





An intensive online year-long program with associated modules.

Created and led by Philip Franses, founder and co-editor of Holistic Science Journal;

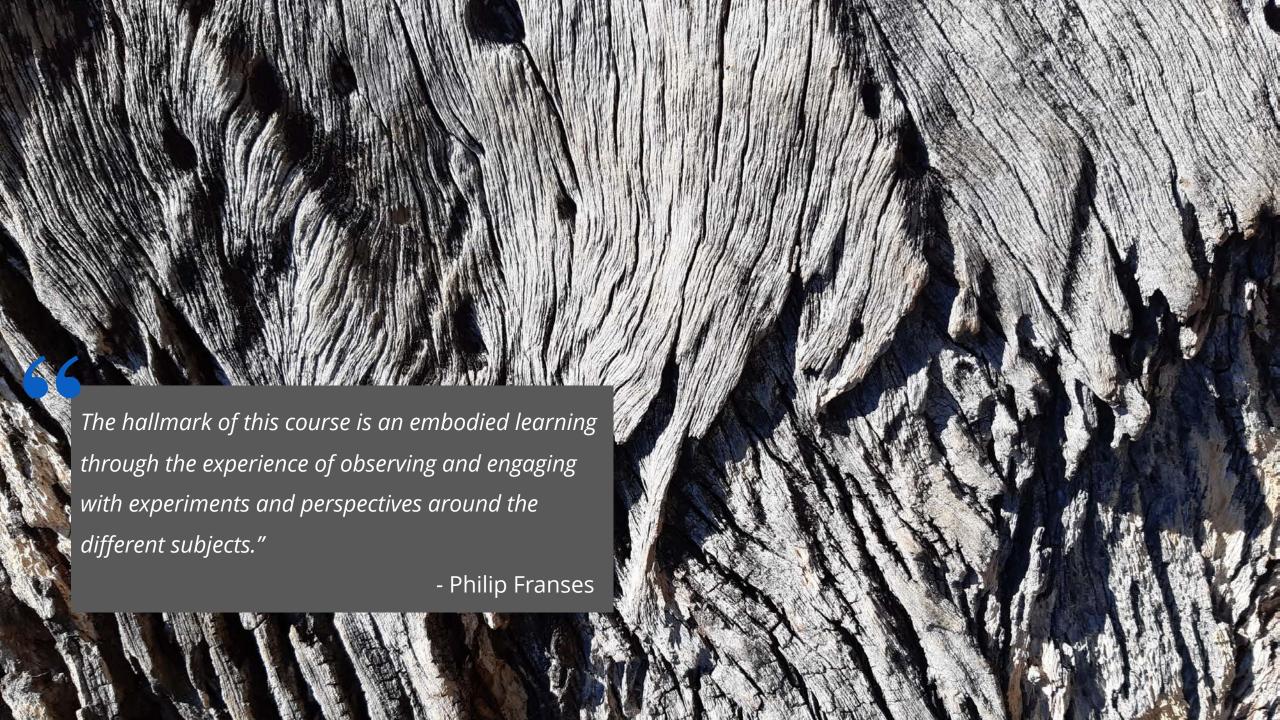
facilitated by Beatriz Tadema from Escola Schumacher Brasil

and Roland Playle from Aiteas;

Joined by guest teachers.









Navigating through observational study of colour, the plant and the landscape, the group comes to embody wholeness as a way of being they are familiar with, as language and as guide, to transform the way we engage with the world, our work, practice and daily lives.

The course embodies the rich and forgotten history of Western philosophers and pioneers that envisioned humanity as an integral part of nature.

Through embodied learning and active engagement with different subjects the course will help participants implement a coherent holistic view of daily life.

By learning how every detail is part of the whole and how the whole in turn is portrayed through every detail,

a broader and deepened understanding emerges.

This understanding can branch out into

any field of research, interest or industry.

Since the course does not impose any form of doctrine but rather encourages participants to open up to a broader truth, the exploratory possibilities are endless.

- By Joram Verhoef, participant of the course

{ INTRODUCTION }

We are used to seeing the world as if it is some mechanistic order living out its quirky physics upon a rather defenseless creature. The approach of whole and part, introduced by Goethe, sees a dynamic of life played out between us, colour, our social contexts, the plant, our collective action and the landscape.

We participate as we too are the part choosing how we see and engage with the whole meaningfully.



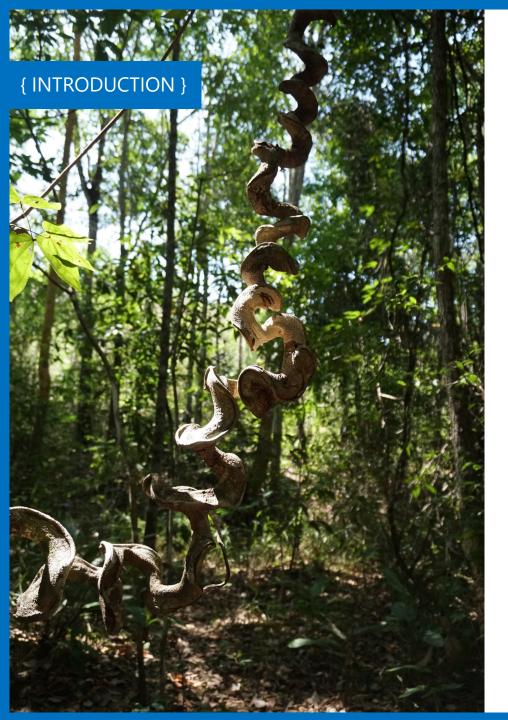
{ INTRODUCTION }



Goethe was a polymath who oversaw the world as a whole, experienced in all its many facets through a unified knowing and action. In each area of study, Goethe sees through to the generative language of the phenomena itself.

Through Goethe, we learn not to compartmentalize our seeing, but to hold the riddle of the world through to the vision of our place in it. By observing neutrally a relatedness through our participation, our deeds and actions become by nature collaborative.

So we learn to realise different aspects of life together in a whole vision of what is possible, and are better able to orient **meaningful action in the current cultural**, **social and environmental fragmentation**.



