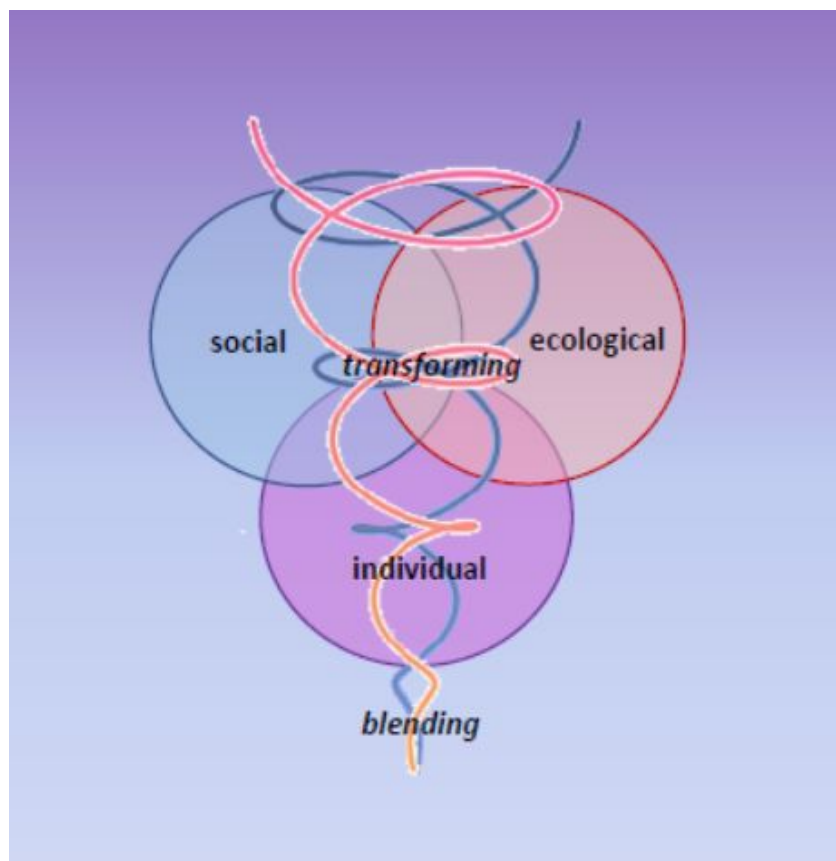# COMPETENCY FRAMEWORK
for blended transformative learning
for the socio-ecological transition

Edition 1 - a 1st iteration to generate discussion, engagement and feedback

(Or 'Things you need to know and be able to do to change the world positively at the local and system levels!')

Part of the BLAST partnership project

Funded by: European Union Erasmus+ KA2 Strategic Partnerships Programme

Partners:

Ecolise   Col·lectiu Eco-Actiu   Asociatia Romania in Tranzitie   Gaia Education

Global Ecovillage Network   Hrvatska Permakultura   Institute for Global Integral Competence

Permaculture Association   Sustainable Ireland Co-operative Society   Visionautik

Contents

Introduction

The purpose of this framework

The purpose of the framework is to catalyse, scale and accelerate socio-ecological transition. It aims to achieve this by identifying and enriching the beneficial relationships between **three fields of BLAST competence** that are distinct but interconnected. These three fields of competence are:

- **Transformative learning**
- **Blended learning**
- **Socio-ecological transition**

The intention is to understand and explore ways to relate each of the three fields of competence to each other, as well as to identify ways to put them into action and develop them, which in turn will accelerate and deepen our capacities to live the socio-ecological transition. The general goal is to develop a usable framework from which individuals, teams, collectives and communities can put in place and develop the ecology of collective competencies that they need to bring about blended transformative learning for socio-ecological transition. Therefore, we intend to develop, refine, and improve this Framework over time, in both its content and its presentation, in order to improve its usability and impact.

Why Competencies?

Competencies, as a framework of thought, originated in the 1970's as a way to move beyond narrower concepts of skills and knowledge. Hence, competency thinking emerged from the recognition that every job requires a specific set of competencies to do it well.

Importantly, this approach focuses on what a person can learn, rather than what they can do - so has become useful and popular in the training sector. Specific behavioral indicators as well as self-knowledge, motivation, and desire and willingness to demonstrate effective performance in a role can all be understood as types of competencies. Competency-based learning focuses on outcomes as well as the learners' real-world performance, whether that is within a work context for a specific job, or in a role as a trainer or facilitator of community-based activity or learning. This approach is therefore seen as potentially being of significant value for considering what people need to learn to enhance their capacity to positively live and impact socio-ecological transition impacts, whether they are active as individuals, in a work team, or as trainers or community catalysts.

Defining the Three Fields of Competence

Transformative learning

"*Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions… Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenesses; our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy*"

O'Sullivan, Morrell & O'Connor, 2002, p. Xvii.

Transformative learning in the context of socio-ecological transition is particularly focused on an approach that generates transformative outcomes in both the inner and outer world, and both individual and collective transformations - in other words, that covers the four 'quadrants' defined by the integral worldview (i.e. inner; outer; individual; collective).

Blended learning

Blended learning is typically defined as any form of learning which combines both in-person/on-site and online elements. Some examples are:

- **Blended Mobility**: 20 participants from different countries register for a blended workshop. They come to know each other first in preparatory online meetings, and then each travel to a single venue for immersive interactive experiences. Once home, they meet again online after this in-person workshop for exchanges on how they apply their learning in their respective places.
- **Blended Community of Practice (CoP)**: a group or network of practitioners who meet regularly online and in-person, often according to an agreed schedule, sharing knowledge, problems, solutions, information and news about a specific issue, and who extend group learning through ongoing reciprocal interactions, that generate tangible outputs (e.g. innovative tools, methods, products, improved processes) with the potential to widen perspectives, change behavior and mindsets on an individual and collective level, and thus can be considered system shifting.
- **Blended Course or Learning Journey** following a course or learning pathway over time that moves through different levels or themes in learning, with some elements online and some element in-person, for example with site visits in different countries, pooling insights from across countries (e.g. consortial benchmarking in COMETS), or a course that is partly taught online and partly taught in person, for example over a series of long weekends at relevant venues.

Blended learning is important for supporting education around the socio-ecological transition because:

- It improves accessibility to education by a) reducing the cost as not all learning is in person; b) allowing 'anytime learning'; c) removing the need for the learner to find a trainer / venue who is always relatively close at hand;
- It saves carbon emissions from people travelling to an on-site event;
- It facilitates a longer term approach to capacity building where participants have more opportunities to put the learning into practice in their own context
- It allows learning and support to take place in real time e.g. you can reach out to others when you need support with an active issue
- It facilitates informal learning through conversation, meet-ups, chats where a learning goal has not been pre-defined
- It can support and enhance transformative learning where shifts in perspective, attitude, understanding or insight can happen at any time, through any interaction in an unplanned way.

This increasingly widely understood concept of blended learning is the focus used within this framework, although a new and broader concept of blended learning is also explored in the BLAST **Overview Document (Transformative Ecologies of Learning)**.

Socio-ecological transition

Socio-ecological transition is the process through which society as a whole, and therefore its communities, structures and individuals move from the current unsustainable state to a socially and ecologically sustainable state. Transition therefore represents an outcome, as well as a process, that puts in place the essential elements and relationships that are essential at the macro and micro levels for generating and maintaining resilient communities, ecologies and socio-economic systems, that embody a form of dynamic, responsive stability in their system as a whole, as well as the key sub-systems that make up the whole. Socio-ecological transition embodies key characteristics of sustainability such as more equitable systems, social justice and inclusion (within and between generations), and circular net zero carbon and waste economic systems. Socio-ecological transition is fundamentally a process of transformative learning, at an individual and collective level, that is focused on learning how to individually and collectively transform ourselves to generate a regeneratively sustainable culture from the household and local level to the level of society as a whole.

This framework therefore identifies the competencies that enable the catalytic effects of blended transformative learning to occur, to enable the kind of learning that is required for activating the social-ecological transition. This is often learning of a kind that:

- Involves trying out and creating new practices that are not yet part of any consolidated body of knowledge or accepted professional practice.
- Is learning for an uncertain future (Ron Barnett),
- Is both collaborative and holistic in its approach, with both personal and social dimensions
- Is about shifting paradigms which underlay disruptive system innovations
- Happens often in a context of fuzzy boundaries with contested meaning making
- Involves instantaneous global digital communication.

> *"In important transformations of our personal lives and organizational practices, we must learn new forms of activity which are not there yet. They are literally learned as they are being created. There is no competent teacher. Standard learning theories have little to offer if one wants to understand these processes."*
>
> Yrjö Engeström, Professor of Adult Education, Helsinki University

Whilst identifying these characteristics for the kind of learning we are seeking to catalyse, we also should not be naive or assume that all paradigms shifts, such as shifts toward a 'populist paradigm', are going to have constructive or useful outcomes in the context of socio-ecological transition. An example is the UK's Independence Party (UKIP) right-wing populist party which believes '*that the carbon dioxide hypothesis of global warming is mistaken. The climate changes naturally - it has changed in the past, it is changing today, and it will change in the future. Man has no effect on it.*' Thus, we need to recognise that the context can include a diversity, or spectrum of paradigm shifts, some of which will be in direct contradiction to each other, as for example there is a clear and direct contradiction between the populist paradigm above and the scientific paradigm expressed by the IPCC.

Competence frameworks can be extremely helpful for developing a deeper understanding of both the content that needs learning and appropriate ways in which this can be delivered. In particular, competence frameworks add to the traditional dimensions of knowledge and skills essential dimensions

of *attitudes, motivations and inclinations* that have such a fundamental impact on both the experience and outcomes of learning, and on the application and ripple effects that arise from that learning.

However, competence frameworks are often developed with a stable predictable world in mind. They are not usually developed with our *Volatile, Unpredictable, Complex, Ambiguous (VUCA)* world in mind, that is characteristic for communities and cultures undergoing societal transitions. The competencies and learning approaches that are helpful and productive for surfing the waves of complexity, coping with wicked problems, and creating systemic interventions in multi-stakeholder networks with fuzzy and shifting boundaries, differ substantially from traditional classroom learning of existing formal knowledge that can be conveyed repeatedly by a well-trained teacher. Therefore, in particular the framework emphasises the inner and social competencies that are essential for meaningful transition learning and action.

Again, to avoid naive assumptions, awareness is also needed that individual and social responses to a VUCA world can manifest competences that seek to engage with the VUCA world in highly reactionary ways e.g. social media skills that are used to promote climate change denial narratives. Therefore a framework for socio-ecological transition competences needs to be explicit about the difference between 'reactive or reactionary' competences and 'responsive' competences, with a clear focus on responsive ones.

In addition to these types of awareness, this framework aims to:

- Rectify the historical rejection of 'inner' realm from sustainability education in terms of acknowledging the importance of people's mindsets, worldviews, beliefs, values and emotions - for example, this supports the shift from learning *about* sustainability, to learning that actively generates sustainability.
- Recognise the stress inducing aspect of learning around socio-ecological sustainability i.e. waking up to the inherent connection between our culture's devastating environmental impacts and ongoing issues of huge inequalities social justice, human rights and active citizenship
- Work with the uncertainty of any individual's responsibility and role in supporting transition
- Recognise the importance of sustainability learning involving and encouraging a cultivation of hope: hope that balances facing up to and realising our part in difficult realities with holding on to a sense of promise (the world as a place of vitality, generosity, striving to flourish) and potential for change - that power structures are not immovable, set in stone and that collectives can affect change.
- Address the pressing need to overcome deficits in a) pro-environmental behaviour and b) behaviours relating to social change i.e. closing the gap between vision and values, and action.
- Address the vital need to link personal action with collective action, including the need to emphasise the socio-political dimensions of collective action, if we want truly 'transformative learning'

The Four Domains of Competence

This framework's scope is organised in a pattern of four domains in which competencies need to be developed and expressed across the three fields of competence (Transformative learning; Blended learning; and Socio-ecological transition). The character of these four domains is described in more detail later in each section of the competency framework, so that they can be seen, understood and strengthened in the fields of competence they relate to.

the Intrapersonal (or Being) domain	the Interpersonal (or Relating) domain
the Cognitive (or Knowing) domain	the Action (or Doing) domain

It is essential for Trainers & Catalysts to understand and communicate to learners and activists that each of these Domains of Competence is interconnected with and effects the other Domains. This is particularly the case where an individual's learning takes place as part of a group or in progressing collective action. For example, the technical knowledge and skill that is required to establish and operate a successful community renewable energy enterprise is only likely to be taken advantage of when the Interpersonal (Relating) realm is well developed within the group, to enable effective collaborative working, good communication, and to develop personal and collective motivation.

To be developed in balanced ways these four domains will usually require an understanding of and engagement with the different intelligences, learning styles or modes of learning that most transformative educators will be familiar with.[1]

This variety of intelligences can be expected to be displayed across the diverse audiences that transition learning and action will be engaging with. Therefore to optimise learning across the diverse audiences the trainer or catalyst (individually, or often as part of a team) will need a full complement of competences across the four domains, as each is required in different degrees to engage with and activate the different styles of learning with a reasonable degree of equity across a group.

Who this framework is for

This guide is particularly for Trainers and Community Catalysts that are aiming to help initiate, catalyse or strengthen transition processes in communities, within organisations or networks, or at a system level - especially where they will be using both transformative learning methodologies and blended learning methods. This includes adult educators, facilitators, coaches and similar professionals, as well as change-makers, activists and civically engaged citizens interested in transformative adult learning opportunities. The framework is also intended to be useful for other stakeholders, such as funders and policy makers who are seeking to support those that more directly catalyse, expand or accelerate transition processes.

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[1] Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 1983.

The framework is presented in a format that distinguishes the competences needed for:

Participants in Learning & Action - both Individuals and Groups

Trainers & Catalysts - both Individuals and Teams

Hosting - Organisations, Venues and Networks

What to use this framework for

This competency framework is specifically designed to help individuals, teams and organisations to:
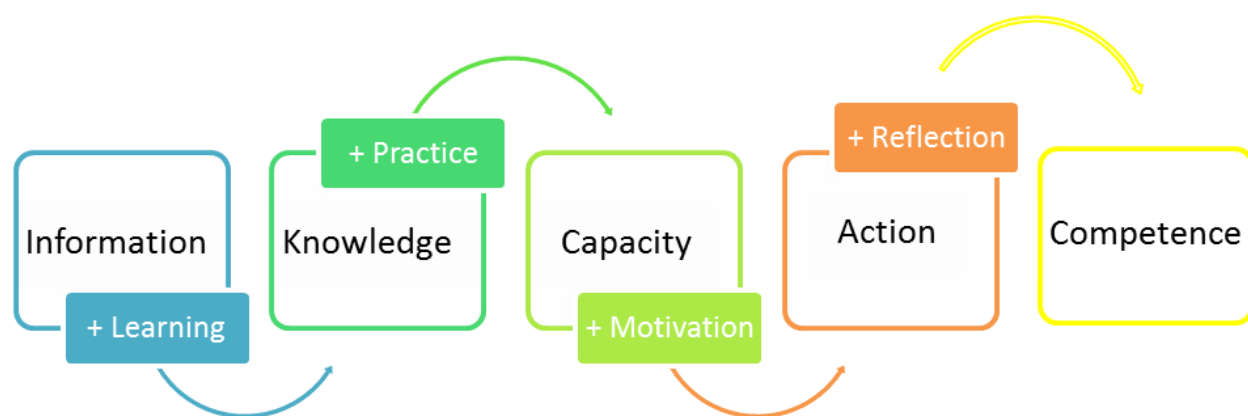
1. **Assess Competencies:**
   a. Self-assess their own levels and qualities of existing competencies
   b. Assess the levels and qualities of existing competencies amongst learners, activists, groups or communities they are part of or working with

2. **Develop & Enhance Competencies:**
   a. *Learning pathways:* to raise and refine their competencies over time, individually and collectively by identifying any key gaps and priorities where i) their individual or team competencies or ii) those of their own target audiences, can be developed, enriched or added to in order to help catalyse, expand or deepen socio-ecological transition activity.
   b. *Programme development:* designing, implementing and refining and resourcing:
      i. training programmes for Trainers and Catalysts
      ii. change-making action-learning programmes for individuals, groups and communities involved in advancing socio-ecological transition activities, which would be expected to be project based / experiential programmes

To develop, raise or refine competence over time requires an inherently transformative process (an action-learning journey), which incorporates a combination of elements, as illustrated below:

© Social Architect Curriculum - Center for Human Emergence, D.A.CH - adapted from Schneckenberg and Wildt, 2006

Example 1: Individual level

- **Pathway A:** the starting point is strength or experience in transformative learning (i.e. members of a transformative learning CoP) to which they add in or enhance a) blended learning competence and b) transition competence;

- **Pathway B:** the starting point is strength or experience in transition and regenerative sustainability (i.e. members of sustainability / transition CoP) to which they add in or enhance a) blended learning competence and b) transformative learning competence;

- **Pathway C:** the starting point is strength or experience in blended learning or digital learning environments / online learning (i.e. members of a digital learning CoP) to which they add in or enhance a) transition and regenerative sustainability competence and b) transformative learning competence..

