

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!')*



BLEND
ED
TRANSFORMATIVE
LEARNING



Part of the BLAST partnership project

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Partners:

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Introduction

The purpose of this framework

The purpose of this competency framework is to catalyse, scale and accelerate socio-ecological transition. It aims to achieve this by enriching the relationships between **three fields of 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 in place, activate and further develop these competencies, in order to accelerate and deepen socio-ecological transition. The goal is to provide a usable framework so that individuals, teams, collectives and communities can put in place the ecology of collective competencies that they need to bring about blended transformative learning for socio-ecological transition. Therefore, the intention is 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.

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 catalyst of community-based activity or learning. This approach is seen as being of significant value for considering what people need to learn to enhance their capacity to activate and accelerate socio-ecological transition, whether they are active as individuals, as part of a work team, 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, through both individual and collective transformations. In other words, transformative learning covers the four 'quadrants' of inner; outer; individual; collective (as defined by the [integral worldview](#)).

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 that they care about. In doing so, they extend group learning through ongoing reciprocal interactions that generate tangible outputs (e.g. innovative tools, methods, products, improved processes). This collective activity increases the potential to widen perspectives, change behavior and mindsets on an individual and collective level, and thereby generate shifts within systems.
- **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: site visits in different countries, pooling insights from across countries (e.g. consortial benchmarking in the [COMETS project](#) on energy transition), or a course that is taught partially online and partially in person, for example over a series of long weekends at relevant venues.

Blended learning is important for supporting education around 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 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, which provides participants with 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 elements and relationships at the macro and micro levels that are essential for generating and maintaining resilient communities, ecologies and socio-economic systems. Together, these elements 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.

Thus, socio-ecological transition can only be achieved with the appropriate range and depth of competencies being in place.

This framework therefore identifies the competencies that enable the catalytic effects of blended transformative learning to occur, to generate 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
- Is dominated by self-directed and self-realised learning.

"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 paradigm shifts are going to have constructive or useful outcomes in the context of socio-ecological transition. An example is the shift toward a 'populist paradigm', such as 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 - for example, the clear and direct contradiction between the populist paradigm above and the dominant 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, by integrating the equally 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 (intrapersonal) and social (interpersonal) 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 focus on responsive ones.

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

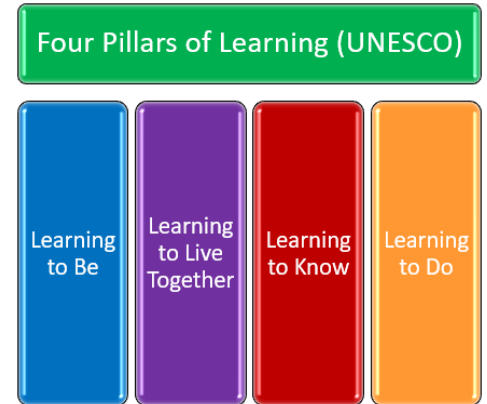
- Rectify the historical rejection of the 'inner' realm in sustainability education by acknowledging the importance of people's mindsets, worldviews, beliefs, values and emotions - this supports the shift from learning *about* sustainability, to learning that actively *generates* regenerative sustainability.
- 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 about any individual's responsibility for and role in transition.
- Recognise the importance of sustainability learning that involves and encourages a cultivation of hope to balance a) facing up to and realising our part in difficult realities with b) holding on to a sense of promise (the world as a place of vitality, generosity, striving to flourish) and potential - 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

These domains relate directly to the *Four Pillars of Learning* (Delors Report, 1996; UNESCO; etc), although these pillars are re-ordered for the context of transformative learning, as Learning to Be is a first requirement. However, it is of course important for Trainers & Catalysts to understand and communicate to learners and activists that each of these Domains of Competence are interconnected with and affect 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, because each is required in different degrees a) to engage with and activate these different intelligences and therefore b) to use the different styles of learning associated with them, doing so with a reasonable degree of equity across a group.



Who this framework is for and how to use it

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 societal or 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

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

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.

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

Trainers & Catalysts - both Individuals and Teams, including mentoring and coaching roles

Hosting - Organisations, Venues and Networks

Participants in Learning & Action - both Individuals and Groups (see Appendix)

What to use this framework for

This competency framework is specifically designed to help individuals, teams and organisations to:

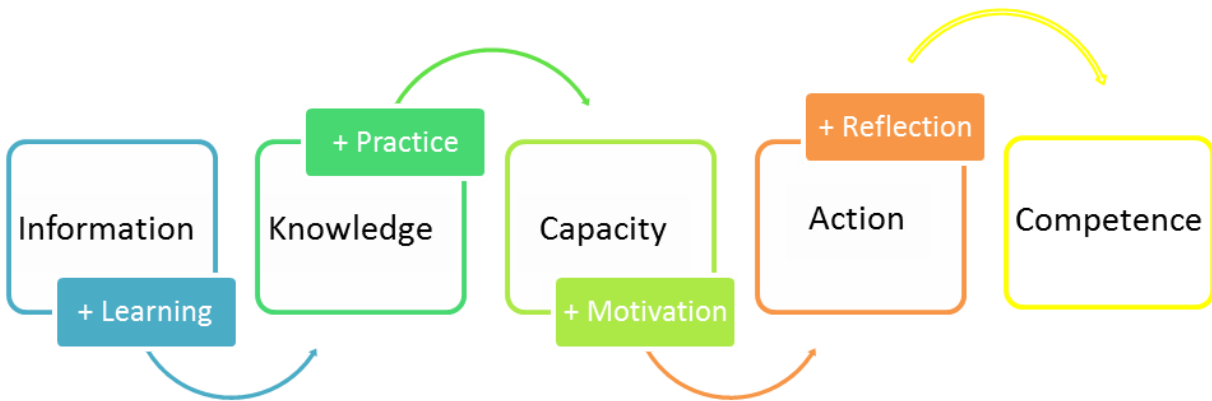
1. Assess Competencies:

- 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
- c. Assess progression and achievement of goals in the deepening or addition of competencies on a learning pathway

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) the competencies of their target audiences, can be put in place developed, enriched or added to in order to 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, communities and movements involved in advancing socio-ecological transition activities, which would be mainly expected to be project based / experiential programmes

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



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

The table below gives some examples of situations in which people can use this document to help design, refine or support their professional development, or an individual or collective learning journey.

Example 1: Individual level

- **Pathway A:** the starting point is that an educator has strength or experience in transformative learning (i.e. members of a transformative learning CoP) - they use this framework to identify learning that will add in or enhance a) specific blended learning competencies and b) specific transition competencies;
- **Pathway B:** the starting point is that an educator has strength or experience in transition and regenerative sustainability (i.e. members of sustainability / transition CoP) - they use this framework to identify learning that will add in or enhance a) specific blended learning competencies and b) specific transformative learning competencies;
- **Pathway C:** the starting point is that an educator has strength or experience in blended learning or digital learning environments / online learning (i.e. members of a digital learning CoP) - they use this framework to identify learning that will add in or enhance a) specific transition and regenerative sustainability competencies and b) specific transformative learning competencies..

Example 2: Team level

Recognising that transition competencies for trainers and catalysts will often be spread across training / catalyst teams, a simple 3-person team example indicates an approach where this framework could be used to help develop deep competence over time in a training / catalyst team:

- 'Jo' follows a path to develop high level competence in transformative learning
- 'Sam' follows a path to develop high level competence in blended learning
- 'Lou' follows a path to develop high level 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, each putting in place and enriching the specific range of competencies identified in this framework, in their relevant specialist domains.

How to use the framework: Strategic Planning & Evaluation

There are of course a variety of different existing models for strategic planning and evaluation that can be applied in the area of learning programmes and competency development. As the focus here is socio-ecological transition the 3D Evaluation and Planning Methodology and Tool is recommended for blended transformative learning activities and programmes focused on socio-ecological transition and climate action.

Tim Strasser's 3D Framework Methodology is incorporated in the BLAST Toolkit and has been used in the project that has generated this output and its related output. It is gaining increasing traction in the sustainability and climate action movement because it considers how the impacts of activity are:

1. **deepened** - in terms of the depth and embeddedness of their transformative outcomes for bringing fundamental systemic and cultural change;
2. **widened** - in the reach across diverse audiences, in different contexts and geographically;
3. **lengthened** - in their continuity, acceleration and development of transformative efforts over time.

By thinking through these 3 dimensions of impact at the planning stage, learning programmes can be designed in their content, methodologies, learning environments and so on in order to deepen, widen and lengthen their impacts. By using these 3 dimensions at the evaluation stage the different qualities of impacts can be assessed and understood, so that adjustments are made to help extend the impacts in these 3 dimensions in the future. The 3D framework also asks questions such as: What is missing in our activities that makes them not as widely influential, deeply impactful, or strengthening in their continuity and development? What can we do differently?

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 offered below.

