Competencies for Learning & Demonstration

What are these competencies?

They are the means by which you activate personal, community and bioregional transformation.

- [Transformative learning competency](#)
- [Project-based learning competency](#)
- [Blended learning competency](#)
- [Creation and use of learning environments and demonstration elements](#)
- [Hosting of learning, activity & event programmes](#)
- [Competency in coaching & mentoring for learning](#)

- [Learning pathways for learning & demonstration](#)

Why are they important?

People learn in different ways. Different ideas or subjects can be effectively communicated or demonstrated to be effective and impactful in various different ways.

How are they used and developed?

Explore pedagogies (e.g. taught, self-directed, self-generated) and ways of learning that can enhance the impact of your message. Seek and evaluate feedback to improve the offering. Form partnerships and collaborations that enable and support mutual learning. Create the living demonstrations of what you want people to learn about, and the opportunities for learning by doing that make best use of those demonstrations. Reflect on and refine what you are doing, to improve the outcomes for learners and to create more meaningful change in their lives and the places where they live.

Selection and use of learning methodologies - Transformative Learning
Develops a range of transformative learning experiences that suit the contexts of the learner and their learning journey, and the centre.

- Is able to design, deliver and support a range of non-linear, non-traditional learning journeys & experiences
- Has a deep understanding of transformative learning theory and practice
- Anchors learning in experience and practice
- Develops self-awareness of thoughts, emotions, behaviours & intuitions in a training and learning context, and their differences in both online and in-person environment
- Has well developed listening skills - especially active listening
- Is adaptable in the role as trainer or catalyst in both online and in-person environment
- Develops clarity in purpose, values, vision, motivation & commitment to enabling learning in others

- Creates a group container and supportive environment for engagement and learning
- Senses and responds to group dynamics in service of engagement and learning
- Is aware of and responsive to a diversity of learners needs and backgrounds etc and uses language, case studies and reference material that encompasses and embraces this diversity, in order to create an inclusive space for all
- Creates safe spaces that can work effectively with discomfort
- Is responsive in their actions to address feedback on learning activities and experiences, both during and after learning activities or completion of programmes
- Builds their own support systems that cater for the needs and the potential of the trainers and catalysts themselves

For more detail visit: Transformative Learning Competencies

Selection & use of learning methodologies - Project-based Learning for Action
Uses a range of learning experiences, activities and processes based on planning, designing and implementing projects, often using real-world examples that learners and / or communities are actively engaged in - so that the projects have transformative outcomes for both learners and the places or communities they are engaged in.

- Evolves action-oriented learning opportunities in response to specific personal, collective, local or regional socio-ecological needs or contexts
- Translates generic climate action 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
- Generates realistic pictures of personal and collective impacts and identifies relevant goals, processes and competencies to support personal and collective action

Selection and use of learning methodologies - Blended Learning
Uses and can integrate both in-person (off-line) and online learning experiences and resources that suit the contexts of the learner and their learning journey, and the centre. This can offer greater accessibility, flexibility, affordability and inclusivity for learners, and if well-designed can enhance the transformative potential of learning journeys.

- Develops self-awareness & adaptability as a facilitator of learning in online and blended environments
- Nurtures engaging and safe online and offline / in-person environments for participants
- Is aware of and responsive to group dynamics in online and offline contexts
- Knows how to assess & select technology suitable for the context & audience
- Understands and allocates the time and skills needed to enable & manage learning in a blended context
- Knows how to design experiential and participatory blended learning
- Designs, facilitates & manages blended learning environments and pathways
- Facilitates technologically enhanced learning
- Understands how to design blended learning experiences to optimise transformative (inner and outer) learning outcomes
    - set-up and preparation phase online;

- ○ technologies for community & communication - forums, chats for connection, guild building
- ○ related technologies for blended learning - Miro, White boards, interactive feedback, confidential feedback, breakout rooms.
- Understands how power & rank, and mainstream & margins, affect groups / learning processes and the effect that different settings have on participation levels of different sub-groups (Leading Groups Online)
- Knows different ways to encourage peer-to-peer interaction and community building online and offline
- Is able to find solutions to needs and technological issues that arise in a group
- Is able to recognise one's own stress or exhaustion from facilitating in-person or online (from screen time, reading the group, delivering content etc). and to resource oneself to support the group to do the same
- 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.

For more detail visit: Blended Learning Competencies

Selection and use of learning environments & demonstration features
Uses a range of appropriate and enriching learning environments and situations to give the learner a diversity of learning experiences, both at and outside the centre.

