



An intensive online year-long program with associated modules.

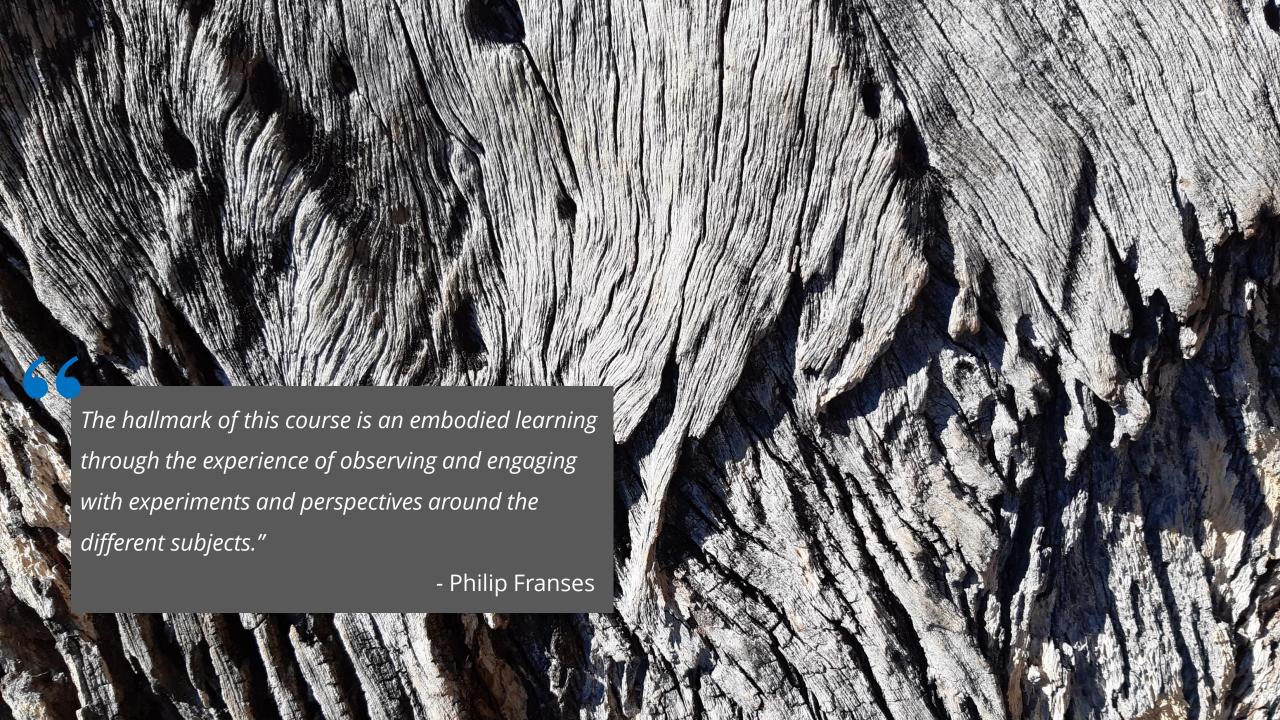
Created and led by Philip Franses, founder and co-editor of Holistic Science Journal;

facilitated by Beatriz Tadema and María Eugenia Salcedo from Escola Schumacher Brasil;

with resident practitioner Roland Playle, and special contributors and teachers.







Learning with Goethe, an everyday language at the threshold of darkness and light, separation and relatedness, science and spirit, crises and regeneration.

{ COURSE FOUNDATION }

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, prospective participant

{ INTRODUCTION }

In times of **intolerance**, **polarisation of discourses and crystallized opinions**, Goethe's legacy can teach us about a world that is not limited to opposites.

A perspective that allows us to face the crises and regeneration in an open and exploratory way.



