



## **Permaculture Design Certificate**

a 72 hour experience

Taught by Paul Taylor

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### **Practical Permaculture**

Learning the tools for abundance, practical ways to make a difference; future planning.

'What if we treated the earth as a living being, and all life as sacred, what a different world we would live in.'

'What if we can't depend on governments, supermarkets and the global economy to meet our needs, then there is only community.'

### **The Prime Directive of Permaculture**

'The only ethical decision is to take responsibility for our own existence and that of our children. Make it now.'

'Permaculture is a holistic design science that is reflective of natural patterns and promotes mutually beneficial relationships. Rooted in ethics, the concepts and themes in Permaculture help us rediscover how to be a positive contribution to the earth, ourselves and humanity.'

'Embracing our human role as caretakers of the planet and for all life requires a change of perspective. Should we choose to make that change we will create the world we dream to see, it is the time for humanity to choose.'

## **CHARACTERISTICS, PRINCIPLES AND ETHICS OF PERMACULTURE**

## **ETHICS:**

- Care of the earth
- Care of people
- Fair share - dispersing surplus to support the above and recognizing limits to growth and consumption
- Real life class discussions for sustainable futures: 'ethics and cooperation'
- The actions of ethics, ethics as the foundations of long term viability
- The compassion of people care
- Compassion for the planet, future planning and making a difference.
- Earth care, the need for real examples, ethics and earth care
- Fair share; classroom discussions fair share and entitlement
- The ethics of relationships

"We don't have the right to ruin" Bill Mollison ... we do have the responsibility to repair...

**PRINCIPLES: *Applying principles to our lives and our actions, reducing energy while we increase benefit while remaining committed to ethics.***

### **Guiding Principles**

- 1) Everything is connected to everything else
- 2) Every function is supported by many elements
- 3) Every element should serve many functions

**Classroom exercise:** *Expand on principles, introduce the application of principles to our design process, multiple white board drawings with learner participation.*

### **The ecology of Permaculture**

'The aim of Permaculture is to achieve a diverse and stable environment in the form of a cultivated, highly productive ecosystem - the ecology of human environments and living settlements'.

Energy and Entropy explained, the web of life, systems diversity, functions and elements. The concepts of stacked systems and bio-diversity introduced.

### **Design focus:**

- Understanding the design complexity of energy webs/nets to catch and store sun energies at highest possible level before they are bound or lost to further productive use/storage
- Using energy in as many ways as possible before it leaves the system, we must aim to minimize/slow down ENTROPY
- Permaculture is anti-Entropic by design

Energy-Source to Sink: Manure left in the field serves a single set of functions, to increase the number of possible functions, we could run it through a biogas digester where anaerobic organisms convert it to methane for cooking or heating gas, or as fuel for vehicles, thirdly the liquid effluent can fertilize fields, and the solid sludge fed to worms, which converts to ideal horticulture soils, fourthly, the worms themselves can be used to feed fish or poultry. All this is possible simply as a product of good design and is only limited by the imagination of the designers.

**Classroom exercise:** *Forming the web of connections between functions and elements, relating to stacking the systems and natural bio-diversity. Further examples of source to sink as a design exercise. This exercise helps to highlight how to create natural abundance by design.*

## **ECOLOGICAL TERMS AND DEFINITIONS:**

'Ecology is the science of survival, but is a reflection of human consciousness, if human kind fails to learn its lessons, it risks the destruction of the world upon which it depends.' We are at the tipping point of human evolution where we choose to evolve consciously or die with the dinosaurs.

**Class participation:** *examples and applications of terms and concepts, how these apply to design over time. We begin the design process as teams with the option to design over at least 4 examples. Teams are established before we move into methods of design and Permaculture 'zones'.*

## **METHODS OF DESIGN AND PERMACULTURE ZONES**

**Classroom Activity:** *working with zone and sector concepts, we spend time in the field recognizing zones and sectors on the ground, on the whiteboard and in our design work. Participants begin design process in teams creating opportunities for teams to interact during the design process.*

We focus on people and our place in nature, we design to move from dominance to balance.

## **PATTERN UNDERSTANDING AND READING LANDFORMS**

- Comprehensive understanding of landforms and microclimate from the micro to macro.
- Designing for energy effectiveness
- Zones and landforms
- Home-sites
- Water and landforms
- Investigate the benefits of the harmony of design

**Outdoor activity:** *As a class and with our design projects, we work with a large pile of soft sand to make landforms and integrate designs. This is an extensive and on-going exercise that develops along with our design exercises. We include patterns in nature, roads, dams, swales, erosion, fertility etc. during this design process.*

## **TREES**

- Trees and the environment
- The ecology of orchards, systems diversity and food forests
- The power of trees and perennial plants
- Trees and our bio-sphere
- How to plant trees, perennial plants and productive systems
- Trees and human settlement

- Perennials and bio-diversity.

## **WATER**

Sources, quality, quantity, storage, water harvesting, water as energy, water pathways, grey water, flooding, irrigation, retention in soil. Powerpoint presentation on water

Classroom participation: designs and examples explained

## **SOILS**

The Living Soil

What is soil, the living system of fertility, understanding fertility, soil and water, restoring soils, 'regenerative soil systems', soil microbiology, soil and food production. Today's session includes a compost making exercise.

**An interactive class with discussions**, 2 Power Point Presentations of Paul Taylor's soil work followed by an evening movie. Handouts include composting techniques, managing soil microbes, building soil fertility and making bio-fertilisers.

## **EARTHWORKS**

**A Classroom event:** we include further work in the sandpit and in the field, where possible we participate in earthworks on the ground, build a sandpit dam, swales etc. applying our design understanding and options.

## **CLIMATE AND DESIGN**

Understanding climate and microclimates. Climate and functions: sun, water, fertility, designing for light and liveability.

Climate: arid to humid, tropical to temperate, understanding the impact of climate on design.

**Classroom participation** with multiple climate and microclimate discussions, we include garden design, and specific design options for a more liveable home, focusing on zones 1-3.

## **THE BUILT ENVIRONMENT**

Everything from the chicken coop to the home, from the rural homestead to the high-rise, in-depth discussions with classroom participation, describing design options and materials, comparing structures. *Students will apply zones, ethics, principles etc to the build environment with their design projects.*

## **STRATEGIES OF AN ALTERNATIVE GLOBAL NATION**

From politics to community, legal trusts and strategies, alternative land purchases and management, access to land, ethical investment, ethics and cooperatives, a new way forward.

*Practical Permaculture* basis the PDC in hands-on participation so that you can leave the course with a new level of empowerment and a practical understanding that we have solutions to local and global problems. The solutions are in our hands, it is just a matter of choice.

Kind regards: Paul Taylor [www.paul@trustnature.com.au](http://www.paul@trustnature.com.au)