Example 2: Team level

Recognising that transition trainer and catalyst competencies will very often be spread across training / catalyst teams, a simple 3-person team example indicates an approach to develop deep competence over time in a training / catalyst team:

- ‘Jo’ follows a path to develop high levels of competence in transformative learning
- ‘Sam’ follows a path to develop high levels of competence in blended learning
- ‘Lou’ follows a path to develop high levels of competence in regenerative sustainability and transition

As a team, Jo, Sam and Lou plan and work collaboratively on designing and delivering project-based transition learning, using blended transformative learning methods, that fully integrate and make best use of their three complementary sets of competency.

How to use the framework: Assessment & Learning Pathways

There are of course a variety of different existing models for assessing competencies, one of which is recommended below.

However, *if trainers and catalysts are familiar with any specific assessment model that appears to them to be appropriate for addressing the complexities of blended, transformative, transition learning it may be best for them to use that assessment model*, at least initially, as it will give them a solid foundation in this work. If they need a framework to apply, the following option is offered.

Assessment Method Option - Dreyfus & Dreyfus - Skill acquisition model

This model gives a more detailed description of what it means to be at different levels and offers criteria on which to rate a learner or rate a trainer (or for them to self assess themselves).

Stage	Characteristics	Needs	Knowledge Structure	Relevancy Recognition	Context Assessment	Decision-making
Novice	Rigid adherence to taught rules, steps, or plans. Little situational perception. No discretionary judgment.	Step by step instructions. Supervision. First Successes.	No Context	None	Analytical	Rational
Advanced Beginner	Guidelines for actions based on limited aspects. Situational perception still limited. All aspects treated separately and with equal importance.	Simple projects. A safe environment for failure. Lots of repetition.	Contextual			
Competent	Sees actions partially in terms of long-term goals. Conscious deliberate planning and execution. Creates routines and procedures.	Complex but controlled projects. Real world exposure.	Contextual	Present		
Proficient	Sees situations holistically rather than in separate aspects. Prioritizes importance of elements. Deviates from normal patterns purposefully. Uses maxims for guidance.	Unhindered practice and exposure. Explore the possibilities.	Contextual	Present	Holistic	
Expert	No longer relies on rules, routines or maxims. Intuitive grasp of situation based on deep tacit understanding. Analytic approaches used only in novel situations. Full vision of what is possible with medium.	Expand knowledge and experience. Push boundaries of field or medium.	Contextual	Present	Holistic	Intuitive

A second diagram that goes some way to explain the competency levels is:
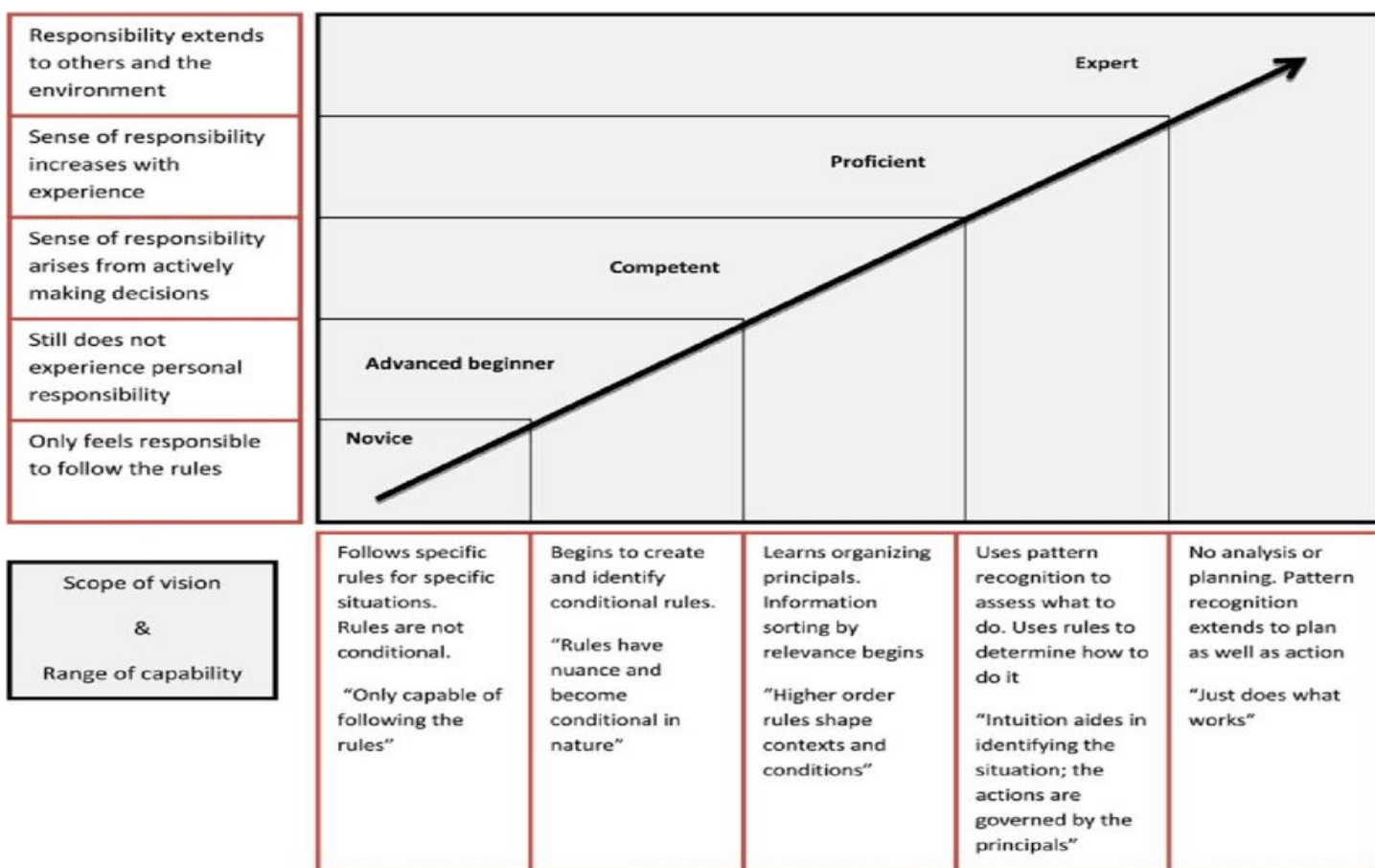
The limitation of this model is that it does not identify or address Multiplier competencies.

Assessing Scaling & Multiplier competencies

Although the above Options is considered a good model, it does not address the need for scaling and multiplying transformative transition processes and outcomes, which is implicit because of the scale and urgency of the ecological and social issues the framework seeks to address.

The recognition of the need to identify and assess Scaling & Multiplier Competency levels and qualities has been influenced by the '*Introductory to Multiplier*' model used by Fein and Molz in the LiFT (Learning for Transition) Course Curriculum, which takes account of how competencies can be spread or *multiplied* once an expert level has been achieved. The model moves from Introductory, to Intermediate, to Advanced, to Expert and finally to Multiplier levels.

However, the limitation of this Fein and Molz model is that Multiplier competencies can themselves be seen as having their own levels from Foundation level to Expert level. For example, simply developing the confidence and the vocabulary to talk about the importance of being engaged in transition activity can be seen as the Foundation level for Multiplier competencies, while the ability to organise, deliver and refine outstanding blended, transformative transition learning programmes would be an Expert level of Multiplier competence.

Therefore, this framework specifically includes Scaling & Multiplier Competencies within the framework so that their fundamental importance is specifically identified and can be addressed within individuals, teams, groups, communities and movements. Hence, learning pathways that develop expertise in Scaling & Multiplier Competencies needs to be addressed directly in learning and action programmes.
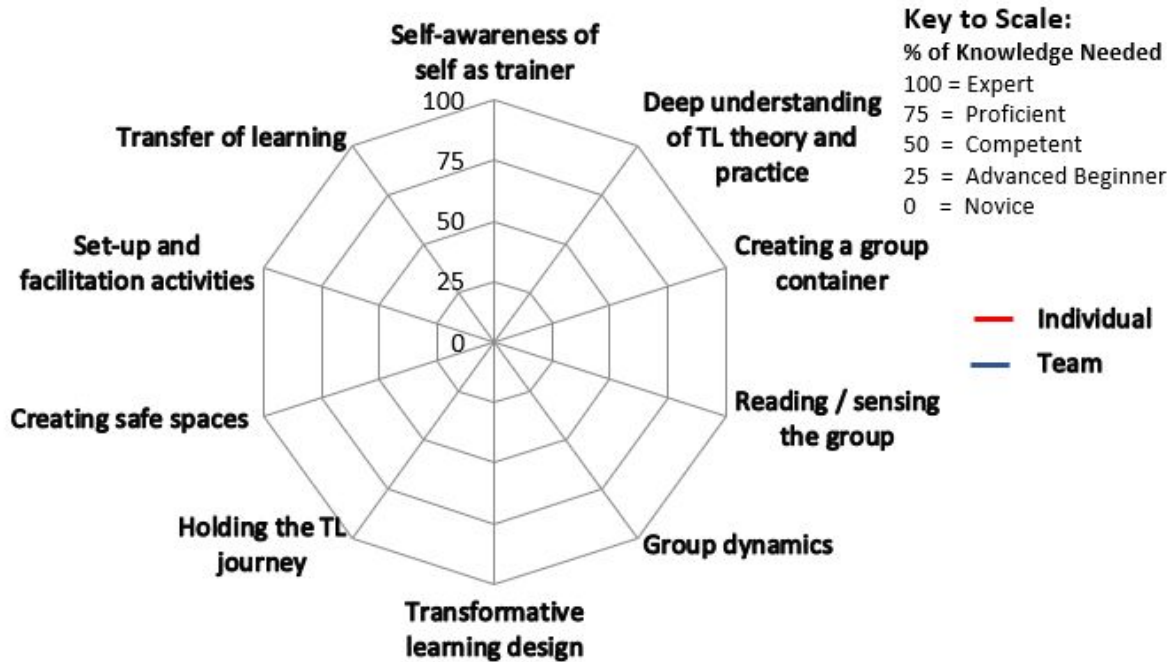
Using Assessment Methods

Now that we have a Competency Framework for blended, transformative transition learning, the matter of how we assess its use is extremely important. The position adopted for this first edition of the framework is that because of the complexities of the multiple realms of competence, it is extremely important to use a relatively simple framework for competence assessment so as to avoid over-complicating the framework to a point of making it unusable.

If self-assessing or assessing a team member, the Dreyfus model is therefore recommended as a relatively simple methodology. As well offering a relatively simple system for assessing individual competence levels, in a general sense, the Dreyfus model can be applied / adapted to address the *collective competences* that exist or are needed across a team, group, community or movement. For example, the scale can be used to map the highest level of competence across a team in each competence area, and the number of people at each competence level.

A visual assessment system is illustrated below, with a full set of this form of Radar / Web chart covering the full set of transformative learning, blended learning and transition competencies provided in the Appendix to this framework, that covers both competencies for learners (individuals, teams, communities) and for trainers / catalysts (individuals and teams). The chart system can be used to map current levels of competence in grouped competence areas.

Map Your Transformative Learning Competence – Trainers & Catalysts

Assess your individual and team competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice
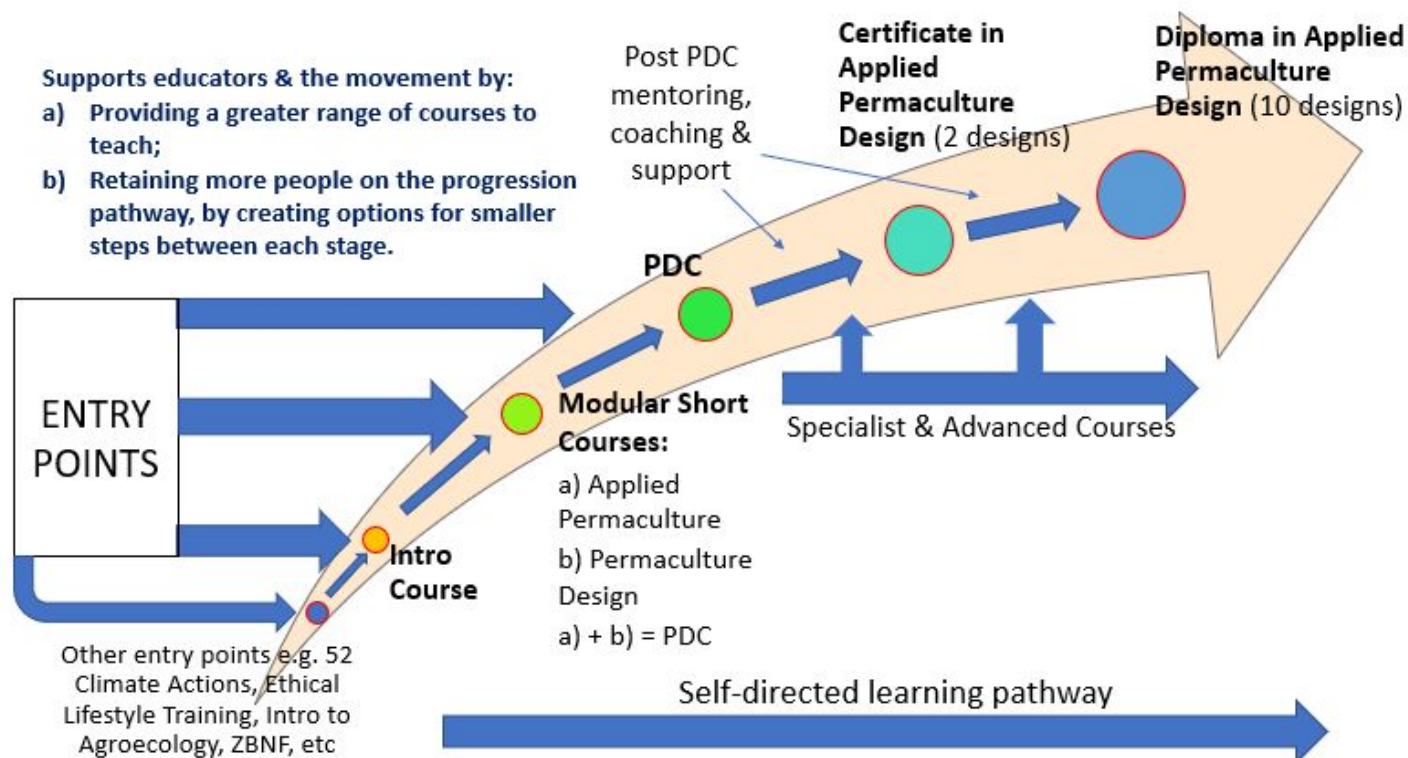
— Individual
— Team

Developing Learning Pathways

Having carried out a self assessment, peer or management assessment, or some form of 360 degree assessment (where several people assess one individual) decisions need to be made for how to support the learner to develop the competencies that are less well-developed.

A learning pathway is a proposed path of learning (for any knowledge or skill) which takes into account: 1) the order/sequence of what to learn and when, which can help to assimilate new information, reduce overwhelm and help shift thinking patterns and behaviours; and 2) how to address common barriers to learning or applying learning. Learning pathways recognise that learning takes time, persistence and support whilst recognising that learning is not always linear, 'logical' or 'rational' or predictable. Once an assessment has been made, a learning pathway can help indicate what form of learning event/experience (e.g. structured course, coaching, shadowing) is appropriate.

Learning pathways themselves can be designed with assessment frameworks in mind. Models such as Dreyfus and Dreyfus remind educators that competence building takes time and effort as learners move through the levels and often requires the means (i.e. time, support, money), the motive (interest in learning that will encourage them to make the effort to learn) and the opportunity for putting learning into practice. Assessment tools can help moderate educators' expectations about the extent to which one learning activity will shift knowledge, develop skills and affect attitudes and plan for a number of learning activities that cater for the messiness of learning - with people with different starting points, motivations, learning preferences and different contexts.