{ 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 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 Sep 2021 to Aug 2022 (12 months) structured in 3 associated modules (of 4 months each):

Course Introduction week

Module 1: Reeducation of vision

Module 2: Moving from vision to action

Module 3: Acting collectively

THE PROGRAM INCLUDES:

- 12 week-long courses (5 days, 2 hours a day) - 1x per month

- 12 follow up group discussions (1 day, 2 hours) – 1x per month

3 one to one sessions with each participant with Philip Franses or Bia Tadema (1.5 hours) – 1x per module

3 days of Introductory week (2 hours a day) – in Sep 2021

PROGRAM HOURS:

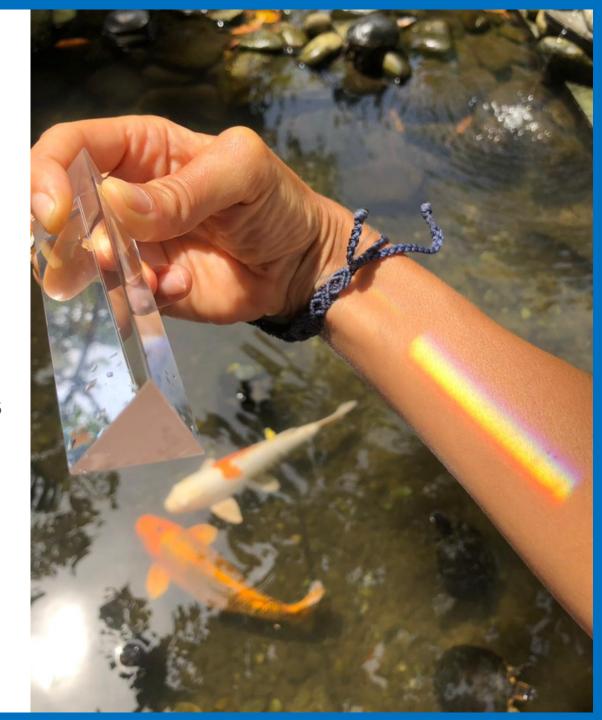
Week courses: 120 hours

Follow up group discussion: 24 hours

One to one sessions: 4,5 hours

Introductory week: 6hours

TOTAL FULL YEAR OF 154,5 HOURS



{ PROGRAM STRUCTURE }

FOLLOW UP GROUP DISCUSSION:

 Two weeks after each teaching week, participants will join a follow up group discussion, a chance to weave in further insights, reflections and practical implications on their learning journey and practices.
 The sessions will be held by Philip Franses, Beatriz
 Tadema and María Eugenia Salcedo.

ONE TO ONE SESSIONS:

- Every module each participant will have a one to one session to sculpt ideas, dreams, projects and reflections. The sessions will be with Philip Franses or Beatriz Tadema.



{ 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.

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.





MODULE 1

{ PROGRAM CALENDAR }

COURSE INTRODUCTION*

TEACHING WEEK*

FOLLOW UP DISCUSSION*

*from 11.30-13.30 GMT

One to one sessions will be scheduled individually with each participant 1x per module

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{ PROGRAM CONVENERS }



{ Philip Franses }

Program creator and leader

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.



{ Roland Playle }
Resident practitioner

Roland Playle is a social practitioner whose work is informed by Goethean Science. He trained as a researcher at The Life Science Trust, is a Director of the Community Chartering Network and collaborator with the Centre for Human Ecology. He lives and works in Scotland where he runs <u>Àiteas</u>, an initiative promoting environmental literacy and education.



