Competencies & Learning Pathways for Community Climate Coaches

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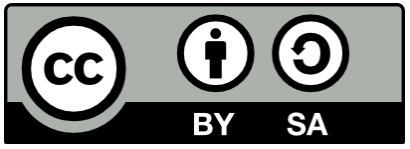


Section 1: Introduction to Competencies for Community Climate Coaches

The purpose of this framework

The purpose of this framework is to define and promote the role and vocation of Community Climate Coaches in order to catalyse, scale and accelerate community climate action.

The goal is to provide a good framework for individuals, teams, collectives and communities to put in place ***the ecology of competencies*** they need to accelerate and deepen community climate action, and identify ways to develop these competencies over time. The language used to describe the competencies is consistent, although the format they are presented varies slightly as this framework draws on the competency frameworks of two professional bodies in important areas - facilitation and coaching - which have their own format.

This framework has been written knowing what Community Climate Coaches need to be doing now, and that they will need to be doing a lot more of this in the coming years, because of the general lack of action at all levels, and the widespread failure to catalyse change. It conveys an understanding of the many roles and activities they will need to deliver, facilitate and activate in the communities they are working in to address and respond to the climate and ecological emergencies.

How to Use This Document

This guide is intended to help you in a variety of ways, such as:

- To understand and map existing competencies / competency gaps / learning pathways for you and your climate action team;
- To plan how to put in place and develop the competencies (skills, knowledge, attitudes, experience, etc) you, your team or your climate action initiative needs;
- To understand and decide how those competencies relate to particular roles and activities of your team or climate action initiative;
- To understand and plan how those competencies can act as a local or regional catalyst to activate community transformation.

Depending on your focus or the stage of development or maturity of your CCC team or climate action initiative, this competency guide will often be useful in combination with a) competency related tools in the CCC toolkit - see Appendix on Competency & Learning Pathway tools; b) a wider range of tools or examples of good practice in the CCC toolkit - see CCC Online Toolkit and Good Practice Guide i.e. Case Studies.

How you use the guide and its value for you depends on the scale and nature of your activities as a Community Climate Coach or catalyst. For smaller initiatives or in a minor role it can provide valuable high-level guidance on these issues, with some competency areas being of particular relevance or interest. For larger initiatives and for a driving role in community climate initiatives we hope the depth of information provided will be

of short-term practical value and long-term strategic value. In this way, for some people this document can be a kind of handbook for activating, enabling and strengthening community climate action initiatives, used with the whole CCC Support System (see diagram p.6) of tools, case studies, mapping of initiatives and participative research on what makes climate action initiatives effective or transformative.

Why Competencies?

The word 'competency' (like 'sustainability') is not very user friendly. It comes from and reflects the language of the formal education sector. Some people use the word 'capabilities' as an alternative, with ability, proficiency and expertise being other words that are relevant. Thinking in terms of competencies originated in the 1970's as a way to move beyond narrow (often class-based) concepts of skills and knowledge. It recognises that any job needs a specific set of competencies to do it well, and focuses on ***what a person can learn*** (rather than what they can do), and on outcomes as well as the learners' real-world performance. So it has become useful and popular in the training sector. Competencies can be understood as including self-knowledge, motivation and the desire to be effective in a role. ***Indicators of competence*** describe the expected outcomes that arise from being competent in a particular area, for example for a trainer, facilitator or coach. This approach is therefore of significant value for identifying ***what people need to learn to enhance their capacity to activate community climate action*** - whether they are active as individuals, as a team, as trainers or community catalysts, or in any relevant job role.

This document describes the vital role of particular competencies in manifesting community climate action - and therefore in manifesting community sustainability, regeneration and resilience. This can be illustrated by considering four examples of key areas where transformation is needed to generate community climate action that will move us toward local or personal resilience, and ultimately to a dynamically stable state of regenerative sustainability. These four examples are split into two key themes of *Technical Competence* and *Process Competence*, as follows:

Technical Competence

- **Food growing:** we can grow a reasonable amount of food for ourselves without being experts. However, to grow enough healthy food locally for a community or bioregion to become food secure, the necessary competencies in regenerative food growing methods and in food distribution have to be in place across many people to scale up production and distribution to fully meet local to regional needs.
- **Low energy healthy homes:** we can have higher performance standards and regulations that require new low energy healthy homes to be built, but until the architects, builders and building services engineers have the right competencies (knowledge, skills and attitudes) those homes will often fail to achieve the desired standards of the performance. This is demonstrated by research which has identified the widespread 'performance gap' of buildings, where for example in the UK most new build homes fail to perform to the energy performance standards that are specified in and required by Building Regulations - often using 50% to 100% more energy than is intended and expected by those Regulations.

- **Renewable energy systems:** the technical competencies needed to design, install, commission and maintain renewable energy systems are clearly significant. If those competencies are not available at all, then these technologies and systems cannot be installed. If the competencies are not at a sufficient level the technologies and systems may be poorly installed which is likely to mean they do not achieve the performance levels expected, break down or are poorly maintained. The more complex the technologies (i.e. larger scale biomass heating systems) the greater the risk that gaps in competence will lead to poor system design, installation, commissioning or maintenance, leading to breakdowns or systems running well below optimum performance.

Process Competence

- **Community facilitation:** the three examples above are all focused on different types of technical outcomes that are essential to meet climate goals in high impact areas. However, it is essential to recognise that *these goals are only likely to be identified, agreed and achieved by a community when there are high levels of well-facilitated community engagement*. Without highly competent people to facilitate short or long-term processes of community activity and engagement, these processes are likely to be chaotic, potentially divisive, and far less effective than they will be with skilled, knowledgeable and sensitive people in this key facilitation role. Alongside the competence needed to facilitate group discussions and group decision making, they will need to engage people in these processes who have the necessary technical competencies in fields above, or who are developing those competencies through training programmes.

These examples highlight that ***the process competencies*** of facilitation, communication and engagement are generally far more important *for community climate coaches* to develop to a high level than the technical competencies in specific fields. This distinction helps us understand the role of Community Climate Coaches in more detail, the competencies they need, and the learning pathways they need to follow to do so.

Community Climate Coach Training

There are two levels of training linked to the Community Climate Coaches initiative:

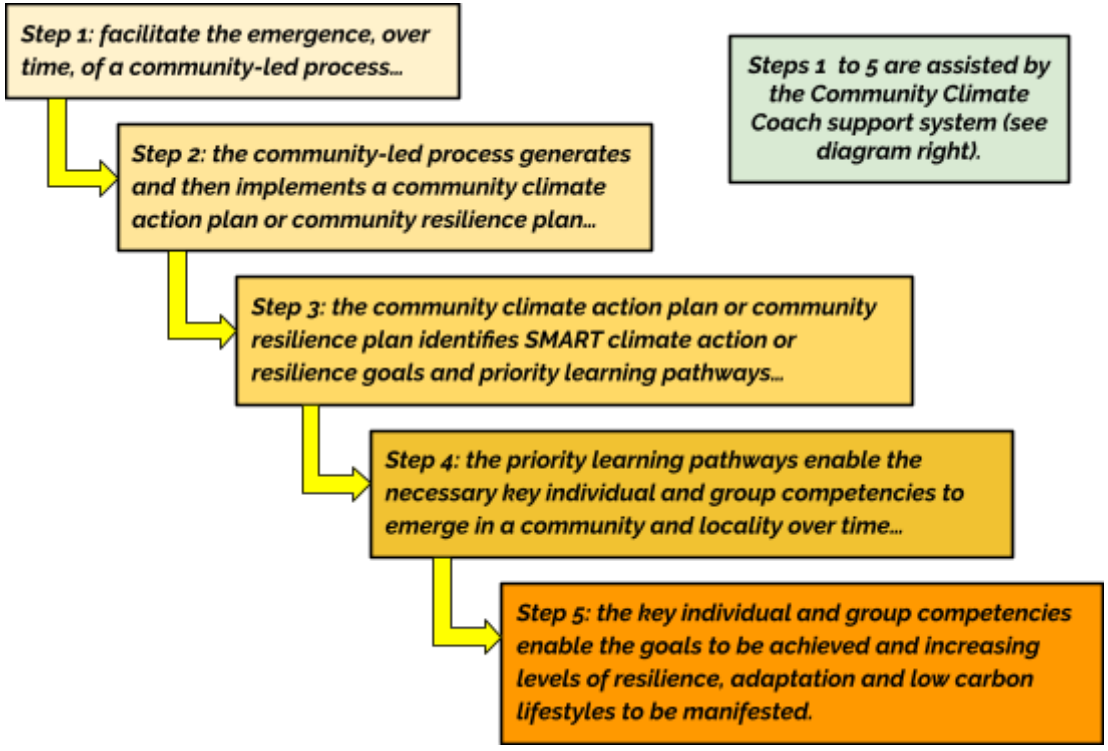
1) **Entry level training on community climate action** - this provides a basic overview of the principles and goals for community climate action, and of the CCC support system of tools and good practice guidance - this training is for anyone interested in community climate action and community resilience, and in particular a) people / teams that then may want to train as Community Climate Coaches; b) as foundation training for groups, organisations and communities that Community Climate Coaches are working with.