WHAT IS A HOLISTIC SCIENCE THAT DOES NOT START WITH ITS OWN DEFINITION?

While there are many knowledge-based courses on Goethe, the hallmark of this course is an **embodied learning** through the experience of **observing and engaging with experiments and perspectives** around the different subjects. The learning is not an end in itself but a medium through which the experience of the different participants can come to the fore in projects, understandings and discussions.

Throughout the year we will meet practitioners and past students from the earlier course who will join us as guest teachers to share how they intuitively engage with their practices informed by a holistic approach. Our aim is to reveal the wholeness of these initiatives and recognize them as an important path to cultivate a new way of acting in the world, strengthening ourselves in face of the innumerous crises permeating our current existence.

{ PROGRAM STRUCTURE }

From **Feb** to **Nov 2023 (09 months)** structured **in 3 associated modules** (of 3 months each):

Course Introduction week

Module 1: Reeducation of vision: Color

Module 2: Between vision and action: Plant

Module 3: Acting collectively: Landscape

THE PROGRAM INCLUDES:

- **09 week-long courses** (5 days, 2 hours a day) 1x per month
- **05 small groups sessions** (1 day, 2 hours) 1x per month
- **01 one to one session** with Philip Franses , Bia Tadema or Roland Playle (1.5 hours)
- **03 group mentoring** with Philip Franses , Bia Tadema or Roland Playle (2 hours)
- **03 days of Introductory week** in Feb 2023 **+ 03 days of closing the program** in Nov 2023 (2 hours a day)
- **09 Brazilian Sessions** (1 day, 1.5 hours a day) 1x per month

PROGRAM HOURS:

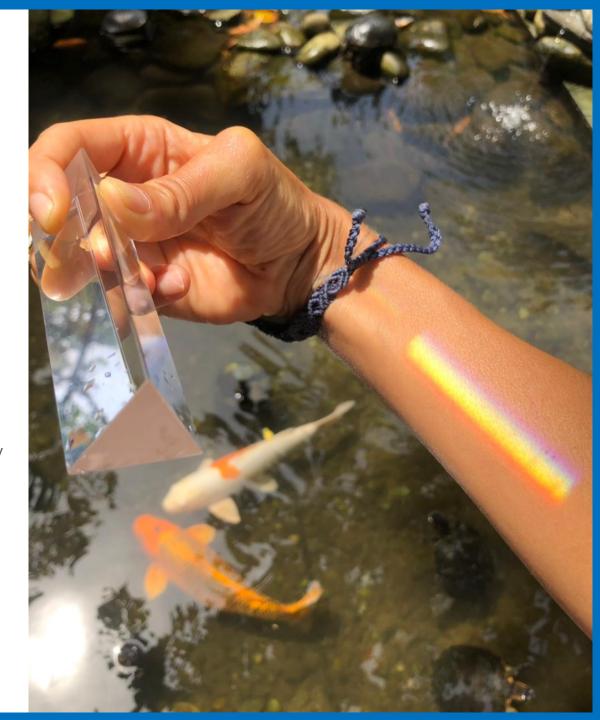
Week courses: 90 hours

Working in small groups: 10 hours

One to one sessions + Collective Mentoring sessions + BR sessions : 21 hours

Introductory + closing week: 12 hours

TOTAL FULL YEAR OF 133 HOURS



{ PROGRAM STRUCTURE }

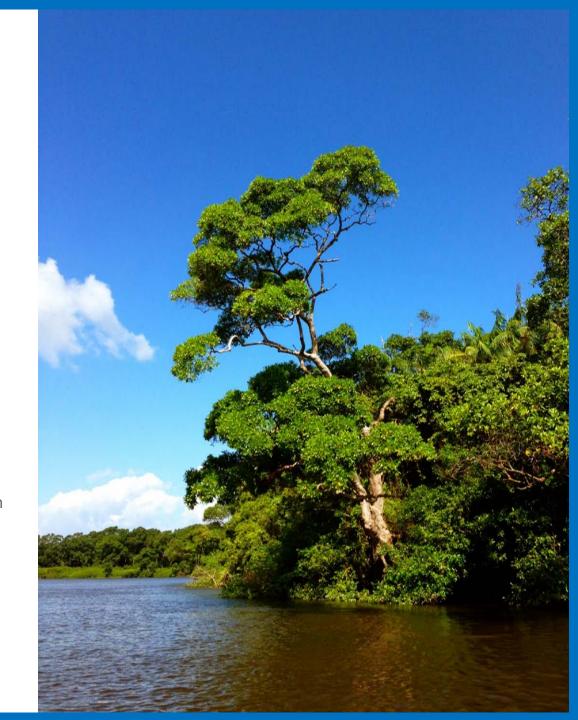
SITUATING BRAZIL - BRAZILIAN SESSIONS

As a Brazilian organization initiated, led by and for Brazilians, Escola Schumacher Brasil is concerned with the multiple crises and conscious of the diverse responses permeating our current local context. With this in mind, our collective has been actively opening up spaces for reflection and action in response to the political, health, ecological and social crises in our country.

As part of this intensive year-long course, we propose to land these wider international conversations into our local brazilian context, with and amongst the group of Brazilians who will form this course.

For that, we will offer an extra session each month, in which we will collectively make sense (in our mother tongue) and explore how the individual projects speak, relate, reverberate in our local context.

The sessions will be held by Bia Tadema, teacher and director of Escola Schumacher Brasil.



{ PROGRAM STRUCTURE }

WORKING IN SMALL GROUPS:

- Two weeks after each teaching week, participants will join a small working group to reflect together, a chance to weave in further insights, reflections and practical implications on their learning journey and practices. The sessions will be held by participants.

ONE TO ONE SESSIONS + COLLECTIVE MENTORING:

 During the program each participant will have a one-to-one session to sculpt ideas, dreams, projects and reflections. On the second and third modules each working group will have a collective mentoring session with Philip Franses, Bia Tadema or Roland Playle.