{ Beatriz Tadema }

Program facilitator

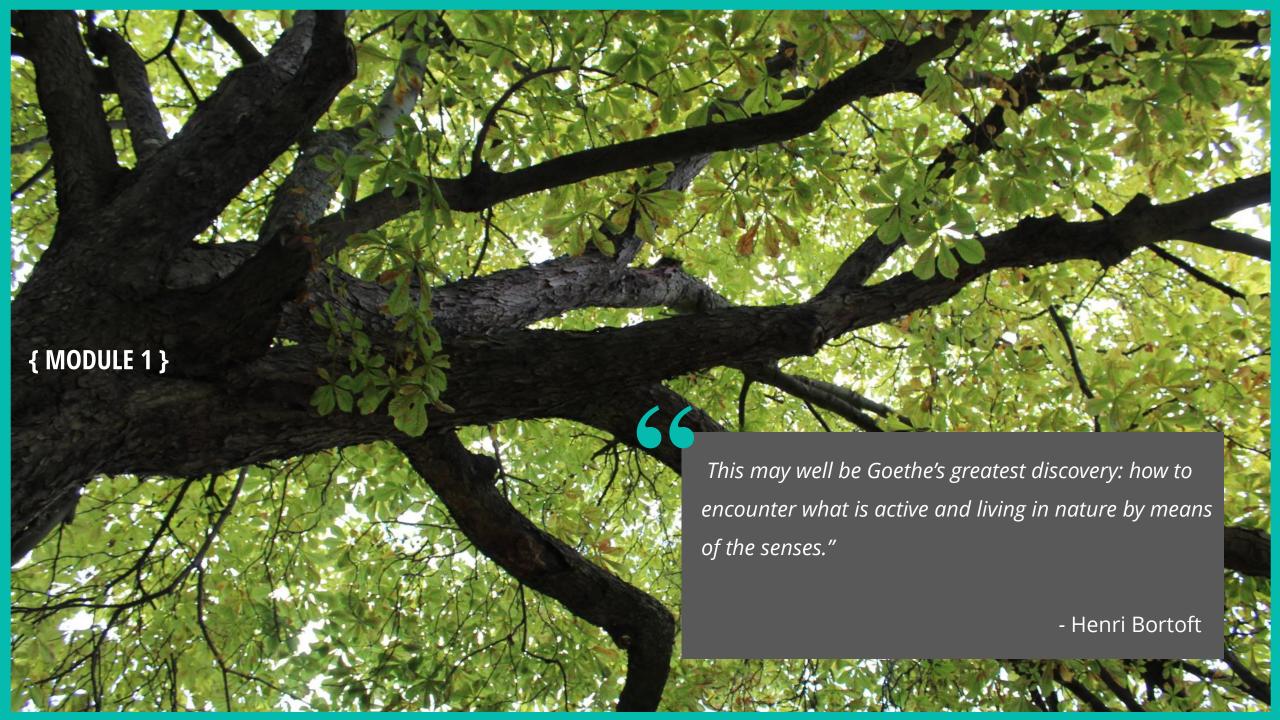
With a master degree in Regenerative
Economics at Schumacher College
(England), Bia has worked as a facilitator for the Holistic Science and Economics
Masters and is today the lead person at
Escola Schumacher Brasil. Beatriz is a
teacher, facilitator and consultant,
bringing the Schumacher Ethos also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



{ María Eugenia Salcedo }

Program facilitator

María is an artist, educator, curator and researcher. She has over 15 years of experience with art, culture, team management and education, and has worked as artistic director of Instituto Inhotim, one of the most innovative and complex outdoor museums of the world. Her research explores transversality, creative methodologies in managing and project making processes and problem solution in complex scenarios.



{ MODULE 1 }

RE-EDUCATION OF VISION

The students will learn each week a language that translates the mechanism of the plant or color or weather into an alive and dynamic meaning that can be worked with and appreciated in everyday life.

