

SUMMARY

The Training Circle has begun the Re-energizing Training for Transition project with action research to scope the current provision of and need for learning opportunities. Surveys (171) and interviews (86) were carried out with trainers, participants and transitioners in South and North America, Europe, Japan, Australia and New Zealand, in 5 languages. Thematic analysis of surveys and interviews found a desire for more training. There was a clear trend of people preferring collaborative and holistic approaches to learning; many suggestions to reframe 'training' as an ongoing, supported learning process, with principle-based frameworks, adapted to local context; to make explicit that learning opportunities for transition can be created anywhere. There was a desire to collaborate on the principles and frameworks, to share skills/tools, to create a supportive community of trainers and a renewed sense of shared purpose. The research will inform actions to support training, starting with collaborative pilot projects. Suggested actions include:

A Community of Practice

- A lively trainers' community of practice at international, national and local levels.
- A network able to support collaborative work on developing and updating training.
- Training structures that support collaborative creation, e.g. modular
- The possibility for peer-to-peer learning.
- Peer reviewing to develop resources or create new ones.
- Regular meet-ups (virtual or in person) of trainers.
- Coordination to enable this.

Improved communication, with a virtual space for sharing and creating learning

- Clear signposting to learning opportunities & materials on the TN website
- Support for initiatives wanting to set up a website
- A Virtual Learning Platform, with two levels 1. Starting Transition!! - access learning materials to start transition, 2. For Trainers' Community of Practice - to share materials and tools
- Support for online skills sharing for transitioners
- Organisational support to connect initiatives and trainers
- Translation organising, to share learning ideas between languages

Creating, adapting and updating learning opportunities

- Make explicit that transitioners can create and adapt learning opportunities
- International coordination and framework of some kind for training,
- Coordination of online learning opportunities, especially within languages.
- Flexible approaches which enable learning to come from local culture
- Paradigm shift towards a holistic and systemic approach to transformative learning.
- Pre-during-post pathways for supporting learning, rather than one-off event.
- Learning themes most often requested were: group skills and conflict resolution; collaboration within and with other organisations, between grassroots and local political structures, more sharing of Municipalities in Transition Project work; local food resilience; purpose and message of Transition; importance of Inner transition, including integration into all learning; peer skills-sharing with other transitioners; re-economies, circular economies.
- Address inequality, intersectionality, distribution of power and resources.
- Importance of experience - trainers having experience, experience-based learning.

Collaborations with and between like-minded organisations, hubs, trainers

Re-energizing Training for Transition: Research Phase Report

*“ If we’re not learning, we’re not going to do this!”
- Trainer of Trainers*

1. Introduction

First of all, a huge thank you! We appreciate all and everyone who helped with time, ideas, reflections and wisdom, through the surveys and/or interviews. We would like to thank and honour here more than 200 people who contributed to this project. We thank all the transitioners who have taken part in creating and sharing ways of learning and empowering others to do the same.

We began this project with a deep sharing with Sophy Banks and Naresh Giangrande, the first trainers of trainers for Transition, who kindly shared with us their insights and gave their support for this project.

Our intention as the Training Circle is to re-energize training for transition. In these times it feels more important than ever to put resources and energy into developing and amplifying transformative learning opportunities for sustainable and regenerative communities, which are being created in many places and languages within the Transition Movement.

In this first phase, we listened to the biggest number of people we could involve with training for transition, in areas of the world where the Transition Movement has had more presence, to understand how they believe we can do this work together and to inform recommendations for pilot projects, to support collaborations and nurture learning. This included trainers, trainers-of-trainers, transitioners and participants in training. We were asked to ‘scope’ the following areas: North and South America, Europe, Japan, Australia and New Zealand.

What happens next?

This report is a summary of what we have gathered. We will use it to nurture, develop and share training and learning opportunities across the Movement. Please see next steps in the final section for how to be involved, if you are not already!

Practical recommendations and ideas for pilot projects emerging from this research are being developed in the next phase of the project, which began in July 2020, alongside creating a structure that allows the Movement and trainers to decide on the principles of Transition Training, and to train new trainers.

We will collaborate with TN and the Hubs Heart Circle to resource the work of putting into practice the suggestions of this research, for example collaboration with TN and Hubs platform(s), with the website of TN, TN ‘Infrastructure’ Circle and also with capacity at TN for example to train Hubs/groups in having their own websites.

Open source information!

People kindly doing the training surveys or interviews agreed to share their thoughts with the wider Movement, with the agreement their personal details be kept confidential. Therefore, we have used numbers instead of interviewee's names on transcripts and removed personal identifiers e.g. contact information. In summarising what we have gathered, we have tried to keep as many voices as we can and to give an overview. We have included as much of the data from the surveys and interviews as we can in this report and appendices, but we are here to support learning across the Movement, so if you would like particular information that you can't find here, or you have questions or ideas to share, please get in touch with us!

The Training Circle

The Transition Movement has been supported in its development by a UK-based Charity called Transition Network (www.transitionnetwork.org). Some of the earliest work of Transition Network was to develop and deliver a range of Transition trainings to support and engage the growing worldwide Transition movement.

Over the years Transition Hubs and a network of trainers have adapted, developed and delivered training around the world and online in different languages.