- Knows how to select and use demonstration examples and practical exercises that support transformative learning
- Knows how to select and use a variety and diversity of learning environments that support transformative learning and cater for different needs and learning styles within the learning group
- Understands that demonstration can cover a range of themes including physical & technology elements (i.e. low impact buildings; energy systems; infrastructure), ongoing practices (agroecology; forest gardening), ways of working (permaculture design methods; sociocratic decision making) and organisational models (social enterprise; cooperative; ethical business).

Hosting of Learning, Activity & Event Programmes
Is able to host, plan, manage and maintain an appropriate quality and diversity of experiences, features and activities for learners, volunteers, educators and other visitors to support the delivery of optimum transformative outcomes for them.

Note: the hosting role is very different to the educator role, and is equally important.

- Is able to host or support a range of non-linear, non-traditional learning journeys & experiences
- Has a friendly, engaging and caring manner, that is adaptable to a diversity of characters, situations and individual and group needs
- Analyses, estimates and manages the costs of courses and learning programmes, and effectively promotes, markets and administers programmes and learner / participant support systems in ways that engage and support learners and relate to their needs and potential, and which also maintain the financial viability of programmes

- Is able to manage the logistics of learning programmes and experiences, including food, accommodation etc for in-person programmes, including creating and managing effective welcoming and departure of learners
- Recognises and caters for the diversity of needs amongst learners
- Builds support infrastructure that caters for the needs and potential of both learners and trainers / catalysts
- Can facilitate or support acceleration and expansion in learning, through effective entrepreneurial and marketing skills, setting up and managing online courses and learning systems, or stakeholder engagement to secure endorsement of community-based learning and engagement programmes from key stakeholders e.g. the municipality or regional government, local businesses.
- Is responsive in their actions to address feedback on facilities and hosting, including responding to additional needs or emergency situations during and after learning activities or completion of programmes

Environments that enhance learning

The core purpose of combining 'learning' and 'demonstration' is that this combination will generally enhance the outcomes for learners - often significantly. Therefore, for venues and learning and demonstration centres that are helping to expand or deepen socio-ecological transition outcomes, some key competency areas they will need are:

- The ability to select and use environments that enhance learning in general, and individual and collective action-learning in particular.

- The ability to design, create and develop enhanced learning environments i.e. also covered in part by project competencies

- The ability to provide a supportive ecology of transformative learning experiences that have a symbiotic relationship with the demonstration elements and related learning environments - for example through a range of complementary action-learning programmes, volunteering activities, or mentoring / tutor support programmes e.g. in regenerative horticulture or farming; green building; etc.

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.

Key Concepts & Practices in Learning

For those involved in education and learning in the regenerative, community resilience and permaculture movements, the following are important areas for developing the competencies needed to achieve personal goals and the goals of the centres they work with, whether these relate to the journey itself, or the final destination of the journey.

- **Transformative learning** - *Is the fundamental essence of our work*. In the context of socio-ecological transition, transformative learning is particularly focused on an

approach that generates transformative outcomes in both the inner and outer world, through both individual and collective transformations.

- **Project-based learning** - key elements of project-based learning include: a challenging problem or question; sustained inquiry; authenticity / real-life challenge; application of learning; feedback loops of critique, reflection and refining of the product. Project-based learning often also involves developing the ability to work with peers, building teamwork and group skills.

- **Messy learning** - Messy learning is "**non-linear" learning** (whereas "clean learning" is like "linear" thinking). Messy learning can be compared to experiencing a network of paths (without the idea there is one 'right' path), with a diverse variety of experiences along the way that force you to look at something from new or different angles, so you develop critical thinking and your perception is broadened and strengthened.

- **Blended learning** - a combination of in-person and online learning activities; often a diversity of styles of learning activity i.e. taught, project-based, practicals, visits to other projects, video, reading, etc using both online and in-person elements.

- **Learning pathways** - a learning pathway is the chosen route taken by a learner through a range of learning activities or learning programmes, which allows them to build knowledge, skills and overall competence progressively. With learning pathways, the control of choice moves to the learner, and away from the educator.

- **Teaching, Coaching and Mentoring** - In simple terms, teaching involves imparting particular knowledge or skills to a learner to achieve a particular learning outcome. Coaching involves supporting a learner to identify the goals that are right for them, and then to support them to achieve those goals through their own learning and reflection, and by asking skilled or insightful questions (and without imparting advice that pulls the learner toward a particular direction). Mentoring involves supporting a learner to develop skills or competence in a particular field in ways that draw on the mentor's significant experience or expertise in that field.