Week 0: Introduction week

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

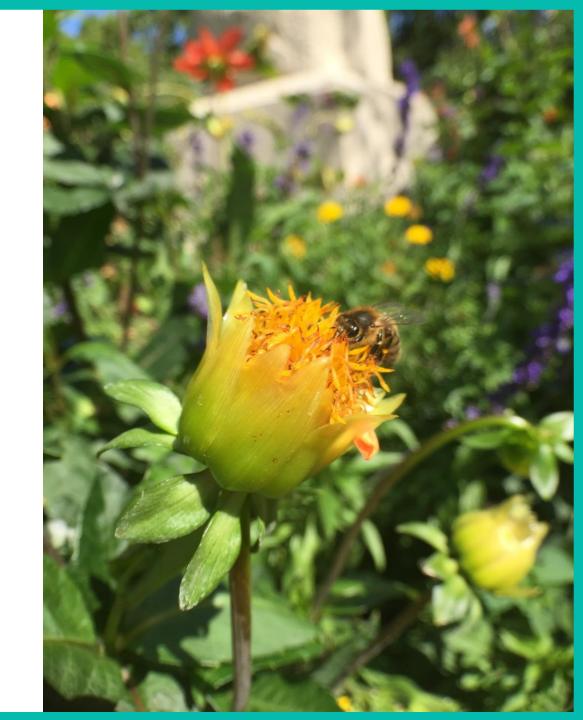
Week 2: Plant observation with Roland Playle and Evelyn Roe

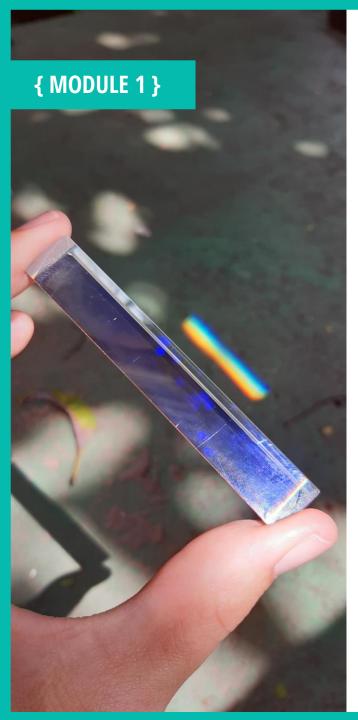
Week 3: Learning from different educational approaches *with guest teachers*

Week 4: Language and Consciousness with Troy Vine and Iain McGilchrist
& Project and essay

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?

We'll be learning through colors how to create a project that allows an illumination to appear through it so that you are already learning how to design a project as a language that can be understood by others. The learning will be directed to people's projects.

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 through the rest of the course.

{ MODULE 1 }

WEEK 2 - PLANT OBSERVATION with Roland Playle and contributor Evelyn Roe

Goethe, the German poet and Scientist developed processes for knowing plants and other natural phenomena that involve perception, imagination and intuition on the part of the learner. These modes of engagement facilitate an intimate relationship with other life forms that honours the other as wholes and on their own terms.

Plants remove us from the common place of seeing things as fixed and static. They invite us to notice their formation processes, entering an interiority that we can only access through direct experience, through delicate and profound observation. Such investigations can refine our perception and reveal everything around us more vividly. The relationship that emerges develops our perception, thinking and action simultaneously.





{ MODULE 1 }

WEEK 3 - LEARNING FROM DIFFERENT EDUCATIONAL APPROACHES with guest teachers

This week looks at two seemingly different approaches to learning and seeing.

In one, the world is objectively measured and the aim of learning to realise knowledge is predetermined. In the other, 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.

In this week we will experience many ways of learning through practitioners who work with education from different perspectives of developing skills of seeing, ie through indigenous ancient wisdom, or practitioners involved with mental health issues. Our aim will be to integrate knowledge-based and experience-founded education so that the two languages of understanding can both benefit by including the other.





WEEK 4 – LANGUAGE AND CONSCIOUSNESS

Language interprets a unity of experience to an accepted vocabulary of understanding. Through the original thinking of Owen Barfield and the work of Iain McGilchrist, we appreciate what it means to recover the origin of language, to address newly a situation that is uncharted in its challenge.

PROJECT AND ESSAY

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.