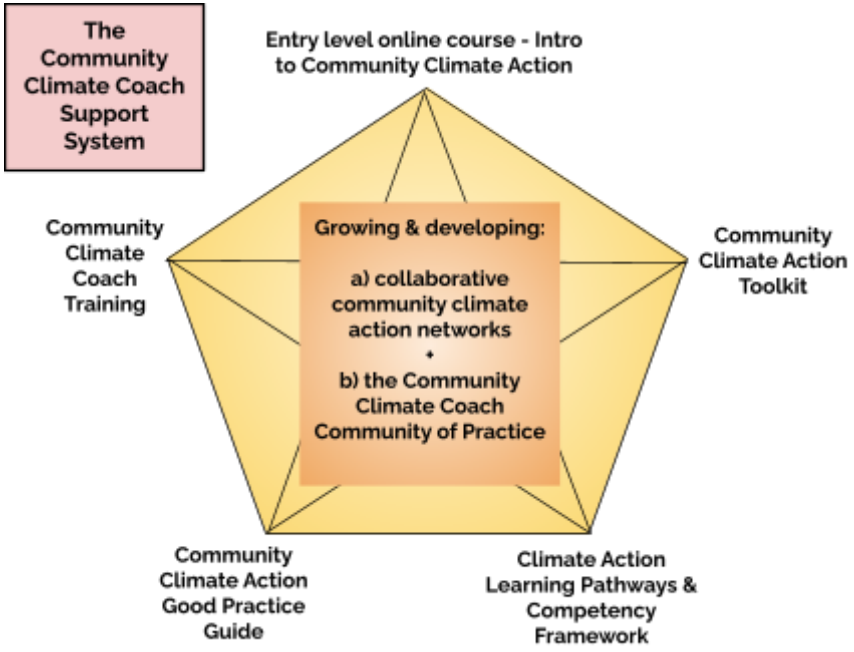
2) **Community Climate Coach training** - provides the core training for Community Climate Coaches, including a) the core competencies they need to develop in this role, b) how to work with the various tools, resources and good practice guidance in the CCC support system, and c) how to participate in and help develop the CCC Community of Practice.

These trainings provide a route to becoming a Community Climate Coach and the journey of developing the skills, knowledge and experience they need to maximise their potential in that role - but they do not ensure that anyone has the full range of competencies set out in this document. People completing the CCC blended training will come from a variety of backgrounds and will bring them a range of different skills and levels of experience, so the CCC blended training should be seen as a foundation for employing or adapting a particular approach according to the skills and experience that any particular Community Climate Coach or CCC team brings.

The Role of the Community Climate Coach

In relation to competencies, a Community Climate Coach's role is normally to work with, or as part of, a community climate action team to initiate, support and complete the 5 step journey, illustrated below. ***In essence, the role of the Community Climate Coach is to enable increasing levels of community resilience to be manifested, through facilitating and coaching within a community-led process. An important goal is for CCC's to enhance their own competencies that determine their capacity to activate community-led approaches to resilience and regeneration.***





The importance of particular competencies will shift depending on the phase of community climate action. For example, there will be a very strong emphasis on their facilitation, engagement and communication skills in the earlier phases, during the process that leads to a community resilience plan being developed. Once the community has decided its goals, then the balance will shift to more of an emphasis on the coach and coach-educator role when the community is in the implementation phase for its climate action or community resilience plan.

In addition there will be options for how CCC's can work with communities - two possibilities are::

1. CCCs might be involved during the main facilitation phase to support the community to develop its Community Resilience Plan
2. CCCs might provide a) medium term support through the facilitation phase to develop the Community Resilience Plan (e.g. over 6 months to 1 year) and then b) ongoing coaching, facilitation and training support during the much longer implementation phase (e.g. 3 to 10 years)

The Community Climate Coaches must develop their own set of competencies to enable them to fulfil this role in healthy and rewarding ways.

They pursue their own *Community Climate Coach learning pathway* to develop these competencies. They also aim to enable the necessary competencies to emerge in a community over time, and in any team that they are part of. For example, the CCC learning pathway develops the skills, knowledge, attitudes, values and experience that equip Community Climate Coaches to use a variety of communication skills and group facilitation processes, tools and methods which enable groups of people, communities or organisations to identify appropriate carbon reduction and community resilience goals, and to make the decisions, take the actions and develop the competencies so that those goals are achieved.

Competencies for Community Climate Coaches (Individuals & Teams)

The goals of community climate action are likely to be challenging and complex. Therefore, the assumption is that ***the general goal is for Community Climate Coaches to work as part of a team*** - because it is a great deal to take on if one Community Climate Coach is working alone. However, it should also be recognised that this goal of working as part of a team will not always be possible or appropriate.

For a realistic competency framework it is important to identify the range of competencies that ideally would be in place across a ***CCC team or a Community Climate Action team***. Individual CCCs and CCC teams can then determine how to put in place, strengthen and enrich the individual and collective competencies in their team, and then subsequently across the community they are working with (their *Learning Pathway*). This might include working with professional coaches - for example from the Climate Coaching Alliance or EMCC accredited coaches - to manifest the necessary competencies that will enable their communities to become socially, economically and environmentally resilient.

In considering competencies, distinctions can be made between important roles:

- **Catalysts:** advanced or expert levels of competence in engaging, mobilising and activating people, and facilitating group processes and purposeful collective action, with advanced or expert levels of Inner-reflective competence (e.g. self-understanding) and Outer-communication competence (e.g. sensitivity to group dynamics), often accompanied by strength in areas such as Visioning, planning and organising;

- **Trainers:** advanced or expert levels of competence in the design and delivery of training (e.g. specific courses) and self-directed learning (e.g. over a period of time, with clear learning goals) to bring about transformative outcomes, with this often requiring a depth of subject knowledge in one or several areas as the subject for the training;

- **Coaches:** advanced or expert levels of competence in supporting individuals or groups to identify and achieve appropriate goals, to reflect on their situation, their learning, their personal experience and their progress toward those goals, and to help the individual or group they are working with to respond to insights in these areas with awareness of their inner and outer world.

These competencies may exist within the same person, but often they may exist within different people working as a team. The combination of these competencies are particularly important for developing, widening and deepening community climate action, and for growing, nurturing and enriching the relevant competencies for doing so across a community over time.

Competencies for Participants in Community Climate Action (Individuals, Groups & Communities)

> ***It is the diversity and interaction between complementary competencies across a community that enables a meaningful scale of action and transformation to take place - an ecology of competencies***.

An important goal is for communities to develop the ecology of collective competencies that they need to implement the actions that leads to climate resilience. This requires a wide and diverse range of competencies to be developed across individuals, teams, organisations, neighbourhoods and local networks to generate climate action at community scale.