- **Communities of Practice (CoP) & Networks** - a *Community of Practice* is a group of people (practitioners, such as permaculture educators, or people running learning and demonstration centres!) who share a common concern, a set of problems, or an interest in a topic or field, and who come together regularly to fulfil both individual and group goals. The CoP provides a support network for this group of people, and creates opportunities for mutual learning, building capability, sharing knowledge and reducing duplication of work. For more information on the value and benefits of CoPs, see the **BLAST project Communities of Practice Guide**

  Key resource:
  https://communitiesforfuture.org/transformative-blended-learning-blast/

Coaching & Mentoring for Learning

The EMCC (European Mentoring & Coaching Council) competency framework identifies the following Eight mentoring/coaching competence categories:

1. **Understanding Self:** Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives

2. **Commitment to Self-Development:** Explores and improves the standard of their practice and maintain the reputation of the profession

3. **Managing the Contract:** Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client / group and, where appropriate, with sponsors

4. **Building the Relationship:** Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor

5. **Enabling Insight and Learning:** Works with the client / group and sponsor to bring about insight and learning

6. **Outcome and Action Orientation:** Demonstrates an action-oriented approach and uses the skills in supporting the client / group to make desired changes

7. **Use of Models and Techniques:** Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning

8. **Evaluation:** Gathers information on the effectiveness of own practice and contributes to establishing a culture of evaluation of outcomes

For those that are interested in the Capability Indicators (CIs) for these eight competence categories, or additional information on the role and competencies of Community Climate Coaches it is recommended to consult the **Community Climate Coaches Comptency Framework [link to CCC doc / comps webpages]**

For more information: [European Mentoring and Coaching Council (EMCC)](#)

Learning Pathways for Learning & Demonstration Competencies

Learning Pathway Options - How competency is learned & developed for Learning, Demonstration & Hosting		
Competencies Transformative Learning Methodologies		
Entry level 'Taster' →	**Core 'Experience'** →	**Extended 'Journey'**
Articles, books or webinars on the theory and application of various transformative learning methodologies.	Online or in-person training in transformative learning methodologies. Substantial experience of	Deepened and extended experience of theory and practice of *Transformative Learning*

Experience of transformative learning through different methodologies.	Transformative Learning practices.	

Competencies selection and use of Blended Learning methods		
Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Articles or webinars on the theory and application of blended learning methodologies. Experience of blended learning through different methods.	Substantial experience of Blended Learning practices and approaches. Training in blended learning methodologies.	Deepened and extended experience of Blended Learning especially through repeated practice of delivering and refining your own blended learning experiences, including as part of a team

Competencies for Demonstration Elements & Learning Environments		
Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Personal experience of learning with a range of demonstration elements and in various learning environments. Books or articles about how learning outcomes are affected by the learning environment.	Experience of designing and creating learning environments and demonstration elements to achieve desired learning outcomes. Peer-to-peer exchanges on tools, ideas and research into learning environments.	Deepened experience of theory and practice of developing learning environment design..

Competencies for Hosting Learning & Activity Programmes		
Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Experience as a volunteer or part of a team that hosts learning programmes e.g. hosting an Introduction to Permaculture course Guidance documents or articles on best practice in hosting learning programmes.	Training or experience in financial administration, hospitality, catering, marketing and/or event management. Experience working in a range of hosting environments e.g. hosting a PDC (Permaculture Design Certificate) course.	Ongoing hosting practice and professional development in all aspects of hosting a diversity of learning and activity programmes.

Learning Pathways for Coaching

Learning Pathway Options - How competency is learned & developed for Coaching		
Coaching Competencies		
Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Books or Online searches,	Coaching Training Accredited by	Developing your coaching

articles and videos Being coached Online 'Introduction to Coaching' short courses, webinars or workshops	relevant Professional body e.g. EMCC (European Coaching & Mentoring Council) Receiving coaching for a set period e.g. at least 3 months / 6 sessions	practice Being coached on an ongoing basis Peer-to-peer coaching exchanges Ongoing participation in Coaching Supervision group
Competencies for Climate Coaching		
Entry level 'Taster' →	**Core 'Experience'** →	**Extended 'Journey'**
Engage with and participate in **Climate Coaching Alliance** events	**3 Module Climate Biodiversity Coaching online course with ongoing reflective practice** Engage with and participate in **Climate Coaching Alliance** regional group to find allies	Extended engagement and participation with **Climate Coaching Alliance** regional group to find allies
Competencies for Nature Based Coaching		
Entry level 'Taster' →	**Core 'Experience'** →	**Extended 'Journey'**
Books or Online searches, articles and videos Peer-to-peer learning on nature-based coaching	Specific nature-based coaching training e.g. Courageous Coaching online training with nature-based learning practices;	Practising and receiving nature-based coaching on an ongoing basis

Key Resource:
Ecological & Climate Conscious Coaching, Editors: Alison Whybrow et al, Routledge, 2022