



DOORS OF PERCEPTION X-SKOOL BRIEFING

NEXT PRACTICES

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This list includes [with their permission] findings of a scoping study for Schumacher College
<http://researchincommunity.files.wordpress.com/2010/10/summary.pdf>

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EUROPE

YIP, SWEDEN

The International Youth Initiative Program (YIP) is a new social entrepreneur training in Järna, Sweden, for youth aged 18 to 25 who want to create a positive social change in the world. A course in how to bring your own initiative into being. <http://www.yip.se/>

TAMERA SUMMER UNIVERSITY, PORTUGAL

The Peace Research Center Tamera in Portugal is a test field for a new culture, a model community working on technological, ecological and social answers for global challenges. 15 years after its foundation, you can study and experience here the basic knowledge for a life without war and separation, for cooperation with nature, for community and peace between the genders.
<http://summeruniversity.tamera.org/su2010/>

KAOSPILOT, DENMARK

The KaosPilots aspires to become Scandinavia's most attractive, modern, value-based entrepreneur educational program. A 3-year long education for young entrepreneurs and project leaders with a creative edge and a global mind. The school is located in Aarhus, Denmark making up the homebase of the Danish KaosPilot education while also being the international network of KaosPilot schools and educational programs. www.kaospilot.dk

BLEKINGE INSTITUTE FOR TECHNOLOGY, SWEDEN

The Masters Programme, Strategic Leadership Towards Sustainability (MSLS) is founded on the basic premise that a whole-system, transdisciplinary approach is needed to deal with the sustainability challenge of meeting our society's needs today and into the future. The programme is delivered in a non-traditional educational setting with experiential and holistic learning methods. Two integrated streams are the focus: 1) a framework for strategic sustainable development; and 2) organisational learning and leadership required for sustainability decision-making.
<http://www.bth.se/tek/mspi.nsf/pages/mspi-home>
<http://www.bth.se/tmslm>

INTERNATIONAL CENTRE FOR INNOVATION AND SUSTAINABILITY, HORNBAEK, DENMARK

ICIS educates creative professionals in the concept of radical, yet sustainable development, and how to implement its principles within design, architecture, industry, business and policymaking. We offer educational programmes and all other forms of dissemination of knowledge within the area of sustainable innovation in an atmosphere which reflects our values. ICIS promotes literacy of what sustainable development is and how it contributes to the improvement of life conditions for all. The vision is

environmental, economic and social wellbeing of individuals, groups of citizens, societies and the world at large. The mission is to stimulate new, innovative and more responsible ways of thinking, living and working. www.iciscenter.org

DAMANHUR (VALCHIUSELLA VALLEY, BALDISSERO CANAVESE, ITALY)

Damanhur is an eco-society based upon ethical and spiritual values. Damanhur promotes a culture of peace and balanced development through solidarity, voluntary work, respect for the environment, art and social and political commitment. It is a member of GEN (Global Eco-villages Network) - communities and research centres whose principal objective is to support and encourage the evolution of sustainable settlements throughout the world. <http://www.damanhur.org>

OFFICINE AL SOLE, BETTONA, ITALY

A multi-purpose space where sustainable ideas and practices are elaborated through three poles of activity, closely related to our daily lives: Nurture, Grow and Produce. We want to create spaces where people can live and try out new models for living and working that are harmonious with the natural environment and with a new socio-economic framework: it has become urgent to do so today! We offer a concrete initiative for working, researching, learning providing services aimed at shifting our society towards change, while retaining a holistic and balanced vision of living. www.officinealsole.it

ERASMUS UNIVERSITY, DUTCH RESEARCH INSTITUTE FOR TRANSITIONS (DRIFT), ROTTERDAM, NETHERLANDS

Transitions are structural societal changes resulting from interacting cultural, economic, technological, behavioural, ecological or institutional developments. Research about transitions and [transition management](#) focuses on the interconnected parts of this dynamic interplay, and addresses issues like: How do transitions come into being? How to recognise them in an early stage? How to envision and manage them? How to monitor them? www.drift.eur.nl

NATURE COLLEGE FOUNDATION, NIJMEGEN, NETHERLANDS

The NatureCollege Foundation addresses the inner side of sustainability. The NatureCollege Foundation offers a means towards reviving the relationship between humans and nature at all levels of awareness. This is achieved by drawing upon the healing power of the synergies between nature and humans, and by redefining the relations between all aspects of life within the eco-system. Equivalence is our starting point. www.natuurcollege.nl

SUNNIVA – ACADEMY OF HUMAN EDUCATION, OSLO, NORWAY

Teaching in the holistic sciences and other subjects - including Gaia. Studies - lead to a Bachelor and Masters of Arts in Holistic Leadership. Other courses include Human Power, a personal development course taking you from where you are and who you are. We are also developing campus-activities, arts, culture, painting, talking and walking, discussions. The basic approach is to teach how to think using your conscious, your unconscious mind, your superconsciousness and your intuition. People of all ages and backgrounds are attending. <http://www.sunniva-college.no/>

HOLMA COLLEGE OF INTEGRAL STUDIES, SKANE LAN, SWEDEN

We provide a unique one-year program in integral education, studying Integral Philosophy and Spiral Dynamics, Dialogue and Transformative Communication, as well as Alternative Projecteering and Leadership. Through our innovative approach to learning, we foster the conditions for students to develop as agents of change. Holma College is also a community sharing the values of living sustainably and evolving spiritually. As part of our integral spirituality, we utilize yoga, meditation, and other contemplative practices.

<http://www.holmacollege.org>

LOTAN CENTER FOR CREATIVE ECOLOGY - KIBBUTZ LOTAN, EILAT, ISRAEL

Kibbutz Lotan is a young community situated in the Arava Desert in the south of Israel. We are far away from urban Israel in a quiet area in beautiful desert surroundings. Hebrew is the commonly used language but English is also spoken. Our economy is based on date plantations, dairy, tourism, holistic health center, field crops, mariculture and various professions held by members who work outside of the kibbutz. Presently we number 55 adult members and around 60 children.

<http://www.kibbutzlotan.com/creativeecology>

UK

SCHUMACHER COLLEGE

Schumacher College educates for sustainability. The design-related courses we run deal with design for sustainability in general, biomimicry and systems thinking. Things, projects, systems, activities, processes that help recreate or maintain balance between the natural habitat and the way we live. Keep diversity in design, and make sure that lives are enhanced and the resource platform is not depleted or damaged in the process. Working with sustainability is mainly a mental shift, a different focus. The technology is there, the methodology is there, the cases are there. The training is about the courage to take on sustainability big time and go for it. It is about being able to communicate the new values and the gains short term and long term. A powerful platform for deep and holistic engagement with transformative learning for sustainable living. Offers a MSc in Holistic Science, a Certificate in Education and transdisciplinary short courses. Worldview: we have globally reached a pivotal moment where we have to address the need for sustainable lifestyles and more positive human relationships. Unique because of its community life and being the first with a postgraduate degree in Holistic Science.
<http://www.schumachercollege.org.uk/>

CENTRE FOR HUMAN ECOLOGY

CHE is a network for ecological and social transformation offering challenging courses for people who want to "be the change". Offers a MSc in Human Ecology integrating natural and social sciences with personal and organisational development skills. Unique for its approach that engages head, heart, and hand – integrating reason, passion, and action for a better world.
<http://www.che.ac.uk/mambo/content/blogsection/20/188/>

ASHRIDGE

The Ashridge MSc in Sustainability and Responsibility is a two year part-time Masters programme based on a series of eight intensive residential workshops, each of five days' duration. Six workshops are based at Ashridge and two are usually offsite. The MSc programme directors are embedded in an extensive community of practice developed in Sustainability education and practice over the past 15 years. Gill Coleman, Chris Seeley and Tim Malnick were all involved in the New Academy of Business founded by Anita Roddick and were part of the team running the MSc in Responsibility and Business Practice at Bath. The MSc is further connected into a community of practitioners, both within and beyond Ashridge, with more than 250 members who have studied these topics and learned together, and who now operate a very active global network with leading roles in business, the public sector, academia and NGOs.
<http://www.ashridge.org.uk/Website/Content.nsf/wDEG/MSc+in+Sustainability+and+Responsibility?opendocument>