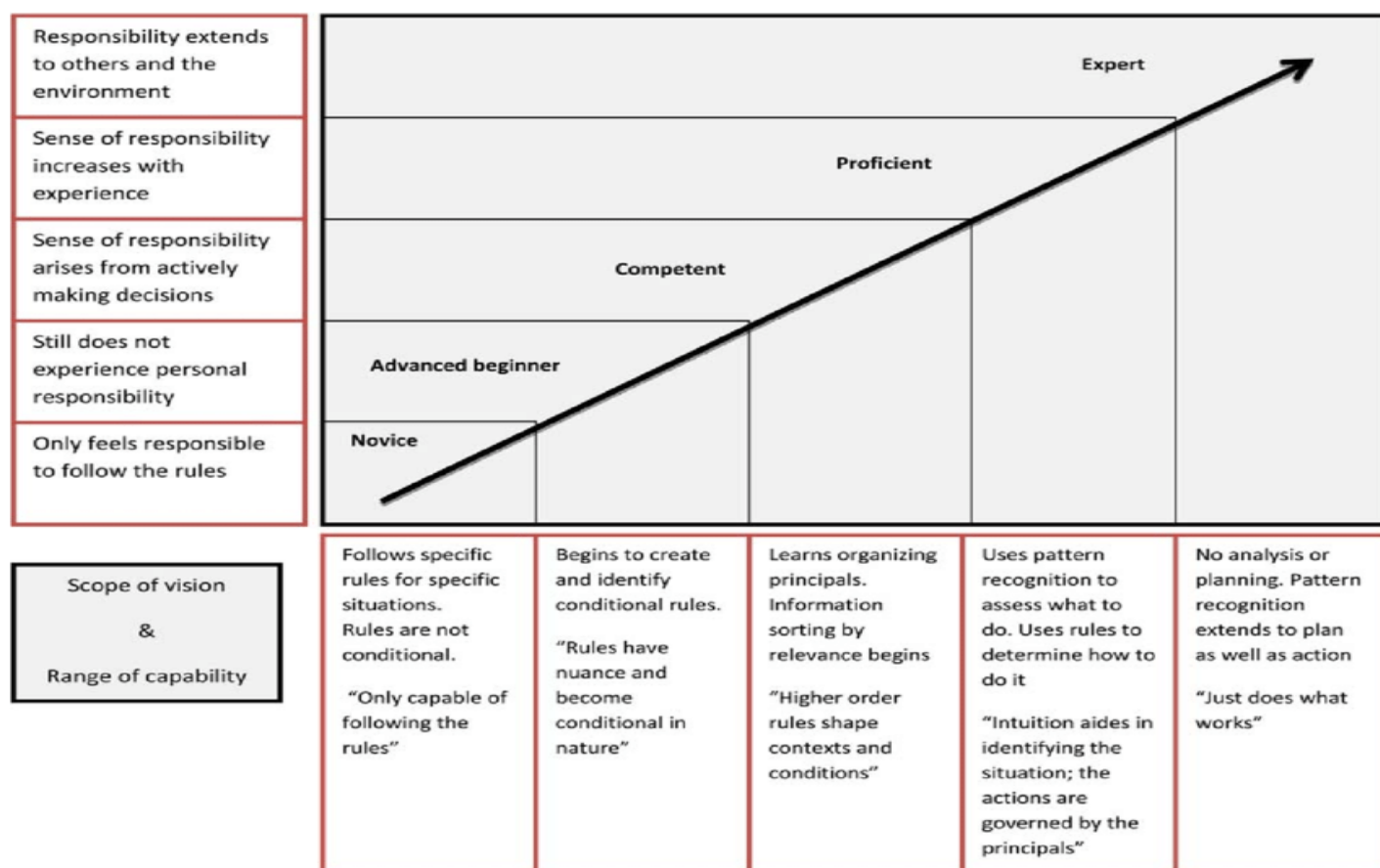
However, if trainers and catalysts are familiar with any specific assessment model that appears to them to be appropriate for addressing the complexities of blended, transformative, transition learning it may be best for them to use that assessment model, at least initially, as it will give them a solid 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, which are those that help multiply the learning and action activities themselves, as well as the benefits, positive impacts and ripple effects arising from them.

Assessing Scaling & Multiplier competencies

Although the Dreyfus & Dreyfus option is considered a good model, it does not address the need for scaling and multiplying transformative transition processes and outcomes, which is an implicit need 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 need to be integrated directly into learning and action programmes.

Using Assessment Methods

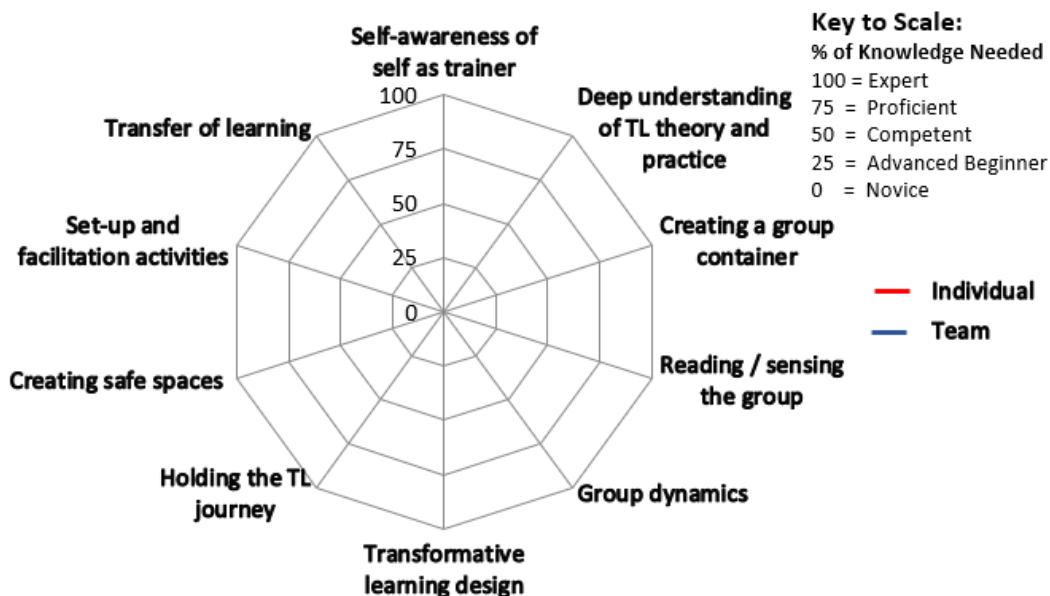
Now that we have a Competency Framework for blended, transformative transition learning, the matter of how we assess its use is extremely important. The position adopted for this first edition of the framework is that because of the complexities of the multiple realms of competence, it is extremely important 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 and as a tool in the BLAST Toolkit, 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:



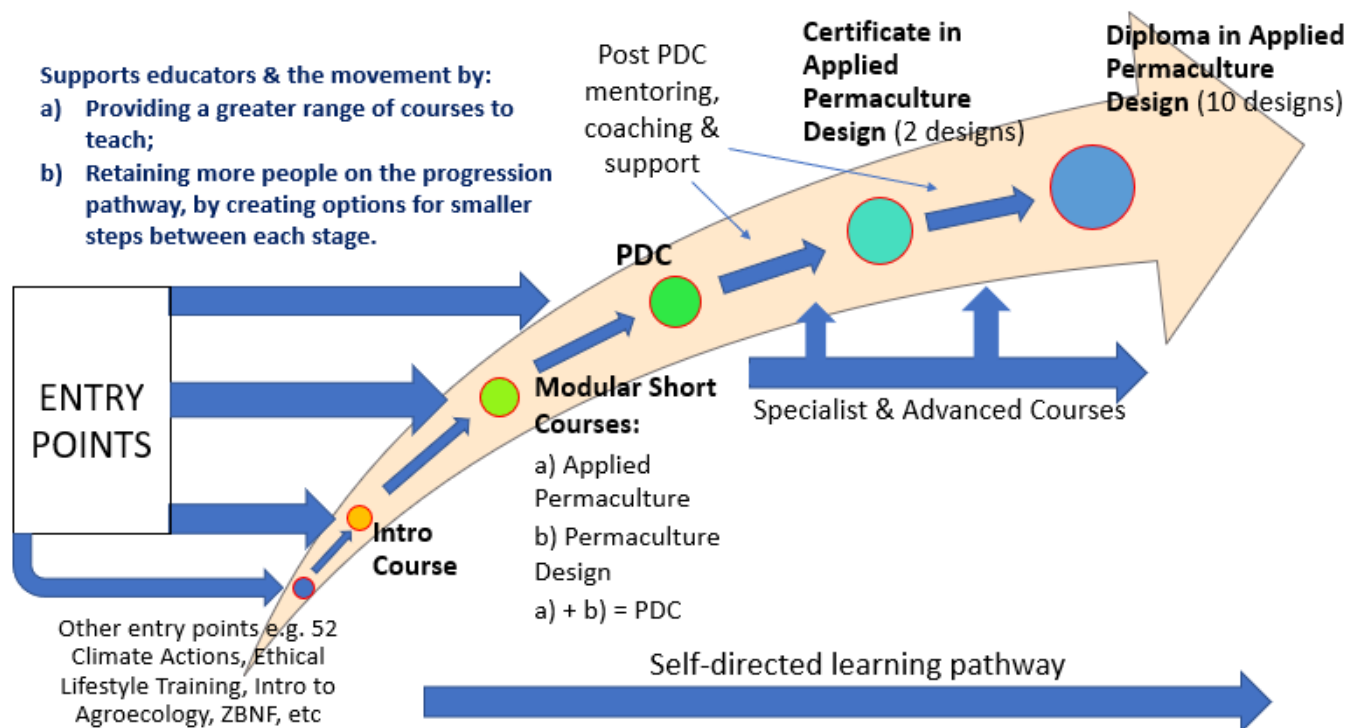
Developing Learning Pathways

Having carried out a self assessment, peer or trainer 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 for developing competence (skill, knowledge, attitudes, etc) 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' / 'rational' or predictable. Once an assessment has been made, a learning pathway can help indicate what form of learning event/experience is appropriate e.g. structured course, coaching, shadowing.