This re-energizing training project is part of a shift towards the wider Movement holding responsibility for leading on training, sharing learning opportunities and empowering trainers and groups to take this work forward, with Transition Network simply providing support and resources for this work, rather than direction. In 2019 a group of volunteers from the Transition Movement invited individuals, groups and Hubs to apply to take on the role of Training Coordination and the Training Circle who are doing this project was created, made up of international Transitioners and trainers – Monica from Brazil, Josué from Belgium, Anahí, Catalina and Silvana from Chile, and Rachel from the UK. During the process the Training Support Circle - guardian of training vision at the beginning - and the Training Circle were merged, forming the Training Primary Circle, which holds the governance of learning opportunities among the Movement. This project is resourced by Transition Network. You can read more about how this project started, [here](#).

With the help of this research and ongoing collaboration, we are in the process of setting up the foundation for training being held by the Movement. The next step (see 'next steps'!) is to get action pilot projects off the ground as soon as possible, but we don't yet have the capacity to offer 'updated' training courses such as Train the Trainers .

1.2. Defining our terms

By transition (small t), we meant any activity of transforming communities for a sustainable and regenerative future (which always involves a learning journey).

We defined training as meaning the various forms of learning opportunity, from small workshops to whole learning journeys, that support the activities of transition, rather than only a formal training course.

During our research, the term and traditional role of ‘trainer’ was questioned by many we spoke to and in Spanish the word was never used, instead ‘facilitator’, meaning the one that facilitates spaces and processes of learning/transformation. This was generally a preferred term.

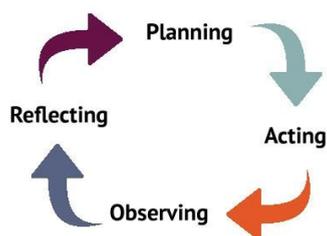
We reached out in this 1st phase mainly to people involved in the Transition movement. The movement is made up of regional hubs, local initiatives and individuals aligned with transition's vision working to further its aims. We have called people involved in a Hub ‘hubsters’ and anyone involved in the work of transition, individually or in a local group, ‘transitioners’.

2. Methodology

2.1 Our model of interpretation

This is “Action Research”. We recognize that this project is not linear but cyclic, a continuous feedback loop has been taking place. Sending out the surveys and holding interviews has been an intervention in itself! We have also been deeply touched by it.

So while we are moving into an action phase based learning from the surveys and interviews, we will be seeking feedback from the Movement to inform our actions.



The Action Research cycle

We embrace a constructivist epistemology. This means we are conscious that there are as many perspectives of the same “reality” as eyes that look at it and that our own interpretations of this “reality” are influenced by our personal life experience and points of view. From this humble position, the following report is the best way that we had found to present the data received through the surveys and interviews sent to the global Transition Movement, attempting to include “all the voices”, but also to draw some conclusions that can transform into action.

2.2 How we gathered information

Surveys

We first created surveys based on our collective experience, designed for three groups of people: trainers, participants (people who had participated in a Transition training) and hubsters/transitioners. The surveys were in French, Spanish, Portuguese and English.

How they were sent out and where

Surveys were shared by TN on social media and online, as well as directly by us with the list of trainers from TN and our own networks. The surveys also went out several times on the Hubs mailing list and Hubs were asked to share the surveys with their networks. Trainers were emailed and asked to share the surveys with people who had taken part in training. Surveys were sent to Hubs in North and South America, Europe, Japan, Australia and New Zealand.

Reach

The number of people surveys reached varied between countries and areas; we don't have a count of how many in total were sent out because reaching transitioners and participants in training relied on Hubs or trainers being able to contact their own lists. For example, in the USA there was a wide reach of training participants because the Hub sent out the survey to a database, whereas in some countries with active transition groups, there is no Hub, or the Hub may not have been able to contact training participants. We were able to provide surveys in 4 languages, and interviews in 5, however we will not have reached many of the languages spoken by all transitioners.

In total there were 171 survey responses, divided between the three groups and between languages as follows.

SURVEYS	N°
Total responses	171
Participant	89
Trainers	50
Transitioners	32
Total English answers	49
Total Spanish answers	44
Total French answers	33
Total Portuguese answers	19

This is how the survey respondents were distributed in the world:

Continents	Total	Trainers	Transitioners	Participants
North and South America	82	21	11	50
Europe	82	25	19	37
Australia & New Zealand	5	3	2	0
Japan	1	1	0	0
Blank	4			

Please go to Appendix 1 for the number of responses distributed by country.

Interviews

People who had requested a more in-depth conversation in their survey were invited to interview. Almost all were offered interviews, though sometimes capacity or the difficulty of finding time in common meant we missed out speaking to some people and we apologise for not reaching everyone. Interviews were semi-structured based on a set of questions (see appendix) and the participants' survey. We used www.zoom.us for the meeting and recorded it. After it, we sent the records to www.amberscript.com who transcript all of them to their original language.

We also actively sought to set up conversations with a wider range of people who had not completed a survey but were involved in similar training work for aligned organisations beyond the Transition Movement (this was particularly successful in Latin America), or who had been part of Transition in the past. Where possible, interviews were offered to other people who were recommended by interviewees as someone to talk to.

The number of interviews was 86. The following 2 charts show first the region where the interviewee lives, and the second chart if she/he answered as a transitioner, trainer or participant; or more than one.