Therefore, a CCC's work is *not* to develop a fixed set of uniform competencies across a large number of individuals or teams. However, there will be some ***generic competencies*** that need to be developed across a community to Introductory or Intermediate levels at least. For example, generally a foundational level of communication and group work skills is needed, so that community led processes can move forward, rather than going round in circles or getting stuck in a blocked form of conflict. In this sense, the CCC has a vital role, but it is important they are not left to do all the work of facilitating community processes - CCC's will help communities to develop the teams of people that will keep their decision-making and action-planning processes functioning in a productive way.

There will also be a range of ***specific climate action competencies*** that need to be developed across a community to at least an Intermediate or Advanced level i.e. that suit personal motivations and build on their existing competencies. For example, these might be particular technical competencies required for growing more healthy food locally or for the successful retrofitting of numerous properties across the community.

For this framework to be realistic, it is therefore important to recognise that a full ***ecology of competencies*** are needed across a community that is engaged in a process of community climate action. In this way, the whole community, including any individual CCCs and collectives they are working with, can determine how to put in place, strengthen and enrich these competencies across the community. This full range of competencies is too extensive to cover in this document, however that ecology of competencies is explored in more detail in *From Transition to Deep Adaptation: An Exploration of Community Competencies*.

The rest of this document focuses on **the competencies needed for Community Climate Coaches themselves**, and the learning pathways to develop those competencies, which are set out in the following pages.

Section 2: Learning Pathways for developing CCC competencies

Why Learning Pathways?

A learning pathway is the route taken by a learner to develop their competencies. This pathway will take them through a range of learning activities, often through applied practice, which allows them to develop their understanding, knowledge, skills and attitudes progressively over time. With a learning pathway, rather than a fixed course of learning, the control of choice moves to the learner, and away from the educator. This moves them from their initial ideas about learning, to develop their ***theoretical understanding*** and ***practical experience***.

In a blended learning context, a range of online and off-line resources and learning experiences, and use of tools will be some of the steps CCCs use to construct their own transitions between learning goals, based on their own needs and characteristics in learning. This process of self-navigation enables CCCs to reflect on their own experience of learning and development, and then to adjust their pathway if needed.

The CCC learning path comprises:

1) a) deciding on a diverse ***ecology of learning activities***
2) b) ***choices about which fields of competence to develop***
3) c) to ***what level*** of competence.

Following this CCC learning pathway will grow the competencies that are needed to catalyse community climate action and build community resilience over time. The intention is that this will involve a collective process of learning amongst a group of Community Climate Coaches, so that they can benefit from sharing their learnings, insights and experiences, and build confidence together in their ability to operate in a range of situations and contexts.

Problem Based Learning (PBL) and Messy Learning

Problem-based learning (PBL) is common in many fields, and Dickson and Barr (2019) see it as having 3 defining characteristics:

1) presenting learners with (large) authentic projects i.e. community climate action projects

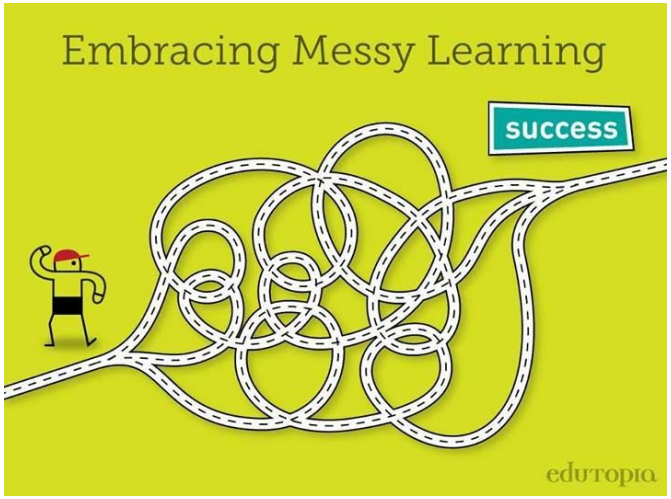
2) enabling them to independently learn necessary concepts

3) enabling them to learn while working in groups i.e. as they implement their community climate action projects together.

Dickson and Barr's examination of project-based learning revealed that step 2, ***self-regulated learning*** (SRL), revolves around ***the practice of reflection***. Therefore problem-based learning often now recognises that *messy learning explicitly incorporates large, ill-defined, authentic projects and reflective activities*. This understanding can be built into the processes of messy learning that are involved in developing the necessary competencies needed to establish, maintain or develop community climate action and resilience initiatives, as well as into designing the variety of learning experiences, activities, demonstrations and networking opportunities that involves.

'***Messy learning*** *can be compared to a jumbled-up tangled string which meets itself several times at different angles. When you are forced to look at something at different angles, your perception is strengthened. Each angle reinforces your understanding of it.*

Messy learning *happens when we play unguided, forced to draw conclusions on our own. It also requires support from the trainer. Structure, templates, guiding questions, scaffolded skills, and the like—but it is the critical thinking process which trainers need to be aware of. That's because you cannot see it sometimes. It is virtually invisible. Like the dark matter of the universe, messy learning can be seen only by its effects upon the things around it.*



For CCCs messy learning also finds metaphor in the idea of natural selection. The world of ideas refines itself through a "messy" process of selection of what fits and what is needed, so that the stronger or more relevant ideas win out, coming naturally to the body of knowledge and experience that is needed for the CCC.'

Source: adapted from https://blog.futurefocusedlearning.net/

'Enrichment' of competencies and of community climate resilience

The term 'Enrichment' implies development in terms of both quality and quantity. In this context, CCC's are working towards a) enrichment of competencies (their own, and a community's competence) and b) enrichment of community climate resilience.

> **"Enrichment** makes something more meaningful, substantial, or rewarding. **Enrichment** improves something"

Therefore the implication of the work of CCCs is that competence and resilience are enhanced, improved, embellished, advanced and added to, probably with some degree of experimentation along the way. In the same way that a regenerative farmer will build soil fertility over time,

Community Climate Coaches will work with communities to develop an ecological understanding of enrichment, where enrichment is a goal for resilience, so that the resilient capacity of a community is enriched over time. For example, this is likely to involve enrichment of relevant community infrastructure (e.g. renewable energy supply systems) and competencies (e.g. for local regenerative food growing and low carbon housing retrofit) to develop higher levels of resilience, enrichment in terms of the community's financial self-reliance and self-determination, and enrichment in terms of food security, energy security, knowledge and skills, and its capacity to keep on learning, experimenting and adapting on an ongoing basis for the long term.