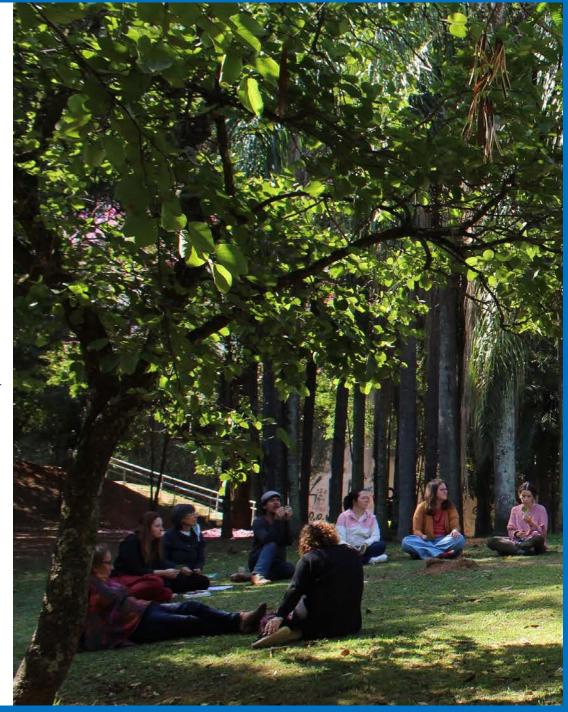
{ INTRODUCTION }

WHO'S THE COURSE FOR?

- Individuals from different areas of expertise who are interested in cultivating and practicing a perceptive intelligence.
- People from around the world who are exploring individually, socially and collectively new ways of engaging with our current disoriented world.
- Those interested in examples of how we can see the coherence of nature and from that learn / deepen our view of what's possible in our own lives.
- People interested in an essentially practical experience and in a space to bring projects that address the possibility for something new finding expression in our world.

WHO JOINED YEAR 1

16 people from Brazil, Argentina, Holland, USA, China, Scotland and Japan working in/as: social worker, big organisation, designer, start up, Innovation, therapist, Ecovillage, Education, Art, Development, public sector.



{ INTRODUCTION }

WHAT WILL BE CULTIVATED TOGETHER IS A SPACE TO:

- develop our practices
- reflect together
- be stimulated together
- exchange learn together
- refine our questions
- go deeper on tensions / difficulties
- share thinking
- produce meaninful projects together
- cultivate a Community of Practice

THE JOURNEY

- The group will move from active seeing into the way of working together in designing forms, and it ends in practical field work.
- The overall intention is to embed Holism newly in the ground of everyday forms and practices.
- Participants will be part of a global international community of inquirers.





{ PROGRAM CALENDAR }



TEACHING WEEK

SMALL GROUPS

COLLECTIVE MENTORING

BRAZILIAN SESSION

All sessions will be held from 11.30-13.30 GMT

One to one sessions will be scheduled individually with each participant



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PROGRAM CONVENERS }





Developing graduated in Mathematics at Oxford University, Philip seeks the sweet spot between science and spirit, teaching Holistic Science as a senior professor and applying these lessons as director of strategy at 'The Flow Partnership'. He has taught at the Holistic Science Masters at Schumacher College (England) for a decade. Philip is also co-editor of the 'Holistic Science Journal' and author of 'Time, Light and the Dice of Creation' published by Floris Books.



{ Beatriz Tadema }

Program coordinator and facilitator

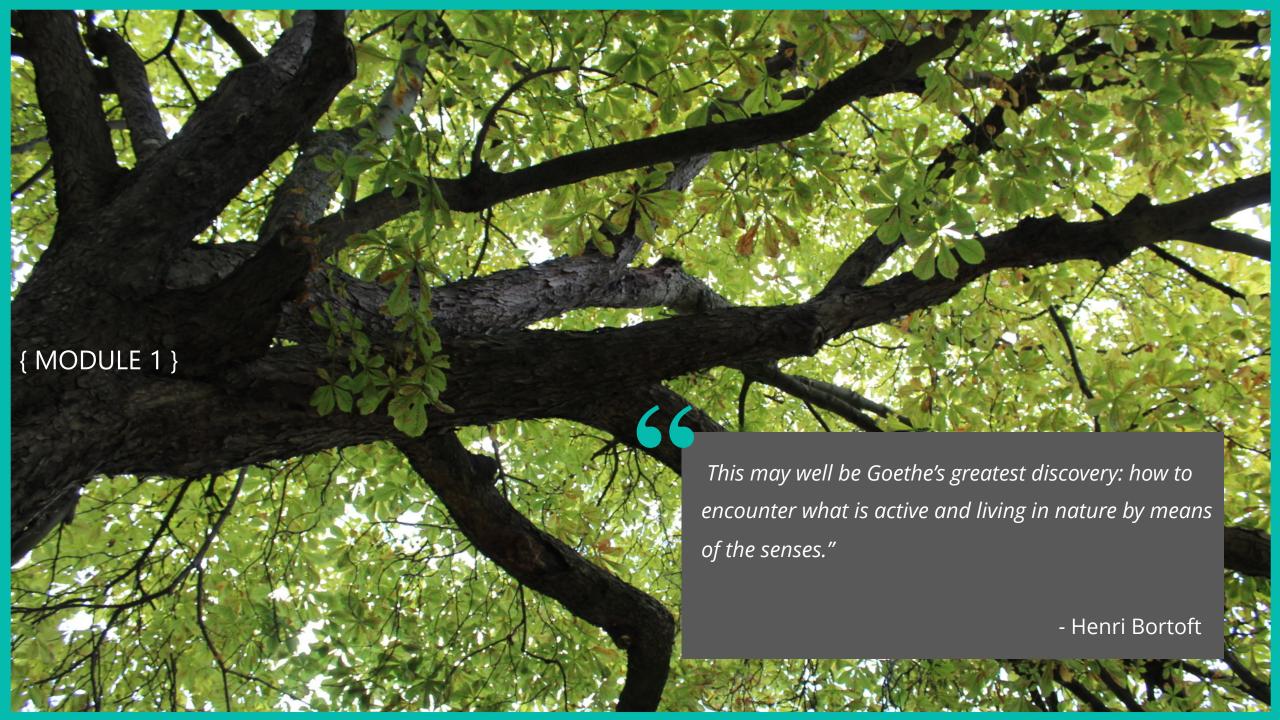
With a master degree in Regenerative Economics at Schumacher College (England), Bia has worked as a facilitator for the Holistic Science and Economics Masters and is today the lead person at Escola Schumacher Brasil. Beatriz is a teacher, facilitator and consultant, bringing the Schumacher Ethos also to organisations in different contexts and formats. Since 2019 she's also a fellowship researcher of the Schumacher Worldwide Research in Action Community.