N° OF INTERVIEWS	86	100%
South América	35	43%
Europe	29	36%
North America	13	16%
Australia & New Zealand	3	4%
Japan	5	1%

Type of Interviewee	N°	%
Trainer	59	68%
Hubster/Transitioner	12	15%
Training participant	9	11%
Aligned organisation	6	7%
TOTAL	86	100%

Please go to Appendix 1 for the number of responses distributed by country.

2.3 Response and Adaptations

Action Research is always a process of learning and adapting actions, in response to learning from research. Here are some of the adaptations that we have made so far.

The coronavirus pandemic spread across the world during the course of this research. Therefore, we adapted surveys to include an opportunity for people to reflect specifically on the pandemic and the needs of their communities. This also had an impact on how widely we were able to share the surveys and on people's capacity to respond. We extended the length of the survey period in order to give people more time.

We interviewed people involved in training activities from other organisations with aligned goals, by actively contacting them, as well as trainers who had trained with the Transition 'Training of Trainers'.

Interviews and surveys were only into the languages we could provide within the Training Circle, which would have been a barrier. In the case of the Japanese Hub, this was solved because the Hub hosted a meeting in Japanese for all transition trainers in Japan, as part of this project. In Italy, one transitioner kindly translated the interview questions into Italian for others to use. In Australia and New Zealand, survey answers were very limited because the communication did not go via Hubs to reach participants or hubsters. However, the Australian Hub met with us and are considering running their own survey process with Australian transition groups.

Therefore, although interviews were more wide-ranging in their scope than were surveys, bear in mind this is an incomplete snapshot of what people doing transition may need.

While surveys were out, we received feedback from social media that some people felt excluded by the term 'Hubsters', which was the original title of the 'transitioners' survey. Those giving this feedback were not members of a Hub, and the questions did not give them the chance to respond. So, we adapted the survey to be more open to anyone involved in transition activities, regardless of whether part of a Hub or initiative and sent it out again. We gave an apology and extended the period surveys were open.

2.4 Analysis

When looking at the surveys, we used coding to arrive at emerging themes which we then discussed between us across the surveys in 4 languages, adapted to reflect the different survey answers and counted across the surveys. We used these same themes as a starting point to interpret the interview data. We then included all other information from the interviews, not covered in the themes, as well as observing which themes were amplified in the interviews.

2.5 Wider learning

We recognize our domain is within the Primary Training Circle, nevertheless there is more widely relevant information that came up through surveys and specially interviews. It feels very important for us to bring this information to the corresponding circles and/or roles in TN and/or the Hearts Hubs Circle, to acknowledge the conversations that we had held with everyone we have talked with. We have therefore included a final section in the report that talks about these wider concerns.

3. Overall themes from the data

For tables of themes from the surveys, please see Appendix 4 and 5.

Here we analyse what was said about the current contexts for training/learning

- What is no longer needed or standing in the way and can be let go?
- What needs renewing and supporting?

“It felt transformative for lots of people that in those 2 days it was intellectual, it touched their hearts, it brought things together. Doing that Launch training was an incredible experience. The context feels very different now. There were things that we were putting together that now lots of people already take for granted.” - Trainer of Trainers

From participants: positive feedback on trainings

Feedback from participants who had taken part in training was overwhelmingly positive. Participants in Spanish, Portuguese and English surveys said that what was good about the trainings included:

Hopeful future is possible
Gratitude for the work and the network
Motivates to collaborate in collective projects
Make good local contacts, family
Learned a lot and new tools

From transitioners, there is a desire for more training

Many who saw the list of training topics in the surveys - which was taken from a total list of training created across different territories, not in all - very frequently commented that they wanted access to more. The topics are in Appendix 5 and explored in the next section.

About the community of Transition trainers

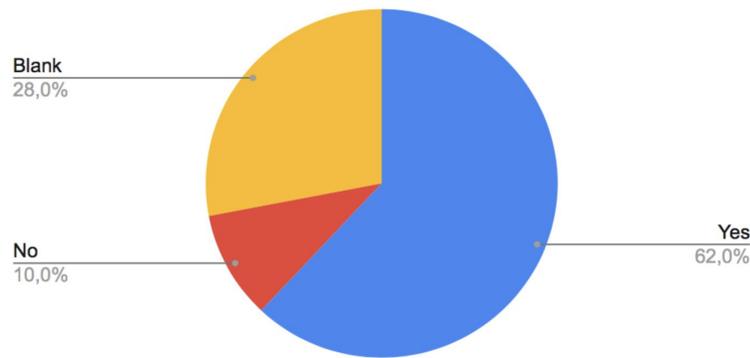
There are still many active Transition trainers around the world, though the number of trainings they offered varied hugely. A wide range of topics are offered by the trainers who responded (see appendix 2). Of 47 trainers who responded, 42 had done a Transition ‘Training of Trainers’ course, the majority in English, with some training in Spanish and in French. Training had taken place in 15 different countries (see Appendix 3).

N° of Transition trainings offered by trainers in the last ten years	N° of trainers
0	2
1-5	16
6-10	9
11-20	14
21-50	3

51-100	5
more than 100	1

The majority of trainers would like to offer more training!

Would you like to offer more trainings for transition than you do at present?



A resilient economic model is needed for trainings

Financial support as well as time was often described by trainers as what is needed to help them offer more training. There is a need of balance between what trainers give and what they receive, a need to receive money to support their action. Some were saying they went to burnout by doing so many interesting and useful things, dedicating hours to training, without receiving money (or very little) for that.