The diagram below indicates a learning pathway that is being worked on in permaculture education, where new course and programmes are steadily being developed that a) add new entry points at the introductory level, b) help close gaps in the learning journey which are well known as being experienced as a big leap for many learners which prevent or inhibit their progression, and c) add more choices on branches of the pathway that can be followed. A characteristic of the pathway is that progression a) builds the level of action and implemented practice that is linked to the learning, and b) involves a shift from an emphasis on taught courses toward largely self-directed learning and peer-to-peer support as the pathway progresses.

Evolved Permaculture Education Progression Pathway

Supports educators & the movement by:
a) Providing a greater range of courses to teach;
b) Retaining more people on the progression pathway, by creating options for smaller steps between each stage.

Post PDC mentoring, coaching & support

Certificate in Applied Permaculture Design (2 designs)

Diploma in Applied Permaculture Design (10 designs)

PDC

ENTRY POINTS

Modular Short Courses:
a) Applied Permaculture
b) Permaculture Design
a) + b) = PDC

Specialist & Advanced Courses

Intro Course

Other entry points e.g. 52 Climate Actions, Ethical Lifestyle Training, Intro to Agroecology, ZBNF, etc

Self-directed learning pathway

Self-Directed and Self-Determined Pathways: the Pedagogy, Andragogy, Heutagogy (PAH) Continuum[2]
The intrinsic qualities and transformative potential of learning pathways are increasingly understood in terms of the type of teaching or learning facilitation that is most evident within the learning journey. In a technical sense this is defined as the Pedagogy, Andragogy, Heutagogy (PAH) continuum - where Pedagogy is teacher-led learning; Andragogy is self-directed learning; and Heutagogy is self-responsible learning[3].

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[2] This section draws from and adapts material in the following article by Jackie Gerstein, Ed.D:
https://usergeneratededucation.wordpress.com/2016/06/14/maker-education-pedagogy-andragogy-heutagogy/
[3] Additional references on self-determined learning / Heutagogy at:
https://medium.com/@iradche/heutagogy-3d49c46ac868

	Pedagogy: Teacher-Led Learning	Andragogy: Self-Directed Learning	Heutagogy: Self-Determined Learning
Dependence	• The learner is dependent. The teacher determines what, how, where and when anything is learned	• Learners are independent. They strive for autonomy in learning, to arrive at a destination determined by others. They are 'problem solvers'	• Learners are 'problem-finders'. They know their destination and become interdependent on those who can help them determine the route
Reasons for Learning	• Learners place their trust in the teacher and the efficacy of linear, sequential learning. Learners take little or no responsibility for their learning	• Learners seek guidance/mentorship, but aspire to increasing responsibility for the direction of their learning	• Learning is not necessarily sequential or linear. Learners accept full responsibility for their learning, welcoming challenge and serendipity
Focus of Learning	• Learning is subject-centred and focussed on prescribed curricula	• Learning is goal-driven, focussing on tasks which allow for cross-disciplinary thinking and autonomy	• Learners are enquiry driven – they take a long-term view of their learning, seeking further complexity and uncertainty
Motivation for Learning	• Motivation derives from external/ extrinsic sources, e.g. parents, teachers, sense of competition etc.	• Motivation is intrinsic – learners enjoy the boost to self-esteem that comes from successfully completing challenges	• Motivation lies in experiencing 'flow' and knowing how to learn. Learners seek out unfamiliar situations and the gaining of 'adaptive competencies'
Role of teacher	• Pedagogue – designs the learning process, suggests and provides materials deemed effective at achieving desired outcomes	• Facilitator – sets tasks but encourages diverse routes to solutions. Pursues meta-cognition in learners	• Coach – brings together opportunity, context, external relevance and extended complexity. Fosters a culture of collaboration and curiosity

Tabulation created by Jon Andrews

The assumption in transformative learning for the socio-ecological transition is that the underlying character of individual and collective learning experience will be primarily self-directed (Andragogy) and / or self-determined (Heutagogy). Teacher-led learning (Pedagogy) will have its place, particularly at foundation levels and potentially in more technical fields, however the general direction of travel will be that individuals and groups, communities, collectives, networks and movements are defining and creating the regeneratively sustainable and equitable futures that are relevant to their particular context and range of needs - therefore *transformative action-learning journeys for transition are primarily self-directed and self-determined*, both for individual and collective participants in learning, and for the 'trainers', who in this context are much more accurately described as facilitators of, and catalysts, for learning.
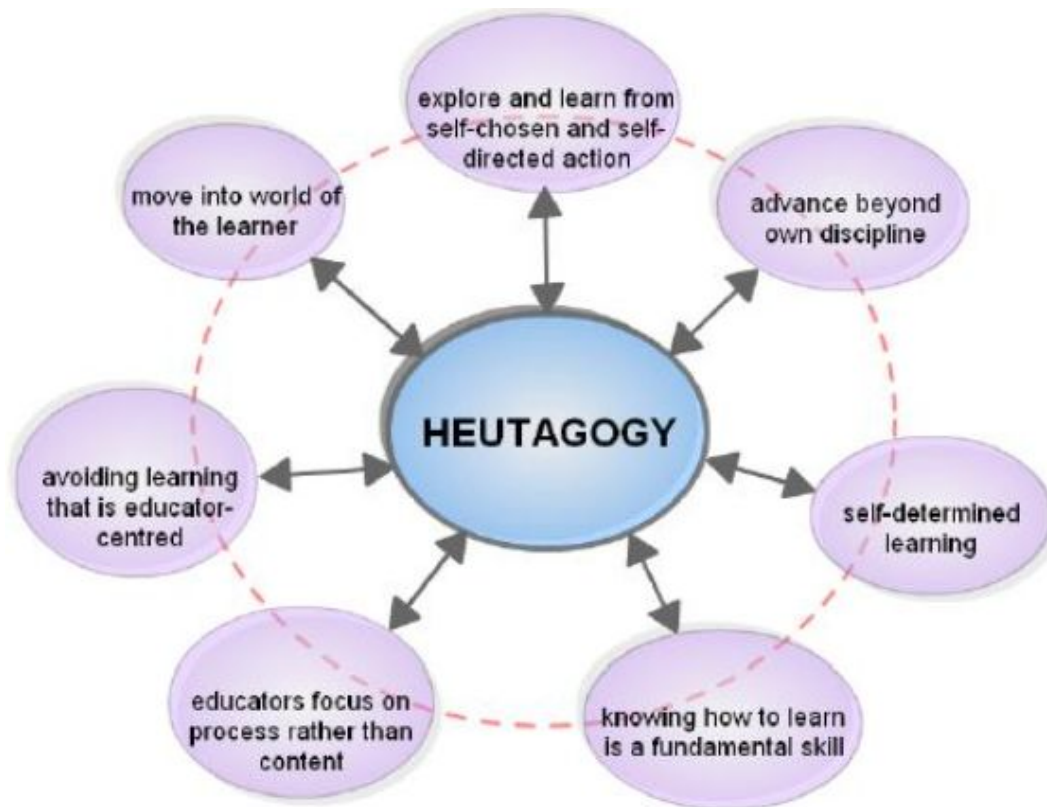
A continuum of andragogy
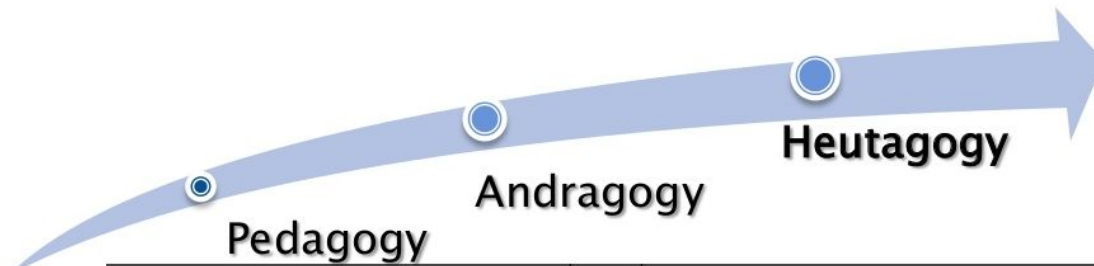
Andragogy (Self-directed)	►	Heutagogy (Self-determined)
Single-loop learning	►	Double-loop learning
Competency development	►	Capability development
Linear design and learning approach	►	Non-linear design and learning approach
Instructor-learner directed learning	►	Learner-directed learning
Getting students to learn (content)	►	Getting students to understand how they learn (process)

Source:
https://www.slideshare.net/lisamarieblaschke/ncorporating-social-media-in-the-classroom-to-support-selfdetermined-heutagogical-learning

Source: https://supyanhussin.wordpress.com/2010/09/22/pedagogy-and-andragogy/

By considering how a project-based learning (PBL) approach will often contribute to the goals of transformative learning for the socio-ecological transition, it is possible to understand how different styles of learning experience are relevant and appropriate along different stages of individual and collective learning pathways, as indicated below.

PAH Framework for Project-Based Learning for Transition

Driving Questions
- Pedagogy – How well can you create the regenerative and equitable future that you envision as being relevant for your context?
- Andragogy – How can any known visions of regenerative and equitable futures be adapted and modified to your context?
- Heutagogy – What regenerative and equitable future do you want to create?

Overall Purpose or Goal
- Pedagogy – To teach basic skills and key skills as a foundation for future projects.
- Andragogy – To provide some structure so learners can be self-directed.
- Heutogogy – To establish an environment where learners can determine their own goals, learning paths, processes, and projects as contributions to generating a regenerative and equitable future.

Role of the Educator
- Pedagogy – To teach, demonstrate, help learners design, plan and do their project correctly.
- Andragogy – To facilitate, assist learners, mentor
- Heutagogy – To coach, mentor, be a sounding board, be a guide very much on the side.

Project Development Process
- Pedagogy – Use of prescribed kits, templates; step-by-step directions and tutorials.
- Andragogy – Use of some templates; learners add their own project designs, adaptations and refinements.
- Heutagogy - Open ended; determined by the learner.

Implemented Projects
- Pedagogy – A project that looks and acts like the original model.
- Andragogy – A project that has some attributes of the original model but that includes the learner's original ideas.
- Heutagogy – A project that is unique to the learner and to the learning community.

How this framework relates to other BLAST tools

The diagram below indicates the key relationships between

- **socio-ecological transition** (goal - as both a process and an outcome)
- **transformative learning** *(approach)*
- **blended learning** (method)

It also aims to provide a basic indication of the beneficial relationships between key areas of activity that support the scaling up of transformative change. The **competency framework** can be understood in the context of **Communities of Practice** who share an understanding of the value of using the competency framework and use **blended transformative learning to accelerate, expand and deepen socio-ecological transition**. In doing so they also make use of a shared **Toolkit** of tools and methods applicable for different situations, the use of which further **accelerates, expands and deepens socio-ecological transition**.

The **Overview Document (Transformative Ecologies of Learning)** provides a more detailed explanation of these relationships and their value.

Therefore, two specific competencies (included in this framework) which significantly benefit the activation of transformative learning in general, and blended transformative learning in particular, for socio-ecological transition are:

- **Competencies for Communities of Practice** - knowledge, attitudes and skills for working collaboratively across both dispersed and unstructured networks, and organised collectives with common interests in a general field, both to develop the general qualities of practice in that community and to achieve the general objectives of that community where these are identified.

  *The **BLAST Community of Practice Guide** has been specifically developed to work in combination with the BLAST Competency Framework to help strengthen and expand the work of various interacting communities of practice involved in its cross-cutting themes of transformative learning, blended learning and socio-ecological transition.*

- **Competence in the selection and use of tools and methodologies** - competence in the selection and use of tools and methods, including using these in combination, for a variety of contexts,
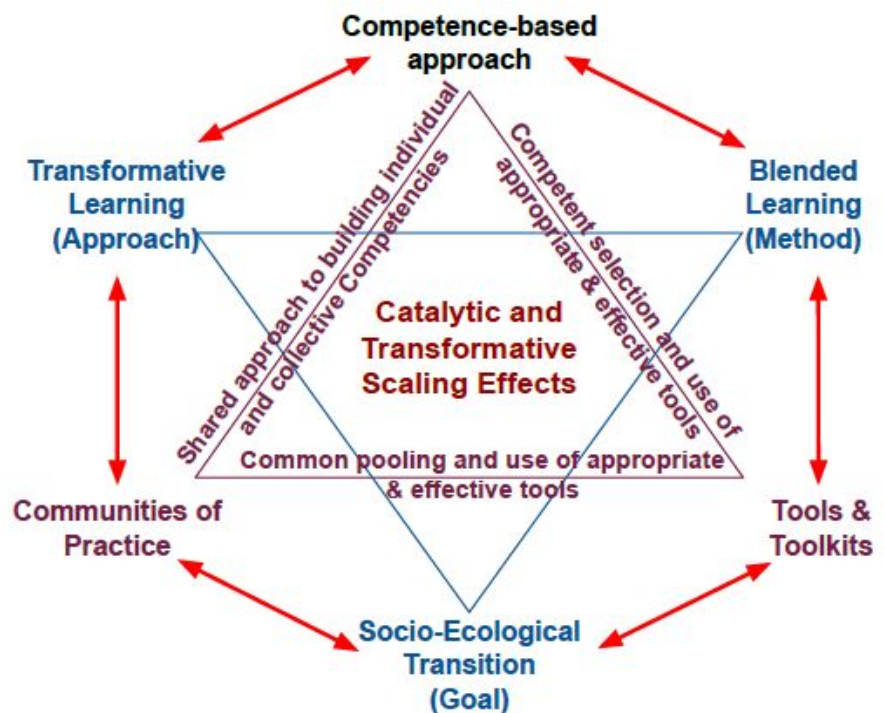
processes and audiences i.e. well-informed and skillful selection and use of tools for mobilising and enhancing all the other competencies, including different types of tools according to the needs of the participants and the specific context e.g. participative methodologies; online tools; etc.

*The **BLAST Toolkit** has been specifically developed to work in combination with the BLAST Competency Framework to help strengthen and expand the work of various interconnected individuals, collectives, organisations and communities of practice involved in its cross-cutting themes of transformative learning, blended learning and socio-ecological transition.*

It is important to recognise that in combination with the competencies listed above, specific **competencies for catalysing change are needed** (not just competencies for facilitating learning). For the goals of the BLAST project, these are particularly needed for engaging, motivating and equipping individuals and collectives to participate in and activate transition, for as long as it takes. For this reason, this framework sets out competencies that are important for the role of Catalysts, as well as the role of Trainers, with an expectation and encouragement that Trainers and Catalysts will often be working together.

The limitations of this and other competency frameworks

This competency framework is being developed with a recognition that competency frameworks in general may have a number of limitations, and that this particular competency framework has its own limitations. Some of the general limitations of competency framework are that they may be:

- Not used widely
- Not designed with a specific use in mind
- Not useful for the needs of their potential audience
- Not user friendly for their intended purpose
  - e.g. too long/short, not easy to navigate, too long to get to the point
  - e.g. do we want people to be able to self assess? Have we provided a scorecard for that?
  - e.g. are the categories sufficiently well described to be able to self-assess?
- Who they have been designed *by* and the bias that this might lead to in terms of:
  - what is unconscious/conscious;
  - over/under valued
- Who they have been designed *for* and the bias that this might lead to
  - Language used and how accessible it is depending on:
    - whether English is your first language or second
    - Language used that is academic/elitist/inaccessible
    - Language that is overly conceptual and insufficiently practical
    - Language used that is jargon/specialist
  - Use of sign language or other accessibility considerations not being included
- Only appealing to read-write learners - no examples, case studies/stories, quotes, lacking diagrams and imagery - a lack of visual appeal

This particular framework has a number of limitation which we hope to address as it further iterations of this competency framework are developed - specifically:

- The framework has not been designed by or alongside educators or facilitators from more diverse backgrounds and this was a restriction of the way the project was designed (with a defined group

of collaborators paid to develop the framework and no funds for wider consultation or collaboration in this first iteration). As such, this framework has been designed by a collective that is exclusively White, with an over-representation of those who in the UK would be categorised as 'middle-class'.

- Whilst its refinement and improvement over two or three rounds of iteration has been designed with the intention of consulting educators or facilitators from diverse backgrounds, the starting point will be likely to remain a limitation. It is recognised that a competency framework for the same purpose would look and function differently if it was designed and written by educators, facilitators and catalysts from a diverse range of backgrounds.