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

CONFIRMED GUEST TEACHERS FOR MODULE 1:



{ Cristine Takuá }

Cristine is a philosopher, educator and indigenous craftswoman, and lives in the indigenous territory of 'Rio Silveira', where she's a teacher at the indigenous State school Txeru Ba'e Kuai'. Cristine is the founder and advisor of Instituto Maracá. She's also a representative of the indigenous education nucleus within the São Paulo Department of Education and a founding member of FAPISP (Forum for the articulation of indigenous teachers in the State of São Paulo).



{ Mike Wride }

Mike explores the role of creativity in education. His teaching and research interests lie in the areas of science education, international academic development, transdisciplinarity and creative and transformative approaches to teaching and learning. Mike is the Transformative Pedagogies Lead in the Centre for Transformative Learning at the University of Limerick.



{ Andrew Crompton }

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.

CONFIRMED GUEST TEACHEARS FOR MODULE 1:



{ lain McGilchrist }

lain McGilchrist is a renowned psychiatrist, author and thinker. He is also a former Fellow of All Souls College, Oxford a Consultant Emeritus of the Bethlem and Maudsley Hospital, London, and a former Fellow of the Institute of Advanced Studies in Stellenbosch. His books include Against Criticism (Faber), The Master and his Emissary: The Divided Brain and the Making of the Western World (Yale UP), The Divided Brain and the Search for Meaning; Why Are We So Unhappy? (Yale UP), and Ways of Attending (Routledge). His new book coming out soon is The Matter with Things: The Ways to Truth and What then is True? (Perspective Press). Read more at: https://channelmcgilchrist.com/



{ Evelyn Roe }

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.



{ Troy Vine }

Dr Troy Vine is Programme Lead for MSc
Holistic Science at Schumacher College. He has
a doctorate at University College London , has
studied Goethean science in America and
Germany and has studied classics at Humboldt
University. He is currently working on a second
doctorate on Wittgenstein's philosophy of
language. Troy has 15 years of experience in
teaching courses in Goethean Science and
philosophy. Troy is co-editor of the Holistic
Science Journal with Philip Franses.





MOVING FROM VISION TO ACTION

How do we work together on small projects learning to value each other's skill and specialization and realising a common vision? How do we transform our own seeing into our own form of action?

Seeing with Goethean science from the first module translates into doing with natural design in the second module. We go deeper into the idea of design, from a weather map, to an ecosystem enterprise, to a real world project, where the online is the platform to report back our findings on real world exercises. The personal space of seeing expands into the group work of design, as preparation for a focussed action of key world challenges.

Participants will learn about seeing the world as a language, translating western scientific models of explanation into languages that articulate, communicate and accomplish collective goals.

{ MODULE 2 }

FROM VISION TO ACTION

Week 1: Telling the weather by science and observation with Philip Franses, Roland Playle and guest contributor

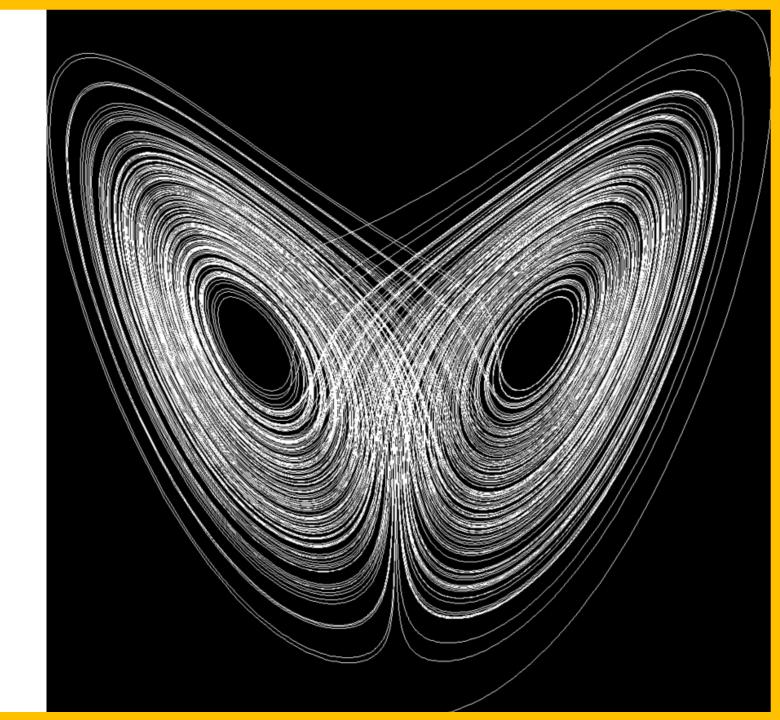
Week 2: Exploring Ecosystem Enterprise with Philip
Franses, Seaton Baxter and Mark O'Connell