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.

Evolved Permaculture Education Progression Pathway



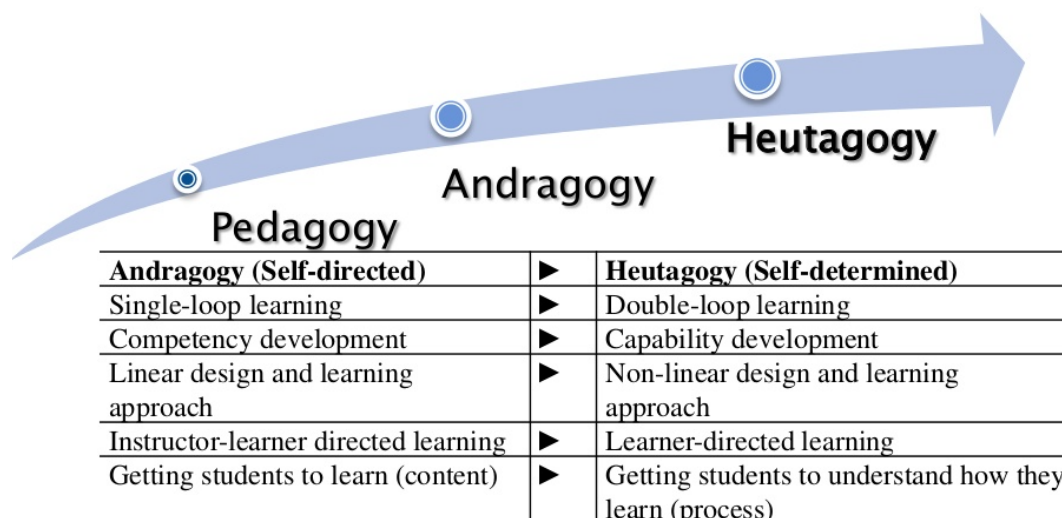
The diagram above indicates a learning pathway that is being developed in permaculture education, where new course and programmes are steadily being created that a) add new entry points at the introductory level, b) help close gaps in the learning journey which are well known as being experienced as 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 i) self-directed and self-responsible learning, ii) project-based learning and iii) peer-to-peer support as the pathway progresses, with the PDC (Permaculture Design Certificate) being a key pivot point in this pathway of progression.

Self-Directed and Self-Determined Pathways: the Pedagogy, Andragogy, Heutagogy (PAH) Continuum²

The transformative potential and intrinsic qualities of different learning pathways are increasingly understood in terms of the type of learning facilitation or teaching 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 learning³.

² This section draws from and adapts material in the article by Jackie Gerstein, Ed.D at: <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>



A Continuum of Andragogy and Heutagogy

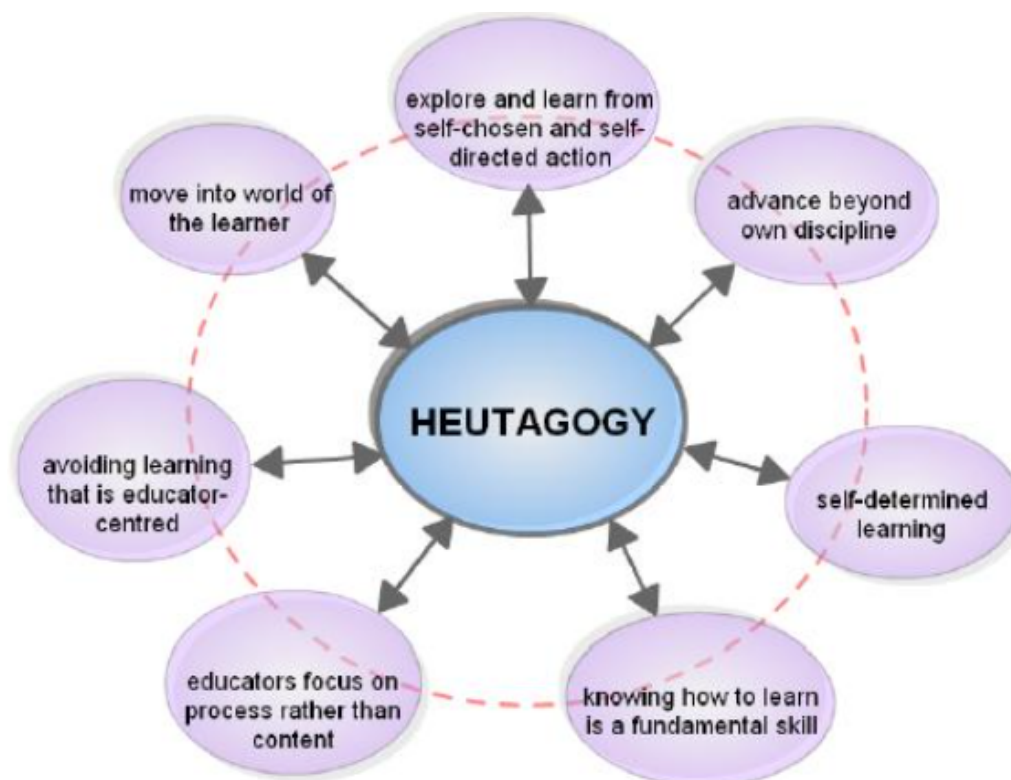
Source:

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

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.

	<u>Pedagogy: Teacher-Led Learning</u>	<u>Andragogy: Self-Directed Learning</u>	<u>Heutagogy: Self-Determined Learning</u>
Dependence	<ul style="list-style-type: none"> The learner is dependent. The teacher determines what, how, where and when anything is learned 	<ul style="list-style-type: none"> Learners are independent. They strive for autonomy in learning, to arrive at a destination determined by others. They are 'problem solvers' 	<ul style="list-style-type: none"> Learners are 'problem-finders'. They know their destination and become interdependent on those who can help them determine the route
Reasons for Learning	<ul style="list-style-type: none"> Learners place their trust in the teacher and the efficacy of linear, sequential learning. Learners take little or no responsibility for their learning 	<ul style="list-style-type: none"> Learners seek guidance/mentorship, but aspire to increasing responsibility for the direction of their learning 	<ul style="list-style-type: none"> Learning is not necessarily sequential or linear. Learners accept full responsibility for their learning, welcoming challenge and serendipity
Focus of Learning	<ul style="list-style-type: none"> Learning is subject-centred and focussed on prescribed curricula 	<ul style="list-style-type: none"> Learning is goal-driven, focussing on tasks which allow for cross-disciplinary thinking and autonomy 	<ul style="list-style-type: none"> Learners are enquiry driven – they take a long-term view of their learning, seeking further complexity and uncertainty
Motivation for Learning	<ul style="list-style-type: none"> Motivation derives from external/extrinsic sources, e.g. parents, teachers, sense of competition etc. 	<ul style="list-style-type: none"> Motivation is intrinsic – learners enjoy the boost to self-esteem that comes from successfully completing challenges 	<ul style="list-style-type: none"> Motivation lies in experiencing 'flow' and knowing how to learn. Learners seek out unfamiliar situations and the gaining of 'adaptive competencies'
Role of teacher	<ul style="list-style-type: none"> Pedagogue – designs the learning process, suggests and provides materials deemed effective at achieving desired outcomes 	<ul style="list-style-type: none"> Facilitator – sets tasks but encourages diverse routes to solutions. Pursues meta-cognition in learners 	<ul style="list-style-type: none"> Coach – brings together opportunity, context, external relevance and extended complexity. Fosters a culture of collaboration and curiosity

Tabulation above created by Jon Andrews



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 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.
- Heutagogy – 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; mentored or coached by request.

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 and guides

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.

