE handbook at least a month prior to the course. Encourage participants to read it by the time the course commences. The handbook will be created by the host site since each site might have slightly different designs and complementary topics. Costs can be minimised by emailing or making electronic copies available for download.
- Participants need to participate in at least 90% of the course in order to receive a diploma



PLANNING YOUR EDE: 12-MONTH COUNT DOWN

The below plan can be used to assist you in planning the last 12 months ahead of your EDE. We recommend you go over it in detail with your team, adding, removing and editing as per your needs.

12-11 Months

GO OVER THIS PLAN IN DETAIL AND CUSTOMISE IT FOR YOUR EDE

LOGISTICS

- Finalise course dates, book accommodation
- Finalise food, beverage & any required transport
- Explore complimentary venues, activities and related travel requirements
- Create instructions and maps to venues

TEAM & FACULTY

- Finalise roles and responsibilities for the upcoming months
- Finalise dates with your core team & key faculty members

MARKETING & PROMOTION

- Brainstorm marketing activities & add to project plan
- Compile lists to which marketing media will be distributed
- Update and inform websites of dates: NING, Gaia Education, GEN, etc.
- Network with potentially interested organisations

FINANCES

- Finalise budgets & course fees
- Brainstorm fund raising initiatives & add to project plan
- Identify and contact potential funders
- Create and send fund raising proposals to prospective funders



SCHEDULE

- Designing and fine tuning schedule

PARTICIPANTS

- Finalise target group and desired participant numbers
- Create enrolment questionnaires
- Define selection processes
- Finalise cut-off dates for applications
- Visas - create template for 'Invitation Letter'

ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations

10-9 Months

TEAM & FACULTY

- Confirm availability of additional team and faculty

MARKETING & PROMOTION

- Design & write marketing emails, brochures and other promotional items
- Send out marketing emails & invitations
- Remove any email addresses from this list if requested
- Deal with responses to invitations and enquiries
- Continue building marketing lists – note which lists have received promotional goodies



ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations ONGOING
- Responding to enquiries

8-7 Months

LOGISTICS

- Ensure key venues and accommodations are booked for correct dates

MARKETING & PROMOTION

- Send out marketing emails & invitations to those who have not yet received them
- Remove any email addresses from this list if requested
- Distribute brochures, flyers and handouts

FINANCES

- Confirm payments and deposits are being received

PARTICIPANTS

- Process bookings
- Send visa Invitation Letters
- Start compiling a list of participants with all their relevant data

ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations ONGOING
- Responding to enquiries
- Review Applications
- Process Bookings
- Send visa invitation letters
- Confirm payments and deposits are being received

6-4 Months

LOGISTICS

- Confirm all accommodation, venues, activities and transport bookings

MARKETING & PROMOTION

- Send follow-up marketing emails & invitations
- Distribute brochures, flyers and handouts

ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations ONGOING
- Responding to enquiries
- Review Applications
- Process Bookings
- Send visa invitation letters
- Confirm payments and deposits are being received

3 Months

MARKETING & PROMOTION

- Send follow-up marketing emails & invitations

ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations ONGOING
- Responding to enquiries
- Review Applications
- Process Bookings
- Send visa invitation letters
- Confirm payments and deposits are being received



2 Months

LOGISTICS

- Confirm and finalise booking of accommodation, venues, classrooms, transport, etc
- Ensure all required equipment is available/acquired/booked

TEAM & FACULTY

- Confirm specific material, equipment and stationary requirements with faculty
- Organise supervision and meeting dates with team

MARKETING & PROMOTION

- Send follow-up marketing emails & invitations

PARTICIPANTS

- Send links to resources they need to view before their arrival

ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations ONGOING
- Responding to enquiries
- Review Applications
- Process Bookings
- Send visa invitation letters
- Confirm payments and deposits are being received

6 Weeks

LOGISTICS

- Get latest certificate templates, EDE manuals and other course ware
- Ensure course Certification commitments are being met
- Create EDE Evaluations on Survey Monkey



ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations ONGOING
- Responding to enquiries
- Review Applications
- Process Bookings
- Send visa invitation letters
- Confirm payments and deposits are being received
- Send new participants links to resources they need to view before their arrival

4 Weeks

THE FINAL 4 WEEKS OF YOUR EDE will be about taking care of all the finer details. It's advisable to go over the final 4 weeks of preparation with your team again, fine tuning all elements of preparation in avoidance of last minute rushes and unnecessary panicking!