FINDHORN FOUNDATION, FINDHORN, SCOTLAND

Cutting edge of the sustainability global movement, offering accredited courses in further and higher – transformative- education by creating a truly holistic learning environment that facilitates balanced development of mind, body, relationships, emotions and spirit. Unique for its partnerships with other institutions (University of Massachusetts; Gaia University; Living Routes; CAT and Schumacher College). Recognising the interdependence of all life is at the heart of education here. Experiential, living, and transformative education. We have discovered that the environment in which teaching happens is as important as the teaching itself.
www.findhorn.org

FINDHORN FOUNDATION GAIA EDUCATION DESIGN FOR SUSTAINABILITY

Training of Trainers - Incorporating Transition Towns Training. Based on the Ecovillage Design Curriculum - an official contribution to the United Nations Decade of Education for Sustainable Development. Four-week comprehensive training of trainers based on the four core pillars of the Ecovillage Design Curriculum: the social, worldview, ecological and economic dimensions of sustainability. The curriculum draws on the experience and expertise developed in a network of some of the most successful ecovillages and community projects across the Earth.
<http://www.ecovillagefindhorn.com/ecovillageeducation/trainingfortrainers.php>

CENTRE FOR ALTERNATIVE TECHNOLOGY (CAT), WALES

CAT is concerned with the search for globally sustainable, whole and ecologically sound technologies and ways of life. Within this search the role of CAT is to explore and demonstrate a wide range of alternatives,

communicating to other people the options for them to achieve positive change in their own lives. In its search for globally sustainable, whole and ecologically sound technologies and ways of life, CAT explores and demonstrates a wide range of alternatives, communicating to other people the options for them to achieve positive change in their own lives. Courses offered in the Graduate School of the Environment examine environmental issues, energy and buildings. Unique for its large number of people of all ages that it reaches, teaches and inspires. www.cat.org.uk

FORUM FOR THE FUTURE, UK

The Masterclass focuses on the role of leaders in mainstreaming sustainable development within an organisation. Jonathon Porritt will guide you through the key issues –providing provocation, insight and experience in equal measure. The Masterclass is designed for leaders from all sectors and all functions including strategy, HR, marketing, business development, finance and customer relations. It provides the ideal opportunity to share learning on sustainable development and develop contacts with other leaders. http://www.forumforthefuture.org/files/2010_Sustainability_Masterclass_brochure.pdf

EMBERCOMBE, HIGHER ASHTON, EXETER, DEVON

Embercombe - Inspiring Committed Action for a Truly Sustainable World - is a charity established to champion a way of living that celebrates the opportunities inherent in this challenging time and that inspires people to energetically contribute towards the emergence of a socially just, environmentally sustainable and spiritually fulfilling human presence on earth. We run inspiring programmes for schools, families, individuals, businesses and organisations, and currently hire Embercombe out as a venue. www.embercombe.co.uk

GAIA COACH INSTITUTE, ABERGAVENNY, WALES

The Gaia Coach Institute, based on a 136-acre farm in the beautiful Black Mountains of Wales, focuses on the twin themes of personal and planetary renewal. Our deepest concern is leadership. For us, grounding leadership in a healing of the Earth is the great adventure of the 21st century. Come and join us on the Gaian Leadership course. This is a course for individuals who are happy to acknowledge they want to change the world - not through revolution, but through a renaissance of the human spirit. We seek to model three vital aspects of 21st century leadership - respect for Gaia the living Earth, coaching skills and being rooted where you are. Why the emphasis on coaching? It is the best known way to help learning. We coach individuals navigating their way on the leadership journey and we have run workshops for a variety of groups, from a respected national charity to a local school, on personal development and leadership skills. www.gaiacoach.co.uk

LONDON SOUTH BANK UNIVERSITY, EDUCATION FOR SUSTAINABILITY, LONDON

Make a difference by becoming an **agent for change** through studying on the Education for Sustainability (EFS) post-graduate programme at London South Bank University. The programme has 12 years of experience in enabling participants to take **education for sustainability theory and apply it to practical contexts**. Choose the speed at which you wish to study; two or four units per year distance learning, or eight units in one year on the fast track course. <http://www.lsbu.ac.uk/efs/>

PISHWANTON – LIFE SCIENCE TRUST, GIFFORD, EAST LOTHIAN, SCOTLAND

The Pishwanton Wood Project is a place of learning with a difference, set in 60 acres of semi-woodland at the foot of the Lammermuir Hills in East Lothian, Scotland. A Centre for environmental education offers research and therapy, creating opportunities for people of all ages and abilities to renew and deepen their relationship to nature. Our work is inspired by the methodology pioneered by the German poet, playwright and natural scientist, J. W. v. Goethe whose work in integrating science and art points the way towards a more holistic understanding and sense of connection with nature. www.pishwanton.com

PLYMOUTH UNIVERSITY, CENTRE FOR SUSTAINABLE FUTURES (CSF)

Students across the University and its network of 18 partner colleges will be provided with opportunities to engage critically with sustainability agendas and their social, ethical, professional and personal implications. The impact on student learning will be reinforced through opportunities for action research projects into the greening of the campus and into community and regional sustainability initiatives. A key criterion for evaluating the CETL will be the level of sustainability literacy achieved across the student body, so that they leave the University equipped with the values, skills and knowledge to drive the sustainability agenda forward in their personal and professional lives <http://csf.plymouth.ac.uk/>

UNIVERSITY OF GLOUCESTERSHIRE, LANGUAGE & ECOLOGY, CHELTENHAM

A fifteen week module taught by Arran Stibbe begins with a description of what happens when oral languages, fine-tuned to local ecological conditions, are displaced by the global spread of written languages. This is followed by sessions which investigate the potential ecological harm caused when certain discursive constructions of progress, economic growth, material consumption, success and convenience are spread on a global scale. The course then looks at discourses such as environmentalism, ecology and wildlife conservation, asking whether they can provide genuine alternatives to destructive discourses or whether they are based on similar assumptions. The last part of the module involves exploration of a range of very different discourses, from the lyrical science writing of Rachel Carson, to romantic poetry, haiku and documentary films in a search for alternative discourses which have the potential to contribute to a more sustainable society. www.ecoling.net/courses.html

NATURAL CHANGE PROJECT, UK

Research suggests that behaviour change can best be influenced in the long term through psychological approaches that work with people's personal values and sense of identity. Carrying these approaches into mainstream policy, planning and delivery, in a diversity of sectors is fundamental to securing a healthy, sustainable future. The Natural Change Project explores how experiences of the natural world inspire people to live sustainably. In addition to this personal process, Natural Change also equips participants with the skills, insights and motivation to lead others towards a more sustainable future. The Natural Change Approach brings together a small, influential group of people to participate in a programme of wilderness workshops. These combine personal development, experiential learning, mentoring, reflection time, group discussion, and a deep exploration of leadership and social change processes. <http://www.naturalchange.org.uk/about/>

MIDDLESEX UNIVERSITY

Masters in Leadership for Sustainable Development, At the heart of the 10-month programme is the link between learning about the concept and practice of sustainability and applying those ideas in the real world. Students take up placements in various sectors including NGOs, Local/Regional and Central Government, leading Businesses and the Media. <http://www.forumforthefuture.org/masters-course>

ZONE 5 SUSTAINABLE LAND-USE

Observation of the natural world is the starting point of permaculture design. Whitefield helps us gain an insight into the myriad of the many natural and human processes that make up our landscape, and how to interpret their hidden indications. Permaculture means learning from nature. The aim is to make our lives more sustainable and more productive while reducing the work and energy required. We do this by taking nature as the model for designing our own houses, gardens, farms, woodlands, towns and villages. <http://www.patrickwhitefield.co.uk/slul.htm>
<http://zone5.org/courses/>

HRH PRINCE OF WALES BUSINESS & THE ENVIRONMENT PROGRAM

Developed and run by the University of Cambridge BEP is the premier international forum for executive learning on sustainable business. The Program helps senior executives explore the business case for sustainable development and integrate sustainability principles into their organisations. The Program has introduced over 1,000 executives from over **400 organisations** in more than 30 countries to the sustainability debate. They then become members of an active and influential alumni network.