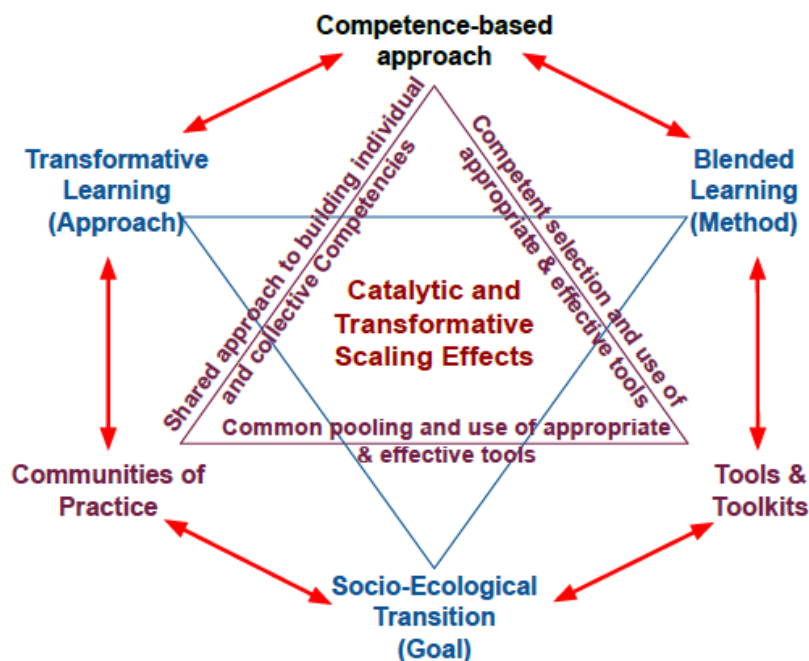
The **BLAST Toolkit** has been specifically developed to work in combination with the BLAST Competency Framework and Community of Practice Guide to help strengthen and expand the work of various interconnected individuals, collectives, organisations and communities of practice involved in its cross-cutting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

It is important to recognise that in combination with the above competencies, specific **competencies for catalysing change are needed** (not just competencies for facilitating learning). 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 diagram below indicates the key relationships between the three BLAST outputs (CoP Guide; Toolkit; and this Competency Framework) and the three dimensions of:

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

It 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.

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 or jargon/specialist
 - Language that is overly conceptual and insufficiently practical
 - 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 with a range of educational and socio-economic advantages (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 broader and more diverse audience the wisdom of the crowd can help 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.

Trainers & Catalysts Competence Framework

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

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

The intention is to explore how to relate 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 use the Framework so that trainers can help collectives and communities to put in place and enrich the ecology of competencies that are needed to activate socio-ecological transition. The intention is that this Framework will be developed, refined and improved over time, to improve its usability and impact.

All the competencies can be viewed alongside each other within the [Summary Table of BLAST Competencies](#) on the following pages (also available as a separate PDF)

Trainers Core Competency Framework (Overview Table)

	Intrapersonal (Being) Competencies	Interpersonal (Relating) Competencies
Transformative Learning Competencies	TL1: Develop self-awareness of thoughts, emotions, behaviours and intuitions TL2: Be adaptable in the role as trainer or catalyst TL3: Develop clarity in your purpose, values, vision, commitment and motivation to learning	TL4: Create a group container and supportive learning environment TL5: Sense and respond to group dynamics in service of learning TL6: Create safe spaces that can work effectively with discomfort
Blended Learning Competencies	BL1: Develop self-awareness in technological learning environments	BL2: Nurture engaging and safe online and offline / in-person environments for participants BL3: Be aware of and responsive to group dynamics in online and offline contexts
Socio-Ecological Competencies <i>NOTE: Typically, these competencies will be spread across a team or group i.e. it is not expected that any individual would cover all these competencies.</i>	SE1: Recognise multiple identities, intelligences and worldviews SE2: Nurture healthy and constructive mental habits or patterns and demonstrate life affirming dispositions and attitudes	SE3: Engage diverse audiences and sectors SE4: Communicate complexity in accessible ways SE5: Engage participants in building community and working collectively SE6: Respond and adapt to specific bio-cultural and values-based contexts
General Competencies that combine INTRAPERSONAL, INTERPERSONAL, ACTION & COGNITIVE DOMAINS	G1: Be well organised & capable of managing a range of G2: Be able to engage in and support relevant Communities of Practice G3: Be able to innovate & be creative when appropriate	

Cognitive (Knowing) Competencies	Action (Doing) Competencies
<p>TL7: Understand transformative learning theory and practice</p> <p>TL8: Know how to select and use tools and methodologies that support transformative learning</p>	<p>TL9: Be able to design, host and / or support a range of non-linear, non-traditional learning experiences and journeys</p> <p>TL10: Anchor learning in experience and practice</p> <p>TL11: Address the needs and potential of trainers themselves</p>
<p>BL4: Know how to assess & select technology suitable for the context & audience</p> <p>BL5: Understand what time and skills will be needed to manage learning in a blended context</p> <p>BL6: Know how to design experiential and participatory blended learning</p>	<p>BL7: Design, facilitate & manage blended learning environments and pathways</p> <p>BL8: Facilitate technologically enhanced learning</p>
<p>SE7: Know how to think systemically</p> <ul style="list-style-type: none"> Know how to Reflect, Check, Test, Monitor and Evaluate Actions and initiatives <p>SE8: Develop critical literacy in sustainability, regeneration & resilience</p> <ul style="list-style-type: none"> Develop understanding of the importance of Future Thinking, Visioning and Strategic Competencies Understand the range of competencies needed to bring about socio-ecological transition across communities Develop literacy in social, economic and political dimensions Identify biases in thinking Know how to identify and balance priorities to address multiple dimensions <p>SE9: Know how to select and use tools and methodologies that support socio-ecological transition processes</p> <p>SE10: Know the role of regenerative design in generating socio-ecological transition</p>	<p>SE11: Evolve learning opportunities collectively in response to specific socio-ecological context</p> <p>SE12: Catalyse, facilitate and multiply progressive collective action</p> <p>SE13: Harness existing competencies in all disciplines in service of socio-ecological transition</p> <p>SE14: Be able to design, plan and implement socio-ecological projects and initiatives</p> <p>SE15: Develop experience of regenerative and ethical lifestyles, at individual & collective levels (Walk your talk)</p>
<p>G4: Be able to demonstrate appropriate pioneer and leadership qualities</p> <p>G5: Develop personal and collective resilience</p> <p>G6: Be able to cost, market and administer learning programmes</p>	

Transformative Learning Competencies

Both the learner and the trainer will share a range of competencies required to engage in transformative learning, 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 develop a discerning but non-judgmental attitude






In the context of socio-ecological transition, because 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 (see Appendix) to at least a foundational level (Novice), and over time that these will be developed further to an intermediate or advanced level (Competent/Proficient). Trainers and catalysts will be expected to start with at least an intermediate level (Competent) of the same competencies, and to further develop these to an advanced, expert level (with well developed multiplier competencies) in order to have the greatest impact on learners, or communities.

The following tables address the additional competencies that exclusively apply to those in trainer/catalyst roles.

Transformative Learning Competencies for Trainers and Catalysts

INTRAPERSONAL (BEING) COMPETENCIES in which individual trainers and training teams develop their inner world and way of being - for transformative learning competence, this includes:	Current & Target Level of Competence
TL1: Developing self-awareness of thoughts, emotions, behaviours & intuitions Indicators of competence: <ul style="list-style-type: none"> - Is able to balance self-confidence and self-questioning of what will serve learning, breakthroughs and insight in any given moment - Is able 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 	
TL2: Being adaptable in the role as trainer or catalyst Indicators of competence: <ul style="list-style-type: none"> - Is 'methodologically versatile' i.e. has the inner freedom to select, adapt and apply teaching methods that are responsive and appropriate to what's arising or to the context (rather than operating from habit or on 'autopilot') 	
TL3: Developing clarity in your purpose, values, vision, motivation & commitment to enabling learning in others Indicators of competence: <ul style="list-style-type: none"> - Is able to clarify, engage and nourish their purpose and motivations as a trainer or catalyst including the personal and group objectives, visions and values that the role is seeking to fulfill and embody - Is able to identify, pursue and balance both their own inner transformative goals and outer transformative goals and motivations, and is able to support this in others 	
INTERPERSONAL (RELATING) COMPETENCIES comprise the generalized ability of individual trainers and training teams to express ideas and interpret, respond to messages, and relate to individuals and groups as a whole. For transformative learning competence, this includes:	Current & Target Level of Competence
TL4: Creating a group container and supportive learning environment Indicators of competence: <ul style="list-style-type: none"> - Approaches learners with positive regard and empathy - Holds the varying emotions of the group that arise as a result of breaking down unconscious, challenging narratives, dealing with systemic power dynamics that show up in the space or supporting enthusiasm for learning and action opportunities 	
TL5: Sensing and responding to group dynamics in service of learning Indicators of competence: <ul style="list-style-type: none"> - Is able to gauge when and how to effectively stretch into / within participants' individual or collective 'learning zone' (the space in which transformative change can be seeded) to their growing edge where transformation becomes rooted 	