LOGISTICS

- Check printing options and deadlines for EDE Manual
- Check printing options and deadlines for Certificates
- If organising special events and activities within your community, ensure the community is aware of dates and other logistic requirements. Finalise dates for these.
- Ensure all special diets and needs are being catered for

TEAM & FACULTY

- Organise meeting dates, venues & requirements
- Distribute contact list with phone numbers and email addresses of all faculty staff
- Ask Faculty for electronic copies of any extra handouts. The intention is to include this in the manual. Give deadline. (this is to avoid lots of last minute photocopying during EDE)
- Review & finalise equipment and stationary needs for all sessions
- Finalise any support staff and requirements for the EDE



SCHEDULE

- Ensure all sessions comply with any Health & Safety regulations

PARTICIPANTS

- Allocate scholarships & bursaries, inform participants
- Monitor acceptances and declines, inform additional participants if needs be
- Send confirmed participants required info – EDE Manuals, directions & maps, schedules, what to bring, links to resources they need to view before arrival, etc.

ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations ONGOING
- Responding to enquiries
- Review Applications
- Process Bookings
- Send visa invitation letters
- Confirm payments and deposits are being received
- Send new participants links to resources they need to view before their arrival

3 Weeks

LOGISTICS

- Finalise equipment and stationery requirements and procurement
- Finalise the availability & delivery of reading material, films and other inspirationally relevant resources
- Print blank squares for name badges (participants write their own name on these)
- Arrange logistics for producing your EDE CD/DVD (containing all content from the EDE)



TEAM & FACULTY

- Organise registration process & requirement for when participants actually arrive

PARTICIPANTS

- Send out brief introduction email of all participants, to all participants.

ONGOING

- Team & project co-ordination
- Communications with funders & interested organisations ONGOING
- Responding to enquiries
- Review Applications
- Process Bookings
- Send visa invitation letters
- Confirm payments and deposits are being received
- Send new participants links to resources they need to view before their arrival

2 Weeks

LOGISTICS

- Ensure you have equipment spares - power cables, extension leads, projector bulbs, etc
- Finalise feedback questionnaires and surveys
- Finalise team members and needs for registrations and prepare for any early arrivals
- Finalise accommodation details – room sharing, etc.

TEAM & FACULTY

- Distribute participant enrolment questionnaires to all staff





ONGOING

- Team & project co-ordination
- Communications
- Confirm payments and deposits are being received
- Send new participants links to resources they need to view before their arrival

10 Days

LOGISTICS

- Introduce your community to the coming participants

TEAM & FACULTY

- Discuss participants special needs – health, diet, etc – with core team
- Ensure team has access to and knows where all equipment, stationary and medical supplies are kept
- Ensure team knows process for any medical emergencies

ONGOING

- Team & project co-ordination
- Communications
- Confirm payments and deposits are being received
- Send new participants links to resources they need to view before their arrival



1 Week

LOGISTICS

- Check all required equipment and stationary has arrived/is available
- Finalise printing of EDE Manuals and other Materials

ONGOING

- Team & project co-ordination
- Communications
- Send new participants links to resources they need to view before their arrival

1 Day Before

LOGISTICS

- Print copies of the schedule for distribution to the participants and placing in classrooms
- Print and check participant lists
- Print and finalise registration forms
- Prepare classes and venues

ONGOING

- Team & project co-ordination
- Communications
- Confirm payments and deposits are being received



Weekly During EDE

LOGISTICS

- Registrations and new arrivals
- Check contact & address details are correct on printout of incoming participants
- Invite arriving participants to join NING
- Departures and evaluation forms
- Check birthdays are being prepared for
- Print weekly schedules
- Confirm any special venues, activities and travel requirements
- Gather electronic copies of all materials and photos for distribution on EDE CD or DVD
- Check on special dietary and other needs are being met
- Ensure equipment is in good order & stationary supplies are not running low

WEEK 1 SPECIFICS

- In the first few days, core facilitators to be frequently available to respond to queries
- Prepare electronic files for Certificates (Print in week 4)

WEEK 4 SPECIFICS

- Distribute Gaia Education evaluation links to participants and make sure they fill-out the evaluation. Once accomplished, [email the evaluation link](mailto:certification@gaiaeducation.org) to Gaia Education: certification@gaiaeducation.org
- Print & hand out certificates
- Have badges and any other material returned for re-using/recycling
- Have any books, DVD's or other resources returned
- Clean and tidy classrooms
- Hand out EDE CD's/DVD's
- Make copies of contact list and hand out



ONGOING

- Team & project co-ordination
- Communications
- Confirm payments and deposits are being received

After EDE

LOGISTICS

- Send EDE CD/DVD to anyone who did not receive it
- Thank-you's to communities, organisations, funders and people involved
- Assess logistics.
- Note down changes/improvements for the following year
- Close budgets
- Compile EDE Report, the EDE article, and the Case Study. Compile 1 or 2 best Power Point or Prezi presentations.
- Compile a photo gallery and select 4 to 9 of the best pictures, preferably 2 for each dimension, plus a group picture.
- Send the EDE Report, the EDE article, The EDE Case Studies, the EDE Participants List, the photographs to the communications and marketing coordinator for Gaia Education within 2 months after completion of EDE.
- If you happen to have any additional material like a power point presentation and/or video material, please send them to the communications and marketing responsible for Gaia Education.