THE SCHOOL OF LIFE, LONDON

The School of Life is a new social enterprise offering good ideas for everyday living. We are based in a small shop in Central London where we offer a variety of programmes and services concerned with how to live wisely and well. We address such questions as why work is often unfulfilling, why relationships can be so challenging, why it's ever harder to stay calm and what one could do to try to change the world for the better. The School of Life is a place to step back and think intelligently about these and other concerns. You will not be cornered by any dogma, but directed towards a variety of ideas - from philosophy to literature, psychology to the visual arts – that tickle, exercise and expand your mind. You'll meet other curious, sociable and open-minded people in an atmosphere of exploration and enjoyment. <http://www.theschooloflife.com/About>

RESET DEVELOPMENT

RESET's purpose is to expand the awareness, knowledge, skills and capacity of communities and professionals in the resilience of our built environment. RESET does this by: providing practical hands-on training for a range of beneficiaries (Built Environment Professionals, planners, students, community groups, individuals, NGOs and INGOs) running an advocacy campaign (running competitions, conferences, events & exhibitions) promoting low-carbon sustainable design conducting research and producing reports that support our other activities supporting community groups that wish to help improve their built environment by embarking on their own sustainable building project <http://reset-development.org/>

SCHOOL FOR SOCIAL ENTREPRENEURS

SSE exists to provide training and opportunities to enable people to use their creative and entrepreneurial abilities more fully for social benefit. SSE supports individuals to set up new charities, social enterprises and social businesses across the UK.
<http://www.sse.org.uk/>

SUNRISE OFF-GRID FESTIVAL

Not too big, not too small and with lots of interesting people and stuff going on. As well as the Transition Tin Village with a host of talks and workshops, here are some of the other delights at Sunrise Off-Grid: The Off-Grid College (a 12 module course covering all the essentials for Off Grid living) • Live music in the Solar Main Stage • Open Discussion Hub • The Post-Economic X-Change • Transition Towns Tin Village • Leading Off Grid Experts • Sustainable Communities Hub • Avalon Rising & Ancient Futures - talks and workshops • Buddhafield Café • Solar Cinema • Kids Area - Feat. Forest School • Traditional Fair • Healing Area • Permaculture Garden • Mass Sitewide Games • Luxury Camping with Hearthworks • Medical Herbalists • Temple Spaces • Green Crafts & Alt technologies • Practical Activism • Crop Circle/Henge • SOL Sunrise Complementary Currency • Hot Showers • Sauna
<http://www.sunrise-offgrid.com>

NORTH AMERICA

PACIFIC NORTHWEST COLLEGE OF ARTS, PORTLAND, OR

This two-year program - new in 2011 - draws on the city of Portland, Oregon as a learning lab for graduate students seeking expanded design practices. Teams will examine 'wicked' problems, such as resource depletion, emerging technologies, climate change and global demographic shifts. They will engage in dynamic design processes that take into account the concerns and needs of a diverse range of human and non-human stakeholders. Students will work in transdisciplinary teams to assemble and maintain networks of people, places and artifacts. <http://www.pnca.edu/programs/mfa/collabdesign.php>
<http://pncacd.tumblr.com/>

CENTER FOR ECOLITERACY, BERKELEY, CA

Says cofounder Fritjof Capra: 'We do not need to invent sustainable human communities. We can learn from societies that have lived sustainably for centuries. We can also model communities after nature's ecosystems, which are sustainable communities of plants, animals, and microorganisms'. Since the outstanding characteristic of the biosphere is its inherent ability to sustain life, a sustainable human community must be designed in such a manner that its technologies and social institutions honor, support, and cooperate with nature's inherent ability to sustain life'.
<http://ecoliteracy.org/education/sustainability.html>

JOHN T. LYLE CENTER FOR REGENERATIVE STUDIES, CALIFORNIA

The mission of the Lyle Center is to advance the principles of environmentally sustainable living through education, research, demonstration and community outreach. Located within the Cal Poly Pomona University campus, the Center promotes the integration of people and natural processes with systems vital for community living, including food, water, energy, the built environment, and waste processes.
<http://www.csupomona.edu/~crs/>

BIOREGIONAL PLANNING AND COMMUNITY DESIGN AT THE UNIVERSITY OF IDAHO

A multi disciplinary course giving bioregional planning a community level approach.
http://www.bioregionalplanning.uidaho.edu/academic_program.aspx

WASHINGTON CENTER, PUGET SOUND

Bioregions are, literally, "life places" - places characterized by the interrelated natural and social systems

upon which we rely for our well-being. The focus of this project, the Puget Sound bioregion, includes the Sound itself and the watersheds that drain into it. This bioregion is home to 4.2 million people as well as a rich diversity of marine and terrestrial life. Situating learning in our bioregion would mean connecting students with the immediacy and significance of what is happening here, linking classroom theory to local places, people, and practices. Washington Center is organized as a consortium, working in collaboration institutions across the country. Our **member institutions** within Washington state include thirty-three community and technical colleges, six public four-year institutions, one tribal college, and eleven independent colleges.

<http://www.evergreen.edu/washcenter/project.asp?pid=62>

YESTERMORROW SCHOOL, VERMONT

Yestermorrow Design/Build School in Warren, Vermont offers over 150 hands-on courses per year in design, construction, woodworking, and architectural craft and offers a variety of courses concentrating in sustainable design. Now in its 29th year, Yestermorrow is one of the only design/build schools in the country, teaching both design and construction skills. Our 1-day to 2-week hands-on courses are taught by top architects, builders, and craftspeople from across the country. For people of all ages and experience levels, from novice to professional. <http://www.yestermorrow.org/>

DOMINICAN UNIVERSITY, MBA SUSTAINABLE ENTERPRISE, CALIFORNIA

In the Green MBA®, we seek solutions that promote financial viability, ecological sustainability, and social justice. We use a dynamic, project-oriented learning approach to integrate the development of entrepreneurial and intrapreneurial skills with the building of critical thinking and leadership capacities. Students learn how to: 1) apply practical skills; 2) make better decisions using rigorous critical thinking methods; 3) communicate and lead effectively; 4) collaborate with others in designing and implementing successful initiatives; 5) face challenges inherent in turbulent issues; and 6) master methods and tools to analyze systemic factors. <http://www.dominican.edu/academics/businesslead/graduate/mba/greenmba.html>

BAINBRIDGE GRADUATE INSTITUTE, BAINBRIDGE ISLAND, WASHINGTON STATE

Bainbridge Graduate Institute (BGI) offers both an MBA in Sustainable Business and Certificates in Sustainable Business. We train students with the leading sustainability case studies, best practices, models, and business management tools. With this knowledge graduates will be well equipped to successfully lead a large corporation, small business or non-profit organization toward sustainability as a core strategy, or launch their own sustainable entrepreneurial ventures. BGI started in 2002 and expects 200 students this year, still meeting at IslandWood one weekend a month. Industry Concentration program to include five industries: • Sustainable Agriculture & Food Systems • Sustainable Community Economic Development • Sustainable Energy Solutions • Sustainable Green Building • Sustainable Outdoor Industry

www.bgiedu.org

ECOVERSITY, SANTA FE, NEW MEXICO

Ecoversity is a non-profit educational center which explores and demonstrates concepts of sustainable living, ecological design, and responsibility for the wise stewardship of the Earth. Established in 1999 in Santa Fe, New Mexico, Ecoversity focuses on practices and solutions designed to regenerate the Earth and revitalize the human spirit. www.ecoversity.org

LIVING ROUTES – STUDYING ABROAD IN ECOVILLAGES, AMHERST, MA

Bring your education to life by studying in Ecovillages around the world. Ecovillages are ecological communities that provide ideal campuses for students to learn about real-world issues including sustainable development, green building, organic agriculture and women's empowerment. Learn to live in harmony with local environments as you investigate personal and community based solutions to real world issues with one of the most innovative environmental study abroad programs. Living Routes programs are both academic and experiential. They challenge you to grow on academic, professional and personal levels. Ecovillages, the 'campuses' for Living Routes programs, are ideal places for holistic, interdisciplinary education because they are **living examples of social, ecological and spiritual sustainability**. Partner ecovillages that host Living Routes programs are: EcoYoff (Senegal) **Ecoversidade** (Brazil) **Huehucoyotl** (Mexico) **Kibbutz Lotan** (Israel) Oroverde (Peru) Sadhana Forest (India) **Sirius Community** (USA)