- The complexity of the material and goals being addressed in comparison with the available resources and the limitations of the competencies and experience of those developing this framework inevitably means it is imperfect and has limitations.

The intention is that through engagement with and feedback from a much broader and more diverse audience the wisdom of the crowd can become active in helping this framework to become as usable and useful as possible, both in the short and long term, through various iterations, associated tools and spin-off activities.

Competence Framework

In this section of the Framework document, the three fields of competence are set-out in the following order:

- **Transformative learning**
- **Blended learning**
- **Socio-ecological transition**

The intention is to explore ways to relate each of the three fields of competence to each other, as well as to identify ways to put them into action and to develop them. The general goal is to develop the usability of the Framework so that individuals, teams, collectives and communities can put in place and develop the ecology of collective competencies that they need to bring about blended transformative learning for socio-ecological transition. Therefore the intention is that this Framework will be developed, refined and improved over time, in both its content and its presentation, in order to improve its usability and impact.

All the competencies can be viewed alongside each other within a **Summary Table of BLAST Competencies (A3)**.

1.   Participant and trainer competencies

Transformative learning competencies

> *"Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions… Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world … "*
> *(O'Sullivan, 2003)*

Given the personal and social nature of transformative learning in the transition context, both the learner and the trainer will share a range of competencies required to engage in the process, albeit at different levels.

From the learners side, there will only be a few prerequisites for embarking on a transformative learning journey. These are:

- An eagerness to learn about oneself and a level of self-awareness
- Self-responsibility
- Curiosity
- Willingness to train non judgmental attitude

In the context of transformative learning for the socio-ecological transition, and to foreground the understanding that truly transformative learning only happens when it is applied in a collective/social context, it is also prerequisite that there is:

- A motivation to be of service, or an altruistic or social/ecological commitment, alongside a motivation of 'enlightened self-interest' so the learner(s) understand how they and others will benefit from the learning
- Some degree of being embedded in collective/community networks/groups/organisations or an intention to become embedded in this way

During the process of learning, learners will hopefully develop certain competencies (set out below) to at least a foundational level (Novice), with the intention that over time many competencies will be developed further to an intermediate or advanced level (Competent/Proficient).

Trainers and catalysts will have more prerequisites. They will be expected to start with at least an intermediate level (Competent) of the same competencies, and if so to develop those competencies further to an advanced, expert level (with well developed multiplier competencies) in order to have the greatest impact on learners, or communities. They will also need additional competencies which are specific and exclusive to their role as trainer or catalyst, for example skills and experience in setting up and managing a range of transformative learning tools, methods and environments.

The following tables firstly address competencies that learners and trainers/catalysts have in common, and later, competencies that exclusively apply to those in trainer/catalyst roles.

Transformative Learning Competencies in common

There are a range of competencies which both someone engaging in transformative learning and an educator delivering transformative learning need to develop. These competencies have been developed with the socio-ecological transition education in mind.

In the **INTRAPERSONAL (BEING) DOMAIN** in which individuals, collectives and communities are developing their inner world and their individual and collective way of being. In terms of *transformative learning competence*, this includes:		**Indicate Current and Target Level of Competence in this column**
<u>**Clarity of purpose, values & vision & commitment and motivation to learning**</u>	Examples: - Having a sense of deeper purpose and being aligned and acting from it - Critically aware of own hopes, fears and expectations; and their impact on motivation - Able to craft their insights into visions of desired futures - Commitment to self-knowledge, personal learning and growth (moral, ego, values, emotional, interpersonal characteristics etc.) as both a means and an end in itself. - Understanding of how to work between comfort and discomfort / growth edges to benefit continual learning - Willingness to take part in learning experiences that are non-linear and manifest from the group experience	

	- Investment of time and effort in ongoing action-learning cycles to incorporate reflection on experience, learning and applying learning to own context	
Self-awareness, emotional literacy & regulation	- Awareness of the inner terrain of thoughts, feelings and body sensations and how that impacts on one's sense of self, one's behaviour - including in groups - Understanding of how feelings can support or undermine our intentions and actions - The ability to stay present and sensitive to subtle shifts in one's internal environment, and to subtle shifts in the group environment and communicate this in service of group progress - Awareness of the body (sense experience) as a bridge to intuition, insight and wisdom - Able to work with difficult and challenging emotions, acknowledging the triggers and the 'purpose/value' of these emotions, and how they shift depending on the social context - Able to find support in working with emotions to benefit learning and growth - The intention and ability to experience and deepen kindness/love, empathy, compassion and connection to yourself, other humans and the non-human world - Recognising how one is affected by and implicated in dominant social and economic systems that lead to inequality based on protected characteristics of gender, race, class, religion, ability and age (patriarchy, white and western supremacy, ableism, classism)	
The COGNITIVE (KNOWING) DOMAIN consists of what individuals, collectives and communities need to know to enable, generate and support transformative learning, this includes:		**Indicate Current and Target Level of Competence in this column**
Critical analysis of mechanism through which meaning/knowledge is made, valued & promoted (individually & collectively)	- The ability to make meaning out of experience; and the ability to synthesise experience, models or frameworks, and update perspectives - Able to see social, historical and cultural constructs as constructs which can change, adapt and collapse - Recognising the subjective, partial and provisional nature of all views - The ability to critically reflect - particularly on assumptions and where they come from, in order to be able to change them if necessary	

	- Understand the significance of how 'intelligence' and 'knowledge' has been defined and valued through history and its effect on today - The ability to value and recognise a range of sources of knowledge and multiple types of intelligence	
Ability to navigate complexity & think in terms of systems	- Acknowledgement of constant, complex change making our journey unpredictable - Able to see and hold 'problems' as systems; seeing cause and effect, feedback loops, interconnections without assuming complete understanding - Open to new information and experience and willing to update perspective even if contrary to previously held beliefs - Recognise interconnections of individual, social and ecological contexts, where each is both a whole in itself and a part of a larger whole	
Knowing how to manage high levels of change & conflict effectively	- Being able to think and act beyond polarities, without reducing/evading creative tensions, or finding it difficult to participate in processes that engage and potentially different and potentially contradictory views - The ability to think about change from a range of timeframes i.e. short term, medium term and long-term	
The INTERPERSONAL (RELATING) DOMAIN comprises the generalized ability to express and engage with ideas, and interpret and respond to messages from others. In terms of transformative learning competence, this includes:		**Indicate Current and Target Level of Competence in this column**
Contributing to group spaces in ways that promote learning and regeneration	- Trusting group spaces as a places for growth, development, change - Ability to care for balance between individual needs and the collective needs of the group in working towards the goal/purpose. - Creating cultures of care, compassion and empathy for self and others from a sense of shared/mutual solidarity and unified purpose towards socio-ecological transition	
Effective communication skills and practice	- Making clear one's own assumptions, perspective and experience that leads to worldview and willingness to understand this for others - Active listening skills for supporting a deeper understanding of others	

	- Ability to adapt language to be inclusive of a range of audiences	
Understanding of and creative engagement with power dynamics	- Recognising the impact of our own and others rank on group dynamics (the power we have relative to one another in relationships, groups, communities and the world/the sum of our privileges) - Understanding how social constructs of identity (gender, race, class etc) relates to inequality and injustice at a systemic level and how this permeates learning and action spaces	
The ACTION (DOING) DOMAIN comprises the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively. In terms of transformative learning competence, this includes:		**Indicate Current and Target Level of Competence in this column**
Aligning behaviour with values and vision	- Noticing, understanding and willingness to address the 'value–action gap' where behaviour differs from values held e.g. addressing gaps where learning happens conceptually, but is not put into practice - Able to implement decisions and/or actions that support vision - The ability to initiate, facilitate and 'manage' in flexible and responsive ways one's own transformative learning experiences, programmes and journeys, for both the individual and for groups	
Example sources of knowledge, practices, tools and training centres which can support the development of these competencies: ● Joanna Macy - The Work that Reconnects ● Secular or Buddhist forms of mindfulness and compassion practices ● Presencing - Theory U ● Process Work		

Transformative Learning Competencies for trainers/catalysts exclusively

In the INTRAPERSONAL (BEING) DOMAIN in which individuals, collectives and communities are developing their inner world and way of being. In terms of transformative learning competence, this includes:		**Indicate Current and Target Level of Competence in this column**
Self-awareness and adaptability in role as trainer	- Able to balance self-confidence and self-questioning of what will serve learning and insight in any given moment - Able to have 'methodological versatility' i.e. the inner freedom (rather than by habit or autopilot) to select and apply teaching methods that are responsive and appropriate to what's arising or to the context - Ability to plan and enact a shift from the more immediate/direct role of facilitator of learning (e.g. sharing knowledge, skills, experience) to often more distant support or mentoring of an ongoing self-directed learning journey	
The COGNITIVE (KNOWING) DOMAIN consists of what individuals, collectives and communities need to know to enable, generate and support transformative learning, this includes:		**Indicate Current and Target Level of Competence in this column**
Deep understanding of transformative learning theory and practise	- Theoretical knowledge that can serve as a foundation for transformative learning. It includes (but is not limited to) theories of how people learn, theories of "transformation" and development (Mezirow, Kegan, *Beck Spiral Dynamics integral / Graves Development theory)* etc). It also incorporates an array of pedagogy tools such as classroom design, tools for sense-making, coaching approaches, and so on.(Tras Edge) - Understanding how historical. social and cultural systems and structures around power, discrimination and bias will be present in learning spaces and can be reproduced unless attention and care is given to raise awareness of and dismantle these dynamics	
The INTERPERSONAL (RELATING) DOMAIN comprises the generalized ability to express ideas and interpret and respond to messages from others. In terms of transformative learning competence, this includes:		**Indicate Current and Target Level of Competence in this column**
Creating a group container	- Approaching learners with positive regard and empathy - Holding the varying emotions of the group that arise as a result of breaking down unconscious, challenging narratives or dealing with systemic power dynamics that show up in the space	

Sensing/reading and working with group dynamics in service of learning	- Ability to gauge when and how to effectively stretch into or within participants individual or collective 'learning zone' (the space change can be seeded) to their growing edge where transformation becomes rooted (Trans Edge) - Recognising a diversity of characteristics and qualities in individuals and groups and mixing activities, combinations of people, group sizes to usefully and creatively vary the nature and outcomes of group dynamics in response to individual and collective needs - Encouraging the learners to acknowledge and value the potentials of the different worldviews of the learning community and let them map how to transform friction into synergy and creativity - The ability to work with liberating structures, processes and rhythms in groups	
The ACTION (DOING) DOMAIN comprises the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively. In terms of transformative learning competence, this includes:		**Indicate Current and Target Level of Competence in this column**
TL learning design	- Abilities to use design learning experiences, processes and tools to construct TL programmes and journeys, for both individuals and groups, that draw on personal experience of participating in TL programmes - Selecting a range of activities (e.g. playful; challenging; physical; reflective) for individuals and groups, and a variety of learning environments (e.g. indoors & outdoors) that can significantly enhance or support transformative outcomes - Catering for the range of diversity present in TL groups in terms of motivations, backgrounds, locations, contexts and so forth; use language, case studies and reference material that encompasses and embraces this diversity, in order to create an inclusive space for all - Valuing and building in feedback loops for learning and how to develop feedback systems within an online learning environment - The ability to integrate, refine or innovate valuable transformative learning methods and tools	
Holding learners on a non-linear, non-traditional learning journey	- Able to hold the tensions that emerge along the learning journey (vs "fix the problem") - Ability to help learners become critically aware of their own hopes, fears and expectations; and to craft their new insights into visions and pathways to desired futures. Sub-competencies are - a. Futures/foresight skills - the ability to elicit and critically assess tacit assumptions about the future (hopes,	

	fears, expectations); to access any relevant research/ factual material against which to evaluate those assumptions; and to elicit deeply-held values on which to build a vision of desired futures.
	   - b. Charting the territory - the ability to support students to create successively more detailed maps of the terrain: their desired futures, and the space between now and then; and to create stories about the journey (‚just enough').
	   - c. Setting out on the journey - crafting invitations to students to experiment, individually and collectively, and to set their own priorities and boundaries. (Tras Edge)
	- The ability to initiate, facilitate and 'manage' in flexible and responsive ways transformative learning experiences, programmes and journeys, for both individuals and groups	

Creating safe spaces that can work effectively with discomfort	- Create a culture of checking in which challenges the denial of our emotional, embodied states, and allows people to be acknowledged as whole people - Ability to assess levels of psychological safety of activities *and create safe-enough learning space* with acknowledging the distinction between safety and comfort - Able to develop appropriate systems for addressing feedback, complaints and safeguarding the well-being of learners throughout the whole learning experience	
Anchoring learning in experience and practice	- Creating mechanisms to test/trial/pilot learning in both short term and longer term and adapt/adjust accordingly i.e. anchor knowledge in real-life experience and practice - Ability to design different settings / formats / structures to best support the embodiment of skills/attitudes in the long-term (individual support i.e. coaching - group support i.e. supervision, peer groups in self-organization, CoP)	
Building in the support infrastructure for trainers themselves	- Cultivating a network of complementary practitioners who can support the transfer of learning - The ability to engage, share and learn in mutually beneficial ways with training / catalyst peers e.g. within Communities of Practice for transformative learning, such as integral or permaculture educators - Assessing and selecting evaluation tools that are suitable for TL environments	
Example sources of knowledge, practices, tools and training centres which can support the development of these competencies:		

- Joanna Macy - The Work that Reconnects
- Secular or Buddhist forms of mindfulness and compassion practices
- Presencing - Theory U
- Process Work

Blended Learning Competencies

As per transformative learning competencies, both the learner and the trainer will share a range of competencies required to engage in the process - albeit at different levels.

From the learners side, there will only be a few prerequisites for embarking on a blended learning experience. These are:

- Seeing value and potential in learning in a non-linear, more self-directed setting
- Willingness to confront fears and concerns of learning through technology

During the process of learning, learners will hopefully develop certain competencies (explored below) to at least a foundational, if not intermediate level.

The trainers on the other hand, will be expected to start with an intermediate level of the same competencies, and aim to develop those competencies to an advanced, expert or multiplier level in order to have the greatest impact on learners, or communities. They will also need additional competencies which are specific and exclusive to their role as trainer or facilitator. The below tables firstly address competencies that they have in common, and later, competencies that exclusively apply to those in trainer/facilitator roles.

Blended Learning Competencies in common

In the INTRAPERSONAL (BEING) DOMAIN in which individuals, collectives and communities are developing their inner world and way of being. In terms of blended learning competence, this includes:		Indicate Current and Target Level of Competence in this column
Self-awareness	- Ability to self-motivate and take responsibility for own learning - particularly for self-directed aspects of blended learning programme - Understanding own learning style and how to manipulate blended environment to suit style	
The COGNITIVE (KNOWING) DOMAIN consists of what individuals, collectives and communities need to know to generate transition. In terms of blended learning competence, this includes:		
Understanding of blended learning as an approach to capacity building	- Understanding what blended learning is, how it differs from traditional f2f, advantages and disadvantages - Understand terminology specific to technologies being used - Understanding the concept and practices of "ecologies of learning" that span digital and physical realms (e.g. the diversity of interrelated elements, relationships and processes involved in learning)	

The INTERPERSONAL (RELATING) DOMAIN comprises the generalized ability to express ideas and interpret and respond to messages from others. In terms of blended learning competence, this includes:	
Communic-ation skills	- Ability to select and moderate communicate style to suit the technological or face-to-face context e.g. zoom, slack, email, in-person workshop - Willingness to follow or help set good practices in use of digital communication methods e.g. online meetings, Slack, email, etc - Ability and willingness to communicate in ways that facilitate the learning-action process i.e. share our own and listen to others thoughts, feelings, ideas and concerns	
Community building	- Openness to build relationships and relate with others through remote and online channels, and not just through face to face - Willing to contribute to and communicate around building an inclusive learning community in both online and face to face environments - Acknowledgement of one's own cultural and social background, identity and experience and openness to experiences different to one's own - Not making assumptions based on one's own position around other views, needs or experience	
The ACTION (DOING) DOMAIN comprises the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively. In terms of transformative learning competence, this includes:	
Practical Tech literacy	- Ability to problem solve independently or by following instruction to trouble-shooting (basic maintenance, repair e.g. installing updates) - Ability to navigate multiple digital tools and resources - Awareness of spamming and how to handle that - Awarenesses of privacy and data protection and understanding sensitive data handling procedures (how to keep your data safe online), using cookies etc. - Ability to manage online identity and digital reputation	
Self-management	- Ability to manage time and tasks in both digital and physical realms - Ability to manage other technological distractions while learning through technology-driven media - Ability to adapt to and switch between a range of learning environments	

Research skills	- Research (including finding and evaluating good online sources, and recognising poor sources)	

Example sources of knowledge, practices, tools and training centres which can support the development of these competencies:
- [Leading Groups Online](#)

Trainer specific Blended Learning competencies

In the **INTRAPERSONAL (BEING) DOMAIN** in which individuals, collectives and communities are developing their inner world and way of being. In terms of blended learning competence, this includes:	**Indicate Current and Target Level of Competence in this column**
Self-awareness in technological learning environments - Ability to manage one's own and help to minimise participants stress induced by technological/digital challenges - Ability to recognise one's own exhaustion from facilitating online (from screen time, reading the group, delivering content etc). and have ways to resource oneself - as well as supporting the group to do the same	
The **COGNITIVE (KNOWING) DOMAIN** consists of what individuals, collectives and communities need to know to generate transition. In terms of blended learning competence, this includes:	
Assessing and selecting technology suitable for the context and the audience - Knowledge of the ethical issues associated with use of digital tools and technologies and of the ethical options for most used tools e.g. meetings; shared document systems; etc. - Knowledge of the accessibility of any new technological tools are accessible in terms of connectivity / bandwidth / reliability of the internet. - Awareness of the varying levels of experience that learners will have had with blended learning, and providing an environment that caters to all levels of 'prior knowledge' - Knowledge of technologies that can be used to accommodate different types of participation - e.g. blend of video and phone call using video conferencing	
Allocating adequate human resource - Knowledge of different roles required for online environments and what is appropriate and needed for a given scenario to provide a rich learnng environment (e.g. facilitator, tech support etc).	