Collaboration

There is a strong desire from surveys and interviews to avoid a paradigm of separation, or even competition, between different 'providers'. Instead, there was support for collaboration with, and signposting to, other learning opportunities from aligned movements and groups. Acknowledging at the same time the need to learn how to collaborate effectively.

Paradigm shift toward Systemic & Holistic Worldviews

On many levels in the responses from trainers, transitioners and participants, a sense of interconnectedness and interdependence emerges as needed to overcome separation and duality, to be able to integrate. Paradigm change was reflected in desire for new learning opportunities on a fractal level: personal, group, community, local, bioregional, municipalities, governments, global.

"Some people have called it the interstitial fluid ... coming into a community not to compete with existing organizations because, my goodness, there's an environmental organization on every street corner! But rather to support connecting, and every transition group that's taken that approach has shared with me, "Oh, my God. It was so powerful and so appreciated!" because everyone wants the connection and knows they should be sharing information, working together more." - Trainer, Canada

It needs to be explicit that learning for transition can be created anywhere

Some Hubs or trainers such as in the UK, Latin America, Ireland and the USA had felt in the past, or still felt, unsure whether ‘permission’ was needed from TN to innovate and create new training, while others had never felt this and had created many new trainings, such the Belgian Hub. To some, the original framework of disseminating and certifying training/trainers from TN carried echoes of a colonial model. People often suggested a solution of starting from an asset-based approach, honouring local and cultural specificity and history, but sharing models and ideas. In terms of power distribution, the process of TN moving its power to the movement with the Hearts Hub Circle is also now happening with training, with the formation of this circle as part of that process (see introduction).

“In South America, having ancestral knowledge, there are very rich things that can be rescued and revived and that are also very, very related to each other, but also [we need to] show them not as if transition is something that has created everything, a transition movement, but that there are things that have already been done, were already done long ago, many years of efforts that have been lost. I think it would also be rich to be able to show how from our place, where we are, we also contribute to that: it is not something that comes from England, but it is something that is also born here. I think it is also important” Trainer - Bolivia

“ I don’t have a problem with the model [...] but it’s to make sure that as you explore the different models you find what is it that you have already, you don’t want to superimpose: that’s the colonial bit. You want to ask: what have you already got?” Trainer, Ireland

“It is important that the capacity to support the movement is [...] there in the hub, in the country.” - Trainer/Hubster, Romania

Renaming “Training”

In line with the desire for horizontality and collaboration, were the different words people preferred instead of training and trainer. People responding to surveys and interviews very frequently said that “training” was not the word that represents them, preferring “learning opportunities”, “workshops”, “forum”, “MOOCs”, “skills sharing” and “virtual platforms”. The word facilitator could be closer than trainer. We will use the phrase “learning opportunities” instead of training, as best reflecting this feedback, during this report.

*“‘Training’ feels like work – something you do in your professional work. Transition is about our lives. Not what we do to earn money. ‘Training’ would not get a good turn out [here]! Transition needs to provide... more around messaging and communications than training. Who can purport ‘expertise’ about the new world that we need?”
Local Initiative Coordinator, UK*

“We should speak about education, more than about trainings.” - Trainer/Hubster, Romania

Redesigning Learning Opportunities

Rather than periodically updating the content of existing training there was a desire to move away from a perception of ‘fixed’ training programmes with fixed content, to a more flexible and modular approach, with pathways tailored to individuals, territories and communities; a

clear purpose but more focus on experience-based learning, and learning from context, built from the experience of participants as well as those leading the training. There was lots of enthusiasm for localisation of learning opportunities, adapting to local realities.

“Hopefully we will soon see trainings that are very contextualized, relocated.”

- Trainer, México

However, there was also a desire for shared updating of key information and adapting content especially within the most widely used trainings, for example in the Launch training, which has been updated and adapted in some different languages and places, not in others. Furthermore, there was a desire for translations of existing and new learning opportunities between languages.

“Make the Transition Starter Pack, one of three simple steps. I think a short transition manual is needed. Make it with small steps that must be understood and shown with real people.” Trainer - Bolivia.

Wrap-around learning processes

Instead of ‘one-off’ training of one or two days, many people suggested the need for a process that began before the training, with deeper understanding of the specific local needs and issues and was followed up by mentoring, or further learning. An individualised pathway, pre-during-post and specific to community and territory.

“A training that is part of a long term process in the territory, of social acupuncture in the territory.” Trainer - Colombia

“Any group that is formed through a workshop, do everything possible to keep that group going over time.” Trainer - Bolivia.

“We support communities, with the main criticism that we launch initiatives, a project is generated, they are withdrawn and there is no installed capacity left in the community. Not everyone is able to motivate others to do the activities.” - Transitioner, Chile

“Perhaps someone who could assist in setting up a group when the person returns to their community would be very useful.” - Training participant, Brazil

Desired topics for learning

Support was particularly wanted for group skills, decision making and conflict resolution: the processes for how to work together and keep going beyond the early stages. Also, for collaboration with other organisations and groups and with local councils. Food resilience, re-economy, time banks, circular economies, transition leadership. Full list below in ‘themes emerging’.

“[We need an] add on program when we face a challenging stage. How to deal with this. [We] need a new program for transitioners who have been in this movement for a while.”