<http://www.livingroutes.org>

NAROPA UNIVERSITY, BOULDER, COLORADO

Classical Greece and Classical India hosted two of the most revered traditions of education the world has known. One wonders what might have happened if these two historical giants of academia had been able to combine their wisdom, to see the world from each other's perspective, and finally arrive at a place where East and West truly met, exchanging valuable ideas and insights. The fact is, this very phenomenon is unfolding today at Naropa University, a private, nonprofit, nonsectarian liberal arts institution dedicated to advancing contemplative education. www.naropa.edu

OBERLIN COLLEGE, ENVIRONMENTAL STUDIES, OBERLIN, OHIO

The Environmental Studies Program provides an interdisciplinary approach to the study of human interactions with the environment. Of central concern are the impact of technology on natural environments and its implications for human welfare. The program seeks to apply the different perspectives of the humanities, social sciences, biology, and the physical sciences to environmental and natural resource issues. These perspectives prepare students for graduate work and careers in the environmental sciences, law, public health, public policy, or public administration. www.oberlin.edu/envs

PRESIDIO SCHOOL OF MANAGEMENT, SAN FRANCISCO, CALIFORNIA

Presidio School of Management believes that business holds the power to address the world's most critical environmental, economic and social problems. As one of the first business schools to focus on sustainability, Presidio is now a leader in a mainstream movement embraced by some of the world's top companies. Sustainable management is integral to every course in our groundbreaking MBA and Executive programs. At the heart of our curriculum, we place students in leading companies and non-profits to work on real-world solutions. www.presidiomba.org

SEATTLE UNIVERSITY, ORGANIZATION SYSTEMS RENEWAL, SEATTLE, WA

Be the difference you want for your world with the OSR Master's program. The OSR Master's program is the only one of its kind in the country. This two-year, cohort-based program provides you the opportunity to achieve excellence as a designer and leader of change within your organization and community. Engage your world in meaningful change. Interdisciplinary interconnections — Academic knowledge focuses on systems, organizations, design, change, intervention, leadership, group dynamics, inquiry, global and multicultural perspectives. Skill development and application sessions help you translate theory into practical action.

<http://osr-nw.org/masters/>

SIRIUS COMMUNITY, SHUTESBURY, MARYLAND

Sirius was founded in 1978 by former members of the Findhorn Foundation who were inspired to create a similar community in the U.S. After a long search, they settled on 90 acres of land in western Massachusetts, which was once sacred grounds for local Native American tribes. The community was named after the brightest star in the sky and holds the vision of continually evolving as a spiritual community, a non-profit educational center, and an Ecovillage. Today, there are approximately 30 members at Sirius with many ex-members and supportive neighbors nearby. Sirius has a commitment to living in harmony with the Earth. Examples of this lifestyle include using renewable energy sources (e.g., wind power and photovoltaics), organic gardening (e.g., integrated pest management, conscious attunement to plant energies, and permaculture techniques), green building (e.g., local, non-toxic materials, passive-solar design, super-insulation); recycling (e.g., free clothing store, re-using building materials, composting toilets). It also means striving towards simplicity, integrity, and non-violence in our relationships to each other, our environment, and even ourselves. Sirius is a "human-scale" community where students can quickly feel at home and actively participate in much of what Sirius has to offer. Courses offered are: - Spiritual Living Apprenticeship - Sustainable Living Modules - Organic Gardening Internships - Attunement to Nature Demos - Sacred Purpose Counseling - Off-grid Energy Instruction - Permaculture Certification

<http://www.siriuscommunity.org>

TETON SCIENCE SCHOOL, JACKSON, WYOMING

Connecting people, nature, place and education has been the mission of Teton Science Schools since our founding in 1967, but the ways in which we continue to fulfill this charge are constantly evolving. The recent opening of our new nearly 900-acre Jackson Campus has brought opportunities for dynamic growth. The inception of the Givens-Black Teacher Learning Center, the expansion of Journeys School and the increased residential capacity for educational programs has enabled Teton Science Schools to reach more kids, more families and more teachers than ever before. www.tetonscience.org

THE NATURE INSTITUTE, GHENT, NEW YORK

Mission: Nature around us is whole and interconnected. Though we are part of nature, we do not yet fathom her depths, and our actions do not embody her wisdom. A fundamental shift in our way of viewing the world is necessary if we would contribute to nature's unity rather than dissolution. At The Nature Institute, we develop new qualitative and holistic approaches to seeing and understanding nature and technology. Through research, publications, and educational programs we work to create a new paradigm that embraces nature's wisdom in shaping a sustainable and healthy future. Regular field observations in The Nature Institute's wetland preserve to gain a deeper sense of place and the seasons;
www.natureinstitute.org

THE SUSTAINABILITY INSTITUTE, HARTLAND, VERMONT

Donella (Dana) Meadows, founder of the Sustainability Institute and lead author of Limits to Growth and Beyond the Limits, was a pioneer in the application of system dynamics to critical issues of human survival — poverty, growth in population and consumption, ecological degradation. We focus on understanding the root causes of unsustainable behavior in complex systems to help restructure systems and shift mindsets that will help move human society toward sustainability. Our staff includes biologists, writers, social scientists, system dynamics modelers, and facilitators bringing a wide variety of experiences and skills to our work. We conduct stakeholder-based systems analysis and change projects through consulting, research, workshops, and facilitated systems thinking sessions for partner organizations. We facilitate reflective learning through learning histories, project evaluations and written publications in cross-sector partnerships. We also develop and conduct capacity building programs for leaders in nonprofits, government, and business. We target specific systems and issues, including natural resource economies, climate change, energy, and regional development, where our tools and research can help with the transition to sustainability. We draw insights from our consulting, workshops, and research to develop conceptual frameworks for large-scale change toward sustainable systems.
www.sustainabilityinstitute.org

WISDOM UNIVERSITY, MILL VALLEY, SAN FRANCISCO, CA

As far as we know, there is no other institution of higher learning that is exclusively dedicated to the explicit study of and training in the wisdom spirituality of the major world traditions. Wisdom University is on an epic journey to reinvent education in a turbulent and disconnected world. The average student enrolled at Wisdom University is a professional, with an established career and one or more advanced degrees. They have come to the conclusion that they need deeper spiritual challenges in order to maintain momentum and meaning in their lives. Our students soon discover that they can continue to grow spiritually and professionally at Wisdom University, thus combining spiritual nourishment with enhanced professional qualifications. The university has no campus with all that a campus entails. Instead, we have established a small administrative headquarters in San Francisco and hold our classes at selected venues all around the United States and abroad. Our new capacity allows us to provide two very different but interactive offerings: We take our Intensives and our faculty to our students. Our students come from all over the United States, Canada and Europe. We thus hold our Intensives on the west and east coasts of the United States, in Canada, and in Europe. Europeans, for example, can obtain Wisdom University degrees without ever coming to the United States. In the spirit of a global institution, we take our faculty, students and alumni to where teaching can have the most potency. Of prime importance in our development of our curriculum is connecting sacred subjects with sacred sites. www.wisdomuniversity.org

PRESCOTT COLLEGE, PRESCOTT, ARIZONA

The Sustainable Community Development program supports students in manifesting their personal visions of ecologically and socially healthy communities. Sustainable Community Development Program graduates lead meaningful lives in diverse fields: as sustainability educators and program leaders in the nonprofit sector; as advisors in the private sector; in public lands agencies; and through international sustainable agriculture projects.

<http://www.prescott.edu/academics/adp/programs/scd/index.html>

EARTH INSTITUTE, COLUMBIA UNIVERSITY, NEW YORK, NY

The Earth Institute's overarching goal is to help achieve sustainable development primarily by expanding the world's understanding of Earth as one integrated system. We work toward this goal through scientific research, education and the practical application of research for solving real-world challenges. With 850 scientists, postdoctoral fellows and students working in and across more than 20 Columbia University research centers, The Earth Institute is helping to advance nine interconnected global issues: climate and society, water, energy, poverty, ecosystems, public health, food and nutrition, hazards and urbanization.