The Five Main CCC Learning Pathways

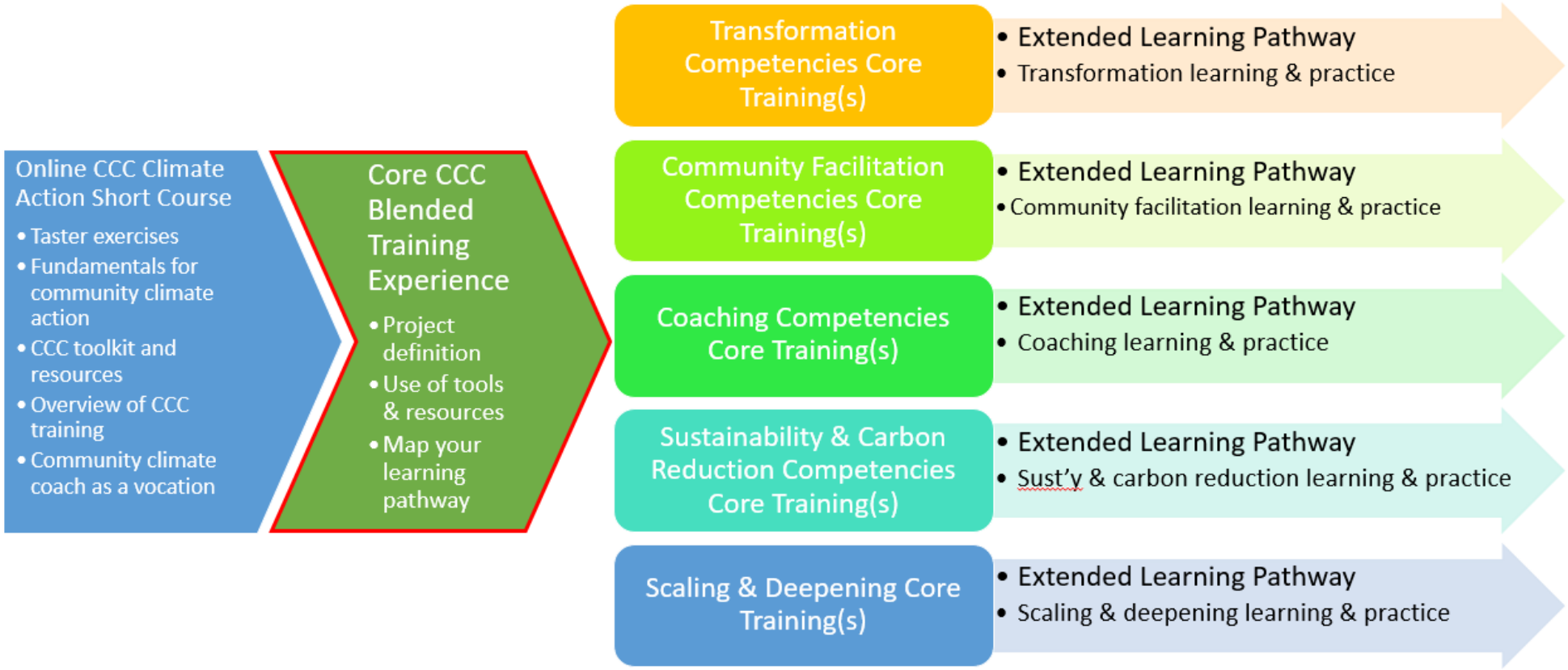
The learning pathways for Community Climate Coaches address the 5 competency areas, and respond to the needs of: a) the individual community climate coach; b) any CCC team or community climate action group that the individual is part of; and c) the wider communities or organisations that the CCC is engaging with.

Any CCC will have a choice to pursue or not follow the five branches for ongoing learning and competency enrichment. These are not mutually exclusive paths, so some CCC's might follow them one after another, or in parallel. Many of the competencies that are developed on the Community Facilitation and Coaching learning pathways will be common between these fields or highly complementary.

In considering the learning pathways that we can take to develop our competencies, a simple three-stage model can be used to illustrate a common learning pathway (see diagram p.13).

> The **entry stage** may involve a short training that introduces the 'Why? What? And How?' of the field in question, such as the Community Climate Coach.
>
> The **core stage** is the central training *to embed and develop* ***CCC practitioner competencies*** in that field.
>
> The **deepening stage** involves much more self-directed learning, project-based learning and practice-based learning - and probably messy learning. In this way ***learning arises from the action that the 'learner' is involved in - who by this time is a Community Climate Coach 'practitioner' -*** over an extended period of time, such as a year or more.

In this sense, ***a CCC's learning pathway is also a climate action pathway****.* ***It is a vocational journey*** *that, through their work life, enables CCCs to learn more and more about how to generate and support climate action. It is a learning-by-doing journey that validates the vocational role of the catalyst and activator in making the change happen that is so widely talked about, but still so lacking in actually happening.*



Entry Stage:
Taster / Foundation learning

→

Core Stage:
Core learning experience

→

Deepening Stage:
Extended learning journey

Section 3: The Organising Framework for CCC Competencies

Introduction to the Organising Framework

Five primary fields of competence have been identified that are important for ensuring that CCC's can properly support communities to identify and achieve the climate and resilience goals they are seeking. However, there is no perfect way to define the competencies needed by community climate coaches, because some of the competency themes defined here will cross-over where transferable skills apply across all areas - such as good communication and 'people' skills. For example, many of the inner-reflection and people skills that are relevant for community facilitation are equally relevant for coaching. Nevertheless, the distinction between these fields of facilitation and coaching is important - because the specific practices, methods and tools used in these roles are different, and needed in different situations. As CCCs pursue their learning pathways these distinctions will become clearer, better understood and more refined.

These fields of competence are set out in the following pages, under these 5 headings:

Pathway 1: Transformation Competencies

These are the competencies that enable a deeper kind of change to happen, best described by the word *transformation*. Transformation implies that underlying characteristics of the situation or system, community or individual, have changed for the good.

Transformation competencies for Community Climate Coaches cover what can broadly be called 'people skills'. This involves obvious areas such as communication skills and experience in facilitating groups, and also a good level of self-awareness so that a CCC can reflect on the processes they are facilitating, be open to explicit and unspoken feedback, and learn from and refine their practice as a Community Climate Coach.

1.a: Change Competency: what is change competency in a community context?

Individuals in a change-competent community or organisation ***develop attitudes and approaches that define a positive relationship to change***. They ***value the ability to change*** as one of their primary responsibilities, understand that change will occur, expect it and effortlessly perform during and after the change.

> ***Change competency is the presence of a community culture or organisational culture that expects change. That culture acts with the understanding, perspectives, language, tools and techniques that make change seamless and effortless. This competency makes change a part of what we normally do as a community.***
>
> Source: adapted from https://blog.prosci.com/defining-change-competency#

Competencies for Enabling Change - these competencies have been defined by translating material on the competencies needed to successfully create the conditions for change into a form that is consistent with the language of competencies used within the document.	
Competency (What)	**Indicators of Competency (How)**
Builds positive relationships with others and between others	• Is able to create or facilitate the emergence of partnerships with clear mutual benefits. • Is able to create or facilitate the emergence of trust in relationships, partnerships and communities. • Is able to share ideas and to facilitate sharing of ideas by others. • Is able to develop and sustain strong relationships that sustain teams, organisations and groups.
Develops people to support them to achieve their goals and fulfil their potential	• Helps others become more effective through identifying strengths and expectations, and coaching. • Finds ways to develop people that contribute to personal / community resilience goals. NOTE: there is a strong link here to Coaching Competencies (Pathway 3)

Leads change in ways that bring others with them	• Makes change in their own life or way of being which helps others to make change for themselves. • Facilitates a community to define clear goals and a vision, and to define what success looks like for that community or groups within it. • Supports individuals, groups and the community as a whole to embrace change that aligns with their stated goals or vision.
Inspires others in ways that change thinking and action	• Encourages others through positivity, vision, confidence, embracing challenges, and recognition.
Thinks critically to assess options, possibilities and potential	• Gathers and evaluates information in ways that support smart decision-making. • Maintains a forward-focused approach when thinking critically, including identifying the impacts of any next steps.
Communicates clearly with awareness of what others can receive	• Shares relevant information regularly and clearly in ways that are appropriate for the audience.
Creates accountability in themselves and others	• Holds themselves responsible and any team responsible for their own performance.