{ Roland Playle }

Program coordinator and facilitator

Roland Playle is a social practitioner whose work is informed by Goethean Science. He trained in Goethean Science at the Life Science Trust and the Science Section at the Goetheanum in Dornach and is a Director of the Community Chartering Network an organisation supporting communities to organise collaboratively around making decisions about their future. He lives and works in Scotland where he runs Àiteas, an initiative promoting environmental literacy and education.



RE-EDUCATION OF VISION

The structure of the course is thus as follows:

We pose the question of wholeness in the introductory meeting, until we reach a consensus of what we feel it means and how it is present with us in our lives as a first impression. We then follow Goethe's processes inspired by Goethe to allow wholeness to manifest. There is here a reciprocity – we need the immersion in experience to meet wholeness: and we need wholeness to navigate the stages of engagement.

Week 0: Introduction week

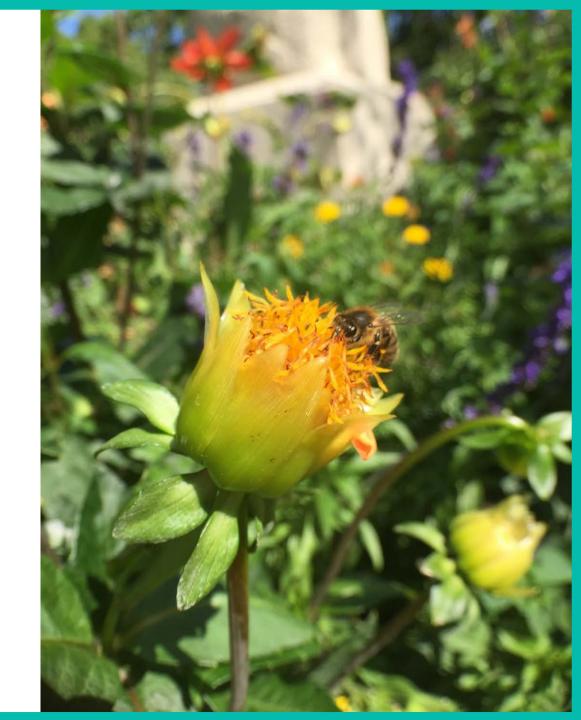
Week 1: The dialogue of darkness and light with Philip Franses

Week 2 : Working with wholeness *with Roland Playle, Bia Tadema and Philip Franses*

Week 3: Learning with practitioners *with guest teachers Iain McGilchrist and Andrew Crompton*

WEEK 0 - INTRODUCTION WEEK

Learning to see the time we're living in with a darkness of many crises and the light of new possibilities. Sharing our own experiences of this time, our projects, our visions, our questions and forming together a group lens from which to focus on creative action.





WEEK 1 - THE DIALOGUE OF DARKNESS AND LIGHT with Philip Franses

How do we orient ourselves in seeing the time we're living in through observing color and its language of shadow and illumination? How does it help us approach the course and our projects?

Our journey into seeing begins with the experience of colour. How can knowing be receptive to a quality of illumination that comprehends the full phenomena? This foundation of the holistic method will be deepened throughout the course and applied to the design of and participation in a project that students create.

Learning to see qualitatively becomes the basis in which the first module develops. Alongside simple exercises we also learn from color the example that we will follow through the rest of the module. We'll direct the learning not just to color itself but to how colour as a medium of illumination underpins the relation of part and whole in the wider world environment.

WEEK 2 – WORKING WITH WHOLENESS with Philip Franses, Roland Playle and Bia Tadema

"There is another dimension of the one and the many which seems paradoxical to us, because it is one and the many at the same time."

-Henri Bortoft

Holistic science, building on the work of Henri Bortoft, is an inquiry into an elemental paradox to find the voice of wholeness within our culture of science based on separation. The holistic method developed by Goethe allows us to see through different expressions of the parts, their relation to the whole, and their articulation in the whole in order to navigate this paradox productively. Each iteration of this course, tries to follow different arenas of application – colour, ourselves, the plant, the social, the landscape and the collective, to give voice to wholeness uniquely through our age of separation.

Working with real issues in ourselves our community and the world, the aim is the address of wholeness into our society, both as insight into science, and as an impulse for coherent change.



WEEK 3: LEARNING WITH PRACTITIONERS with Iain McGuilchrist, Andrew Crompton, Bia Tadema, Roland Playle and Philip Franses

Throughout each module we'll be inviting practioners in the field to share and exchange with the group of participants.

We look to some of the conclusions we can draw, with practitioners who have been devoting life-times of experience to this question. Instead of becoming experts, this practise makes us humble and we can learn a lot by interaction. The whole part dynamic includes freedom, so we cannot reduce it into a structural explanation that can be communicated abstractly. Rather we have to learn to participate towards an outcome that appears through the practise of observing a real-life situation. This can happen in relation to colour, but also in looking at personal or social situations through the whole-part lens.

We rely on a basis within experience to orient ourselves in relation to the phenomena. There's a freedom and creativity to our seeing, which when we pay attention to it, is found to be foundational to the form. So learning is a question of seeing. If we understand the world and our surroundings as relational and whole, then one form of learning is reductive and the other leads to processes of discovery and the recognition of potential.

With the help of holistic wisdom, the group will reflect on what we have learned so far in the module and how it applies to our projects in daily life.





WORKING IN SMALL GROUPS + COLLECTIVE MENTORING

The participants are invited to apply the learnings to a complex situation of education, enterprise, research, or any other topic of interest. Only by experiencing a real situation does one find a language that enables new insights and meaning for a whole regeneration.