<ul style="list-style-type: none"> - Recognises a diversity of characteristics and qualities in individuals and groups, and mixes 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 - Encourages the learners to acknowledge and value the potentials of the different worldviews of the learning community and lets them map how to transform friction into synergy and creativity - Is able to work with liberating processes, structures and rhythms in groups, and to help break through limiting processes, structures and rhythms 	
<p>TL6: Creating safe spaces that can work effectively with discomfort</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to assess levels of psychological safety of activities <i>and create safe-enough learning space</i> whilst acknowledging the distinction between safety and comfort - Creates a culture of checking in, to challenge the denial of our emotional, embodied states, and allows people to be acknowledged as whole people - Is able to develop appropriate systems for addressing feedback, complaints and safeguarding for the well-being of learners throughout the whole learning experience 	
<p>COGNITIVE (KNOWING) COMPETENCIES consists of what individual trainers and training teams need to know and understand to enable, generate and support transformative learning - this includes:</p>	<p>Current & Target Level of Competence</p>
<p>TL7: Having a deep understanding of transformative learning theory and practice</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Has the theoretical knowledge that serves as a foundation for transformative learning, including (but not limited to) theories of how people learn, theories of "transformation" and development e.g. Mezirow, Kegan, <i>Beck Spiral Dynamics integral / Graves Development theory</i> etc - Has knowledge that incorporates an array of tools and methods that cater for taught, self-directed and self-generated learning, such as classroom design, tools for sense-making, coaching approaches, and so on - reference: The Transformative Edge - Understands how historical, social and cultural systems and structures around power, discrimination and bias can block transformative experiences, and that usually they will be present in learning spaces and may be reproduced unless attention and care is given to raise awareness of and dismantle these dynamics 	  
<p>TL8: Knowing how to select and using tools and methodologies that support transformative learning</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Has knowledge and experience of the tools and methodologies that are likely to enable or support transformative outcomes for learners, including their particular relevance for a range of specific situations, opportunities or challenges - Has knowledge and experience of the suitability of any such tools and methodologies according to the varying levels of experience or openness to transformative processes that learners may have - Has knowledge and experience of tools and methods for reflection and checking progress towards transformative goals, including positive action responses if progress is not on track or goals have not been achieved, or to adjust the direction or goals to achieve different outcomes where appropriate. 	

ACTION (DOING) COMPETENCIES comprise the ability of individual trainers and training teams to apply and develop skills, identify and implement appropriate actions, individually and collectively. In terms of transformative learning (TL) competence, this includes:	Current & Target Level of Competence
<p>TL9: Being able to design, host or support a range of non-linear, non-traditional learning journeys & experiences</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to design and use 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 - Is able to select a range of activities (e.g. playful; challenging; physical; reflective) for individuals and groups, and for a variety of learning environments (e.g. indoors & outdoors) that can significantly enhance or support transformative outcomes - Is able to cater for the range of diversity present in TL groups in terms of motivations, backgrounds and culture, 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 - Values and builds in feedback loops for learning and knows how to develop feedback systems within an online learning environment - Is able to integrate, refine or innovate valuable transformative learning methods and tools - Is able to hold the tensions and uncertainties that emerge along the learning journey i.e. is able to <u>not</u> automatically "fix the problem" - Is able to navigate with stability, awareness and responsiveness through complex dynamic environments - Is able to help learners become critically aware of their own hopes, fears and expectations; and to help craft their new insights into visions and pathways to desired futures. Sub-competencies are <ul style="list-style-type: none"> - a. Futures/foresight skills - has 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 - has 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 - can craft invitations to students to experiment, individually and collectively, and to set their own priorities and boundaries. - Is able to initiate, facilitate and 'manage' in flexible and responsive ways transformative learning experiences, programmes and journeys, for both individuals and groups 	  
<p>TL10: Anchoring learning in experience and practice</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Creates mechanisms to trial/pilot/test learning in both the short term and longer term, and adapts/adjusts accordingly in order to anchor knowledge in real-life experience and in practice in life - Is able to design different experiential settings, formats, structures and processes to best support the embodiment of skills/attitudes in the long-term, with an emphasis on project based learning, individual support i.e. coaching; group support i.e. supervision, peer groups in self-organization, involvement in a Community of Practice 	

TL11: Building support infrastructure that caters for the needs and potential of trainers and catalyts themselves


Indicators of competence:

- Cultivate a network of complementary practitioners who can support the transfer of learning with each other e.g. actively engages in a Community of Practice - see BLAST CoP Guide
- Is able 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 trainers or permaculture educators
- Is able to assess and select evaluation tools that are suitable for creating feedback loops for the educators themselves who are operating in transformative learning environments e.g. 3D Evaluation Methodology and Tool

Example sources of knowledge, practices, tools and training centres which can support the development of these competencies:

- [Hosting Transformation website](#) and [A Transformative Edge book](#) (available PDF download)
- [Transnational Community of Practice on Blended Transformative Learning for Regenerative Futures](#)
- 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 non-linear, more self-directed online and offline settings
- Willingness to confront fears and concerns of learning through technology







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

The trainers 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 tables below address competencies that exclusively apply to those in trainer/facilitator/catalyst roles.

Blended Learning Competencies for Trainers and Catalysts

INTRAPERSONAL (BEING) COMPETENCIES enable individual trainers and training teams to develop their inner world and way of being. In terms of blended learning competence, this includes:	Current & Target Level of Competence
<p>BL1: Developing self-awareness & adaptability as a facilitator of learning in technological environments</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to manage one's own stress and help to minimise participants stress induced by technological/digital challenges - Is able 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 	
INTERPERSONAL (RELATING) COMPETENCIES comprise the generalized ability of individual trainers and training teams to express ideas and interpret, respond to messages, and relate to individuals and groups as a whole. . In terms of blended learning competence, this includes:	Current & Target Level of Competence
<p>BL2: Nurturing engaging and safe online and offline / in-person environments for participants</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Engages with learners in ways that manage higher distractibility levels and temptations for multi-tasking whilst engaged in online learning i.e. agreements not to check text, email etc - Is aware of and responds to varying levels of engagement in online environments, and uses appropriate tools and techniques at the right times to sustain engagement in the long term. 	

<ul style="list-style-type: none"> - Engages with learners in ways that optimise benefits of both online and in-person engagement, including managing potential for distraction or loss of focus (e.g. phones off; comfort breaks; etc) - Is able to intensify levels of engagement in in-person environments and uses tools and techniques to sustain engagement in the long term. - Is able to use the accessibility, affordability and flexibility that online learning offers, in a rhythmic combination with in-person learning experiences, to help support, encourage and motivate learners on extended transformative learning journeys 	
<p>BL3: Being aware of and responsive to group dynamics in online and offline contexts</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Fosters connection with and between learners in a range of online and in-person environments - Works 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 environments over time e.g. in-person interaction may support overcoming misunderstanding or shallower learning experiences that may arise online (and possibly vice versa for some!) - Understands how power and rank, 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) - Addresses unequal power dynamics that are often present in groups in ways suitable through an online environment - Is able to 'read the group' and test assumptions about the group using available tools and technologies 	
<p>COGNITIVE (KNOWING) COMPETENCIES consist of understanding the range of tools, technologies and methods that can be used in blended learning environments. This includes:</p>	<p>Current & Target Level of Competence</p>
<p>BL4: Knowing how to assess & select technology suitable for the context & audience</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Knows about the accessibility or suitability of any new technological tools for learners in terms of connectivity / bandwidth / reliability of the internet, or the technological skills of learners - Is aware 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' - Knows about technologies that can be used to accommodate different types of participation e.g. blend of video and phone call using video conferencing - Knows about and communicates 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. 	
<p>BL5: Understanding and allocating the time and skills needed to enable & manage learning in a blended context</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Has knowledge of the different roles required for online environments and what is appropriate and needed for a given scenario to provide a rich learning environment (e.g. facilitator, tech support etc). 	

<ul style="list-style-type: none"> - Understands the different time commitments that will be needed for preparing both online and in-person learning environments and experiences, in particular for designing and setting up new or innovative courses, environments or experiences 	
<p>BL6: Knowing how to design experiential and participatory blended learning</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Understands what is necessary to do synchronously (i.e. everyone together, face to face or online) and what can be done asynchronously (i.e. as individually managed activity, offline or online) - Understands the limitations of online learning and finding solutions/moderating expectations, and setting learning objectives accordingly - Recognises the different cognitive bandwidth that is taken up by online learning and moderate the training plan or experiential learning journey appropriately - Knows how to vary types of engagement regularly and appropriately to cater for different learning preferences and modalities 	
<p>ACTION (DOING) COMPETENCIES comprise the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively. In terms of blended learning competence, this includes:</p>	<p>Current & Target Level of Competence</p>
<p>BL7: Designing, facilitating & managing blended learning environments and pathways</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is able 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 - Is able 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 - Is able to use and share new technological tools that enhance accessibility in terms of connectivity / bandwidth / reliability of the internet - Is able to identify, select and use technologies that can accommodate different types of participation - e.g. blend of video and phone call using video conferencing 	 
<p>BL8: Facilitating technologically enhanced learning</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to manage their own time (especially online time) and to encourage or support learners to do so - Is able to moderate introduction of new technological tools according to ability (skills, confidence) of the group - Uses appropriate tools for tracking engagement in an online environment e.g. polls, review activities, offline check ins - Provides 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. 	  
<p>Example sources of knowledge, practices, tools and training centres which can support the development of these competencies:</p> <ul style="list-style-type: none"> • Leading Groups Online 	

Socio-ecological Transition Competencies

The socio-ecological transition competencies are presented in ways that enable **Trainer & Catalyst Competencies** to be considered (in this section), as well as the competencies that are needed across Individuals, Groups & Communities to activate, support and expand socio-ecological transition processes (presented in the Appendices). This enables the relative levels and qualities of competency across a community to be understood realistically, and to recognise that 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 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;
- **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 combination of **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 basis for identifying the competencies needed by individuals, groups and communities 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 diversity of complementary competencies across a community of individuals that enable transition to take place***. Therefore, transition is not 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.