Week 3: Transforming into Health by Natural

Design with Philip Franses, Roland Playle, Seaton Baxter, Aonghus Gordon and Simon Reakes

Week 4: Group Exercises in Complexity

Weeks details and guest teachers and contributors will be confirmed during module 1.



CONFIRMED GUEST TEACHERS FOR MODULE 2:



{ Seaton Baxter }

Seaton Baxter is an Emeritus Professor at the Robert Gordon University and Honorary Professor at the University of Dundee where he headed the Centre for the Study of Natural Design. At the Robert Gordon University he acted as Assistant Principal, Dean and Reader where he established the Centre for Environmental Studies in 1994 and the first ever MSc in Ecological Design. He also set up the MSc in Ecological Design Thinking at Schumacher College. He was appointed an OBE in 1998 for his services to Scottish Natural Heritage and to the Environment.



{ Mark O'Connell }

Mark develops well-being approaches which use nature connection, play, dreaming, creativity, movement and community resilience. He is a Registered Service Manager of the Wellbeing Service and a Director of the Apricot Centre with 29 years of experience working therapeutically with all ages, as well as with families and community groups.



{ Simon Reakes }

Simon Reakes, MSc is the Head of Publishing for Ruskin Mill Trust, to which he brings nearly a decade of experience in the organisation. He specialises in working with graphic design and is responsible for the aesthetics and coherence of the Trust's brand. Simon teaches Goethean science at the Field Centre, the research centre for Ruskin Mill Trust. He is currently undertaking doctoral studies at the Royal Holloway, University of London, where he researches Goethean methods of inquiry and genius loci / spirit of place.



{ Aonghus Gordon }

Aonghus Gordon started Ruskin Mill Trust in 1981 as a centre for cultural development, linked to a nearby specialist school in Gloucestershire. It is now one of the UK's leading educational charities working with learning disabilities, with twelve centres across England, Wales and Scotland. Aonghus has pioneered its unique method of Practical Skills Therapeutic Education (PSTE), inspired by Rudolf Steiner, John Ruskin and William Morris's ideas about social renewal, healthy human development and the importance of art, crafts and land work.