INNER DEVELOPMENT COMPETENCIES through which individuals and CCC teams develop their inner world and their way of being as a Community Climate Coach in ways that help bring community transformation. This includes:

Competency (What)	**Indicators of Competency (How)**
Develops self-awareness of thoughts, emotions, behaviours & intuitions	• Is able to balance self-confidence and self-questioning of what will serve engagement, breakthroughs and insight in any given moment • Is able to plan and enact a shift from the more immediate/direct role of facilitator of change or learning (e.g. sharing knowledge, skills, experience) to often more distant support, coach or mentor of ongoing self-directed action or learning journey amongst participants as individuals or groups
Develops clarity in purpose, values, vision, motivation & commitment to enabling learning and action in others	• Is able to clarify, engage and nourish their goals, purpose and motivations as a community climate coach or catalyst including the personal and group goals, visions and values that the role is seeking to fulfil 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

Is adaptable in the role as Community Climate Coach	• Is 'methodologically versatile' i.e. has the inner freedom to select, adapt and apply methods and tools that are responsive and appropriate to what's arising or to the context (rather than operating from habit or on 'autopilot')
Recognises multiple identities, intelligences & worldviews	• 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 • 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 colonialism, patriarchy and white western cultural domination, imposition and bias
Nurtures healthy & constructive mental habits or patterns & demonstrates life affirming dispositions & attitudes	• 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.e.g. 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
Engages participants in building community, collaboration and working collectively	• Is able to encourage and facilitate participants to work in groups as part of their action-learning experience on community climate initiatives • Is able to facilitate collective processes for visioning, planning, decision making etc in the context of community climate action; • Is able to develop healthy group cultures of trust, integrity and authenticity; • Is able to facilitate participants to work through conflict and uncertainty; • Is able to facilitate others to develop good communication practices, including understanding power and rank dynamics, and factors that generate collective and individual well-being e.g. celebration, gratitude, giving and receiving feedback.

1.b: Competencies for Resilience (as a foundation for Transformation)

Resilience is increasingly recognised as being fundamentally important for healthy individuals, communities and organisations - this recognition often arises from *the noticeable lack of resilience* in people's lives and communities, in our economic systems and in our physical and mental health. Resilience is also an increasingly strong theme for community engagement, conversations and action in response to the impacts of climate change. Therefore ***the theme of resilience will often be a more effective way to open up conversations and build engagement towards community action than talking directly or only about climate change***. The theme of resilience also provides better opportunities to explore and respond to the underlying problems, the symptoms of which include climate change and multiple other inter-related social, economic and environmental crises. For this reason Resilience Competencies are seen as an essential foundation for Transformation Competencies.

The Resilience Competency Model from the Northeast Resiliency Consortium[1]

> ***Resilience:*** *is an individual's (or community's) persistent development and application of knowledge, skills, and resources that effectively help them adapt to change and overcome adversity.*

An important part of the climate coach's role is to support communities to put in place, develop and enrich the competencies needed to bring about the following ***four dimensions of climate resilience*** that are needed in their community, locality, networks or organisations:

PERSONAL RESILIENCE SOCIAL RESILIENCE ECOLOGICAL RESILIENCE CARBON & ENERGY RESILIENCE

The Northeast Resiliency Consortium (NRC) defined five core competencies that make up their Resilience model[2]. This model is very relevant for CCC's to have in mind for the competencies they want communities to develop or express during their community climate action processes, in order that communities can develop climate resilience. While most of these also appear in other competency areas of this framework, the significance of Resilience as a theme justifies identifying them here as core resilience competencies.

Learning from NRC, based on this model, an element of the CCCs role would then be to design and deliver engagement activities, facilitate processes and provide materials which tend to ***naturally embed and nurture these resilience competencies within the communities they are working with***. In doing so they can consider how they can help manifest the following five areas of indicators of competence, and then monitor the extent to which they see these indicators become embedded in the communities they are working with. Many of these indicators could be readily translated into steps a group or community might be encouraged to take in working through a range of issues they are addressing.

Core Resilience Competency (What)	Indicators of Competency (How)
CRITICAL THINKING **Purposefully uses reasoning to identify strengths and weaknesses of alternative approaches in diverse situations.**	• Focuses on relevant and unique factors • Analyzes situations for opportunities and challenges • Identifies current resources and evaluates the gaps in needed resources • Proposes alternative options and strategies using analysis and evaluation • Makes informed decisions

[1] Source: https://files.eric.ed.gov/fulltext/ED602055.pdf - Note: for consistency in this document we have used the word 'Resilience' in the model described below (rather than the NRC's use of the word 'Resiliency').

[2] The Northeast Resiliency Consortium (NRC) formed in 2013 to address the need for resilience in the face of natural and manmade disasters in seven colleges and communities. The foundation work of the NRC colleges and partners (in Connecticut, Massachusetts, New Jersey and New York, USA) was to first define what it meant for students to be resilient, and then to develop a model to help students gain knowledge, skills, and abilities that can help them persist during times of crisis and build the personal capacity to thrive in the workplace and in their personal lives.

ADAPTABILITY **Successfully adjusts to a variety of positive and negative conditions and circumstances.**	• Demonstrates curiosity, flexibility and openness to change • Pursues alternative solutions, including effective use of technology • Acknowledges when change is needed and takes proper action
SELF-AWARENESS **Clearly understands their own qualities, characteristics, strengths and weaknesses, and how they impact on self and others.**	• Engages in self-assessment and introspection, recognizing one's own emotions • Identifies potential barriers (e.g., physical, emotional, and psychological) • Makes confident, committed, and motivated choices • Asks for support when appropriate
REFLECTIVE LEARNING, PRACTICE & ACTION **Integrates and applies prior and current learning / practice / action to new situations.**	• Describes own best learning / practice / action strategies • Builds on prior knowledge and experiences with current knowledge • Determines what learning practice / action is needed to move forward • Learns from the effects of one's learning / practice / action and makes improvements
COLLABORATION **Works with others to achieve a goal.**	• Initiates giving and receiving information, facilitating communications among the group • Resolves conflicts by advocating for and engaging in compromise • Engages in the development of relationships • Prioritizes group goals while recognizing individual interests • Demonstrates willingness to come to agreement with others • Uses technology effectively to foster communication and teamwork

1.c: General Competencies for Organisation and Movement Building

Being well organised and being able to build movements, networks and initiatives are highly important to bring about effective transformation in multiple elements and relationships within a community and the wider systems it is part of. Therefore the primary competencies for Organisation and Movement Building are set out in the following section.

General Competencies for Organisation and Movement Building are needed to deliver transformative community climate action and need to be incorporated within a community climate action team:	
Competency (What)	**Indicators of Competency (How)**

Is well organised & capable of managing a range of situations	• Is able to organise and manage all aspects of activity, public engagement or training, either as individuals or within teams (e.g. for organising physical or online venues, arrangements for participants, feedback and review systems, financial management, etc)
Engages and supports relevant Communities of Practice	• 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 Communities of Practice Guide**.
Is innovative, creative & enterprising when appropriate	• Is able to be innovative and enterprising in the economic aspects of facilitating community climate action or related learning programmes • Is able to recognise and communicate the need and potential for appropriate forms of enterprise and economic activity (whether as social enterprises, collectives or for-profit enterprises) that are consistent with community climate action 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 for innovation and creative processes within existing businesses and organisations that encourage and support meaningful community climate action, moving from reducing or managing negative impacts, to actively generating positive impacts and regenerative outcomes. • Is able to generate or encourage social innovation and multiple forms of creativity, including both technical and artistic creativity.
Demonstrates appropriate emergence, pioneer & leadership qualities	• Demonstrates 'Pioneer' abilities, attitudes and knowledge that enable the initiation of new programmes, projects, movements, groupings or organisations e.g. Vision documents, well structured proposals, initial partnership building, or securing seed funding, etc. • Demonstrates skills, attitudes and knowledge for nurturing a 'leaderful organising', ideally building into practices, language/communication and mindsets attitudes and methods that carry with them a constructive critique of 'traditional' forms of leadership,
Is able to cost, market & administer events and learning or activity programmes	• Is able to analyse, estimate and manage the costs of courses and learning or activities programmes, and events, and is able to effectively market and administer these events and programmes in ways that engage and support participants and that relate to those participants' needs and potential

Inner Development Goals framework

The Inner Development Goals (IDGs) is a framework that has been developed to set out the inner skills and qualities that individuals and organisations are seen as needing to develop in order to successfully work with complex societal issues, in particular those identified in UN Agenda 2030 and the 17 Sustainable Development Goals. The IDG framework represents 23 skills and qualities in 5 categories and is useful as a general framework tool covering the inner development work that is seen as essential to deliver the outer development transformations needed to achieve sustainability. The IDGs are a work-in-progress and may continue to change as new information and input comes in.