<http://www.earthinstitute.columbia.edu/sections/view/9>

COLORADO COLLEGE, COLORADO

The Colorado College Environmental Program prepares its majors to understand their connection to the environment, acquire the skills to explore scientific and human interrelationships in the global ecosystem, and pursue interdisciplinary approaches to problem solving. We offer two integrated majors in Environmental Science and Policy, disciplinary tracks in Environmental Chemistry and Physics, and a thematic minor. Looking for a way to keep the engagement and flexibility of summer school alive during the regular academic years we emphasize smaller classes, more writing, more discussion, and in-depth study of one subject at a time. www.coloradocollege.edu

GLOBALSHIFT UNIVERSITY, WESTLAKE VILLAGE, NASHVILLE, TN

GlobalShift University (GSU) is a new global university with a vital mission. The GSU is here to educate and train a new generation of positive change agents who will work in existing and newly created public and private institutions towards the solution of the world's most vexing and universal problems, those undermining the attainment and sustainability of productive, happy and healthy human life, ecological equilibrium and world peace.

www.globalshiftu.org

HOLY NAMES UNIVERSITY – SOPHIA CENTER, OAKLAND, CA

A fully-accredited Master of Arts in Culture & Spirituality blending religion, art, science and justice into an all-embracing, global cosmology. Defines this moment as a renaissance where compassion, creativity and transformation can lead to the restoration of human/earth relations. Unique for its focus on spirituality within the academic realm.

<http://www.hnu.edu/sophia/>

THE NATURE INSTITUTE, GHENT, NEW YORK

Mission: Nature around us is whole and interconnected. Though we are part of nature, we do not yet fathom her depths, and our actions do not embody her wisdom. A fundamental shift in our way of viewing the world is necessary if we would contribute to nature's unity rather than dissolution. At The Nature Institute, we develop new qualitative and holistic approaches to seeing and understanding nature and technology. Through research, publications, and educational programs we work to create a new paradigm that embraces nature's wisdom in shaping a sustainable and healthy future.<http://natureinstitute.org/>

CAPE ELEUTHERA INSTITUTE AND THE ISLAND SCHOOL

The Cape Eleuthera Institute is a facility that promotes a connection between people and the environment. Our holistic approach to island ecosystems, philosophy of collaboration and relationship building, and intrinsic bond between primary research and education helps to create models of effective resource management and sustainable development. In turn, these model systems help to enhance conservation initiatives and economic prosperity at local, regional, and global scales. <http://www.ceibahamas.org>

CENTER FOR CREATIVE CHANGE – ANTIOCH UNIVERSITY, SEATTLE

Is a dynamic and innovative graduate center that prepares students to become effective leaders by learning how to facilitate positive and sustainable change in organizations, communities and the environment. It has a world view with a community focus. Unique for creating social change by actively engaging with a real-world organization or community.

<http://www.antiochseattle.edu/academics/creativechange/index.html>

MIT SLOAN SCHOOL OF MANAGEMENT: sustainability-related courses at MIT Sloan utilize an interdisciplinary approach to problem solving, bringing together expertise in energy, infrastructure, entrepreneurship, management and other key areas.

ARCHEWORKS, CHICAGO

Archeworks is an alternative design school with a difference. In place of a traditional curriculum, students work in multidisciplinary teams with nonprofit partners to create design solutions for social and environmental concerns. Archeworks was founded in 1993 by internationally known architect Stanley Tigerman, FAIA and award winning designer Eva Maddox FIIDA. Archeworks is located in the heart of River North, Chicago's cultural arts district. http://www.archeworks.org/arche_history.cfm

PERMACULTURE INSTITUTE, NORTHERN CALIFORNIA

If commercial agriculture (with its bulldozers, mono-crops, fences, pesticides, and herbicides) is rape of the Earth, and if standard organic gardening is consensual sex with the Earth, then permaculture is ecstatic tantric union with the Earth. Just ask a permaculturalist. Notice those big smiles on their faces. Consider Penny Livingston-Stark, informally known as the Permaculture Queen, who consults, designs, and teaches worldwide on the finer points of this ecological design system from her home in Point Reyes Station. <http://westbynorthwest.org/summer02/dedanan.perm.sum02.shtml>

ECOSA INSTITUTE OF SUSTAINABLE DESIGN

The mission of the Ecosa Institute is to restore health to the natural environment, and thus the human environment, through education in design. Our vision is based on synthesizing the ethical and ecological values critical to the health of the environment, with the vitality and dynamism of the design arts. These unique 16-week certificate programs offer, through field trips, lectures, guest speakers and real world projects, an integrated understanding of sustainable design- from architecture to permaculture, product design to urban and community planning. Client-based, real world design projects serve to teach holistic thinking "in action" to bring the threads of sustainability together into practical solutions. <http://www.ecosainstitute.org/>

EARTH UNIVERSITY, COSTA RICA

Entrepreneurship, environmental and social consciousness, ethical values, and scientific and technical knowledge are the four key pillars creating the foundation of EARTH's curriculum. Based on these principles, students are nurtured into agents of change. They learn by doing, working closely with faculty members and local farmers to implement agricultural methods that protect valuable natural resources while increasing productivity. The four-year program is divided into three 15-week trimesters annually. Students are in school six days a week, 45 weeks of the year. Graduates earn a *licenciatura* degree in Agronomy. The campus is located in Guacimo, Limon Province, Costa Rica. <http://www.earth-usa.org/Page5340.aspx>

CANADA

OUTWARD BOUND CANADA: URBAN ADVENTURE PROGRAMS

In response to the increasing urban-based need for Outward Bound, Outward Bound Canada at the Brick Works engages schools, school boards, civic leaders, community organizations, corporate groups and professionals in programs focused on building Leadership Capacity, Personal & Social Development through adventurous activities, Community Engagement, and awareness of/connections to the Local Environment. Our programs at the Brick Works weave the educational values of Outward Bound into the fabric of the community through cutting-edge experiential education programs and partnerships. <http://www.outwardbound.ca/getText.asp?type=Pages&ID=68>

DALHOUSIE UNIVERSITY, HALIFAX, NOVA SCOTIA

Our Environment, Sustainability and Society (ESS) program, a Canadian first, is more than an academic offering. It's a whole new way of thinking. The ESS undergraduate program encourages students to pursue the academic discipline of their choice--anything from theatre to biology to business--and combine it with a major in Environment, Sustainability and Society. Students graduate with a double major or combined honours degree, along with the intellectual tools to change the world for the better. <http://sustainability.dal.ca/index.php>

UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER

UBC is among hundreds of leading educational institutions that signed 1990's Talloires Declaration. These institutions pledged to make sustainability the foundation for campus operations, research, and teaching. They're encouraging their faculty, staff, and students to factor ecological, social, and economic consequences into all of their personal and professional decisions. <http://www.sustain.ubc.ca/index.html>

UNIVERSITY OF TORONTO, INTERDISCIPLINARY CENTRE FOR ENVIRONMENT

The Centre for Environment serves as a hub to help to direct students, faculty and the outside community to environmental initiatives across the three campuses of the university. Collaborative programs are offered together with departments, such as geography, chemistry, earth sciences, psychology, philosophy, anthropology and others. Distance education and certificate programs also provide opportunities for professional development, as do regular workshops in areas such as Environmental Finance and the Natural City. www.environment.utoronto.ca

YORK UNIVERSITY, LEARNING FOR A SUSTAINABLE FUTURE

Educate the educators. Learning for a Sustainable Future is a non-profit Canadian organization created to integrate Education for Sustainable Development into the curricula at all grade levels in Canada. The Education Leaders' Seminar is the flagship offering of SEdA, and will motivate and equip senior education officials to lead the integration of sustainability as a core value in all aspects of formal education including policy, curriculum, teaching, learning, professional development, and the sustainable management of human, physical and financial resources. <http://www.SustainableEnterpriseAcademy.org>

SUSTAINABLE ENTERPRISE ACADEMY AT YORK U

Assisting business in the transformation to corporate sustainability by providing senior executives in business, government and civil society with the vision, education, tools and support necessary to champion sustainable development in their organizations. Tuition takes the form of four-day residential programmes, held twice a year at various venues.
<http://www.schulich.yorku.ca/SSB-Extra/sea.nsf/docs/SEA?OpenDocument>

AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES, MI, WA, FL

Au Sable Institute of Environmental Studies provides university-level courses with transferable credits to over 50 colleges and universities, the framework and services for sustainable community-building, environmental education and restoration for school children and adults, facilities for community and environmental organizations, community and regional conferences and retreats, and outreach services. We do this in the Great Lakes Forest of northern Michigan, Puget Sound in the Pacific Northwest, in South Florida, and South India. As an institution of higher education, Au Sable provides college and university level programs in environmental studies, field biology, stewardship ecology, and ecological sustainability for students worldwide. www.ausable.org

INSTITUTE WITHOUT BOUNDARIES, TORONTO

At the Institute, we see the designer as a problem solver with the ability to effect positive change for humanity. We envision a place where students, teachers, industry and community experts can come together not only as creators and designers, but also as ambassadors of hope. We imagine how to live, learn, work, and play together as a global community. Our goal is to find alternative development patterns and a viable path to a bright future.
<http://www.institutewithoutboundaries.com/>

HOLLYHOCK LEADERSHIP INSTITUTE, CORTES ISLAND, BC

Hollyhock programs, retreats and conferences focus on four main themes: Well Being; Wisdom Teachings; Arts & Culture; Business, Leadership & Social Change. For 27 years it inspired, nourished and supported people who are making the world better. The Leadership Institute empowers current and emerging leaders to create high impact social change. Unique for more than 2000 people that have been trained into skilled, strategic and inspired leaders to lead social movements. <http://www.hollyhock.ca/cms/>

SOUTH AMERICA

Brazil

ECOCENTRO IPEC/ECOVERSIDADE, PIRENÓPOLIS, GOIAS

Ecocentro IPEC began on a bare, degraded cattle pasture in 1998 to teach and demonstrate permaculture and to apply this information in the construction of a prototype ecological village. The community exists on 25 hectares (60 acres) of land and is located in Pirenópolis in the state of Goiás, central Brazil. Ecocentro IPEC is connected to the national university in Brasília as well as many government ministries, schools and other non-profit organizations. Ecocentro IPEC has become one of the most important reference centers for sustainable living in Latin America, demonstrating that another future is possible. The educators of Ecoversidade encourage a 'hands on approach' to learning. As such, many practical and activities are included in the seminars and courses. Ecoversidade offers the following program: * Applied Permaculture for a Sustainable Future * Water Management * Bioconstruindo - Natural Building * Living Routes - Ecological Design * Sustainable Schools * Ecovillage Design * Renewable Energies Design * Permaculture on the Table. It may help to think of IPEC as a living/working permaculture construction site. We will always do our best to make your stay here as comfortable as possible.

<http://www.ecocentro.org/en/>

UNIVERSIDADE FEDERAL DO PARANÁ (NDS/UFPR).

Design for Social Innovation and Sustainability)

<http://www.design.ufpr.br/nucleo/index.php?site=publicacoes.htm>

Costa Rica

ASODECAH, CARTAGO, COSTA RICA

Agroecological Farm and Environmental School offers a variety of programs which serve as a means to develop a resource for ecological education for Costa Rican children, youth, adults, and interested foreign visitors. The Agroecological Farm dedicates itself to the alternative use of resources such as: controlled management of domestic animals, production of organic fertilizers, insecticides and repellents derived from cultured mushrooms and the mixture of native plants in solution, application of the biological control of plagues and diseases through encouragement of polyculture and companion planting as well as the cultivation of medicinal plants, regeneration of 10 hectares of native forest, ecological crafts and solid waste management through experiments with dry composting toilets and gray water management. After classes and through rotation each of the groups participate in several field trips according to the program. Each practice refers to a visit to a community site of interest and their goal is to achieve a real cultural exchange with the people from the communities of La Flor, El Yas and Santiago through the knowledge of the language the students have acquired in class. We believe the knowledge of a language does not only mean the learning of its vocabulary, but also the experience of the country itself, its biodiversity, people and cultural traditions. www.la-flor-de-paraiso.org/about.html

Mexico

HUEHUECOYOTL ECO-VILLAGE, TEPOZTLAN, MORELOS, MEXICO

Located in the volcano belt of central Mexico, Huehucoyotl was founded in **1982** by a diverse international group of nomadic artists and musicians, political activists and ecologists who had spent 10 years traveling all over the world. While more stable today, the **community** still practices a scaled-down version of nomadism and some members are leading a multi-year caravan throughout Latin America. The community is dedicated to the modeling and research of lifestyles based on ecology, the arts, true democracy and the practice of holistic health methods, which address the **well being of individuals and communities in a sustainable ecological balance**. Huehucoyotl has been associated with the Ecovillage Network of the Americas since 1997. The community is affiliated with The Bioregional Council of the Americas, the Consejo de Visiones Guardianes de la Tierra, the Ecovillage Network of the Americas (ENA), the Global Ecovillage Network (GEN), The International Institute for Facilitation and Consensus and many other organizations seeking to research and develop natural, **sustainable lifestyles, deep democracy, ecology**, traditional healing methods and spiritual practices. <http://www.huehucoyotl.net/>

SOUTH ASIA

CENTRE FOR ENVIRONMENT EDUCATION [CEE] INDIA

Created in recognition of the importance of environmental education in India's overall environment and development strategy. CEE was established as a Centre of Excellence in 1984, and has developed and produced over 450 educational resources for a variety of target groups, and in more than 20 languages. They range from information and activity manuals and reference material for educators and learners, to reports for national and international agencies. The publications are prepared after extensive research, discussions with experts, peer and expert reviews, as well as field tests, to establish their validity and effectiveness. Rather than spending talent and resources to reinvent the wheel, many of CEE publications take tried and tested material from around the world/country and adapt these to suit local conditions. <http://www.cceindia.org/cee/resources.html>

SHIKSHANTAR 'UDAIPUR LEARNING CITY' INDIA

A Learning City addresses the learning needs of its locality through partnership... expand these understandings within the larger context of Swaraj (building on Gandhiji's Hind Swaraj). This will imply

questioning and critiquing what have become well-entrenched notions of 'progress' and 'success'; challenging exploitative and dehumanizing structures, technologies and institutions; engaging in personal self-reflection and transformation; and, constructing complex shared visions of a 'full, just and meaningful human existence.'

http://www.swaraj.org/shikshantar/udaipur_background.html

BAREFOOT COLLEGE

AUROVILLE, (NEAR PONDICHERRY, TAMIL NADU, SOUTHERN INDIA)

AVIS - Auroville Volunteering, Internships & Studies programme was founded in **2000** in response to an increasing number of requests from both independent students and volunteers as well as institutions in India and abroad interested in undertaking educational programs in Auroville. AVIS is a service under the umbrella of the Centre for International Research in Human Unity (CIRHU) Auroville, as a place for unending education invites and welcomes the participation of students and volunteers from around the world. <http://www.auroville.org/education/avis/avis.htm>

NAVDANYA (DEHRADUN, UTTARANCHAL, INDIA)

In a world dominated by greed and competition, speed and restlessness, pollution and ecological destruction, war and violence, educational initiative Bija Vidyapeeth at the Navdanya Organic Farm, offers a unique opportunity to explore and practise the art and science of sustainability based on the principles of sustainability and diversity, in the peaceful, pollution-free setting of Navdanya's organic farm in Doon Valley. Navdanya means nine crops that represent India's collective source of food security. The main aim of the Navdanya biodiversity conservation programme is to support local farmers, rescue and conserve crops and plants that are being pushed to extinction and make them available through direct marketing. Navdanya is actively involved in the rejuvenation of indigenous knowledge and culture. It has created awareness on the hazards of genetic engineering, defended people's knowledge from biopiracy and food rights in the face of globalisation. It has its own seed bank and organic farm spread over an area of 20 acres in Utranchal, north India. Navdanya started as a program of the Research Foundation for Science, Technology and Ecology (RFSTE), a participatory research initiative founded by world-renowned scientist and environmentalist Dr. Vandana Shiva, to provide direction and support to environmental activism.

www.navdanya.org

Phillipines

Institute of Environmental and Marine Sciences - Silliman University Marine Laboratory (Bantayan, Dumaguete City, Philippines)

South Korea

Academy for Neo-Renaissance -Kyung Hee University (Seoul, South Korea)

AUSTRALIA & NEW ZEALAND

CRYSTAL WATERS COLLEGE

An initiative of SEED International, this is a small independent holistic design college. It is situated within a multi-award-winning ecovillage - Crystal Waters Permaculture Village. The college faculty is a networked team of leading educators and innovators in sustainable living. Through interdisciplinary and holistic programs, our aim is to inspire others to achieve a deeper understanding of human interconnectedness with the natural world and to facilitate positive new visions for a sustainable future. We provide practical tools for the development of effective strategies - enabling people to become part of the solution. We offer short residential programs for all age groups. <http://www.crystalwaterscollege.org.au/>

OASES FOR TRANSFORMATIVE LEARNING, HAWTHORN, VICTORIA, AUSTRALIA

Oases programs explore our personal, social and global well-being as a response to the contemporary challenges that are affecting every dimension of our reality - the ecological, spiritual, social and aesthetic. It offers accredited Integrative and Transformative Studies based on the whole person in their whole world. Unique for its learning models that embody and support self awareness and relationship as prerequisites for transformative living.