TEAM & FACULTY

- Final supervision and feedback meetings

PARTICIPANTS

- Compile & analyse Gaia Education evaluations with Survey Monkey. Check document "additional information for organisers" to get more details.
- Send THE LINK of your online Survey Monkey evaluation to Gaia Education.
- Send Gaia Education your EDE Participants List.



CERTIFICATION REQUIREMENTS

AN EDE COURSE WHICH GAINS CERTIFICATION must meet the following requirements:

- Include a minimum of 125 contact hours (e.g. 20 course days; 6.25 hours/day average). Hours can be distributed over time.
- A strong intention to cover all 5 modules within each of the four dimensions for a total of 16 to 20 modules. Applications will be scrutinized closely for maximum hands-on skills learning, and design components.
- A minimum of 15 hours devoted to holistic and detailed design, ending in a small-group project presentation (3-5 participants per group).
- Demonstrate having a skilled team of educators with sufficient knowledge and experience, and at least one who has completed an EDE. If possible, at least one expert in each dimension, one person with actual EV design experience, and one person who has lived and/or contributed in the everyday functions of a sustainable community project for an extended time.
- A reasonable gender balance among primary instructors (not less than 3:1)
- A site, location, or offsite field excursions that provide opportunity for significant hands-on observation and holistic experience of real-life solutions, activities and working demonstrations of all four dimensions.
- Adequate accommodations. Ideally no more than 3 students per room if staying longer than 1 week at a time.
- Dedicated meeting/instruction spaces with adequate room and presentation materials.
- Ideally, consistent and reliable Internet access within reasonable distance for everyone.
- No significant risks for students' health and safety.
- Agreement to ALL course commitments, including evaluations and final report for web posting within 90 days of completion.



CERTIFICATION COMMITMENTS

IN ADDITION to meeting these criteria, host organisations are also committed to:

- Running a safe and non-violent course for all participants
- Ensuring all primary faculty will read the EDE curriculum, at least the dimension(s) they are holding
- Sending names and emails of course participants* and 8 high resolution pictures of the programme
- Ensuring that facilitators/teachers will not enter into sexual relationships with participants during the EDE course
- Equal employment and educational opportunities for all persons regardless of race, colour, religion, gender, sexual orientation, national or ethnic origin, disability, or place of birth
- Organisers and teachers will abstain from using illegal substances and not abuse legal substances during the EDE course and that students will be requested to follow the same protocol.
- Ideally at least 1 computer per 4 students and consistent and reliable internet access



APPENDIX 1: HILDUR JACKSON'S VISION FOR GAIA EDUCATION

The Path Towards Sustainable Abundance for Earth was first drafted by Hildur Jackson on 17 September 2008, after the GESE gathering at Solheimer, and revised again in 2011.

THE PATH TOWARDS SUSTAINABLE ABUNDANCE FOR EARTH

“We are not a collection of objects but a communion of subjects” writes Thomas Berry, challenging us to accept our responsibility to act. “We must reinvent ourselves at a species level,” he continues.

The challenges facing human kind are many and have become increasingly obvious in recent years:

- Climate Change: when considering the low results the UN and COP gatherings yielded, pressure on governments and a need for change from below, rather than above, is especially apparent
- Peak Oil
- Natural and human-made disasters: earthquakes, tsunamis, nuclear catastrophes
- Global injustice: poverty, disease, dependency, social injustice and imbalance
- Overpopulation
- Terrorism and war

SOLUTIONS TO THESE CHALLENGES REQUIRE ACTIONS on a different level to where they were first created. We need to go from a materialistic worldview of separatism to a vision of unity and oneness. Heralded by Western physicists over 100 years ago, oneness has been lived by spiritual Masters from the East for millennia. It's time we as a society live this too. We need to shift from caterpillars to butterflies, flying freely, maintaining an overview, defining a vision of transformation - both for ourselves and society - and at the same time, find the path to do so.

In his book *The Great Turning*, David Korten proposed Empire and Earth Community as overarching concepts for where we are now and where we want to go. Vandana Shiva proposed Earth Democracy. We need to create communities and relationships built on cooperation rather than power-over.