One to one sessions will prepare the student for this exploration.

Participants will also be invited to join smaller peer groups formed by other participants through the module to deepen the exchanges around their individuals projects.

There will be a space to share individual and collective reflections through the projects.

CONFIRMED GUEST TEACHERS MODULE 1:



{ Andrew Crompton } Guest teacher

Andrew is a former Head of Liverpool School of Architecture and researcher who is interested in multifaith and spaces that are hard to describe. He is interested in the design of things that are easily overlooked or in other ways hard to see, such as found objects, and structures with hidden meanings such as gas holders and the Cenotaph. His publications include articles addressing the bonds between music, maths and drawing. As a by-product of an unsuccessful attempt to define what is a tune, he created a model of all the tunes in the Western musical canon as a single solid object.



{ Evelyn Roe }

Guest teacher

Evelyn first learned of Goethe the scientist while studying at Schumacher College. She successfully completed the M.Sc. in Holistic Science with her dissertation, The Way of the Water-Lily: reflections on the influence of Goethe's way of science on my botanical work. Nowadays she is creating a portfolio of writing on remembering, which is carrying her on the path towards a research fellowship within the Research-in-Action community.



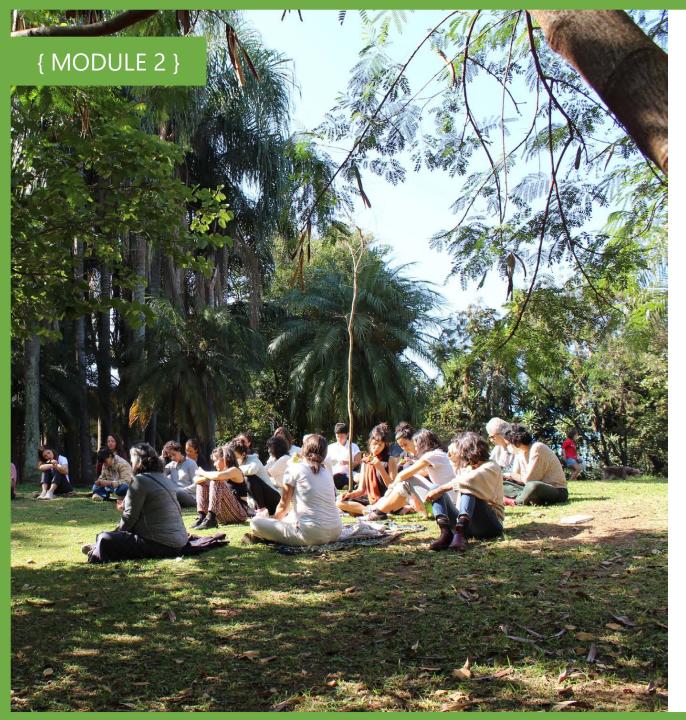
{ lain McGuilchrist }

Guest teacher

lain is committed to the idea that the mind and brain can be understood only by seeing them in the broadest possible context, that of the whole of our physical and spiritual existence, and of the wider human culture in which they arise – the culture which helps to mould, and in turn is moulded by, our minds and brains. He has an interest in brain research, and was formerly a Consultant and Clinical Director at the Bethlem Royal and Maudsley Hospital Acute Mental Health Services in London. He is a fellow of the Royal College of Psychiatrists.

He is the author of the famous The Master and his Emissary: The Divided Brain and the Making of the Western World amongst many other books.





BETWEEN VISION AND ACTION: PLANTS

We delve deeper into the act of perceiving and paying attention, not only to what we meet in the world but how we meet it. Working with plants, the relationship between observer and observed can begin to show itself as a space which carries within it potential for transformation. From a detailed focus on the plant and the act of perceiving itself, we then broaden the scope to bring our attention to observation of social dynamics at play in our lives.

Week 1: Plant observation *with Roland Playle*

Week 2: Working with the social with Craig Holdrege, Roland Playle, Bia Tadema and Philip Franses

Week 3: Learning with practitioners *with Allan Kaplan, Roland Playle, Bia Tadema and Philip Franses*

WEEK 1- PLANT OBSERVATION *with Roland Playle*

Goethe was a poet and Scientist who developed sophisticated and rigorous ways of knowing natural phenomena. His learning focussed on developing capacities for perception, imagination and intuition, as a way to mediate intimate relationships with life processes. What was revealed to him was the holistic nature of nature itself. Plants remove us from the common place of seeing things as fixed and static. They invite us to participate in their formation processes by entering an interiority that we can only access through direct experience, delicate observation and empathic understanding. They encourage us to develop an internal flexibility and sensitivity to meet the world in ways that honour the other, in it's unique processes of life. The week will involve focussed observations, exercises to develop grounded imagination and intuition and opportunities for artistic expression. We will explore the place and value for such ways of relating with the world and how qualitatively sensitive interactions can reveal more of the world and it's richness to us.







WEEK 2 – WORKING WITH THE SOCIAL with Craig Holdrege, Roland Playle, Bia Tadema and previous participants

The paradox of whole and part explored through the plant translates into social dynamics.

By looking back on their lives as practitioners involved in different environments, participants will weave in insights from the first week and amplify their perception and understanding of the complexity that compose our life in human organising of all sorts. For that we'll be using different practices of observation and reflexive writing.

The plants are great masters of a radically new way of approaching and interacting with the world. Craig Holdrege, author of 'Thinking like a plant', will be with us reflecting on the implications of what he calls a 'living thinking', a fluid and dynamic approach to how we think and act in the world. We'll be again looking at participants practices, weaving in insights from the first week of the module.

We'll be developing capacities to become more sensitive and receptive to the different contexts we meet, learning to participate in an ever changing world.

Participants from the first cohort of the course will be meeting and working with the group.





WEEK 3: LEARNING WITH PRACTITIONERS, with Allan Kaplan, Bia Tadema, Roland Playle and Philip Franses

Allan Kaplan helps to focus the experience of the group, that lets us see from a multiperspective dimension. In individual and group sessions, we learn to find that thread that transforms an apparent static story into a dynamic participation. These tools lead from very simple situations into the delicate activism, by which Allan Kaplan characterises the process of intervening in organisational process.