<http://www.oases.org.au/>

SCHOOL OF SOCIAL ECOLOGY AND LIFELONG LEARNING,

University of Western Sydney. A transdisciplinary school offering a MA in Social Ecology that explores the dynamic interrelationships between the personal, social, environmental and 'spiritual'. Worldview: achieving ecological, social and personal sustainability requires a shift in values and attitudes, rather than just more scientific knowledge and technology. Unique for offering education for cultural action, transformative learning and applied spirituality, within the university. http://www.uws.edu.au/about/colleges_schools/

GRIFFITH SCHOOL OF ENVIRONMENT, NATHAN, QUEENSLAND, AUSTRALIA

A the forefront of multidisciplinary study, research and teaching in environmental science. The school was the pioneer in Australia of undergraduate environmental studies based on the integration of bio-physical and social sciences. The success of the school can be attributed to its interdisciplinary approach and the problem-solving methods used in teaching, together with skills development in communication, computing, quantitative methods and natural and social sciences.

<http://www.griffith.edu.au/environment-planning/griffith-school-environment>

ETHOS FOUNDATION, BINNA BURRA, QUEENSLAND, AUSTRALIA

A sustainability learning and earthcare organisation with the mission to cultivate effective new thinking, values and action for positive, ecologically sustainable futures. Worldview: the need to support rapid social transition to deep and intelligent sustainability over the next 50 years. Unique for reaching out with education and learning programs across the local community and bioregion.

<http://www.ethosfoundation.org/>

**CENTRE FOR EDUCATION AND RESEARCH IN ENVIRONMENTAL STRATEGIES (CERES),
BRUNSWICK EAST, MELBOURNE, VICTORIA, AUSTRALIA**

An internationally recognised model of a sustainable society located in Melbourne.. CERES shares its name with the Roman Goddess for agriculture. CERES is located on 4.5 hectares on the banks of the Merri Creek, in East Brunswick, close to Melbourne's centre. CERES runs on renewable energy, is a 55 tonne carbon sink, conserves and recycles its water and waste, grows organic food, and teaches diverse audiences about more just and environmentally friendly ways of living. A participatory social setting which, over time, has created a village-like environment, made up of a melting pot of different audiences.

www.ceres.org.au

SCHOOL OF SOCIAL ECOLOGY AND LIFELONG LEARNING, UNIVERSITY OF WESTERN SYDNEY

A transdisciplinary Master of Arts (Social Ecology) explores the dynamic interrelationships between the personal, social, environmental and 'spiritual'. We acknowledge that everything we do as individuals affects others and our shared communities and environments. We regard ourselves as parts of the systems (local and global) in which we live, and needing to take responsibility for our roles within them. Key theme areas include cultural action, sustainability education, ethical leadership, organisational development, transformative learning and applied spirituality.

http://yourfuture.uws.edu.au/postgraduate_study/soc_sci/arts_social_ecology

SOCIAL AND SACRED ECOLOGY CENTRE, QUEENSLAND, VICTORIA

An "elders' service" to those in the front line of service to the wellbeing of the earths life. The Elder role embraces both tangible and more elusive aspects. It includes but is not confined to being mentor, coach, facilitator, listener, assessor, enabler and truth-teller or shaman. It can also be something more intangible, only sensed and expressed in unexpected moments arising from freely-flowing synergistic engagement between us. An aspect of always calling to keep on becoming and reaching for the unknown. The aspiration of an elder is to access and support synergies between ways of being, becoming and knowing that are not yet apparent or appear to be in conflict. Our calling is now to support those in the frontline creating a healthy future. This means offering to share our wisdom and capacities to add value to humanity living in partnership with the earth. We offer strategic interventions that work with the heart of promoting the wellbeing of you and your mission. We have jointly facilitated numerous groups and workshops, drawing from the fields of ecopsychology, personal development and team and relationship-building. We are resident members of the Moora Moora Cooperative community which we co founded in 1972.

www.socialsacredecology.org

THE CHANGE AGENCY, WEST END, QUEENSLAND, AUSTRALIA

Our mission is to strengthen community and workplace action for social, ecological and economic justice by providing facilitation, workshops, training resources, research and other learning opportunities. Since 2000, the Change Agency has provided training and facilitation programs and resources to hundreds of community groups working for social and environmental justice and thousands of individual community activists. www.thechangeagency.org

OTAGO POLYTECHNIC, DUNEDIN, NEW ZEALAND

At Otago Polytechnic, we have made a commitment to specialise in education for sustainability. This is because we recognise the need for a sustainable future, where economic, social and environmental dimensions are in balance. Our approach has three key parts: The Centre for Sustainable Practice serves as an incubator for sustainable practice education, provides consultancy services, conducts research into sustainable products and services and host seminars and events including the What's Best? Expo. (Centre for Sustainable Practice) <http://www.otagopolytechnic.ac.nz>

AFRICA

SUSTAINABILITY INSTITUTE, STELLENBOSCH, SOUTH AFRICA

An international living and learning centre with a focus on studies and experience in ecology, community and spirit. Providing learning for sustainable living it has been combining practice with theory in a way that integrates ecology and equity in support of a sustainable South Africa, with special reference to ways of reducing and eradicating poverty. Unique for being part of the wider Lynedoch EcoVillage; an emerging ecologically designed socially mixed community.

Christel Ankersmit 5/9/08 18:01

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STELLENBOSCH BUSINESS SCHOOL, SOUTH AFRICA, follows an integrated approach in preparing MBA students for the complexities of the social and environmental realities of global business. In the first phase of the MBA programme - the basic principles of management - students are exposed to systems thinking to create comfort with a world-view of interrelatedness, continuous change, complexity and contradiction.

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RHODES INVESTEC BUSINESS SCHOOL - RHODES UNIVERSITY (Grahamstown, South Africa)

MAKERERE UNIVERSITY INSTITUTE OF ENVIRONMENT AND NATURAL RESOURCES (MUIENR)
(Kampala, Uganda)

OTHER / ONLINE

OASIS GAME

The Oasis game is a two day event that invites a community to project and build in a cooperative way a challenging project chosen by the members of the community to suit their needs. Projects can range from a square, a park, a kindergarten to a cultural center. The game considers a broad definition of the community and involves representatives from different sectors of the society – NGO's, Government as well as community members from other parts of the city. The idea behind the name Oasis came from history books: an oasis offers hope, refuge and stability for the tired traveler in the desert. Our world is full of vast "deserts": regions and communities where the vitality was destroyed both socially and/or environmentally. However, in these places, there are still inevitable points of light full of hope, beauty and joy. The Oasis Game has the intention of developing more of these points of light, be it by creating new ones or expanding what is already there. A community can work together in a cooperative, creative and quick way in order to build a modern Oasis in one day: a physical space that promotes life, joy and restoration.

<http://elosbrasil.org/en/metodologias/oasis/>

WARRIORS WITHOUT WEAPONS

We aim, through practice and experience, to offer each participant, subsidies to propose solutions and develop projects in their cities, regions and countries, answering to urgent social and environmental issues we share, respecting the unique identity of each community. For a month you'll work in a community, for whom you'll think and execute a project using local construction techniques and attending to real needs of the tenants.