The current IDG framework is as follows:

<table>
<tr><th>Being –
Relationship to Self</th><th>Thinking –
Cognitive Skills</th><th>Relating –
Caring for Others and the World</th><th>Collaborating –
Social Skills</th><th>Acting –
Driving Change</th></tr>
<tr><td>Inner compass</td><td>Critical thinking</td><td>Appreciation</td><td rowspan="2">Communication Skills</td><td>Courage</td></tr>
<tr><td rowspan="2">Integrity and Authenticity</td><td rowspan="2">Complexity awareness</td><td>Connectedness</td><td>Creativity</td></tr>
<tr><td>Humility</td><td>Co-creation skills</td><td>Optimism</td></tr>
<tr><td rowspan="2">Openness and Learning mindset</td><td>Perspective skills</td><td rowspan="2">Empathy and Compassion</td><td rowspan="2">Inclusive mindset and Intercultural competence</td><td>Perseverance</td></tr>
<tr><td>Sense-making</td><td rowspan="3"></td></tr>
<tr><td>Self-awareness</td><td rowspan="2">Long-term orientation and visioning</td><td>Trust</td></tr>
<tr><td>Presence</td><td></td><td>Mobilisation skills</td></tr>
</table>

For more information on the IDGs see: **Inner Development Goals Short Summary Report**

Source: https://www.innerdevelopmentgoals.org/resources

Learning Pathways for Transformation Competencies ***How competency is learned & developed) for Community Climate Coaches and Community Catalysts***			
	Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Universal Change Competencies	Introductory workshops or training / Informal investigation & research on change competencies, organisational change, change management, leadership for change, etc. Books, or online articles and videos on change themes e.g. TED talks; etc.	Identify in-person or online Courses / Trainings on a relevant Change theme which meets your needs and that incorporate extended practices or exercises or project-based learning..	Additional trainings and self-directed learning and / or supported learning and reflective practices from applying what has been learnt at prior stages and refining your change competencies over an extended time period.
Inner Development Competencies	Informal investigation and research on a range of inner development themes. Books, or online articles and videos on inner development themes. Introductory workshops or trainings.	Identify in-person or online Courses / Trainings on relevant inner development themes which meet your needs and that incorporate extended practices or exercises or project-based learning.	Additional training and self-directed learning and / or supported learning and reflective practices to refine your inner development competencies over an extended time period. Extended inner development practices, such as mindfulness, meditation, yoga.
Competencies for Resilience	Books, online articles, videos on change themes e.g. TED talks; etc. Informal research on resilience Stockholm Centre for Resilience - 7 principles of resilience - for resilience in social-ecological systems Oxfam model of resilience capacity: Absorb, Adapt Transform - focused on Absorption Capacity, Transformative Capacity & Adaptive Capacity applied at multiple levels, especially community, organisational systems & local landscapes.	Identify in-person or online Workshops / Trainings on a Change theme which meets your needs & that incorporate extended practices, exercises or project-based learning. Example: Chris Johnstone 7 Steps to Resilience / College of Wellbeing - a model primarily focused on personal resilience, and which has a widespread impact - https://resiliencetraining.net/p/seven-ways-to-build-resilience - https://collegeofwellbeing.com/	Additional trainings and self-directed learning and / or supported learning and reflective practices from applying what has been learnt at prior stages and refining your understanding of practical ways to build resilience and your own resilience competencies over an extended time period.
Comps for Organisation & Movement Building	**BLAST Communities of Practice Good Practice Guide** / Wiki Article: Practices of progressive collective action (D Welch & L Yates, 2018)	Repeated engagement in communities of practice activities e.g. over at least 3 months year Study resources on movement building	Extended engagement in and strengthening of communities of practice activities e.g. over at least 1 year Extended engagement in movement building and network weaving activities

Pathway 2: Community Facilitation & Engagement Competencies

These critical competencies enable a creative and meaningful process of community engagement to be initiated, maintained and developed. Facilitation and engagement implies that the needs, interests, priorities and potential of the community and the individuals and groups within it are the primary focus (rather than an imposed agenda). Facilitation competencies are 'people skills' that are applied to initiate and develop the processes that enable and encourage transformation to happen, in individuals, groups and across a community over time.

2.a: Facilitation Competencies

Community Climate Coaches will need the skills, experience and confidence to facilitate the emergence of a challenging process of change and transformation. If our work is in this area, it's a challenging business. The processes of facilitation will involve challenging ourselves and others, in the sense of challenge that brings progression and transformation, whether this arises through flashes of insight, 'light bulb moments', or working through deep emotional experiences. The facilitation process will also very often involve challenges to the status quo, and challenges to the lack of vision or narrow and depleted sense of purpose in our culture. This section includes some cross-overs between important competencies detailed in Pathway 2: Transformation Competencies

> "*The International Association of Facilitators (IAF) is the worldwide professional body established to promote, support and advance the art and practice of professional facilitation through methods exchange, professional growth, practical research and collegial networking.*
>
> *The IAF Core Competencies framework was developed over several years by the IAF with the support of its members and facilitators from all over the world. The competencies form the basic set of skills, knowledge, and behaviours that facilitators must have in order to be successful facilitating in a wide variety of environments.*" Source: https://www.iaf-world.org/site/professional/core-competencies

The IAF competencies detailed below are designed for professional facilitation practitioners, but also provide an excellent framework for CCCs who want to develop their ***facilitation competencies*** at a foundation level (without necessarily committing to a professional development path). The IAF competencies provide a checklist for what is needed for a healthy and productive process of community facilitation to emerge, subject to the qualities and skills of the facilitator or facilitation team. In this document the wording of competencies has been slightly adjusted to cater for Group / Community needs and contexts, as well as Client contexts e.g. possibly working with Municipalities / local government, or other organisations from Universities to companies. Where there is capacity to do so, there are likely to be significant advantages if a community is able to work with a skilled and experienced facilitator, accredited by the IAF or a similar body.

In the context of how and where Communities Climate Coaches are expected to be active, Sections A to D below can be seen as representing the fundamentals of good facilitation practice. Sections E and F below can be seen as representing the higher levels of practice that would be appropriate and necessary for professional facilitators.

A: Create Collaborative Client / Group / Community Relationships	**Source:** *IAF Core Competencies Framework*
Competency (What)	**Indicators of Competency (How)**
Develops working partnerships	• Clarify mutual commitment • Develop consensus on tasks, deliverables, roles & responsibilities • Demonstrate collaborative values and processes
Designs and customises processes to meet client / group / community needs	• Analyse organisational / group / community environment and context • Diagnose client / group / community need • Establish stakeholders' roles and level of involvement • Create appropriate designs to achieve intended outcomes • Predefine quality outcomes with client / group / community
Manages multi-session events effectively	• Contract with client / group / community for scope and deliverables • Develop event / process plan • Deliver event / process effectively • Assess / evaluate client satisfaction at all stages of the event or project

B: Plan Appropriate Group Processes	**Source:** *IAF Core Competencies Framework*
Competency (What)	**Indicators of Competency (How)**
Selects clear methods and processes	• Foster open participation with respect for client / group / community culture and participant diversity • Engage participants who have different approaches to learning and ways of processing information • Achieve quality outcome that meets the needs of the client / group / community
Prepares time and space to support group process	• Arrange appropriate space and logistics to support the purpose of the meeting • Plan effective use of time • Provide appropriate atmosphere to support the purpose of sessions / meetings