According to an individual's strengths, experience and inclinations there will then also be a range of ***specific transition competencies*** that need to be developed across individuals working as a team or in a community. For example, 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 activating local transition activity, or seeking to generate a system change or organisational transformation, 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 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.

The prerequisites for participants in learning and action are those set out in Appendix 1. Within these, an obvious 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 competence area are indicated as follows:

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 in Appendix 1 for larger groups, or for as many is realistic for smaller groups, so that the broad range of competences are well represented, and ideally that each individual moves toward a proficient or expert level for at least one competency over time.

INTRAPERSONAL (BEING) COMPETENCIES 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:	Current & Target Level of Competence
Starting and Target Levels of Competence for Trainers & Catalysts - the Minimum level is Proficient (4) moving to ->Expert (5) over time - trainees / apprentice trainers or catalysts would normally start at least at the Competent (3) level in many areas	
SE1: Recognising multiple identities, intelligences & worldviews Indicators of competence: <ul style="list-style-type: none"> • Recognises a range of ecological / holistic worldviews that are also based in social justice and inclusivity • Adopts a worldview that integrates the inner and outer worlds, and the individual and collective dimensions (the Integral worldview) • Is able to translate an appropriate worldview to a local-to-regional level • Recognises mental narratives and behaviours that are culturally conditioned and have roots in colonization, patriarchy and white western cultural domination, imposition and bias 	
SE2: Nurturing healthy & constructive mental habits or patterns & demonstrates life affirming dispositions & attitudes <ul style="list-style-type: none"> • Nurtures, demonstrates and communicates a positive, solutions oriented attitude and is able to understand and accept the deeper nature of problems or challenges as means of identifying and enacting meaningful and appropriate responses. • Recognises the importance of 'Walking the talk' and reflects on their own real or potential action-awareness gaps i.e. is practising regeneratively sustainable living, personal transformation, healthy living • Is able to digest and respond in healthy and appropriate ways to issues that can feel overwhelming in scale or complexity 	

<p>INTERPERSONAL (RELATING) COMPETENCIES comprise the generalized ability to express ideas and interpret and respond to messages from others. In terms of transition competence, this includes:</p>	<p>Current & Target Level of Competence</p>
<p>SE3: Engaging diverse sectors & audiences</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Relates to individuals and groups in ways that enable them to engage with and experience transformative transition learning and action processes and outcomes, individually and collectively 	
<p>SE4: Conveying & communicating relevant complexity in accessible ways</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is able to understand and communicate key concepts and practices in accessible ways, in language that is appropriate to the group • Is able to understand and communicate in terms of 'simplicity', to digest and communicate important aspects of complexity in relatively simple (but not simplistic) ways 	
<p>SE5: Engaging participants in building community and working collectively</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is able to encourage and facilitate participants for working in groups as part of their learning experience, and for group work on community transition initiatives • Is able to facilitate collective processes for visioning, planning, decision making etc in the context of socio-ecological transition; • Is able to develop healthy group cultures of trust, authenticity; • Is able to facilitate participants to work through conflict and uncertainty; • Is able to facilitate others to develop good communication practices, including an understanding of power and rank dynamics, and factors that generate collective and individual well-being including celebration, gratitude, giving and receiving feedback. 	
<p>SE6: Responding and adapting to specific bio-cultural and values-based contexts</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is able to draw on a wide range of experience, tools and methodologies in order to respond or adapt learning content and processes to any particular cultural, geographic, climatic or community contexts including any values that are present or dominant in the learning group, or the wider community 	

<p>COGNITIVE (KNOWING) COMPETENCIES consist 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:</p>	<p>Current & Target Level of Competence</p>
<p>SE7: Knowing how to think systemically and strategically</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is able to see and think in terms of systems, patterns, relationships and interdependent processes, promoting resilience, understanding tipping points and feedback loops • Understands and conveys the importance of Future Thinking, Visioning and Strategic - backcasting, recognising heritage, intergenerational equity; Design, planning, decision making, implementing, addressing challenges, organisational development, use of action-reflection cycles. • Is able to see and think in terms of local, personal and collective responses to local-to-global solutions and in terms of 'simplexity', as a way of working with complexity in relatively simple (but not simplistic) ways • Is able to see and think in terms of inclusivity and social justice • Is able to see and think in ways that generate creativity, innovation and adaptation i.e. to generate new regenerative solutions (social, economic, ecological) and / or adapt existing forms to become regeneratively sustainable solutions • Is able to see, think and respond in terms of appropriate models e.g. the Integral Model; Maslow's Hierarchy of Needs for addressing different types of individual or social needs. 	
<p>SE8: Developing critical literacy in sustainability, regeneration & resilience</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is literate in terms of knowledge of appropriate visions of regeneratively sustainable and resilient futures (the <i>What?</i>) and realistic transition processes to manifest those visions (the <i>How?</i>), and the key components and relationships they require (e.g. ecological, social, economic, individual, collective) including the general principles for socio-ecological transition, for example: <ul style="list-style-type: none"> ◦ Significant demand reduction i.e. in energy and resource use; and shifts to sustainable / renewable supplies ◦ Localisation and regionalisation, shifting from an imbalance toward globalisation ◦ Enhanced equity and inclusivity ◦ A sufficiently diverse system, that exhibits dynamic stability, adaptability and resilience to maintain health, and recover from shocks to the system, which generates mutual benefits for elements of the system ◦ Enhanced and protected biodiversity and ecosystems • Has knowledge of socially just and inclusive approaches to engagement, identification of needs and formation of strategies to meet those needs e.g. understanding the important relationship between 'sustainable living' and 'ethical living'. • Understands the full range and depth of competencies needed to bring about socio-ecological transition across communities - and uses competency-based thinking, methods and strategies for transition, to develop a coherent diversity of individual and collective competencies across a community. • Develops literacy in social, economic and political dimensions - to recognise, understand and adjust social, economic and political power dynamics and structures 	

<p>that prevent or provide opportunities for advancing sustainable/regenerative modes of living and working,</p> <ul style="list-style-type: none"> • Identifies and understands a) how sustainable actions are affected by biases about how choices for action are influenced or inhibited by our comparisons with others, and b) how humans relate to risk (basic knowledge of behavioural theory) e.g. 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'). • Knows how to identify and balance priorities to generate significant outcomes that address the multiple dimensions of socio-ecological transition, including: <ul style="list-style-type: none"> • Environmental dimensions (carbon footprint, ecological footprint, biodiversity, etc) • Social dimensions (social justice, EDI, health, etc) • Economic dimensions (equity, economic structures, ethics within economic activity, appropriate work and career choices, 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: <ul style="list-style-type: none"> ○ Energy ○ Food ○ Homes & Built Environment ○ Travel & Transport ○ Consumer Choices ○ Technology & Digital • Understands the links between knowledge, skills, attitudes and experience, critical thinking and framing of objectives and purpose etc for specific technical, organisational or professional disciplines, the capacities and attitudes for working across disciplines, and abilities for expressing multiple ways of learning and knowing. • Is aware of relevant social innovations elsewhere and is able to copy or adapt them to the local context; have the ability to generate, facilitate and embed new social innovations at the local level. 	
<p>SE9: Knowing how to select and use tools and methodologies that support socio-ecological transition processes</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Has 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 e.g. carbon calculators; • Knows how to assess relative impacts and select priorities for change at individual or household level and community level (what?+how?) e.g. often in the context of imperfect knowledge, resource scarcity and limitations in capacity/capability; • Knows how 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 is able to adjust the direction or goals to achieve better or different outcomes where appropriate. 	
<p>SE10: Knowing the role of regenerative design in generating socio-ecological transition</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Understands and has knowledge of specific design methods, tools and practices that generate regenerative solutions, such as Permaculture design and regenerative design. 	