{ MODULE 3 }

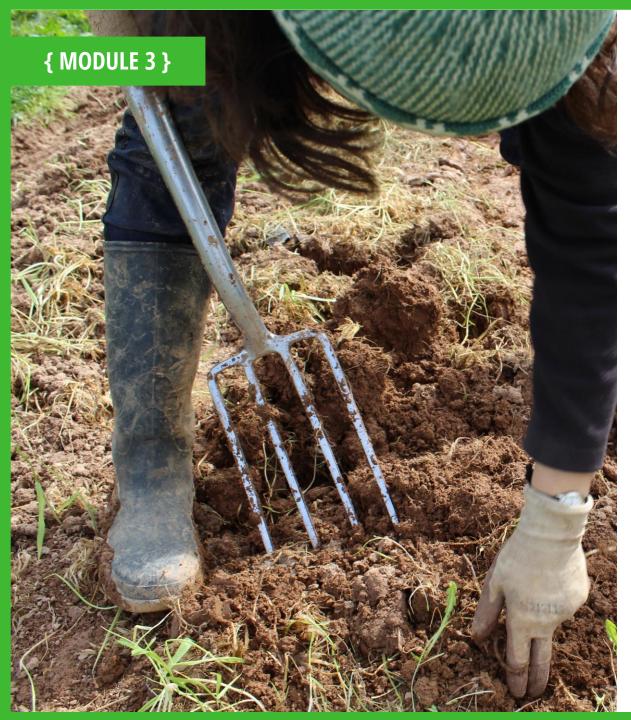


ACTING COLLECTIVELY: LEARNING FROM PRACTITIONERS TRANSFORMING THE LANDSCAPE, THE UNIVERSE AND OURSELVES

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



ACTING COLLECTIVELY FOR A LIVING EARTH

Week 1: Enlivening the soil with Philip Franses and Marina O'Connell

Week 2: Water cycle and regeneration with Philip Franses, Roland Playle and

Minni Jain

Week 3: Growing the forest *with Philip Franses and Alan Watson Featherstone*

Week 4: Project and essay

Weeks details and guest teachers for week 3 will be confirmed during module 2.

CONFIRMED GUEST TEACHERS FOR MODULE 3:



{ Minnie Jain }

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



{Marina O'Connell}

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.



{ Alan Watson Featherstone }

Alan is an inspirational public speaker, ecologist, nature photographer and writer based in the Findhorn Community in the northeast of Scotland. In 1986 he founded the award-winning conservation charity, Trees for Life, 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 in Scotland and took on ownership of the 10,000 acre Dundreggan Estate in Glenmoriston as its flagship project for native woodland recovery.



COURSE DETAILS:

- The course is created and led by **Philip Franses**, Senior Lecturer in Holistic Science, with guest lecturers included as appropriate.
- **Roland Playle**, from <u>Àiteas</u> will be resident practitioner.
- The course will be facilitated by Beatriz Tadema and María Eugenia Salcedo from Escola Schumacher Brasil.
- 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 10 and maximum of
 15 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: 154,5 hours

Standard rate per module: £540 - minimum to cover the course basic costs.

Total full year discount price: £1.500 for the 3 modules

Abundant rate per module: £660 - 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: £1.800 for the 3 modules

Concession rate per module (limited spots available): £440 - bursary to those who can't afford the minimum course costs.

Total full year discount price: £1200 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 (Aug / Dec / Mar).

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

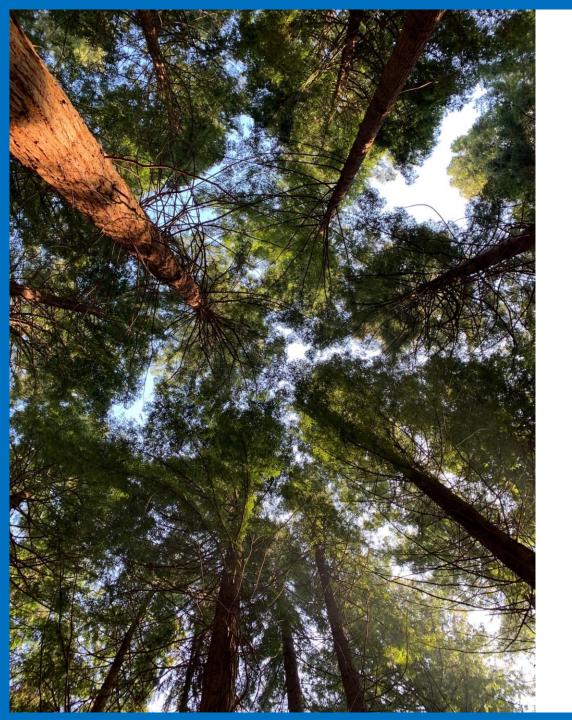
Payments will be done through Paypal or transferwise to UK account.

IMPORTANT: The course will be confirmed once it reaches 10 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.



holistic science journal



contato@escolaschumacherbrasil.com.br www.holisticsciencejournal.co.uk www.escolaschumacherbrasil.com.br