Experiential and participatory learning design competence	- Understanding what is necessary to do synchronously (face to face or online) and what can be done asynchronously - Understanding the limitations of online learning and finding solutions/moderating expectations, learning objectives accordingly - Recognising the different cognitive bandwidth that is taken up by online learning and moderate training plan / experiential learning journey appropriately - Vary types of engagement regularly to cater for different learning preferences	
The INTERPERSONAL (RELATING) DOMAIN comprises the generalized ability to express ideas and interpret and respond to messages from others. In terms of blended learning competence, this includes:		
Engaging in online environments	- Engage with learners in ways that manage higher distractibility levels, multi-tasking potential e.g. agreements not to check text, email etc whilst engaged in online learning. - Understand how levels of engagement vary in online environments and which tools and techniques to deploy and when to sustain engagement in the long term.	
Engaging in offline / in-person environments	- Engage with learners in ways that optimise benefits of in-person engagement, including managing potential for distraction or loss of focus (e.g. phones off; comfort breaks; etc) - Understand how levels of engagement can be intensified in in-person environments and which tools and techniques to deploy and when to sustain engagement in the long term.	
Managing group dynamics competence	- Foster connection with and between learners in a range of online and in-person environments - Work with conflict that arises in ways suitable for a) an online environment, b) an offline / in-person environment, c) a mix of online and in-person over time e.g. in-person interaction may support overcoming misunderstanding / shallower experiences that are may arise online (and possibly vice versa for some!) - Understanding how power and rank, and mainstream and margins, affect groups and learning processes and the effect that online settings can have on participation levels of different sub-groups (see Leading Groups Online guide, by Jeanne Rewa & Daniel Hunter) - Address unequal power dynamics that are often present in groups in ways suitable through an online environment	

	- Ability to 'read the group' and test assumptions about the group using available tools and technologies	
The ACTION (DOING) DOMAIN comprises the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively. In terms of transformative learning competence, this includes:		
Design, facilitation & management of blended learning environments and pathways	- Ability to design, facilitate and manage a coherent blended mix of in-person and online learning activities, environments and processes, including both more contained time limited experiences and more extended learning journeys - The ability to select, use and mix appropriate learning activities and environments according to participant or situational needs, incorporating online and in-person, to optimise the potential for beneficial learning and transformation experiences and outcomes - The ability to use and share new technological tools that enhance accessibility in terms of connectivity / bandwidth / reliability of the internet - The ability to identify, select and use technologies that can accommodate different types of participation - e.g. blend of video and phone call using video conferencing	
Technologically enhanced learning competence	- Ability to manage time - for self and learners - Moderate introduction of new technological tools according to ability (skills, confidence) of the group - Use appropropriate tools for tracking engagement in an online environment e.g. polls, review activities, offline check ins - Providing clarity for the group on who to contact for different queries and how to do that during or between sessions e.g. facilitator, technological support etc.	
Example sources of knowledge, practices, tools and training centres which can support the development of these competencies: ● [Leading Groups Online](#)		

Socio-ecological Transition Competencies

The socio-ecological transition competencies are presented in a single table that enables Trainer & Catalyst competencies to be considered alongside the competencies for Individuals, Groups & Communities. This enables the relative levels and qualities of competency across a community to be understood, and to recognise that the Trainers & Catalysts are active elements of the wider communities they work with, whether they live in those communities or not. This also helps develop an understanding of progression in learning, and learning pathways, so that individuals, groups and communities progress to higher levels of competence over time, and that some members of any community are likely to progress to become Trainers & Catalysts.

> *This competency framework takes the position of considering the competences that are needed for both a) putting in place a significant and meaningful **process of transition** and b) achieving the **overall transition goals or outcomes** that process aims to achieve. For this reason, the overall Competency Framework is extensive.*

Transition Competencies for Trainers and Catalysts

As community-scale and societal transition is the goal, the assumption and basis for identifying the competencies needed by trainers and catalysts working in this field is that **the general goal is for trainers and catalysts to always/typically work as part of a team**.

There may be a few exceptions, but generally one trainer or catalyst is not going to be able to bring about transition at community scale, for a variety of reasons! Of course, there will be occasions where Trainers and Catalysts are working independently. However, to set out a realistic framework for Trainers and Catalysts it is most valuable to identify a range of competencies that ideally would be in place across a **Trainers and Catalysts Team**, so that then individual trainers and training collectives can determine how to put in place, strengthen and enrich the individual and collective competencies both in their team, and subsequently across the community they are working with.

In considering trainer competencies and catalyst competencies, the essential differences between these two important roles is:

- **Trainers:** advanced or expert levels of competence in the design and delivery of training and self-directed learning to bring about transformative outcomes, often but not necessarily accompanied by a depth in subject knowledge in one or several areas - these competencies are covered in more depth in the BLAST Competency Framework;

- **Catalysts:** advanced or expert levels of competence in engaging and mobilising people, and facilitating group work and purposeful collective action, with advanced or expert levels of Intrapersonal and Interpersonal competence, often accompanied by strength in areas such as Visioning, planning and organising.

These competencies may exist within the same person, but often they may exist within different people working as a team. The **Trainers and Catalysts competencies** are particularly important for sowing the

seeds of transition competencies in others, and then growing, nurturing and enriching those competencies across a community over time.

Transition Competencies for Individuals, Groups and Communities

Community-level and societal transition can only arise from the collective action of a diversity of individuals.

As community-scale and societal transition is the goal, the assumption and basis for identifying the competencies needed by individuals, groups and communities engaged in this field is that **the general goal is for communities as a whole to develop the ecology of collective competencies that they need to bring about transition**. This therefore requires a wide and diverse range of generic and specific competencies to be developed within individuals, teams and localised networks to bring about transition at community scale.

It is the difference and diversity of complementary competencies across a community of individuals that enable transition to take place. Therefore, transition is <u>not</u> a matter of seeking to develop a fixed set of uniform competencies across a large number of individuals or teams. However, there will be a set of:

- ***generic transition competencies*** that need to be developed to Introductory or Intermediate levels at least.

In addition, according to an individual's strengths, experience and inclinations there will then be a range of

- ***specific transition competencies*** that need to be developed across individuals working as a team or in a community, for example where alongside the generic transition competencies each individual aims to develop a smaller number of specific transition competencies (e.g. that suit their motivations and build on their existing competencies) to at least an Intermediate or Advanced level.

Particularly amongst a group of individuals that are initiating or coordinating local transition activity, or seeking to generate a system or organisational transition, whether they are 3 or 30 in number, ideally these specific competencies should all be covered within that group as a whole to at least an Intermediate or Advanced level to progress and activate transition processes.

For this framework for transition competencies to be realistic for participants in learning and action (individuals, groups and communities) it is important to identify a full range of competencies that will form **the ecology of competencies** that are needed across a community that is engaged in a process of socio-ecological transition. In this way, the whole community, including any individual trainers, community catalysts and training collectives they are working with, can determine how to put in place, strengthen and enrich these individual and collective competencies across the community.

This full range of transition competencies are presented within a framework that incorporates the **intrapersonal (being) domain**, **cognitive (knowing) domain**, **interpersonal (relating) domain** and **action (doing) domain**.

The prerequisites for participants in learning and action are those set out in the transformative learning and blended learning sections above. Within these, an obvious major prerequisite is a desire or commitment to participate in and actively contribute to socio-ecological transition at both the individual and collective level.

The Dreyfus levels suggested for each specific competence area are indicated as follows in the table below:

N (1) = Novice   **AB (2)** = Advanced Beginner   **C (3)** = Competent   **P (4)** = Proficient   **E (5)** = Expert

For all the specific competencies listed it is expected that:
- **For Trainers and Catalysts** - as individuals and teams, all will be between a minimum of Competent Level and Expert Level for each competency area
- **For Individuals and Communities** - all individuals will be between a minimum of Novice Level and generally be aiming to move toward a Competent Level or higher for a particular range of competences they are well suited to or strongly motivated to develop;
- **For Teams, Collectives, Communities and Movements** - across the group the intention will be that at least one member moves toward at least a Competent Level for each competency set out below for larger groups, or for as many is realistic for smaller groups, so that the broad range of competences are well represented across the team, collective or community as a whole, and ideally that each individual in the team, collective, community or movement moves toward a proficient or expert level for at least one competency over time.

In the INTRAPERSONAL (BEING) DOMAIN in which individuals, collectives and communities are developing their inner world and way of being, transition competence consists of the generalized capacity to manage individual and group behaviour and emotions to achieve their personal and collective goals. In the context of transition competence this includes:		**Indicate Current and Target Level of Competence in this column**
Starting and Target Levels of Competence - **Trainers & Catalysts - the Minimum level is Proficient (4) moving to ->Expert (5) over time - trainee Trainers & Catalysts would normally start at least at the Competent (3) level in many areas** - **Individuals & Communities - the Minimum level is Novice (1) moving to ->Competent (3) over time, ideally with at least some individuals within the group achieving Proficient or Expert level for one or several competencies**		
<u>**Generic Intrapersonal (Being) transition competencies**</u>	- Seeing and thinking in terms of local, personal and collective responses to local-to-global solutions - Seeing and thinking in terms of inclusivity and social justice - Seeing and thinking in terms of 'simplexity', as a way of working with complexity in relatively simple (but not simplistic) ways - Positive, solutions oriented attitude - Ability to digest issues that can feel overwhelming in scale - Translation of an appropriate worldview to a local-to-regional level	
<u>**Specific Intrapersonal (Being) transition competencies**</u>		

Positive mental habits or patterns	- Seeing and thinking in terms of systems, patterns and relationships - Seeing and thinking in ways that generate creativity, innovation and adaptation i.e. to generate new regeneratively sustainable solutions (social, economic, ecological) and / or adapt existing forms to become regeneratively sustainable solutions - Seeing, thinking and responding in terms of appropriate models e.g. the Integral Model; Maslow's Hierarchy of Needs for addressing different types of individual or social needs. - Recognising mental narratives and behaviours that are culturally conditioned and have roots in colonization, patriarchy and white supremacy	
Positive dispositions/ attitudes	'Walking the talk' i.e. regeneratively sustainable living, personal transformation, healthy living.	
Appropriate identities/ worldview	- Ecological / holistic worldview translated to the local-to-regional level - Worldview based in social justice and inclusivity - Integral worldview	

The COGNITIVE (KNOWING) DOMAIN consists of what individuals, collectives and communities need to know to generate transition. In addition to the core Blended learning literacy and Transformative learning literacy, and communication abilities, the following is needed for transition:	**Indicate Current and Target Level of Competence in this column**
Generic cognitive transition competencies	
Competencies that enable transformative learning & action for transition	See the earlier **Transformative Learning Competencies section** in this Competency Framework	
Literacy in Sustainability, Regeneration & Resilience	Being reasonably literate in terms of their knowledge of appropriate visions of regeneratively sustainable and resilient futures (the *What?*) and realistic transition processes to manifest those visions (the *How?*), as well as the key components and relationships they require (e.g. ecological, social, economic, individual, collective) including an understanding of the general principles for Socio-ecological Transition, for example: - Significant demand reduction (i.e. in energy and resource use), alongside shifts to sustainable / renewable supplies - Localisation and regionalisation (from a position of imbalance toward globalisation) - Enhanced equity and inclusivity - A sufficiently diverse and mutually beneficial system, that exhibits dynamic stability, adaptability and resilient capacities to maintain health, and recover and return to health from shocks to the system - Enhanced and protected biodiversity and ecosystems	

Cultural and Values-based (Normative) Literacy	Knowledge of socially just and inclusive approaches to engagement, identification of needs and formation of strategies to meet those needs (how?) e.g. understanding the important relationship between 'sustainable living' and 'ethical living'.	
Specific cognitive transition competencies: these are competencies that at least one or several individuals need to develop within transition processes, but which are not necessarily needed by everyone. Typically, these competencies will build on existing competencies in relevant areas.		
Systems Thinking Competencies	Systems thinking, working with complex problems, understanding and promoting resilience, understanding tipping points and feedback loops	
Future Thinking, Visioning and Strategic Competencies	Visioning, developing scenarios, backcasting, recognising heritage, intergenerational equity; Design, planning, decision making, implementing, addressing challenges, organisational development, use of action-reflection cycles.	
Quantitative & Analytical Literacy	to assess and select relative impacts and priorities for change at individual/household level and community level (what?+how?) e.g. often in the context of imperfect knowledge, resource scarcity and limitations in capacity/capability;	
Disciplinary and Interdisciplinary Competencies	Understand the links between knowledge, skills, attitudes and experience, critical thinking and framing of objectives and purpose etc for specific disciplines, the capacities and attitudes for working across disciplines, and abilities for expressing multiple ways of learning and knowing;	
Social, Economic and Political Literacy	to recognise, understand and adjust social, economic and political power dynamics and structures that prevent or provide opportunities for advancing sustainable/regenerative modes of living and working;	
Competence in Social Innovation	to be aware of relevant social innovations that have happened or are happening elsewhere and be able to copy or adapt them to the local context; the ability to generate, facilitate and embed new social innovations at the local level;	
Understanding of Biases in Thinking & Behaviour	Understanding of how sustainable actions are affected by different ways and biases about how choices for action are influenced or inhibited by our comparisons with others. Understanding a range of habits/biases around action choices and around how humans relate to risk (basic knowledge of behavioural theory) - for example, how a behaviour associated with a previous investment of time or money biases toward continuing that behaviour, even if it is bringing no results or benefits ('sunk cost fallacy').	
Regenerative / Permaculture Design Competencies	Understanding and knowledge of specific design methods, tools and practices that generate regenerative solutions, such as Permaculture design.	

Competency Literacy	To understand and use competency-based thinking, methods and strategies for transition, to develop a coherent diversity of individual and collective competencies across a community.	
Competence in the selection and use of tools and methodologies	Knowledge of appropriate individual tools or methodologies for specific contexts or needs, and tools or methodologies in combination, for a variety of contexts, processes and audiences;	
Reflection, Checking, Testing, Monitoring and Evaluation Competencies	to check progress (qualitative and quantitative progress) towards goals, and take appropriate positive action if progress is not on track, or goals have not been achieved, and to be able to adjust the direction or goals to achieve better or different outcomes where appropriate.	