<p>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) achieved through significant experience of the kinds of processes and outcomes transition is aiming for, which fully or partly provide a real-world example of what is aiming to be achieved. For example :</p>	<p>Current & Target Level of Competence</p>
<p>Experience of regeneratively sustainable / low impact lifestyles (individual and collective) Indicators of competence:</p> <ul style="list-style-type: none"> Knows and understands from experience 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 areas of energy, food, transport, etc; deep retrofit of homes; ecological cohousing projects; 	
<p>Experience of health creating lifestyles (individual and collective) Indicators of competence:</p> <ul style="list-style-type: none"> Knows and understands 'whole health' from experience i.e. lifestyles that create and support physiological, mental and emotional health in the individual, the group and the ecosystem, as well as health-creating economic and social systems; 	
<p>Experience of ethical lifestyles (individual and collective) Indicators of competence:</p> <ul style="list-style-type: none"> Knows and understands from experience of consistently making ethical choices (e.g. addressing: human and workers rights; animal rights; oppressive regimes; environmental impacts; etc) in major areas of <i>lifestyle impact</i> i.e. food choices, energy purchasing, consumer goods (e.g. appliances; clothing; digital devices; etc) and financial choices (banks; investment), and in <i>ethical work-life choices</i>, and <i>ethical options for community life</i> (organic food purchasing coops; car share; local credit unions; etc). 	
<p>Experience of conscious / spiritually oriented lifestyles which focus on our human relation with nature Indicators of competence:</p> <ul style="list-style-type: none"> Knows and understands from experience lifestyles which focus on our human relation with nature, experiencing ourselves as part of nature as a greater whole (e.g. indigenous perspectives; deep ecology or radical ecology), where deeper knowledge (and at times wisdom) arises from the experience of personal connectedness. 	

ACTION (DOING) COMPETENCIES comprise the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively. In terms of transformative learning competence, this includes:	Current & Target Level of Competence
<p>SE11: Evolving learning opportunities collectively in response to specific socio-ecological context</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is able to translate a generic set of collective transition goals, processes and competencies a) to specific learning and action opportunities that are relevant to personal, group, local, community, municipal or (bio)regional contexts and b) 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). • Is able to generate a realistic picture of personal and collective impacts and identify relevant goals, processes and competencies to support personal and collective transition action. 	
<p>SE12: Catalysing, facilitating and multiplying opportunities for progressive collective action</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is able to facilitate: a) ongoing dispersed collective activity e.g. networking, movement building and development, asynchronous and remote collective working, etc; b) processes that address relevant themes for groups e.g. marketing and distribution cooperatives for local food producers; renewable energy systems designers and installers; repair cafes and hackerspaces; etc); c) recognition of common opportunities (or threats) and collective representation. • Is able to facilitate or support significant acceleration and expansion in learning and action, through effective entrepreneurial and marketing skills, setting up and managing online courses and learning systems, or stakeholder engagement to secure endorsement of training or community engagement programmes from key stakeholders e.g. the municipality or regional government. • Is able to use appropriate tools and methodologies to support the scaling and multiplying of transition activities and impacts, both in strategic planning and evaluation stages e.g. 3D Evaluation Methodology and Tool for deepening, widening and lengthening activity and positive impacts 	
<p>SE13: Harnessing existing competencies in all disciplines in service of socio-ecological transition</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is able to harness a range of specific existing technical, professional or organisational competencies in learners in service of transition processes and goals. in particular areas including: <ul style="list-style-type: none"> ◦ Energy: energy efficient technologies and systems; renewable energy systems (from household to utility scale - survey, specification, installation, maintenance); energy measurement and monitoring systems; ◦ Buildings: low carbon, healthy deep retrofit (survey, design/specification and installation) ◦ Food: growing; local-to-regional food sourcing and distribution - for low impact & health-creating food; ◦ Healthy Living LIVING: for individual and collective 'whole health' covering the realms of physical, mental and emotional health in integrated ways; 	

<ul style="list-style-type: none"> Communication, management, financial, legal and organisational competencies. 	
<p>SE14: Being able to design, plan and implement socio-ecological projects and initiatives</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> Is able to initiate or engage in a) socio-ecological project design, planning and 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. 	
<p>SE15: Developing experience of regenerative and ethical lifestyles, at individual & collective levels (Walk your talk)</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> Is able to harness and demonstrate to learners at least one 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; naturally healthy living; green building; complementary health skills; renewable energy; etc. Is able to manifest creativity, innovation, adaptation, etc in order 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. 	

General Competencies that combine the COGNITIVE, BEING, INTERPERSONAL and ACTION Domains that are needed to deliver transformative blended learning programmes for Socio-Ecological Transition which need to be incorporated within a trainer, catalyst and facilitator team:	Indicate Current and Target Level of Competence in this column
<p>G1: Being well organised & capable of managing a range of situations</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> Is able to organise and manage all aspects of activity as 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. Is able to host and cater for a range of audiences in a range of situations - see Hosting Competencies section 	
<p>G2: Be able to engage in and support relevant Communities of Practice</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> Engages in, develops and enriches relevant Communities of Practice; displays knowledge, attitudes and actions that enable good practice to emerge and flourish in communities of practice - reference: BLAST CoP Good Practice Guide.. 	
<p>G3: Being enterprising, innovative & creative when appropriate</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> Is able to be enterprising and innovative in the economic aspects of providing learning programmes Is able to recognise and communicate the need and potential for appropriate forms of enterprise and economic activity in order to transitioned from an economy which is a primary force behind the destructive activities of our unsustainable culture, so that communities and bioregions can generate many new enterprises (whether as social enterprises, collectives or for-profit enterprises) which display values and practices that are consistent with transition and transformative change i.e. to develop, source and supply products and services that are inherently sustainable and regenerative Is able to recognise and communicate the need and potential for innovative and creative processes that encourage and support meaningful transition of and within existing businesses and organisations, including moving from reducing or managing negative impacts, to regenerative outcomes that actively generate positive impacts and outcomes. Is able to generate or encourage social innovation and multiple forms of creativity, including both technical and artistic creativity. 	
<p>G4: Being able to demonstrate appropriate emergence, pioneer & leadership qualities</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> Demonstrates '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. 	

<ul style="list-style-type: none"> • Demonstrates 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, 	
<p>G5: Developing personal and collective resilience</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Has knowledge, skills and attitudes that develop and enhance social, economic, ecological and organisational resilience, individually and collectively, including resilience within physical and mental health. • Is able to cope with stress and challenges and bounce back from adversity. • Develops and demonstrates resilience arising 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, ability to develop connection and create and engage with systems of support. 	
<p>G6: Being able to cost, market & administer learning programmes</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> • Is able to analyse, estimate and manage the costs of courses and learning programmes, and is able to effectively market and administer programmes in ways that engage and support learners and relate to their needs and potential 	

Regenerative Sustainability competencies

The supporting ***Exploration of Transition Competencies*** document 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
- Energy Revolution: Your Guide to Repowering the Energy System by Howard Johns
- [Communities for Future](#) website and [Wiki](#)
- [52 Climate Actions](#) website

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 are particularly valuable for individual and collective development (albeit often offering considerable flexibility in how they are undertaken). 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.

The intended outcomes and team development may often benefit from particular specialisations:

- Community climate action - engagement with [52 Climate Actions](#) and Community Climate Coaches[insert link when available]
- Permaculture and Regenerative Design; Ecovillage and Transition Town training; Etc.

In a Communities of Practice context, it is valuable to recognise that 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 - by collaborating as a team they 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 can be expected 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 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) 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 in developing and delivering Blended Transformative Learning programmes, as set out below.

Intrapersonal (Being) Competencies	Interpersonal (Relating) Competencies
<ul style="list-style-type: none"> • Is able to manage one's stress induced by technological/digital challenges that arise while facilitating • Is able to find quick solutions to needs and technological issues that arise in a group, often while multitasking to maintain flow in a learning process • Is able 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 	<ul style="list-style-type: none"> • Recognises 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 • Understands 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) • Is 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. • Works with conflict that arises in ways suitable for an online environment • Knows different ways to encourage peer-to-peer interaction and community building both online and offline • Has well developed listening skills - especially active listening
Cognitive (Knowing) Competencies	Action (Doing) Competencies
<ul style="list-style-type: none"> • Understands how to design blended learning experiences to optimise transformative (inner and outer) learning outcomes <ul style="list-style-type: none"> ◦ set-up and preparation phase online; ◦ related technologies for community and communication - forums, chats for connection, guild building ◦ related technologies for blended learning - Miro, White boards, interactive feedback, confidential feedback, breakout rooms. • Knows 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. 	<ul style="list-style-type: none"> • Is able to design, creating and maintain in-person and online environments for enhanced transformative learning • Is able to manage promotion, marketing and learner / participant support systems • Has abilities for costing, economic modelling, financial management and maintaining financial viability of programmes • Is able to manage logistics in blended experiences, including food, accommodation etc for in-person programmes • Is responsive in their actions to address feedback, additional needs or emergency situations during and after learning activities or completion of programmes • Can create and manage effective welcoming and departure of learners

Importantly, this approach distinguishes the role and competencies of **hosts**, rather than trainers/catalysts. 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.