<http://warriorswithoutweapons.wordpress.com/the-warriors-without-weapons-www-program/>

BALATON GROUP

Founded in 1982 by Dennis Meadows and Donella Meadows—co-authors of the ground-breaking book "The Limits to Growth"—the Balaton Group is a cross-disciplinary, multi-cultural, and inter-generational meeting point for leaders and thinkers in sustainable development. To accelerate and deepen the world's general understanding of three factors that are fundamental to sustainable development: systems orientation • long-term perspective • unshakeable personal commitment to achieving positive change.
<http://www.balatongroup.org/about/>

WWOOF

We link volunteers with organic farmers, and help people share more sustainable ways of living. In return for volunteer help, WWOOF hosts offer food, accommodation and opportunities to learn about organic lifestyles. <http://www.wwof.org/>

GAIA UNIVERSITY (USA, EU and virtual)

Gaia University offers a unique approach to higher learning by offering students (called Associates) access to accredited Bachelors and Masters degrees and Graduate Diplomas whilst the Associate is actively engaged in self and planetary transformation. Linking your ideals with self-directed practical experience, you act as a world changer, by working for local and global sustainability and regeneration, justice and peace. Our self-directed action learning methodology enables you to study locally, at work or on project, in your own language, supported by Gaia University's Regional Organizers, and a worldwide network of learning providers, tutors and mentors. A decentralized/network-based action-learning university offering degrees in the fields of earth and societal regeneration. Worldview: widescale human learning and unlearning are the keys to making the transition from our current eco-destructive culture to a fresh, designed culture that is eco-constructive and socially just. Unique for its self-directed action learning methodology. <http://www.gaiauniversity.org/english/>

ALIA INSTITUTE "BROWN BELT IN FACILITATION"

How do we tap the potential for innovation and action in any group or team? How do we shift recurring group patterns that block productivity and creativity? As executives, managers, consultants and teachers, how can we work fearlessly with underlying group dynamics to facilitate quantum growth in the collaborative potential and collective wisdom of our teams? In this workshop you will enter the world of Deep Democracy, a hands-on approach that is widely applicable and a valuable tool for those facilitating meetings or any process where decisions need to be reached.
<http://www.aliainstitute.org/institute/home.html>

VIRTUAL UNIVERSITY

The World Business Council for Sustainable Development (WBCSD) Foundation for Business and Sustainable Development has established a 'virtual university' which offers three courses on sustainable business: (i) 'Corporate social responsibility'; (ii) 'The sustainable business challenge', and (iii) 'The global scenario challenge'.

WWF ONE PLANET LEADER

Applied Sustainability for Business Leaders and Executives
www.panda.org/business/training

LIVING ROUTES – Studying abroad in ecovillages (Amherst, MA, USA) (92)

To learn to live lightly, ecovillages, the 'campuses' for Living Routes programs, are ideal places for holistic, interdisciplinary education because they are living examples of social, ecological and spiritual sustainability. Academic credit for all Living Routes programs by the University of Massachusetts, Amherst. Unique for its study in ecovillages programs which is both academic and experiential.

PEAK INSIGHT ZERI TRAINING

Zero Emissions Research and Initiatives (ZERI) is a systems-based approach to economic and social development that views waste as resource that allows communities and businesses to do more with what Nature produces rather than forcing Nature to produce more (i.e., depleting natural resources or genetic manipulation).
<http://www.peakinsight.com/events/zeritraining.html>

PROSPER.NET

Promotion of Sustainability in Postgraduate Education and Research Network Universities in the Asia-

Pacific region who have committed to work together to integrate sustainable development into postgraduate courses and curricula. Sixteen universities from Australia, China, India, Indonesia, Japan, Malaysia, the Philippines, and the Republic of Korea are members of ProSPER.Net as of now, in addition to two regional universities in Southeast Asia and the Pacific. Eight of the eighteen universities are Japanese. http://www.ias.unu.edu/sub_page.aspx?catID=108&ddlID=688

INTERNATIONAL INSTITUTE FOR SUSTAINABLE DEVELOPMENT

The principles and practices of sustainable business are finding their way into a growing number of university syllabuses and professional training programs. Some of the leading courses are outlined in this database of around 400 sustainable development training courses in Europe, ranging from distance learning to postgraduate and professional training. <http://www.iisd.org/business/training/>

NATIONAL KNOWLEDGE COMMISSION / TRADITIONAL KNOWLEDGE, INDIA

The principles and basic premises that should govern the documentation and use of our traditional knowledge - that is, our creative, cultural and legacy industries. Plant-based drug formulations of which we have over 40,000 that have come to us through the Ayurveda, Unani, Siddha, Tibetan (all documented) and the non-documented tribal systems of medicine. Traditional agricultural practices of which 4502 have been documented by the ICAR in a series of volumes, with 86 having been validated and 38 cross-validated till December 2005. Our culinary traditions which use some 150 documented vegetables for which nutritional and other information is available, and an equal number of fruits. Culture-specific tourism, for example, through identification of tribal art centres, promoting authentic local performing arts, and making use of the unusual sites and practices that we have in our country. Traditional water harvesting practices which have been well-documented, for example in a book brought out by CSE, New Delhi. Our traditional products, services and art forms that are not included above. <http://www.knowledgecommission.gov.in/focus/traditional.asp>

ASSOCIATION FOR THE DEVELOPMENT OF SUSTAINABILITY IN HIGHER EDUCATION [AAHSE]

AASHE's mission is to empower higher education to lead the sustainability transformation. We do this by providing resources, professional development, and a network of support to enable institutions of higher education to model and advance sustainability in everything they do, from governance and operations to education and research. <http://www.aashe.org/about/aashe-mission-vision-goals>

WORKERS EDUCATION ASSOCIATION

GERMANY - JOURNEYMAN MODEL

NEO-PRIMITIVE AND EARTH SKILLS GATHERINGS

CO-HABITAT GATHERING

Meeting will focus on the possibilities of using natural materials, permaculture, and open technology in the process of building a new generation of human habitat - which will support and rebuild the web of life, necessary for present and future generations. <http://www.facebook.com/pages/Cohabitat-Gathering/146923105358274?v=info>
<http://www.cohabitat.net/>

EARTHSKILLS RENDEZVOUS

Our program focus is daily top quality instruction in dozens of ancestral and heritage primitive skills such as matchless fire making, edible and medicinal plants, stone tool creation and use, ancient weaponry and basket making, just to name a few. <http://www.earthskillsrendezvous.com/>

FIREFLY GATHERING

The Firefly Gathering is for people seeking to deepen and expand their connection with the natural world. There will be over 100 classes available focusing on self-sufficiency and wilderness skills taught by over 40 masterful teachers from around the region and country. It offers learning for adults and children, evening entertainment, and on-site camping. <http://www.fireflygathering.org/>

PRIMITIVE SKILLS GATHERINGS

<http://www.neoanderthal.com/>

BUCKEYE GATHERING

The second annual Buckeye Gathering is May 1-7, 2011, at YaKaAma Indian Education and Development, near Forestville, CA. We are about 90 minutes north of San Francisco, in Sonoma County. You can expect anything from hot and dry to chilly and wet – the land itself varies from open meadows to woodlands, with a range of elevations & exposures as well as plenty of wildlife & water. Plant diversity is high - the forest under-story of native Honeysuckle, Manzanita, Poison Oak, Bracken Fern, and Thimbleberry rises to a canopy of Bay Laurel, Valley Oak, Douglas Fir, Coastal Redwood, and Madrone. The Riparian meadows are graced with Elderberry, Berkeley Sedge, Willow, Mugwort, Black Walnut, and native bunch grasses. It's about half an hour from the Pacific coast, in one of the most prolific areas of marine biodiversity in the world.

<http://krcb.org/blogs/1145-buckeye-gathering>

<http://www.buckeyegathering.net/joomla/>

MID-ATLANTIC PRIMITIVE SKILLS GROUP

MAPS Group meets regularly in the greater Washington DC area to learn, practice, share, and promote primitive technology skills. Many of our events are free or at discounted cost to MAPS Group members.

<http://www.mapsgroup.org/>