Bringing together our individual explorations, we are able to see our practices dynamically. Our experience of whole and part becomes the compass that orients our world with the wishes and challenges of a community. We learn to reach out inclusively into the flow of energy that characterises a context with opportunity.



CONFIRMED GUEST TEACHERS MODULE 2:



{ Allan Kaplan }

Guest teacher

Allan is co-founder of the Proteus Initiative, and former Director of the Community Development Resource Association in Cape Town, South Africa. He specialises in working with NGOs and community-based organisations across Southern and East Africa, as well as in Europe. He is the author of Development Practitioners and Social Process (Pluto, 2002), The Development Practitioners' Handbook (Pluto, 1996) and Delicate Activism.



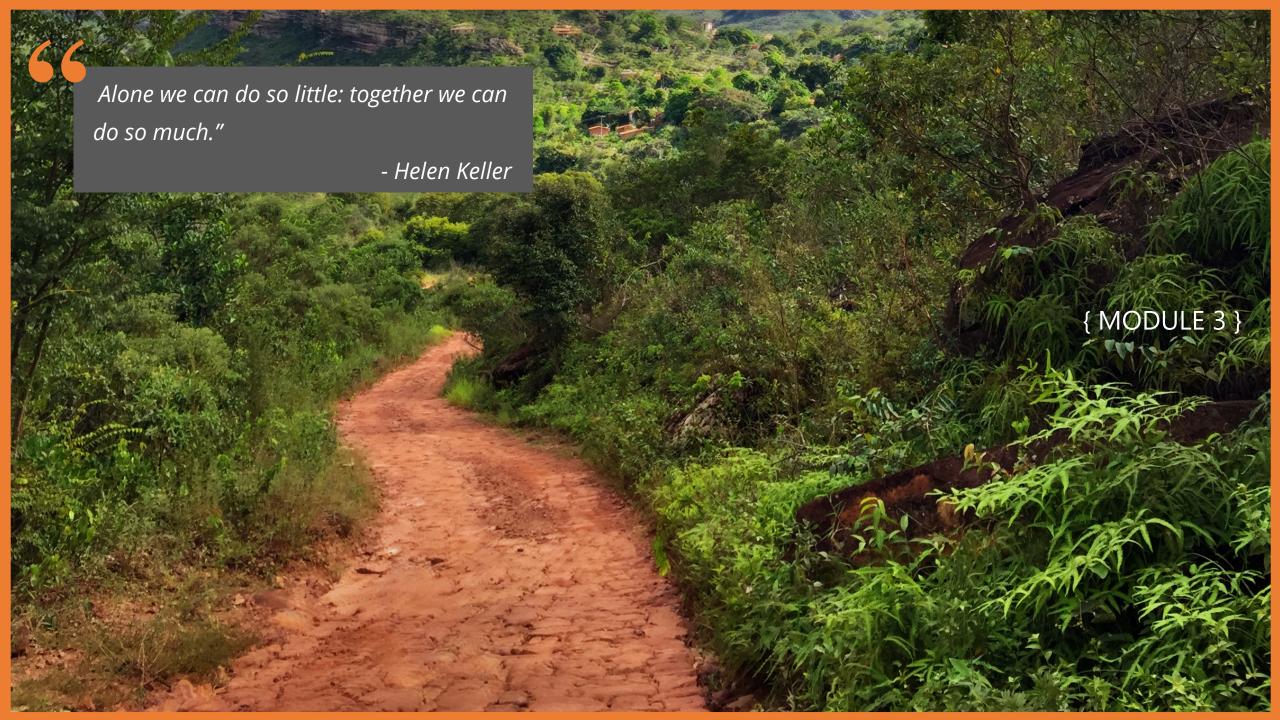
{ Craig Holdrege }

Guest teacher

Craig is The Nature Institute's director and founder. His passion is to develop what Goethe called "delicate empiricism" — an approach that learns from nature how to understand nature and is infused with a cautious and critical awareness of how intentions and habits of mind affect human understanding.

He has written books, monographs and many articles, most of which can be viewed on this website. His most recent books are <u>Seeing the Animal Whole—And</u>

Why It Matters, Do Frogs Come from Tadpoles? and Thinking Like a Plant.





ACTING COLLECTIVELY: LEARNING FROM PRACTITIONERS TRANSFORMING THE LANDSCAPE, THE UNIVERSE AND OURSELVES

To complete the journey, we follow Goethe in recognising the darkness of our current challenges through the light of transformation. The landscape we inhabit, the universe that science describes and the self we experience come together as a freedom of choice between annihilation and regeneration. We either allow a cynicism to dissolve our own actions into a world that is rampant with non-belief, self-interest and egocentricity or we meet the challenge of a time working together to exhibit the path of a new coherence.

The languages we have learnt are applied in the stories of practitioners who have regenerated the social, economic and natural landscape by cohering individuals to fulfil a collective effort. How do we allow the language of renewal to speak through community, governance and society to nurture the soil, the water and the forest and exhibit a visible transformation?

By looking at traditional and modern methods of people who have long worked in their fields we look to find that generative source that can find a new model of engagement for a healthier world.