Trainers, Japan

Clear purpose

People in transition groups quite often shared a need to renew their shared purpose of transition and put out a clear message about their purpose, and felt that learning opportunities could help with this.

“We were busy doing stuff for many years. And I think we sometimes felt we lost a bit of connection with the true purpose of transition, on occasion.” - Transitioner, UK

Integrating Inner Transition into learning opportunities

People in many areas emphasised the importance of inner transition, not as a specific training, but as a core aspect for all transition training processes and the need for transformative experiences that bring change in our lives and behaviours, to create healthy groups and relationships. Some discussed the way that the ‘inner’ and ‘outer’ work had become unhelpfully polarised:

“Group work is needed that is not branded as ‘inner’. I’m a specialist in inner transition, but I don’t think group process belongs there.” - Transitioner/Trainer

“I remember that the approach the [“Inner Transition”] training took, grieving about the environment, put some people off. The Movement needs to recognise there is more than one pathway to enlightenment, as it were. People might engage with [the climate/ecological crisis] just as much through engineering, through Science.” Ex-trainer, UK

“It is needed to change the pattern of separating the Inner and the Outer, because they are the two faces of the same human being. And this is thinking systemically.” - Trainer, Portugal

This has been a tension within Transition since the early days:

“The tension between being part of a positive movement and how do we include the shadow – the trauma, in ourselves and in systems of colonialism and patriarchy written across the world. [...] The split [between ‘inner’ or reflective work and ‘outer’ action] is a symptom of something very deeply rooted – how can we understand it and be compassionate?” - Trainer of Trainers, UK

3.2 Specifically thinking about training in relation to Covid, what have we learnt?

In answer to this question people expressed the need for more support of community resilience, building stronger networks and addressing food resilience. They also expressed the benefits of and need for online training and learning and online platforms. People said they had become more aware about what is resilience, and about interconnectedness. Some people saw the possibility that the lockdown brought changes that could be kept, for example, *“people walking on the streets with their families looks like a vision of transition, and no cars around.”*

“The Transition and the creation of community is seen now as very important, and it’s a good time to spread awareness of transition.”

“People are thinking more about local food, and local consumption.”

"This crisis will make people think more about the connection between all the world, and it's very important. Much more awareness about resilience, local food, collaboration and inequality."

4. Action suggestions

Based on the research, we have summarised what suggestions for action emerged under the following headings, with detail below for each.

4.1. Communities of practice

4.2. Communication

4.3. Creating, adapting and updating learning opportunities

4.4. Collaborations with and signposting to like-minded organisations

4.1. Communities of practice

The following points emerged from surveys and interviews:

- A lively trainers' community of practice at international, national and local levels, with mentoring/guidance for new trainers and coordination to support it.
- A network able to support collaborative work on developing and updating training.
- Training structures that support collaborative creation, e.g. modular frameworks
- Peer reviewing to develop resources or create new ones. For example, a system to facilitate transition initiatives sharing their experiences and areas of expertise.
- Regular meet-ups (virtual/in person) culminating in (annual/biannual) "trainers' camp" by continent/region/language, to share practices, codesign, strengthen community.
- Keep a good database with all people that did the training of trainers, it is going to be an amazing global network!
- Support communities of practice between transitioners and transition initiatives: the possibility for peer-to-peer learning without one person being identified as "the trainer", is strongly desired. For example, sharing and mentoring between transition groups. In Sweden they speak of "non formal education".
- Training participants want ongoing support from shared learning communities (see table below - summary of participants' response to question 11 in all languages)

11. What further support would most help you to put more of your learning into practice?	N°	%
Support from my local community	56	23%
A mentor or someone to check in with occasionally	43	17%
Online community of people who have done the training	34	14%
Further training on another topic	33	13%
Face to face support from others who have done the training	31	12.5%
Follow-up training on the same topic	29	12%
More resources such as books and websites	22	9%
Total responses	248	100%

"Organize online meetings on specific and announced topics" - Trainer, France

“It would be good that trainers focus more on [creating a training community]... It needs one person to help sharing information, practices, someone paid to see the wider picture.” - Trainer, Sweden

“I'd like to see us [transition groups] being able to feel like a more of a community rather than trying to all do it in isolation.” - Transitioner, UK

4.2. Communication

Websites

- Clear, simple signposting on the TN website for how to get started with transition, how to find resources and where to go next for learning opportunities for groups.
- Support for initiatives wanting to set up a website would be helpful, e.g. a template website.

We are working with TN staff Yaz (Amplifying Stories) and Sam (website) on the TN website training offer, based on all the specific and helpful feedback we have gathered.

A Virtual Learning Platform is needed, which could have two levels or membranes:

1. Starting Transition! - access learning materials to start transition, open to everyone – a knowledge commons.
2. For the Trainers' Community of Practice - to share materials and tools.

Someone or a team, could coordinate communication, to curate and connect the Learning Platform, connecting with TN, local transition websites and social media.

“The Training Circle should work on collecting existing trainings, making visible and the content accessible. To create a list of online training opportunities, give an overview of what trainers are doing around the world so we can see what's going on. Then to create opportunities for exchanging practices, to learn from each other.” - Trainer, Germany

Support for online skills-sharing

There was strong support among participants and hubsters/transitioners for more skills-sharing both between groups, in a particular region and internationally. Local groups want to be enabled to access and to provide short, facilitated presentations of their learning tools/experience to make it easy for them to share their knowledge with others. Ideas included a TV channel, video shorts or webinar sharing between transition groups. Another idea is a radio programme produced by all Hubs, telling experiences from their region.