Balancing Competencies	Using this range of competencies in the COGNITIVE (KNOWING) DOMAIN individuals, groups and communities will need to use their knowledge to develop balanced ways to address:
	● Environmental dimensions (carbon footprint, ecological footprint, etc)
	● Social dimensions (social justice, EDI, health, etc)
	● Economic dimensions (equity, economic structures, ethics within economic activity, etc)
	● Key Areas of Lifestyle Impact, covering homelife, work-life and community life, for environmental, social, ethical (workers rights, human rights, animal welfare, etc) and economic impacts, specifically:
	  ○ Energy
	  ○ Food
	  ○ Homes & Built Environment
	  ○ Travel & Transport
	  ○ Consumer Choices
	  ○ Technology & Digital
	Additionally for Worklife:
	  ○ Services
	  ○ Manufacturing, materials & resource efficiency (circular economy)	

Experiential Knowledge & Understanding: The COGNITIVE (KNOWING) DOMAIN will be enriched in individuals and communities by **experiential knowledge and understanding** (i.e. not merely conceptual knowledge and understanding) and will be achieved through significant experience of the kinds of processes and outcomes transition is aiming for, whether this is through direct personal experience at home, in work or within the neighbourhood/community, or through short or long term of demonstration or exemplar projects, which fully or partly provide a real-world example of what is aiming to be achieved. For example :		**Indicate Current and Target Level of Competence in this column**
Regeneratively sustainable / Low impact lifestyles	Knowledge and understanding from experience of the options for individual and collective transition from higher impact to low impact lifestyles that are relevant for a broad audience e.g. in key lifestyle impact	

(individual and collective)	areas of energy, food, transport, etc; deep retrofit of homes; ecological cohousing projects;	
Health creating lifestyles	Knowledge and understanding from experience in the context of 'whole health' i.e. lifestyles that create and support physiological, mental and emotional health in the individual, group and ecosystem, as well as health-creating economic and social systems;	
Ethical lifestyles (individual and collective)	Knowledge and understanding from experience of consistently practising ethical choices (addressing: human and workers rights; animal rights; oppressive regimes; etc as well as environmental impacts) in major areas of *lifestyle impact*, including food choices, energy purchasing/supply, consumer goods (e.g. appliances; clothing; digital devices; etc) and financial choices (banks; investment) as well as *ethical work-life choices*, and *ethical options for community life* (organic food purchasing coops; car share; local credit unions; etc). [Link to Ethical Lifestyle Tools project]	
Conscious / Spiritually oriented lifestyles which focus on our human relation with nature	Knowledge and understanding from experience of lifestyles which focus on our human relation with nature based in experience of ourselves as part of nature as a greater whole (and/or deep ecology or radical ecology), which typically incorporate a high level of reflection and questioning of the dominant cultural values and worldview, where deeper knowledge (and at times wisdom) arises from the experience of personal inner and outer transformation.	

The INTERPERSONAL (RELATING) DOMAIN comprises the generalized ability to express ideas and interpret and respond to messages from others. In terms of transition competence, this includes:		**Indicate Current and Target Level of Competence in this column**
<u>**Generic Interpersonal transition competencies**</u>	Knowledge and skills for both learning in teams and working in teams, collective processes for visioning, planning, decision making etc in the context of socio-ecological transition; working in groups as part of their learning experience, for group work on community transition initiatives	
<u>**Specific Interpersonal transition competencies**</u> (Needed by some but not all within a community)	- Abilities to understand and communicate key concepts and practices - Abilities to understand and communicate in terms of 'simplexity', to digest and communicate important aspects of complexity in relatively simple (but not simplistic) ways	
<u>**Team working**</u>	Knowledge and skills for both learning in teams and working in teams, collective processes for visioning, planning, decision making etc in the context of socio-ecological transition; working in groups as part of their learning experience, for group work on community transition initiatives e.g. developing healthy group cultures of trust, authenticity; working	

	through conflict; developing communication channels; understanding power and rank dynamics; collective and individual well-being including celebration, gratitude; giving and receiving feedback.	
Engagement	Knowledge, skills and understanding that enables others to engage with and experience transformative learning and action processes and outcomes, individually and collectively	
Communication & Simplexity	Abilities to understand and communicate key concepts and practices Abilities to understand and communicate in terms of 'simplexity', to digest and communicate important aspects of complexity in relatively simple (but not simplistic) ways	

The ACTION (DOING) DOMAIN comprises the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively. In terms of transformative learning competence, this includes:		**Indicate Current and Target Level of Competence in this column**
Generic Action transition competencies	● Abilities to generate a realistic picture of personal impacts and identify relevant personal goals, processes and competencies to support personal transition action. As sustainable living requires 'walking your talk', enrichment of the ACTION (DOING) DOMAIN will enhance overall competence by deepening knowledge and refining skills over time. Therefore, for individuals this means the ability to exercise: ● Ideally, at least one more advanced level of practical skill of specific relevance to the goals of socio-ecological transition e.g. food growing; low impact living; group facilitation / group working; inclusive and equitable engagement practices; naturally healthy living; specific complementary health skills; renewable energy; green building; etc. ● Practical skills that enable manifestation of creativity, innovation, adaptation, etc - to generate new regeneratively sustainable solutions and / or adapt existing forms to become regeneratively sustainable solutions e.g. design and creativity skills; technical and making skills.	
Specific Action transition competencies		
Catalysing and maintaining positive collective action	Abilities to translate a generic set of collective transition goals, processes and competencies to a specific local, community, municipal or (bio)regional context. Abilities to translate a generic set of collective transition goals, processes and competencies to a specific system or organisational context If the goal is a system level or organisational transition (e.g. confederation, global financial mechanisms, cooperation treaties, etc)	

Technical or Discipline Specific Action Competencies	Across communities the ACTION (DOING) DOMAIN will require a range of specific and complementary technical skills in particular areas of significant impact, including: ● ENERGY: energy efficient technologies and systems; renewable energy systems (from household to utility scale - survey, design/specification, installation, and maintenance); energy measurement and monitoring systems; ● BUILDINGS: low carbon, healthy deep retrofit (survey, design/specification and installation) ● FOOD (for low impact & health-creating food systems): food growing; local-to-regional food sourcing and distribution; ● HEALTHY LIVING: for individual and collective 'whole health' covering the realms of physical, mental and emotional health in integrated ways.	
Facilitation	Abilities to design and facilitate individual and collective transformative learning experiences and outcomes for others	
'Translation' to specific contexts	Abilities to translate a generic set of collective transition goals, processes and competencies to specific personal, group, local, community, municipal or (bio)regional contexts.	
Project Design, Planning and Implementation, Resilience and Change Management	Skills in a) project design, project planning and project implementation; b) 'change management', whether that is individual or collective, organisational (including business) or at the community level; c) building individual, team and community resilience.	
Walking Your Talk	As sustainable living requires 'walking your talk', and the learners' experience is enhanced by respect for the trainer(s) or catalyst(s), enrichment of the ACTION (DOING) DOMAIN will enhance overall competence. This enhancement arises from the ability to exercise ● Ideally, at least one more advanced level of practical skill of specific relevance to the goals of socio-ecological transition e.g. food growing; low impact living; group work; inclusive and equitable engagement practices; naturally healthy living; a specific complementary health practice; renewable energy; green building; etc. ● Practical skills that enable manifestation of creativity, innovation, adaptation, etc - to generate new regeneratively sustainable solutions and / or adapt existing forms to become regeneratively sustainable solutions e.g. design skills, technical skills.	

Competencies that **integrate the COGNITIVE, BEING, INTERPERSONAL and ACTION DOMAINS** that are all specific competencies that need to be incorporated within a number of members of a community or group:	**Indicate Current and Target Level of Competence in this column**
Organising & Managing Competencies	An advanced level of competencies for organising and managing will typically be needed for trainers and catalysts, either as individuals or within teams, particularly if they are delivering a significant volume of training (e.g. for organising physical or online venues, arrangements for participants, feedback and review systems, financial management, etc), and / or they are delivering to audiences where organisation and management is particularly important e.g. municipalities; higher education; business.	
Community of Practice Competencies	Engaging in, developing and enriching relevant Communities of Practice; knowledge, attitudes and actions that enable good practice to emerge and flourish in communities of practice: see **BLAST CoP Good Practice Guide**..	
Regenerative Enterprise Competencies	as the economy is a primary force behind the destructive activities that need to be transitioned from, communities and their bioregional hinterlands will need a) many new enterprises (whether as social enterprises or for-profit enterprises) which display values and practices that are consistent with transition and transformative change to develop, source and supply products and services that are inherently sustainable and regenerative, and b) processes that encourage and support meaningful transition of and within existing businesses and organisations. This needs to include moving from conventional thinking where 'sustainable' is often interpreted only as reducing or managing negative impacts, to regenerative which actively generates positive impacts and outcomes.	
Social Innovation & Creativity	An intermediate-to-advanced competencies are needed that address social innovation and multiple forms of creativity, including both technical and artistic creativity.	
Regenerative Education Systems Competencies	as the education system is arguably a primary source of support for the destructiveness of our culture and our economy, communities and their bioregional hinterlands will need to develop educational systems which display values and practices that are consistent with transition and transformative change that naturally produce regenerative outcomes, for individuals, communities and the landscapes in which they live.	
Competencies for Purposeful Collective Action	Advanced competencies are need within some members of the community in facilitation of: a) ongoing dispersed collective activity e.g. networking, movement building and development, asynchronous and remote collective working, etc; b) processes that for organised groups to address specific themes e.g. marketing and distribution cooperatives formed of local food producers; renewable energy systems designers and installers; repair cafes and hackerspaces; etc); c) recognition of common opportunities (or threats) and collective representation.	

Scaling & Multiplier Competencies	Competencies that enable a significant acceleration and expansion in learning and action, can be wide ranging from effective entrepreneurial and marketing skills, to competencies for setting up and managing online courses and learning systems, or stakeholder engagement to secure endorsement of training or community engagement programmes from the municipality or regional government.	
Emergence/ 'Leadership'/ 'Pioneer' competencies	Skills, attitudes and knowledge for nurturing a 'leaderful organising', ideally building into practices, language/communication and mindsets a constructive critique of 'traditional' forms of leadership, 'Pioneer' abilities, attitudes and knowledge that enable the initiation of new programmes, projects, movements, groupings or organisations, such as Vision documents, well structured proposals, initial partnership building, and initial business plans or securing seed funding if needed, etc.	
Resilience competencies	Knowledge, skills and attitudes that develop and enhance social, economic, ecological and organisational resilience, individually and collectively, including resilience within physical and mental health. The ability to cope with stress and challenges and bounce back from adversity. Resilience competencies arise from combined competencies across all domains including self-awareness and reflection, self-regulation, positive attitudes and positive responses to situations, strength of character, mental agility and adaptability, and ability to develop connection.	
Hosting Competencies	See Hosting Competencies section below	

Regenerative Sustainability competencies
The supporting Exploration of Transition Competencies presents the **'Head; Hands: Heart'** model, which provides an accessible way to understand the different dimensions of competencies, by thinking about them in terms of:
- Head: knowledge & thinking; paradigm shift; etc.
- Hands: technical and practical competencies for low carbon living etc
- Heart: motivation, inspiration and support

Example sources of knowledge, practices, tools and training centres which can support the development of these competencies:
- Transition Handbook
- (Howard Johns)

Action-Learning Pathways for Developing Competence

Learning Pathways for Trainer and Catalyst Teams, and across Communities of Practice

Two simplified options for individuals or collectives to develop their competence as 'BTL Trainers for Transition' are:

- **Pathway A:** starting point is strength in transformative learning (i.e. members of TL CoP) - adding in or enhancing a) blended competence and b) transition competence;
- **Pathway B:** starting point is strength in transition and regenerative sustainability (i.e. members of sustainability / transition CoP) - adding in or enhancing a) blended competence and b) transformative learning competence.

With formal or informal **Communities of Practice**, identifiable learning pathways such as these (albeit often offering considerable flexibility in how they are undertaken) are particularly valuable for individual and collective development.

Recognising that transition trainer and catalyst competencies will very often be spread across training / catalyst teams, a simple 3-person team approach to developing deep competence over time in a training / catalyst team would be:

- 'Jo' follows a path to develop high levels of competence in transformative learning
- 'Sam' follows a path to develop high levels of competence in blended learning
- 'Lou' follows a path to develop high levels of competence in regenerative sustainability and transition

As a team, they plan and collaborate on designing and delivering project-based transition learning, using blended transformative learning methods, that fully integrate and make best use of their three complementary sets of competency.

May often benefit from particular specialisations:

- Community climate action - engagement with **52 Climate Actions** and Community Climate Coaches[insert link when available]
- Permaculture, Ecovillage and Transition Town training
- Etc.

Within a Communities of Practice context, it is valuable to recognise that ongoing successful collaboration between Jo, Sam and Lou as a team of trainers and catalysts does not need them all to be based in the same locality. They could each live in different communities, and by collaborating as a team can successfully help facilitate and empower transition processes across their three communities, rather than

one. Equally, if Jo, Sam and Lou do live in the same community, that community is likely to benefit from a deepening of its transition competencies through the team living, working and socialising there.

As one approach to pursuing their own learning pathway, a common intention (although not fixed) for training BLAST trainers and catalysts is likely to be:

1. Firstly to develop a high level of competence in *blended* transformative learning (BTL) formats, methods and processes;

2. Secondly, to overlay on this (in parallel, or after the BTL competence is in place) any additional competencies (knowledge, skills and attitudes) that are specifically relevant for applying their BTL competence to the task of achieving individual and collective socio-ecological transition.

Competencies for Hosting Roles

A range of competencies are needed for hosting individuals and teams that are involved developing and delivering Blended Transformative Learning programmes, as set out below. Importantly, this distinguishes the role and competencies of **hosts**, rather than trainers/catalysts, where the hosting role is a key supporting role that enables trainers and catalysts to focus on the learning and engagement process and activities, while the hosts focus on the technical, set-up, venue, logistics and other issues that allow the training and engagement activities to flow smoothly and be productive. Often, particularly at the initial stages of socio-ecological transition initiatives or in situations lacking resources and people power, trainers and catalysts may have to cover the hosting role themselves.

Intrapersonal (Being) Competencies	Interpersonal (Relating) Competencies
- Ability to manage one's stress induced by technological/digital challenges that arise while facilitating - Ability to multitask and find quick solutions to needs and technological issues that arise in a group - Ability to recognise one's own exhaustion from facilitating online (from screen time, reading the group, delivering content etc). and have ways to resource oneself - as well as supporting the group to do the same	- Recognise the range of diversity present in the group in terms of motivations, locations, contexts, backgrounds etc; use language, case studies and reference material that encompasses and embraces this diversity, in order to create an inclusive space for all - Understanding how power and rank, and mainstream and margins, affect groups and learning processes and the effect that online settings have on participation levels of different sub-groups (Leading Groups Online) - Be aware of group culture, and if facilitating or teaching over time, remind learners and groups of cultural agreements throughout the sessions at appropriate intervals; hand signals, no jargon, not interrupting each other. - Work with conflict that arises in ways suitable for an online environment - Knowledge of different ways to encourage peer-to-peer interaction and community building both online and offline - Listening skills - especially active listening
Cognitive (Knowing) Competencies	**Action (Doing) Competencies**
- Understanding of how to design blended learning experiences to optimise transformative (inner and outer) learning outcomes - set-up and preparation phase online; - related technologies for community and communication - forums, chats for connection, guild building	- Creating and maintaining online environments for enhanced transformative learning - Promotion, marketing, learner / participant support systems - Costing, economic model, financial management and financial viability of programmes - Managing logistics in blended experiences, including food, accommodation etc for in-person programmes

○ related technologies for blended learning - Miro, White boards, interactive feedback, confidential feedback, breakout rooms. ● Knowledge of the ethical and other impact issues of use of digital tools and technologies and of the ethical options for most used tools e.g. meetings; shared document systems; etc.	● Responsive actions to address feedback, additional needs or emergency situations during and after learning activities or completion of programmes ● Practical management and actions for effective welcoming and departure of learners

In particular the hosting role is seen as particularly relevant for three audiences that are likely to want to be involved in helping to scale and multiply the activities and positive impacts of blended transformative learning programmes that accelerate, expand and deepen socio-ecological transition activity, as set out in the following three subsections.

3.1 Organisations

Levels: advanced beginner - expert
A variety of different organisations, from education and research foundations, to social and regenerative enterprises, to educational institutions and the public sector are increasingly likely to want to become involved in helping expand blended transformative learning programmes for deepen socio-ecological transition amongst their employees, target audiences and wider stakeholders. For these organisations, in addition to the competencies in the table above, some of the key competency areas they will need to focus on in particular in their role as hosts are:

- Organisational skills, promotion and management of education programmes, stakeholder engagement etc.
- Knowledge, attitudes and abilities to create modes of organization, and economic and social relationships that strive to reflect the future society being sought by the organisation, group or movement.
- Core business, enterprise or entrepreneurial competencies e.g. marketing and pricing of learning programmes; good customer service; etc - typically including good knowledge of alternative / appropriate economic structures, such as social enterprise or cooperative models, regenerative and ethical business models and practices, etc.
- Knowledge of and abilities and attitudes to implement and maintain appropriate forms of Governance that reflect the values and principles of socio-ecological transition.