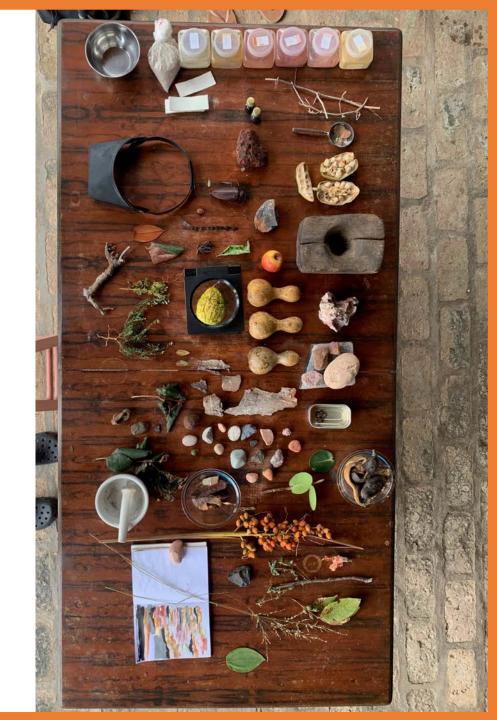
ACTING COLLECTIVELY: LEARNING FROM PRACTITIONERS TRANSFORMING THE LANDSCAPE, THE UNIVERSE AND OURSELVES

Week 1: The Inner and Outer Landscapes *with Roland Playle*

Week 2: Realising the whole with Mr. Peng, Minni Jain, Roland Playle, Bia Tadema and Philip Franses

Week 3: Learning with practitioners with Alan Watson Featherstone, Seaton Baxter, Marina O'Connel, Roland Playle, Bia Tadema and Philip Franses

CONCLUDING WEEK: In the concluding week, we will reflect back on the interpretation of wholeness, as a group, individually and in our social trajectories. What are the insights that have come from addressing the paradox of the whole and the part at the level of the individual, the social and the collective? How can we take this work further, as a group and individually?



WEEK 1 – THE INNER AND OUTER LANDSCAPE *with Roland Playle*

To know a landscape is to come to know the terrain through which one is navigating. To see how the parts express the whole, while also being a part within that whole poses a challenge in itself. Landscapes invite us to question the nature of sensitive and appropriate action as an integral part of the realisation of the whole.

During this week we will work with actual landscapes to begin to recognise the generative patterns at play behind the physical form and activity. Landscapes, as expressions of a lasting quality or character, carry within them the integration or our own strivings. In the meeting of the inner and outer landscape, the terrain of our whole inquiry and practise can become apparent.

This week is about the completion of the parts in both the inner and outer landscape of the course, where the meeting of inner and outer meaning provides the impetus for development.







WEEK 2 – REALISING THE WHOLE with Minni Jain, Master Peng, Bia, Philip, Roland

This week uses the understanding and practical maintenance of landscapes through the lens of Taoism, I-Ching and ancient cultures to demonstrate the ancient path of the process of whole and part. In China and around the globe, wholeness was the first lens through which daily life was seen and engaged. The language of water is necessary to depict the balanced cycles allowing the whole to run through the parts in a harmonious way.

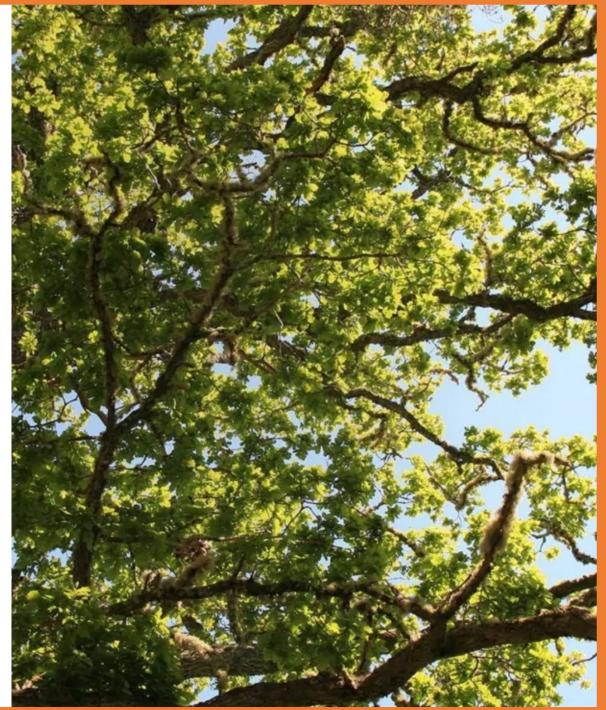
We also move our inquiries into the stage of initiating whole action in relation to our contexts. Only now does the transformation that was latent in the potential of the parts makes itself apparent in the association with the whole. A dry land is made green, life and prosperity return, a full cycle of possibility is turned.



Week 3: LEARNING WITH PRACTITIONERS with Alan Watson-Featherstone, Seaton Baxter, Marina O'Connel, Bia, Philip, Roland

Often creating a huge change as restoring the Caledonian Forest can begin with the smallest of actions, of finding a consensus amongst landowners and stakeholders to build a fence to prevent deer and sheep grazing away the sapling shoots. Alan Watson Featherstone describes the focus of attention need to find those individual growing points for the landscape, that are able to restore balance to a whole area, or region. Alan invites us to make a commitment of a small change that can make a huge difference to our situations.

Now we being too to see the impacts of the actions we have been initiating through the course. The whole/ part dynamic makes itself known to us as we have followed it through colour, the plant, and the landscape but also in our own practical processes. We have the confidence that what we know is firstly how we act sensitive to the whole.



CONFIRMED GUEST TEACHERS MODULE 3:



{ Master Peng }
Guest teacher

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{Marina O'Connell }

Guest teacher

Marina as Farming Director of the Apricot Centre has studied, practiced and taught Permaculture Design and worked practically rejuvenating the soil with Biodynamic farming for three decades. In 2015, The Apricot Centre took on the tenancy for Huxhams Cross Farm, in Dartington and Marina has designed, created and managed a new farm, transforming lacklustre land into a vibrant community hub. Marina also carries out consultancy designing farms using the toolkit of Permaculture design, Biodynamic methods and Agroforestry.



{Seaton Baxter}

Guest teacher

Seaton is an Emeritus Professor at both the University of Dundee, Scotland, U.K. and the Robert Gordon University, Aberdeen. He developed the first MSc in Ecological Design, then creating the Centre for the Study of Natural Design for PhD students and Dr. Seaton lea the new MA in Ecological Design Thinking for 3 years at Schumacher College. He has has been on the Board of Scottish Natural Heritage and has worked with several environmental NGO's in the voluntary sector. He has also served as the Chairman of Scottish Outdoor Education Centres, a charitable organisation involved in outdoor education.