C: Create and Sustain a Participatory Environment	**Source:** *IAF Core Competencies Framework*
Competency (What)	**Indicators of Competency (How)**
Demonstrates effective participatory and	• Apply a variety of participatory processes • Demonstrate effective verbal communication skills

interpersonal communication skills	• Develop rapport with participants • Practice active listening • Demonstrate ability to observe and provide feedback to participants
Honours and recognises diversity, ensuring inclusiveness	• Encourage positive regard for the experience and perception of all participants • Create a climate of trust and safety • Recognise barriers to participation and ways to address them • Accept all ideas without judgement • Create opportunities for participants to benefit from the diversity of the / group / community • Cultivate cultural awareness and sensitivity
Manages group / community conflict	• Help individuals identify and review underlying assumptions • Recognise conflict and its role within group / community learning / maturity • Provide a safe environment for conflict to surface • Manage the range of behaviours demonstrated by group / community members • Recognise and address the value of tension and conflict and its impact in arriving at a group / community decision • Be sensitive to cultural factors regarding conflict
Evokes group / community creativity	• Draw out participants with various approaches to learning and ways of processing of information • Encourage creative thinking • Use approaches that best fit needs and abilities of the group / community • Stimulate and tap group / community energy

D: Guide Group / Community to Appropriate and Useful Outcomes	**Source:** *IAF Core Competencies Framework*
Competency (What)	**Indicators of Competency (How)**
Guides the group / community with clear methods and processes	• Establish clear context for the session • Clarify and summarise to elicit the sense of the group / community • Manage small and large group / community process
Facilitates group / community self-awareness about its task	• Vary the pace of activities according to needs of group / community • Identify information the group needs, and draw out data and insight from the group / community • Help the group / community to make sense of the underlying issues in their discussion, clarify patterns, trends, root causes, frameworks for action • Assist the group / community in reflection on its experience

Guides the group / community to consensus and desired outcomes	• Use a variety of approaches relevant to achieving group / community consensus • Use a variety of approaches relevant to meeting group / community objectives • Adapt processes to changing situations and needs of the group / community • Assess and communicate group / community progress • Recognise and clarify tangents in order to refocus on the task • Foster task completion **NOTE: this competency is very important to set up situations for Coaching competencies to follow on from this after desired outcomes are defined**

E: Build and Maintain Professional Knowledge	**Source:** *IAF Core Competencies Framework*
Competency (What)	**Indicators of Competency (How)**
Maintains a base of knowledge	• Knowledgeable in the theory and practice of group process facilitation and related knowledge about people, organisations, groups and processes (e.g. organisational development, psychology, conflict resolution, dynamics of change, learning and thinking theory)
Knows a range of facilitation methods	• Understand a range of models / processes that may help groups / communities to generate ideas, solve problems, prioritise, take decisions and plan • Understand a variety of group methods and techniques • Know consequences of misuse of group methods • Distinguish process from task and content • Learn new processes, methods, models and technologies in support of client's / group's / community's changing or emerging needs
Maintains professional standing	• Engage in ongoing study / learning related to the field of facilitation • Continuously gain awareness of new information in our profession • Practice reflection and learning • Build personal industry knowledge and networks across the field of facilitation

F: Model Positive Professional Attitude as a Process Facilitator	**Source:** *IAF Core Competencies Framework*
Competency (What)	**Indicators of Competency (How)**
Practices self-assessment and self-awareness	• Reflect on behaviour and overall outcomes • Maintain congruence between actions and personal and professional values • Modify personal behaviour / style to reflect the needs of the group / community

	• Cultivate understanding of one's own values and their potential impact on work with clients /groups / communities
Acts with integrity	• Demonstrate a belief in the group /groups / communities and its possibilities • Approach situations with authenticity and a positive attitude • Describe situations as facilitator sees them and inquire into different views • Model professional boundaries and ethics (as described in the IAF Statement of Values and Code of Ethics)
Trusts group / community potential and models neutrality	• Honour the wisdom of the group / community • Encourage trust in the capacity and experience of others • Vigilance to minimise influence on group / community outcomes and the content of the discussions • Maintain an objective, non-defensive, non-judgmental stance

2.b: Engagement & Facilitation Competencies for Community Climate Action

Research on the UK climate movement was able to draw a number of clear conclusions from which we can derive lessons that relate to the competencies that are needed for building strong movements, particularly at the local level. Some strong headlines of the factors that are working well in climate movements are:

- *Collaboration combining multiple approaches and voices was the most cited as key to success. This essentially means a well functioning movement ecology; a symbiosis of approaches deployed by different actors to push things forwards, even when the groups have different aims. Examples given included combining insider and outsider approaches with decision makers, building diverse coalitions, finding common ground across difference, working with marginalised groups, targeted policy and lobbying, direct action, building on activist pressure etc.*
- *Grassroots/community led action/ organising was seen as the best way to bring new people into the movement, unite communities and build power, especially of those who are most marginalised and most impacted by the climate crisis or who likely will be by the coming transition. Interestingly, national actors used the term organising; local ones community led action or grassroots – but they meant the same thing.*
- *Community projects with councils, moral authority of young people (and the power of the school strikes), narrative, framing, and strategic direct action were each mentioned by several actors as being effective.*

"… it isn't about society making sacrifices but about transforming society to have more spare time, space to teach, learn, care… an entirely new society where people could be happier. It's not about climate as a trade off to have less stuff."

Source: https://thinkingdoingchanging.com/2022/02/07/mapping-the-uk-climate-movement/

The following are therefore additional engagement and facilitation competencies that are important for building movements that generate constructive responses to climate change, that involve and cater for diverse audiences.

RELATING COMPETENCIES comprise the general ability of individuals and CCC teams to express ideas, to interpret and respond to messages, and to relate to individuals and groups as a whole, as well as to create situations which enable people in a group to relate to each other.	
Competency (What)	**Indicators of Competency (How)**
Engages diverse sectors & audiences	• Relates to individuals and groups in ways that enable them to engage with and experience transformative community climate action and action-learning processes and outcomes, individually and collectively
Conveys & communicates relevant complexity in accessible ways	• 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 'simplexity', to digest and communicate important aspects of complexity in relatively simple (but not simplistic) ways
Responds and adapts to specific bio-cultural and values-based contexts	• Is able to draw on a wide range of experience, tools and methodologies in order to respond or adapt learning and action processes to any particular cultural, geographic, climatic or community contexts including any values that are present or dominant in the group or the wider community
Creates a group container and supportive environment for engagement or learning	• Approaches individuals, groups and communities 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 that support enthusiasm for learning and action opportunities
Creates safe spaces that can work effectively with discomfort	• 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 assess levels of psychological safety of activities and create safe-enough space whilst acknowledging the distinction between safety and comfort • Is able to develop appropriate systems for addressing feedback, complaints and safeguarding for the well-being of participants throughout the whole learning and action experience
Senses and responds to group dynamics in service of learning and action	• Is able to gauge when and how to effectively stretch into / within participants' individual or collective 'learning / action zone' (the space in which transformative change can be seeded) to their growing edge where transformation becomes rooted • 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 participants to acknowledge and value the potentials of the different worldviews of the learning / action 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

Learning Pathways for Community Engagement and Facilitation Competencies

Learning Pathway Options (How competency is learned & developed) for Community Climate Coaches and Community Catalysts			
	Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Competencies for Facilitation	Books or Online searches, articles and videos Experiencing expert / professional Facilitation on a number of occasions Online 'Introduction to Facilitation' short courses	Facilitation Training Accredited by relevant Professional body e.g. *International Association of Facilitators (IAF)* Experiencing expert / professional Facilitation for a set period e.g. 3 months / 10 sessions Completing a number of Facilitator trainings / workshops with expert / professional Facilitators	Engage with and participate in Facilitator Communities of Practice to find allies Ongoing participation in Facilitation Supervision group or Peer-to-peer exchanges Developing your Facilitation practice Undertaking Facilitation CPD or similar development training
Competencies for Communication & Engagement	Developing awareness of good communication and engagement techniques and practices Experience of working with others with strong communication and engagement skills and experience Books, Online searches, articles & videos Online Introduction to communication / engagement short courses	Training and practice in a communications role Training and practice in engagement methods	Ongoing training and practice in a communications role Ongoing training and practice using a diversity of engagement methods in a range of contexts Learning from experienced communication and engagement mentors

Resources

- Community Catalyst Guidelines - download of guidelines available in 6 languages
- Community Catalyst Toolkit - download of toolkit available in 6 languages
- https://thinkingdoingchanging.com/2022/02/07/mapping-the-uk-climate-movement/
- *The practices of collective action: Practice theory, sustainability transitions and social change*, Daniel Welch & Luke Yates

Pathway 3: Coaching Competencies

Why Coaching for Climate Action and Community Resilience?