3.2 Networks/movements, Communities of Practice & Learning Ecosystems

Levels: competent – expert
For networks, movements, communities of practice and others involved in learning ecosystems that are addressing the socio-ecological transition, and that want to be involved in helping expand blended transformative learning programmes for deepen socio-ecological transition, in addition to the competencies in the table above, some of the key competency areas they will need to focus on in particular in their role as hosts are:

- Communication and engagement competencies
- Collective agency / purposeful collective action competencies
- Multiplier and scaling competencies

3.3 Place-based learning & demonstration hubs & centres

Levels: competent – expert

For venues and learning and demonstration hubs and centres that are helping expand blended transformative learning programmes for deepen socio-ecological transition, in addition to the competencies in the table above, some of the key competency areas they will need to focus on in particular in their role as hosts are:

- Competencies for selecting and using environments that enhance learning in general, and individual and collective action-learning in particular.
- Capacity to deliver and further develop enhanced learning environments, and provide and enhance a supportive ecology of transformative learning, for example through a range of inter-related complementary transformative action-learning programmes, and volunteering, mentoring / tutor support programmes
- Specific competencies relating to sustainability / regenerative Learning and Demonstration Centres and their associated networks, as is being specifically addressed in the Erasmus+ funded iACT (Action for Community Transition) project, running from late 2020-2022 (link to be included when available).

Stephen Sterling's paper **Transformative learning and sustainability: Sketching the conceptual ground** refers to some of the key considerations for venues, particularly in terms of how their environment, culture and working practices need to reflect the values and subject matter of the learning programmes they are promoting and hosting. These issues are also addressed in the supporting BLAST document, **An Exploration of Transition Competencies**.

Resources that support the use of this competence framework

This section provides an overview of resources that are specifically intended to support the use and impact of this Competence Framework. In particular, the BLAST project has designed a number of resources that are designed to be used with the Competency Framework to help multiply and scale the uptake and impacts of this work, which are:

- **The BLAST Toolkit**

- **The BLAST Community of Practice Guide**

- **An Exploration of Transition Competencies**

- Resources accessible via the **BLAST website**

- The related **Transformative Learning (for Socio-Ecological Transition) Community of Practice**

References

The following references are particularly relevant to the issues addressed by this Competency Framework:

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Inspirational & Transformative Resources for BLAST Learning Pathways

The following is a reading and resource list of inspiring and transformative materials that has been compiled from personal recommendations of the BLAST project team. They are recommended from personal experience as being influential for trainers and catalysts that are on a personal or collective learning and development journey, as well as for the individuals, neworks, organisations and communities they work with. This is a collection of materials that has had a strong transformative influence on us as individuals, and that we know can be powerfully supportive in deeply transformative processes.

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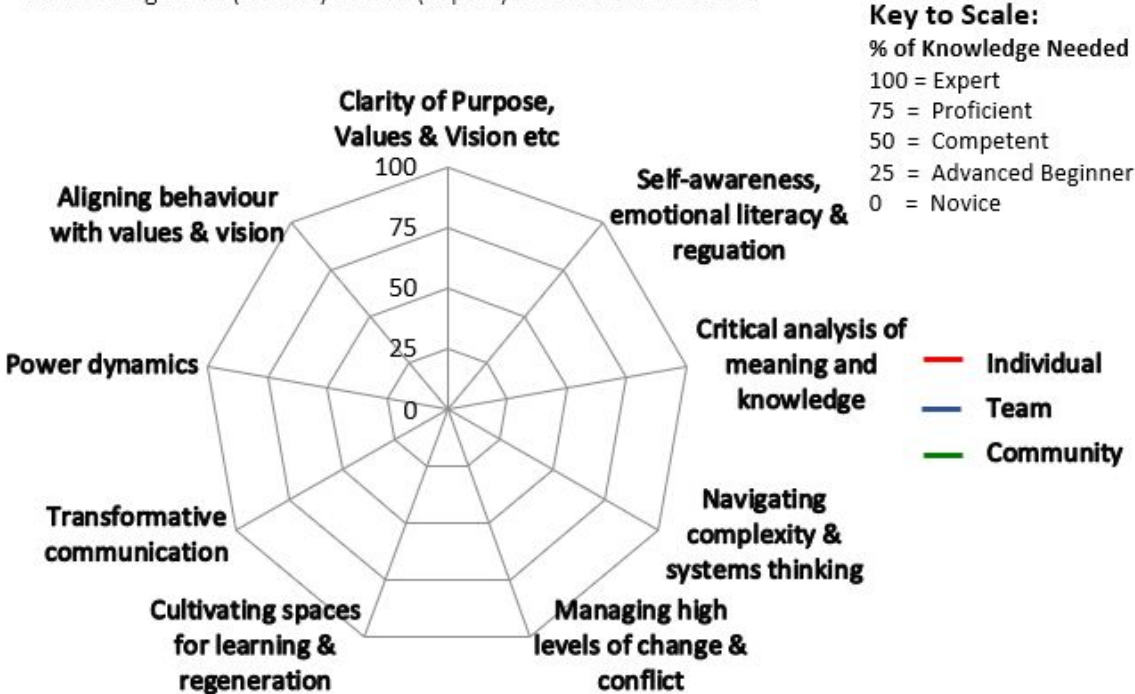
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Appendix: Competency Mapping Charts

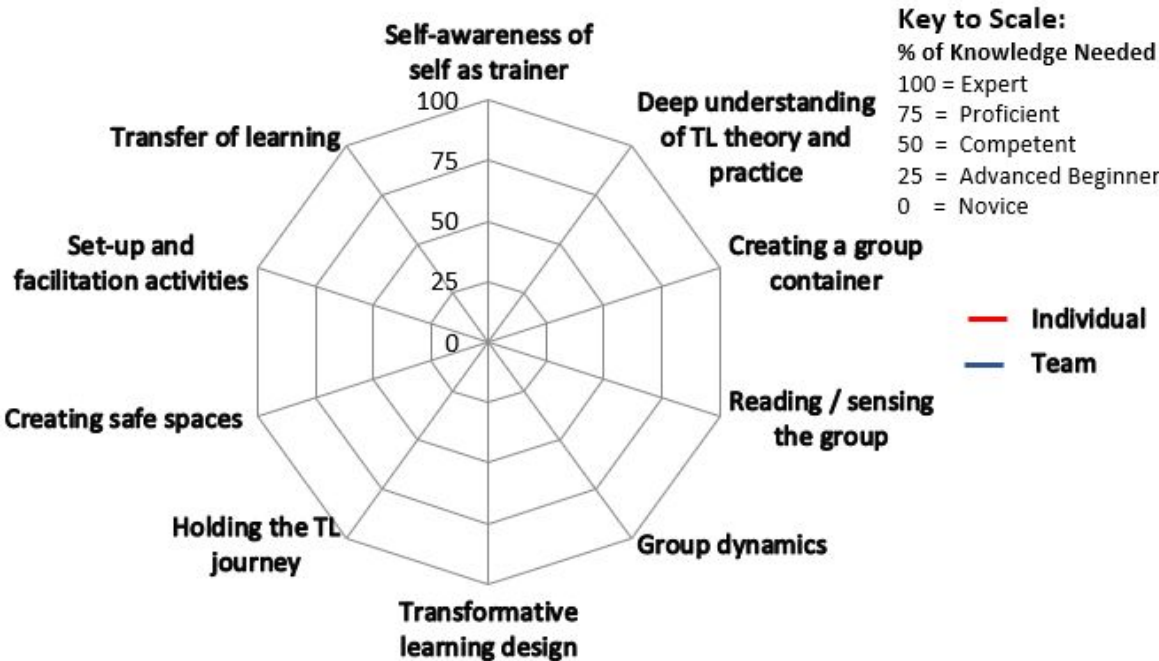## Mapping Transformative Learning Competencies

Map Transformative Learning Competence in Common

Assess your individual, team and community competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

Clarity of Purpose, Values & Vision etc
Self-awareness, emotional literacy & reguation
Aligning behaviour with values & vision
Power dynamics
Critical analysis of meaning and knowledge
Transformative communication
Navigating complexity & systems thinking
Cultivating spaces for learning & regeneration
Managing high levels of change & conflict

— Individual
— Team
— Community

Map Your Transformative Learning Competence – Trainers & Catalysts

Assess your individual and team competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

Self-awareness of self as trainer
Deep understanding of TL theory and practice
Transfer of learning
Set-up and facilitation activities
Creating a group container
Creating safe spaces
Reading / sensing the group
Holding the TL journey
Group dynamics
Transformative learning design

— Individual
— Team

Mapping Blended Learning Competencies

Map Your Blended Learning Competence in Common

Assess your individual, team and community competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

— Individual
— Team
— Community
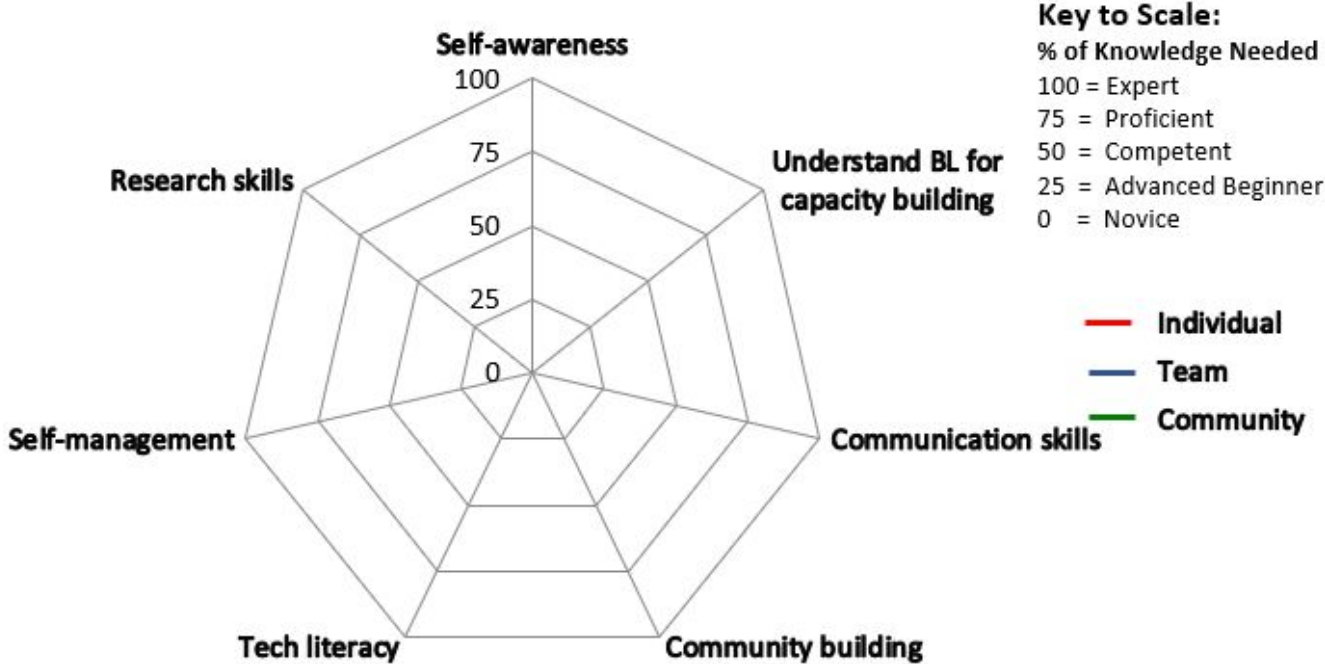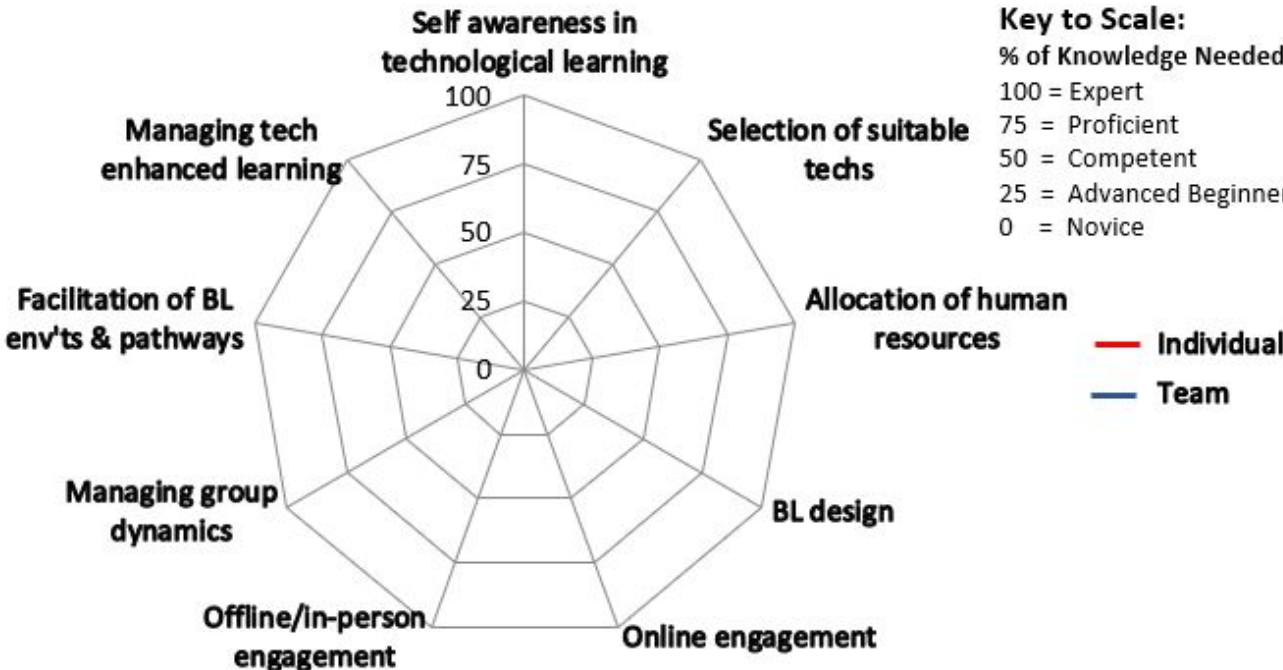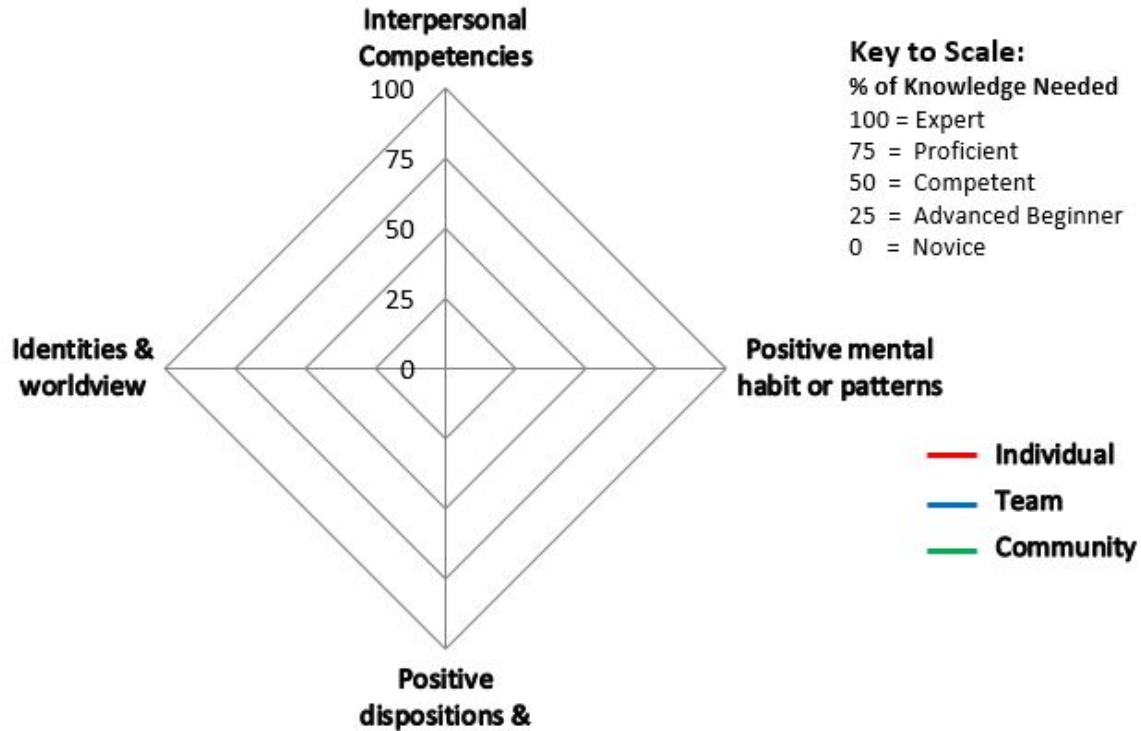
Map Your Blended Learning Competence for Trainers & Catalysts