Ken Wilber condensed all this in his little book: *A Theory of Everything*. Seen from the individual perspective, we need an integral practice opening and transforming our inner and outer worlds.

HOW DO WE DO THIS? Is it possible to reduce energy consumption by 80-90% in the Global North to keep temperatures below the critical 2 degrees, making room for growth in the Global South? Is it possible to change global social and political structures while at the same time transforming people and reducing populations? It is a task of unprecedented magnitude but it is a task that is possible and has to happen.



Using the concepts of spiral dynamics we need to shift to new levels - from first tier to second tier, raising our consciousness to orange and turquoise. We need simultaneous solutions to all systemic challenges. And we need to create global societies and align our worldviews, visions and values.

ALIGNING VISION, WORLDVIEW AND VALUES

All local communities all over the world need to be transformed, along with their inhabitants. Localisation is the goal or, as some prefer, glocalisation: keeping the good part of globalization (global communication and interaction/exchange) while rejecting global injustice and inequalities.

All local communities need to become sustainable, where division of work will be an expression of a natural sharing and diversities of cultures based on natural factors rather than suppression.

With a worldview of oneness and an understanding that everything circulates, a new social structure will rise. We will decide in groups how we want to live with each other and with nature, in a responsible, globally just way. Settlements will be holistic reflections of the whole: as above, so below.

TRANSFORMATION OF CONSCIOUSNESS

To make this transformation, human consciousness needs to transform, globally. It's already beginning. Meditation and personal development is spreading like wildfire. Eckhart Tolle writes about letting go of greed, fear and anger, leaving the pain-body behind. Ken Wilber advises a personal practice on all levels of the personal energy system. In indigenous and Buddhist cultures this has been lived for ages though in contemporary times, often with a stigma of feeling 'backward'. To accept living a simple life, to let go of fear and greed, to experience oneness and happiness - the values needed to lead this change.

THE ECOVILLAGE MOVEMENT: FOSTERING GAIA EDUCATION

People all over the world realized all this many years ago and set out to build communities based on a worldview of oneness, striving towards transformation of the self and society. These communities represent magnificent experiments for a new lifestyle and culminated in global networks all over the world. The Global Ecovillage Network, 1995, one such network.

Gaia Education, an organization of educators from ecovillages on 6 continents, has now collected and systematised all these experiences in a common curriculum (now in 6 languages) for the whole world and in three formats:

- The Ecovillage Design Education, a four week course, tested more than 60 times on 6 continents
- GEDS, Gaia Education Design for Sustainability, an 8 month virtual education through the Open University of Catalonia, which has been offered 3 times in Spanish and English
- GEDS Post Grad programme, offered on-line in partnership with UOC

To have one single curriculum for the whole world has by now proven its justification. We share worldview, vision and values. We cooperate easily. The content and emphasis of the curriculum will be somewhat different depending on where we teach.



TEACHING EARTH DEMOCRACY / ECOVILLAGE LIVING / LOCALISATION

Ever since the industrial revolution local communities have been diversified depending on their placement in the global hierarchy of mega-pollicises: big cities, suburbs, smaller cities, agribusiness and natural reserves. They all came into being from centralising the needs of oil-technology and an economy of competition. They are linear systems, disrespecting the circular nature of life. Big centres attracted the money leaving the satellites poor and dependent while waste ended up in huge dumps and in the oceans. How we teach will thus depend on where we teach. We have so far taught the following target groups:

- Ecovillages and people who want to build in ecovillages.
- Urban people living in areas such as Sao Paulo and Mexico City
- City planners and officials wanting to create local change
- Local citizens wanting to transform their local area, be it a suburb, a valley or an island
- Universities who want to teach holistic solutions to the crises
- Indigenous people and people in the South wanting to circumpass “development” and jump into a localised future
- Virtual Education

How we teach will be different for each of these groups but the goal is the same: sustainable abundance in the local area. We choose the phrase sustainable abundance as we firmly believe that this simple, local life will be rich in social contacts, creativity, spiritual awareness, renewable energy, fresh local food and simple joys.

The EDE most often happens in ecovillages where people live what they teach. We call this The Living and Learning Pedagogy.

Transition towns / climate towns are new social movements in cities, also aimed at sustainability. We are cooperating with them in creating a joint educational offer using our curriculum and their 12 steps for change.

Many EDE's have been done in cooperation with universities where again content is 'localised'.

Teaching in Africa, South America and Asia demands a lot of knowledge of “development” and also requires some localisation of content. These places often already have communities with strong social structures living sustainably in nature. They learn to appreciate what they have.

“There is enough for everyone's need but not for everyone's greed”, as Gandhi stated.



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GLOBAL ACTION PROGRAMME ON EDUCATION FOR SUSTAINABLE
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