Translation organising

To enable the sharing of learning tools and training materials between languages and regardless of in which language they are first developed.

Organisational support

Organisational support to connect initiatives and trainers and to promote learning opportunities so that people can take them up was a particularly strong theme from participants, transitioners and trainers. Some trainers said in Europe that they had energy and time to prepare and facilitate trainings, but not to promote them, and struggled to reach the wider public when their training work was not well funded. Transitioners within initiatives

frequently expressed a sense of isolation and a desire to hear more frequently about where to find support and learning. For example, participants in the USA suggested a database of willing mentors in different areas of transition, from groups all over the country.

“Groups can be incredibly helpful to each other but you don’t always know who to call, if you know a certain group has done work on leadership, on democracy [then you could learn from them]. It’s easy with repair cafes – you can see them, ask other groups already doing them. [But] it’s not the headline thing [we need], it’s the fundamentals. It’s very difficult to find out which groups are run well.” Transition Initiative, UK

4.3. Creating, adapting and updating learning opportunities

There was a desire for collaborations on developing, translating and updating training, including creating online versions.

Learning topics most often requested

From respondents overall:

- Group skills - relationships in groups, group decision making and conflict resolution.
- Collaboration with other organisations and between grassroots and local political structures. Wider collaboration with/sharing of work being done by the Municipalities in Transition Project was requested in relation to this.
- How to improve local food resilience
- Creating a renewed, shared sense of purpose and message of Transition.
- Peer learning - more easily connect to and learn from other transitioners, for example to find out how another group has tackled the same issue.
- Integrate inner work. There was discussion about the polarity sometimes set up between ‘inner’ and ‘action’ and the need to integrate these in learning opportunities.
- Circular economies

Flexibility and local identity, freedom to innovate

There is a strong desire for a flexible format to learning opportunities, for more people in more places to feel empowered to create new ones and with methods, length and content adapted to context and group. There is a need to honour and signpost to existing local training in any place, and at the same time not to re-invent the wheel. Honoring diversity and respecting local culture and experience in learning opportunities.

“I think we need a different model somehow.... We’re not ready for 2 day training, that really put people off here.” Trainer, New Zealand

International coordination and framework of some kind

At the same time, trainers and hubsters wanted some oversight of new learning opportunities, e.g. by sharing and reviewing within a community of practice, creating the core framework and principles of a training that could be adapted to different contexts, and getting feedback from others on new learning tools. Several people raised a preference for ongoing renewal and sharing of tools and ideas, rather than single ‘updates’. In interviews there was a suggestion for collaborative shared updating/creation by interested groups of e.g. Thrive Online, Food Resilience, Group Skills. Both trainers and transitioners would like to share their learning and experience on particular topics with others.

“To have an international, relatively tight network which could enable exchanging of information and then an Australia network of trainers that could generate things that could share back to other groups... otherwise [transition] doesn't have that community feel. It would be better if we didn't have to come up with the same stuff!” - Australian Hub

Coordination of online learning opportunities

The need for and benefit of online learning was a theme in both surveys and interviews. Several interviewees reflected on the benefits of online learning (especially during COVID-19) in making learning more accessible, especially to geographically isolated groups, more flexible in timings and cheaper because of not needing to pay for physical space and travel. Trainers expressed a need for collaboration and coordination at the local level and/or language level of online versions of training.

“[self-guided online learning] could be a good strategy to do with set online courses, like Launch. Also Effective Collaboration. But if we do that in English, we're kind of claiming that space! I think this is important to run this by the international training community, not just do it unilaterally.” - USA Hub

Importance of experience

In surveys and especially in interviews there was emphasis on the importance of experience: the trainer being experienced in the area they are training about, experience-based learning and sharing experiences between participants. Similarly, there was a desire to learn from the experience of other transitioners/transition groups both locally and internationally.

It is important to take care about the way we treat each other. Trainers need to be prepared to handle groups' problems.

“...We think we are more advanced than we really are and we find repeating a speech that we have learned in a workshop...that is good, we learn!...but people carrying out these practices, workshops and delivering transformative experiences, should have gone through genuine transformative processes. You cannot facilitate really transformative processes at a deep level of paradigm change, if you have not reached this level yourself...we need well trained people in the teams with people who are on the way and people who are just coming in. That generates a very, very powerful dynamism.” Trainer & Hubster - Chile

Address inequality, intersectionality

There was a strong message to directly address issues of inequality, including racism. Self education work needs to be done by White facilitators/trainers to address unconscious bias, to directly address racism and understand the racialized experience of diverse communities, for example in the USA. Trainers in Japan collectively requested that training be linked to the Sustainable Development Goals. Interviewees in Brazil spoke of the need to speak about Regeneration. Participants in the USA spoke about social and economic pressures creating unequal access both to voluntary work and to meaningful employment in transition activities.