Assess your individual and team competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

— Individual
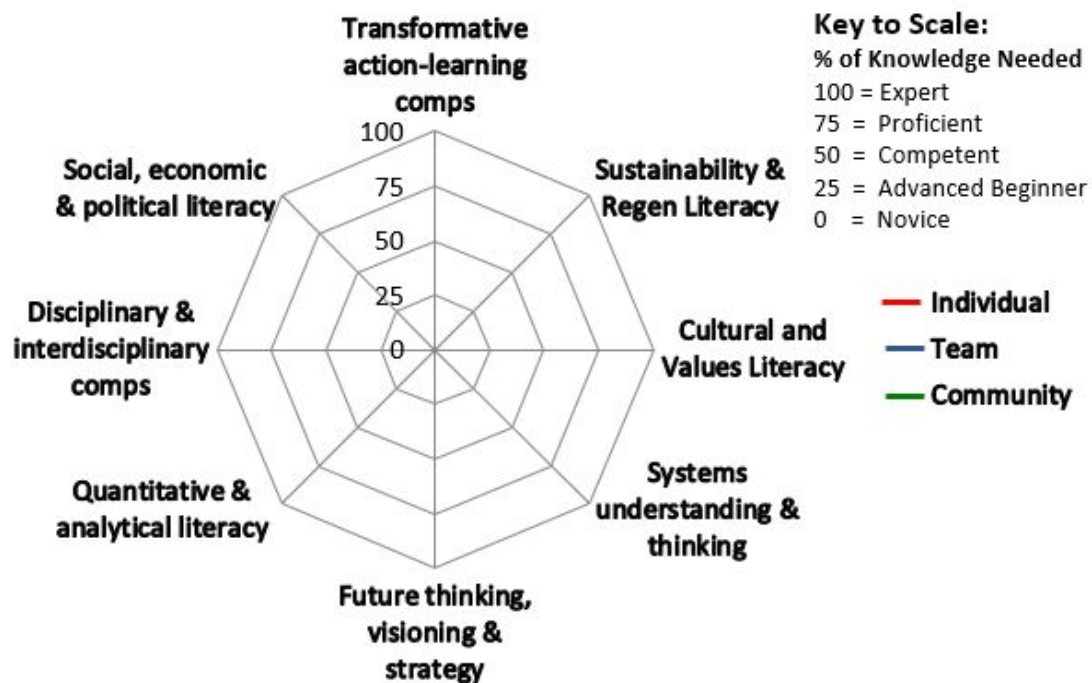— Team

Mapping Socio-ecological Transition Competencies

Map Your Interpersonal Transition Competence

Assess your individual, team and community competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

— Individual
— Team
— Community

Map Your Cognitive (Knowledge) Transition Competence - 1

Assess your individual, team and community competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
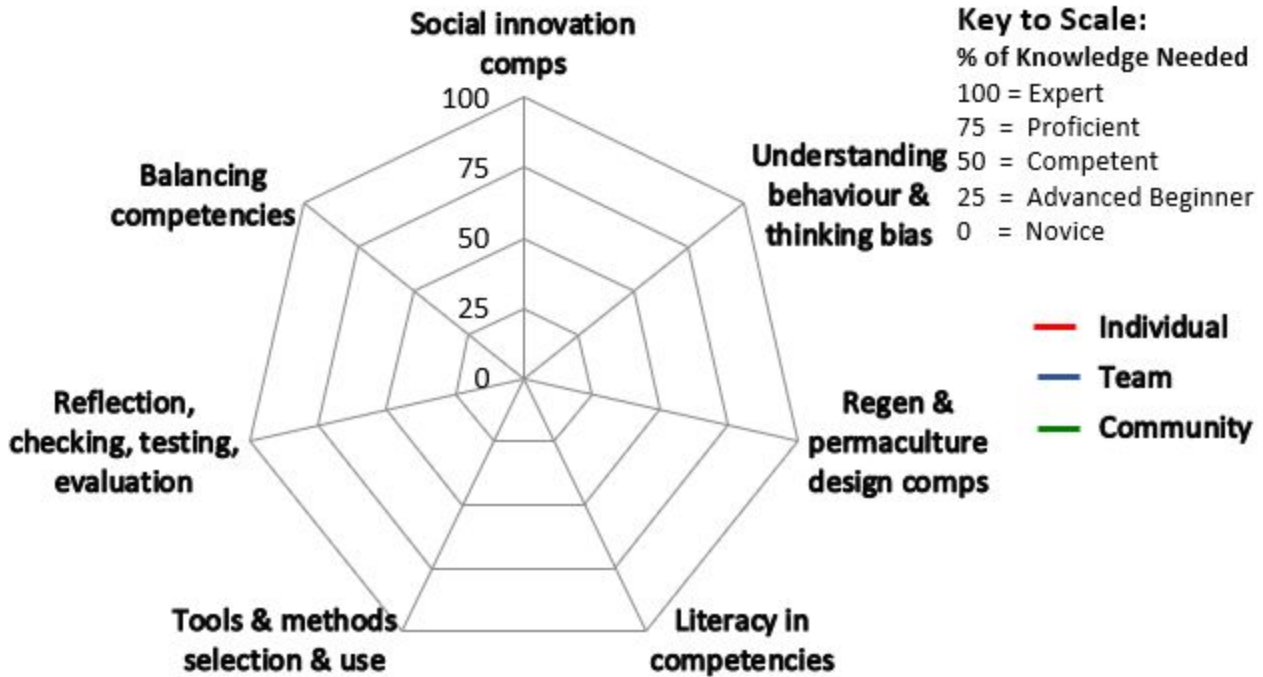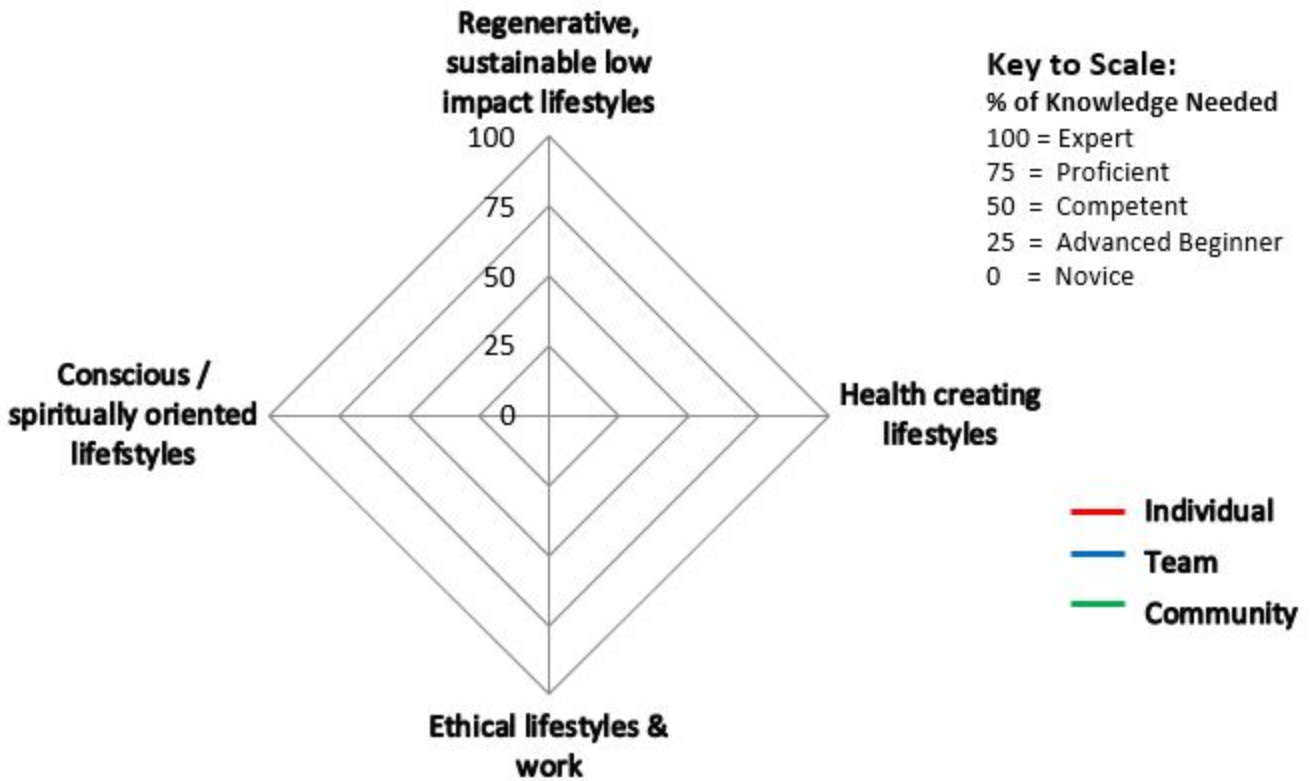25 = Advanced Beginner
0 = Novice

— Individual
— Team
— Community

Map Your Cognitive (Knowledge) Transition Competence - 2

Assess your individual, team and community competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

— Individual
— Team
— Community

Map Your Experiential Knowledge Competence for Transition

Assess your individual, team and community competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

— Individual
— Team
— Community

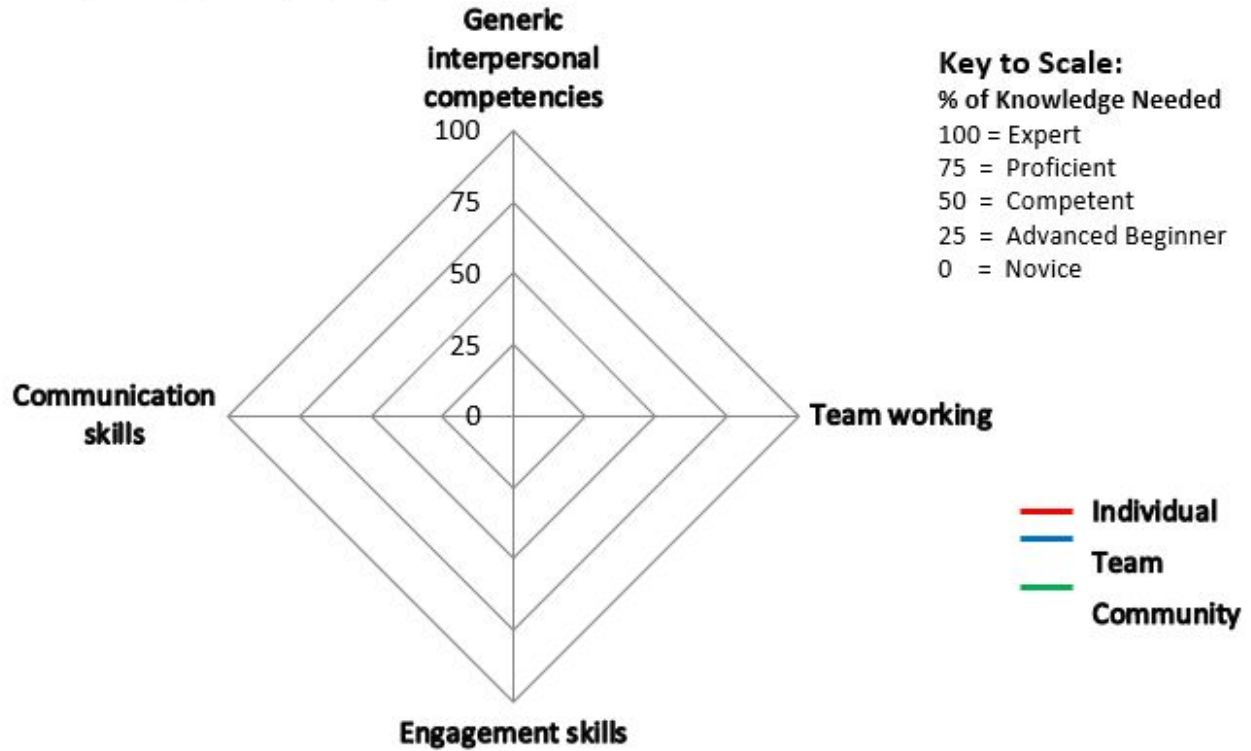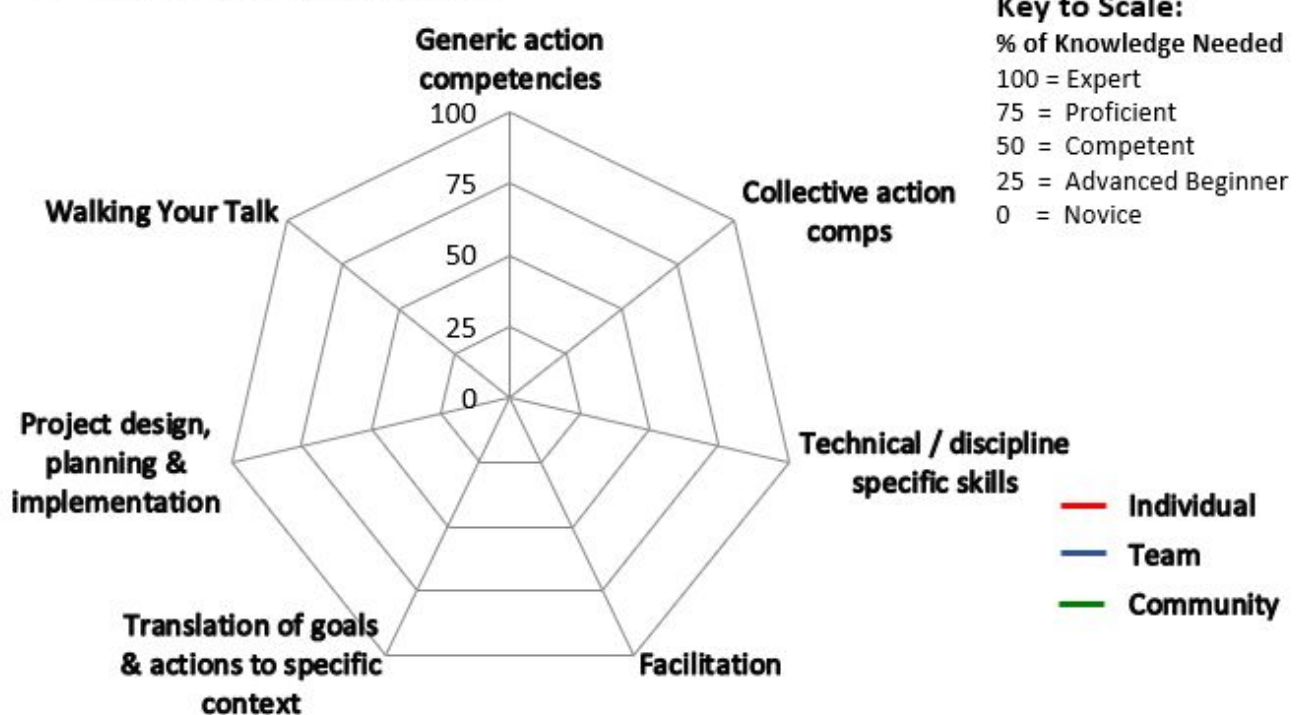## Map Your Interpersonal (Relating) Competencies for Transition

Assess your individual, team and community competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

Map Your Action (Doing) Competence for Transition

Assess your individual and team competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

Map Your Integrated / Cross-Domain Transition Competence

Assess your individual, team and community competence in each of these 10 key areas using the 0 (Novice) to 100 (Expert) scale indicated here:

Key to Scale:
% of Knowledge Needed
100 = Expert
75 = Proficient
50 = Competent
25 = Advanced Beginner
0 = Novice

Organsing & managing comps

Community of practice comps

Regenerative enterprise comps

Social innovation & creativity

Regenerative education comps

Purposeful collective action comps

Scaling & multiplier comps

Emergence, leadership & pioneer comps

Resilience comps

— Individual
— Team
— Community

100
75
50
25
0