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:

- Organisations
- Networks / movements, Communities of Practice and Learning Ecosystems
- Place-based learning and demonstration centres

Each may develop specialist hosts that bring in or support a team of trainers and catalysts.

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.

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

Place-based learning & demonstration centres

Levels: competent – expert

For venues and learning and demonstration 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:

- **BLAST Competency Mapping Charts**
- **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**

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, networks, 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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21. Maturana, Humberto. *The Tree of Knowledge: The Biological Roots of Human Understanding*. Shambhala, 1992.
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23. Murdock, Maureen. *The Heroine's Journey: Woman's Quest for Wholeness*. Shambhala, 2020.
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25. Parker, J. Palmer. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Parker vols. Jossey-Bass, 2017.
26. Rau, J. Ted. *Many Voices. One Song*. Institute for Peaceable Communities, 2018.
27. Rust, Mary-Jayne. *Towards an Ecopsychotherapy*. Confer Books, 2020.
28. Quinn, Daniel. *Beyond Civilization: Humanity's Next Great Adventure*. Broadway Books, 2000.
29. Slade, Samantha. *Going Horizontal: Creating a Non-Hierarchical Organization, One Practice at a Time*. Berrett-Koehler Publishers, 2018.
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32. Wahl, Daniel Christian. *Designing Regenerative Cultures*. Triarchy Press Ltd, 2016.
33. Wright, Erik Olin. *Envisioning Real Utopias*. Verso, 2010.

Further Reading

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

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<https://jarcho.com/2016/08/implementing-network-learning/>.
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Appendix 1: Competencies That Enable Learners To Engage In Blended Transformative Learning

There are a range of competencies which are needed for those that are engaging in transformative learning in a blended learning environment, within a context of socio-ecological transition. It is therefore important for trainers and catalysts to identify these competencies in learners or enable them to access and develop them in order to be able to optimise the benefits arising from blended transformative learning experiences.

The Dreyfus levels suggested for each competence area are indicated as follows:

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

Transformative Learning Competencies for Learners

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:	Current & Target Level of Competence
<p>Having clarity of purpose, values & vision & commitment and motivation to learning</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Has a sense of deeper purpose and being aligned and acting from it - Is critically aware of own hopes, fears and expectations; and their impact on motivation - Is able to craft their insights into visions of desired futures - Has commitment to self-knowledge, personal learning and growth (moral, ego, values, emotional, interpersonal characteristics etc.) as both a means and an end in itself. - Understands how to work between comfort and discomfort / growth edges to benefit continual learning - Is willing to take part in learning experiences that are non-linear and manifest from the group experience - Invests time and effort in ongoing action-learning cycles to incorporate reflection on experience, learning and applying learning to own context 	
<p>Having self-awareness, emotional literacy & an ability to self-regulate</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is aware 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 - Understands how feelings can support or undermine our intentions and actions - Is able 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 - Is aware of the body (sense experience) as a bridge to intuition, insight and wisdom - Is 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 - Is able to find support in working with emotions to benefit learning and growth - Has the intention and ability to experience and deepen kindness/love, empathy, compassion and connection to yourself, other humans and the non-human world 	

<ul style="list-style-type: none"> - Recognises 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) 	
<p>The COGNITIVE (KNOWING) DOMAIN consists of what individuals, collectives and communities need to know to enable, generate and support transformative learning, this includes:</p>	<p>Current & Target Level of Competence</p>
<p>Critically analysing mechanisms through which meaning/knowledge is made, valued & promoted (individually & collectively) Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to make meaning out of experience; and the ability to synthesise experience, models or frameworks, and update perspectives - Is able to see social, historical and cultural constructs as constructs which can change, adapt and collapse - Recognises the subjective, partial and provisional nature of all views - Is able to critically reflect - particularly on assumptions and where they come from, in order to be able to change them if necessary - Understands the significance of how 'intelligence' and 'knowledge' has been defined and valued through history and its effect on today - Is able to value and recognise a range of sources of knowledge and multiple types of intelligence 	
<p>Having the ability to navigate complexity & think in terms of systems Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to acknowledge of constant, complex change making our journey unpredictable - Is able to see and hold 'problems' as systems; seeing cause and effect, feedback loops, interconnections without assuming complete understanding - Is open to new information and experience and willing to update perspective even if contrary to previously held beliefs - Recognises interconnections of individual, social and ecological contexts, where each is both a whole in itself and a part of a larger whole 	
<p>Knowing how to manage high levels of change & conflict effectively Indicators of competence:</p> <ul style="list-style-type: none"> - Is 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 - Is able to think about change from a range of timeframes i.e. short term, medium term and long-term 	
<p>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:</p>	<p>Current & Target Level of Competence</p>
<p>Contributing to group spaces in ways that promote learning and regeneration Indicators of competence:</p> <ul style="list-style-type: none"> - Trusts group spaces as a places for growth, development, change 	

<ul style="list-style-type: none"> - Is able to care for balance between individual needs and the collective needs of the group in working towards the goal/purpose - Create cultures of care, compassion and empathy for self and others from a sense of shared/mutual solidarity and unified purpose towards socio-ecological transition 	
<p>Having effective communication skills and practice</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Makes clear one's own assumptions, perspective and experience that leads to worldview and willingness to understand this for others - Has active listening skills for supporting a deeper understanding of others - Is able to adapt language to be inclusive of a range of audiences 	
<p>Having understanding of and creative engagement with power dynamics</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Recognises 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) - Understands 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 	
<p>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:</p>	<p>Current & Target Level of Competence</p>
<p>Aligning behaviour with values and vision</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Notices, understands and is willing 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 - Is able to implement decisions and/or actions that support vision - Is able 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 	
<p>Example sources of knowledge, practices, tools and training centres which can support the development of these competencies:</p> <ul style="list-style-type: none"> • Joanna Macy - The Work that Reconnects • Secular or Buddhist forms of mindfulness and compassion practices • Presencing - Theory U • Process Work 	

Blended Learning Competencies for Learners

INTRAPERSONAL (BEING) COMPETENCIES in which individuals, collectives and communities are developing their inner world and way of being in ways that support their experience of blended learning and the benefits that can arise for them from that.	Current & Target Level of Competence
Having self-awareness Indicators of competence: <ul style="list-style-type: none"> - Is able to self-motivate and take responsibility for own learning - particularly for self-directed aspects of blended learning programme - Understands own learning style and how to manipulate blended environment to suit style 	
COGNITIVE (KNOWING) COMPETENCIES consists of what individuals, collectives and communities need to know to engage with blended learning environments and processes.	Current & Target Level of Competence
Understanding blended learning as an approach to capacity building Indicators of competence: <ul style="list-style-type: none"> - Understands what blended learning is, how it differs from traditional f2f, advantages and disadvantages - Understands terminology specific to technologies being used - Understands 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) 	
INTERPERSONAL (RELATING) COMPETENCIES comprises the generalized ability to express ideas and interpret and respond to messages from others in order to engage effectively and meaningfully in order to engage with blended learning environments and processes.	Current & Target Level of Competence
Developing communication skills Indicators of competence: <ul style="list-style-type: none"> - Is able to select and moderate their communication style to suit the technological or face-to-face context e.g. zoom, slack, email, in-person workshop - Is willing to follow or help set good practices in use of digital communication methods e.g. online meetings, Slack, email, etc - Is able and willing to communicate in ways that facilitate the learning-action process i.e. share our own and listen to others thoughts, feelings, ideas and concerns 	
Building community Indicators of competence: <ul style="list-style-type: none"> - Has openness to building relationships and relate with others through remote and online channels, and not just through face to face - Is willing to contribute to and communicate around building an inclusive learning community in both online and face to face environments - Is able to acknowledge one's own cultural and social background, identity and experience and openness to experiences different to one's own - Is aware of and reflective about making assumptions based on one's own position around other views, needs or experience 	
ACTION (DOING) COMPETENCIES comprise the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively in order to engage with blended learning environments and processes.	Current & Target Level of Competence

<p>Having practical Tech literacy</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to problem solve independently or by following instruction to trouble-shooting (basic maintenance, repair e.g. installing updates) - Is able to navigate multiple digital tools and resources - Is aware of spamming and knows how to handle that - Is aware of privacy and data protection and understands sensitive data handling procedures (how to keep your data safe online), using cookies etc. - Is able to manage online identity and digital reputation 	
<p>Being able to self-manage</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to manage time and tasks in both digital and physical realms - Is able to manage other technological distractions while learning through technology-driven media - Is able to adapt to and switch between a range of learning environments 	
<p>Having research skills</p> <p>Indicators of competence:</p> <ul style="list-style-type: none"> - Is able to undertake independent or guided research, including finding and evaluating reliable and trustworthy online sources, and recognising poor sources 	
<p>Example sources of knowledge, practices, tools and training centres which can support the development of these competencies:</p> <ul style="list-style-type: none"> • Leading Groups Online 	