4.4. Collaborations with and signposting to like-minded organisations

Learning opportunities should support access to a variety of resources, with strong, *local* signposting. There was a strong preference for collaboration and for signposting to tools and courses from other organisations and survey and interview respondents mentioned a big range of organisations. There were suggestions for MOOCs about different topics that can be accessed by trainers and trainees online. Use them to help people on concepts and specifically tools like: Dragon Dreaming. An idea was to have a bank of technologies/tools, with tutorials on suggested topics like: Dragon Dreaming, Deep Adaptation, Deep Ecology, Work that Reconnects, U Theory, Design Thinking, Sociocracy, Holacracy, Integral Theory, MIT - Municipalities in Transition.

“People need help to access the good resources already out there in their country or region. We don’t need to reinvent the wheel – often we stay in siloes and don’t know what great tools are available from another ‘discipline’.” Trainer, Canada.

5. Wider learning

We found the need for a section to include what we have learnt that does not speak specifically, or only, to training, but is important learning for the wider movement. It feels important to share the insights of those who have shared their experiences with us and to honour and follow up what we have heard, in sharing this report widely.

[There is a] tension between being part of a positive movement and how do we include the shadow – the trauma, in ourselves and in systems of colonialism and patriarchy written across the world. - Trainer of Trainers, UK

Conflict in groups

The shadows that we see in the world are also present in our organizations. During the interviews we noticed that many hubs and some initiatives were having severe conflicts, and sometimes didn't find a positive way out of this. Some hubs even stop to exist because of conflicts.

Gender equality

"I think, honestly, a lot of [the difficulty with working as a group] is gender stuff. It's the same old thing of the men dominating and the women sort of not having the voice that they need and then getting put down [or ...] getting seen as difficult because [they] won't shut up."
-Transitioner

Systemic racism

One of the main issues that kept an ex-trainer in the USA from training for Transition, had to do with the lack of interest of the network to work directly on issues of diversity, mainly racial with the circle of coaches at the time he trained:

"In the United States, the Transition Network, and especially the coaches, are a group made up of white people, who were not very interested in increasing racial diversity." "The unconscious white liberal racism ("racism without racists") we encountered in the transition network local and national made it difficult for my training partner and I to imagine how to bring these ideas into the diverse communities we live and work in. This isn't a judgement so much as a cultural obstacle that we weren't willing to spend energy on because we work with it day in and day out in our local organizing and professional work. As it was then, perhaps not now, the Transition movement shows up as appealing to liberal white people who don't understand the racialized nature of community work in a multicultural metropolitan area."
Ex-trainer, USA

Transition in the context of global inequalities

Trainers, including collectively all trainers in Japan, requested to link Transition training to the Sustainable Development Goals. In Chile, some interviewees made the connection between transition and reparations.

"In my view, their transition in Europe or North America must be accompanied by a reciprocity with the underdeveloped world. What I have to say is that their development is thanks to the underdevelopment of Latin America and Africa. Part of their transition has to include the return of resources and capital and energy to the places they have plundered for

so many centuries. And without that, their transition is no longer a true transition." -Trainer, Chile

"The perspective from which we spoke was that the transition movement is emerging from the Western worldview, which has contributed most to the crisis..." -Trainer, Chile

Clarity of purpose

There was a clear desire in surveys and interviews for clarity of purpose and messaging, at a local and global level and within the current context, both for transition groups and individuals. This goes beyond training, though it can also be part of learning for groups.

*"It is not easy to define [what is needed for training] because it connects with the identity of the movement, what is the narrative of change that the movement has – what is 'transition'? This is evolving all the time, and now with coronavirus this can create a lot of possibilities for transition in general and for this movement, for their identity and all of that – at least I hope that a paradigm shift, at least in a partial way is opening."
- Municipalities in Transition member, Portugal*

Movement structure

Hubs: some respondents asked about the definition of a Hub and here is some info to clarify that. There is an agreed definition of "what is a hub?" and the process to get to be a hub, by the hubs group [here](#). A hub is a territory that makes sense (the way the territory is bordered could be based on various criteria: bio-region, language, size...) - it does not necessarily correspond to political borders. It should not be used as a response to conflict in a group. It is very much a case-by-case.

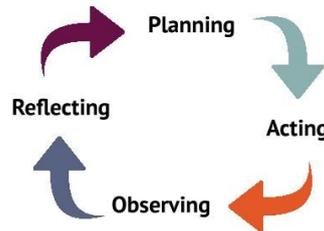
What about places without a Hub? This need was expressed for example in interviews in the UK, Canada, New Zealand. People doing the work of transition and running initiatives tended to feel isolated from the wider movement, and also trainers found it hard to connect to groups who may want training. At the same time, the decision to create a hub (even being a basic platform of cooperation) is very much depending on the movement in the territory. Some hubs have been started by the initiative of trainers.

*"We're making it up as we go along, we're quite isolated from other transition groups. It's nice to hear from someone else in transition, to have been reached out to with the surveys and emails – I've not spoken to anyone in transition outside [my local area] for years."
Transition initiative coordinator, UK*

*"I went 6-7 months ago and asked for support with the conflict [within the local initiative] from TN but nothing came back, then read about Woodstock Transition and they've been absolutely fantastic. Meeting us for 2 hours a week. Just had an AGM and have changed our constitution and it reflects the support that they've given us. There's no obvious point of contact in the UK, nothing obvious on the TN website. North West transition network were unclear about what to do, so was TN UK."
Transitioner, UK*

6. What next?

We are honoured and grateful to be part of this work. In presenting this information here, we respect the many different approaches to learning and to the work of transition, differences in territories, communities and bioregions and that this is happening along with many others present and past, in many different ways taking care of and regenerating communities and ecosystems.