CONFIRMED GUEST TEACHERS MODULE 3:



{ Minnie Jain } Guest teacher

Minni Jain is the Operations Director of the Flow Partnership working globally on community driven, decentralised water management and landscape restoration. With the collaboration of local communities, Minni is setting up a global water school to make their landscape knowledge and wisdom globally accessible. www.theflowpartnership.org



{Alan Watson Featherstone }

Guest teacher

In 1986 Alan founded the award-winning conservation charity, <u>Trees for Life</u>, which works to restore the Caledonian Forest in the Scottish Highlands, and was its executive director for almost 30 years. During that time it became the leading organisation working to restore the Caledonian Forest and provided the inspiration for many other ecological restoration projects. Alan has won the Schumacher Award in 2001, the Spirit of Scotland Environment Award in 2012 and the RSPB Nature of Scotland Outstanding Contribution Award in 2013, whilst Trees for Life was recognised as the UK Conservation Project of the Year in 1991.



COURSE DETAILS:

- The course is created and led by **Philip Franses**, Senior Lecturer in Holistic Science, with guest lecturers included as appropriate.
- The course will be facilitated by **Beatriz Tadema** from <u>Escola Schumacher Brasil</u> and **Roland Playle**, from <u>Àiteas</u>.
- Sessions and reading materials will be in English.
- The course will be online through Zoom.
- Sessions will be recorded. Reading material and videos will be available.
- Our learning community will be formed by a minimum of 15 and maximum of
 20 participants.
- Longer learning pathways are available through individual conversation.
- Participants will be awarded with a certification of completion.

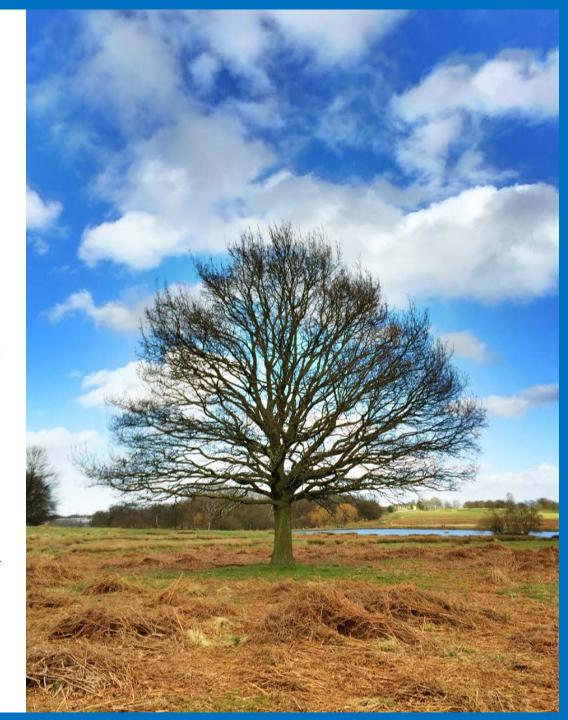
{ ABOUT US }

holistic science journal

Philip Franses is the founder and co-editor of the Holistic Science Journal. Holistic Science Journal is an interdisciplinary journal that publishes historical and systematic articles in science, mathematics and philosophy that are based on an holistic approach. Holistic approaches are broadly conceived as approaches that do not reduce the properties or structures of a whole, such as an organism or system, to the properties or structures of its parts. Rather, on an holistic conception the part is only the part that it is in the context of the whole.



Escola Schumacher Brasil was created in 2014 by a group of people engaged in bringing the Schumacher ethos to life in Brazil. Amongst its main inspirations are the economist E.F Schumacher, and the indian activist Satish Kumar, founder of Schumacher College (England). Since its foundation, Escola Schumacher Brasil offers courses, gatherings, immersions and programs with organisations promoting educational experiences for a sustainable life.





WE OFFER 3 POSSIBILITIES OF CONTRIBUTION:

TOTAL NUMBER OF PROGRAM HOURS: 130 hours

Standard rate per module: £590 - minimum to cover the course basic costs.

Total full year discount price: £1.650 for the 3 modules

Abundant rate per module: £700 - covers the basic course costs, supports the possibility

for more concession rates and the remuneration of course teachers and facilitators.

Total full year discount price: £1.950 for the 3 modules

Concession rate per module (limited spots available): £480 - bursary to those who can't afford the minimum course costs.

Total full year discount price: £1320 for the 3 modules

A special discount is offered to those committing to the full year program. In this option, payments can be made in 3 installments, per module (Jan / Apr / Aug).

We will be opening up concession rate spots according to the number of standard and abundant rates confirmed.

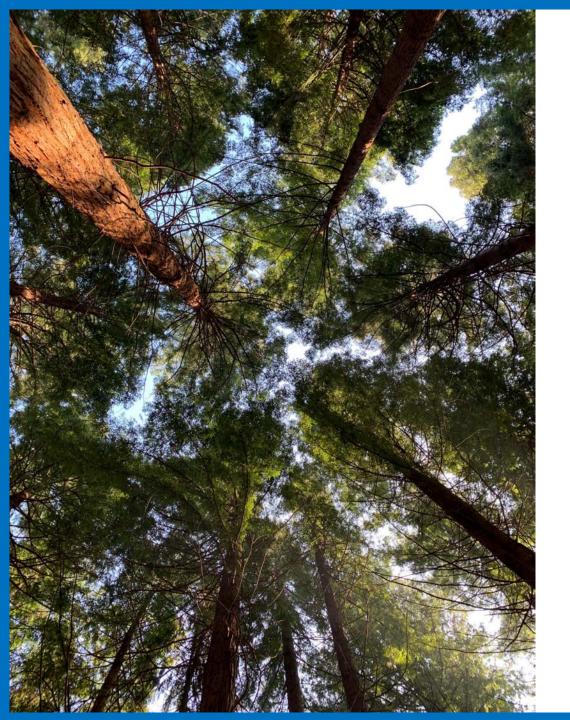
Payments will be done through Transferwise or bank transfer to UK account.

IMPORTANT: The course will be confirmed once it reaches 15 participants, up to a month before the start of the course.



Would you like to join the program?

If you're interested in applying please contact: contato@escolaschumacherbrasil.com.br to receive the application form.



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