While we try to bring suggestions for next steps and actions, drawn from this research phase, we are not bringing a unique solution! We are offering a channel to help transitioners to share and to create useful learning processes where they wish. We seek to be a resource for the Movement; we are not here to impose unnecessary stuff.

Our next steps are to support the development of pilot projects within the Movement, drawn from the action suggestions above and summarised on the first page. These are the first steps towards supporting what we have heard the Movement would like, based on this research phase. But while we move to action, learning and research continues; projects will evolve and respond based on your involvement as transitioners and trainers.

We will share news of pilot projects and opportunities for engagement, as widely as we can, via the Hubs, our trainers' mailing list and on the TN website and social media.

In this report, we have tried to share and to amplify the many voices we have heard, but it has been hard to summarise, definitely not perfect and complete! So please, share with us your own training practice, or needs if you do not see them here.

Next steps for readers

We hope you can make use of the information in this report directly! If you have read this report and have questions, feedback or ideas to share about learning opportunities, you would like to connect with a wider learning community or just want more information from the research phase, please contact training@transitionnetwork.org. The current team are able to correspond in Spanish, Portuguese, French and English; however if you are writing in another language we will do our best to respond. We will also be updating you on next steps and how to be involved via the transitionnetwork.org website, social media and Hub announcements.

Appendix 1: Locations of survey respondents

Countries	
Brasil	14
Argentina	3
Australia	4
Belgium	11
Bolivia	1
Canada	2
Chile	28
Colombia	4
england	3
UK	5
FRance	19
Germany	4
Ireland	4
Italy	13
México	3
Luxemburg	1
New Zealand	1
peru	1
Japan	1
Portugal	14
Romania	1
Slovenia	1
Spain	2
sweden	2
swiss	1
USA	25
Blanks	4

Appendix 2: Topics that Trainers can provide

Trainers responding to the surveys could provide training on the following topics.

4.Which of these trainings can you provide?	Nº
Transition Launch	45
Transition Launch Online	19
Transition Talk	35
Transition Thrive	14
Transition Thrive Online	3
Effective Groups	25
Collective Intelligence	45
Shared Governance	16
Transition Leadership	11
Systemic thinking	43
Beautiful economies	8
Designing training pathways	10
Design and facilitate online trainings	18
Training course in several months	19
Developmental and outcome evaluation	2
Consensus decision making	2
The work that reconnects	15
Reconomy	7
Inner transition 1 (initiation)	18
Inner transition 2 (facilitation)	10
The power of imagination	2
Ecopsychology	14
Sociocracy	2
Non violent communication	1

Dragon Dreaming	1
Conflict resolution	1

Appendix 3: Where Trainers did the face-to-face Training of Trainers

In which country was the training?	N°
USA	3
Canada	2
Scotland	1
Netherlands	2
UK	4
Australia	1
USA	1
New Zealand	1
Japan	5
Belgium	7
Slovenia	2
Croatia	1
Sweden	1
France	7
Chile	9

Appendix 4: Themes emerging from Trainers Surveys in Spanish, Portuguese and English. These were the themes that came up as needs based on trainers' responses.

Communication & Promotion
Virtual Learning Platform
Financial Support
Redesigning Learning Opportunities
Adapting to context
Build collaboration
Trainers' community of practice
Design learning processes, ways of working
Group health, relationships and community building
Inner transition
Increase learning opportunities and ToT
Topics for learning*

Address racism, acknowledge racialized experience
Clear shared purpose and messaging
Freedom/permission to create own, clarity about training process - is it centralized or not?
Outlier - does not fit other themes

* Topics for learning: recycling, reuse, re-economies, circular economy, solidarity economy, project design, ecovillage design, bio-culture, political contribution, decrease, permaculture, social economies, time banks, exchange networks, common good economy, orchards at home, deep adaptation, social technologies, systemic/holistic and worldview perspectives, resilience training, visioning the new future, transformative & regenerative change, awareness of vulnerability of current way of life, emergency response, effectiveness in purpose.

Appendix 5: Themes emerging from transitioners'/hubsters' and participants surveys in Spanish, English, Portuguese:

Themes: what is needed (more of), according to participants' and transitioners' surveys
Financial support
Time
Want upskilling/training
Online learning
Trainers needed!
Trainers need to be experienced
Share skills/experience/tools
Clear shared purpose and messaging
Freedom/permission to create own, clarity about training process - is it centralized or not?
Communication (where to find out about training)
Specific topics people want:
Group skills, conflict resolution
Attract and retain members
Increase public awareness of ecological/sustainability issues
Working with politicians, local government
Collaboration
Building community
Food security, local food production
How to start an initiative

Practical tools and examples
What was good about the training (from participants)?
Hopeful future is possible
Gratitude for the work and the network
Motivates to collaborate in collective projects
Make good local contacts, family
Learned a lot and new tools

Learning topics most requested by participants and transitioners IN ENGLISH AND PORTUGUESE:

Group health, conflict resolution
Attract and retain members
Increase public awareness of ecological/sustainability issues
Working with politicians, local government
Collaboration
Building community
Food security, local food production
How to start an initiative
Practical tools and examples