The essence of coaching is to help people identify appropriate goals, make changes and learn about themselves in order to help them achieve those goals. If individuals, households, groups and organisations have challenging goals around climate action and community resilience, coaching-based approaches can definitely help as part of the ecology of skills and experience needed to help achieve those goals effectively.

In more detail, the essence of coaching is:

> ***To help a person (or group) change in the way they wish, and to help them go in the direction they want to go. Coaching supports a person (or group / community) at every level in becoming who they want to be. Coaching builds awareness, empowers choice and leads to change… It unlocks a person's (or group's / community's) potential to maximise their capacity to achieve their goals. Coaching helps them to learn, rather than teaching them.***
>
> Source: adapted from https://internationalcoachingcommunity.com/what-is-coaching/

For community climate coaches working with a motivated community, the goal for using their coaching competencies is:

> a) to agree the direction and destination - usually by asking questions that enable the community to uncover and describe that destination for itself
>
> b) to support them in their work to reach that destination

There are some common communication, reflection and people-work skills between the roles of facilitation and coaching.

Another useful description adapted to our CCC context is that:

> *Coaching is a process of facilitating a person's, group's or community's development and the achievement of their climate and resilience goals primarily through questions and feedback… Coaching is simply* ***the vehicle they will use to get from where they are in life now, to where they want to be - the destination****.*[3]

[3] Adapted from: https://www.developmentaledge.com.au/blog/how-to-explain-what-coaching-is-to-a-potential-client

Some of the core aspects of of the coaching model are:

- Establishing ground and 'contracting' - the basis of the coaching agreement between coach and coachee
- Using an insight questioning approach (without leading questions) for:
    - Establishing an appropriate goal or goals
    - The coachee(s) to explore inner experience of where they are now, where they are heading, where they really want to be
    - Critical reflection and learning
- Options to use particular models (e.g. the GROW model), tools (e.g. Neil's Wheel) and methods (e.g. nature-based coaching)
- Generally a non-directional approach, where the coach does not provide advice or guidance but uses insightful questions to enable the coachee to reveal their own direction, learning and insights
- Peer-to-peer coaching and Supervision i.e. CCCs coaching each other to improve their learning from practice and experience

Whilst there are many types of coaching, from life coaching to sports coaching, the fields of *transformative coaching*, *workplace coaching* and *coaching for learning* are likely to be the most relevant for the Community Climate Coach. By developing the coaching competence, the CCC will use this to coach groups or a community to develop and then implement their community climate action or resilience plan. This is likely to be a long-lasting relationship, the health and success of which largely depends on the CCC's coaching competency.

To understand the competencies needed for this aspect of the climate coaches' role, we are working from, acknowledge and value the EMCC (European Mentoring & Coaching Council) Competency Framework (2015). The purpose of the EMCC competence framework is:

> "*to provide a description of a mentor/coach at four distinct levels of development in order to help mentors/coaches understand their level of development and Training Providers evaluate the effectiveness of their programmes through the mentor/coaching performance of their students. The competence indicators are examples of behaviours or principles of the coaching profession that meet the eight competence categories.*"

For the role of Community Climate Coach, the first two levels of the EMCC framework are most relevant:

> the ***Foundation level*** and the ***Practitioner level***.

Coaches with the higher levels of competence - Senior Practitioner and Master Practitioner (i.e. experienced professional coaches) - will be of great value if they are keen to apply their experience and skills in the context of community climate action and resilience. However, for many communities it is unrealistic to imagine that such experience is likely to be available. Therefore, ***the emphasis for Community Climate Coaches is to plan and feel motivated to achieve the Foundation or Practitioner levels of competence***, as described by the EMCC Framework.

Therefore, the descriptions of the Foundation and Practitioner levels from the EMCC framework are set out below, with the relevance of these levels to Community Climate Coaches added at the base of the table:

Level of Coaching Experience Source: EMCC Competency Framework	Relevance to Community Climate Coaches
Foundation Level • Individuals with an understanding of the practice of mentoring/ coaching and having the core skills of mentoring/coaching. • Likely to be working with others using mentoring/coaching conversations to support and encourage development of skills/performance. • Individuals who use a mentoring/ coaching approach within their own field/role and clearly understand how their mentor/ coach role integrates with their vocational roles.	All Community Climate Coaches will be expected to operate at this foundation level of coaching competency. The role of the Community Climate Coach in facilitating community climate action and the value of their competencies in other areas of CCC competence will be significantly enhanced by achieving the foundation level of coaching competence.
Practitioner Level • Mentors/coaches who may either be working as an internal mentor/ coach, use mentoring/coaching as a significant part of their main job or starting up as an external mentor/coach. • Likely to be working with a small range of clients or contexts and possibly within their own area of experience to improve performance, build confidence and stretch capability. • Method of working typically involves application of a coherent model based on one or more established ones. • Using reflective practice with supervision to identify the salient points in their client interactions, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice.	This is the minimum level of coaching competence expected for those working as coaches. Whether they are involved as active citizens or in a professional capacity, community climate action initiatives will benefit significantly from people with this level of coaching competence who are keen to apply their coaching skills and experience to help address climate issues and build community resilience at the local to bioregional level. Community Climate Coaching teams will always benefit from having at least one member at this level of coaching competence.

The **Climate Coaching Alliance** (CCA) is a global network of coaches from a wide variety of fields who are concerned about climate issues, and who are keen to use their coaching skills in service of positive responses to climate change. In a unique collaboration, 11 leading coaching, coaching psychology, mentoring and supervision professional bodies have signed a **Joint Global Statement on Climate Change** committing themselves to a collective voice and collaborative action on the climate and ecological crisis. Therefore, engaging with the CCA is a very good route for CCC's to engage with those working professionally in the field of coaching.

3.a: Coaching Competence Categories and Capability Indicators

The EMCC framework identifies Eight mentoring/coaching competency categories which are set out in the following table, with a brief explanation followed by descriptions of indicators of competence at:

1. Foundation level - the minimum level for Community Climate Coaches to seek to achieve;
2. Practitioner level - the goal for those that seek to develop their coaching role to a professional level.

The EMCC framework also includes Senior Practitioner and Master Practitioner capability indicators, which we have not incorporated here, but which would be expected for more experienced coaching professionals. Please note: the wording of the EMCC framework below has been slightly adjusted below for the context of Community Climate Coaches, to recognise they will tend to work with groups, rather than individuals.

Adapted competency wording to suit the community climate action context - source: EMCC Competency Framework		
Competence Category	**Foundation Capability Indicators**	**Practitioner Capability Indicators**
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**	• Behaves in a manner that facilitates the mentoring/ coaching process • Manages issues of diversity in their mentoring/coaching practice • Communicates effectively their own values, beliefs and attitudes that guide their mentoring/coaching practice • Behaves in alignment with their values and beliefs	• Builds self-understanding based on an established model of human behaviour and rigorous reflection on practice • Identifies when their psychological processes are interfering with client / group work and adapts behaviour appropriately • Responds with empathy to client's emotions without becoming personally involved
2. Commitment to Self-Development **Explores an& improves their standard of practice & maintains the reputation of the profession**	• Practises and evaluates their mentoring/coaching skills	• Demonstrates commitment to personal development through deliberate action and reflection • Participates in regular supervision in order to develop their practice • Evaluates the effectiveness of supervision
3. Managing the Contract **Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client / group**	• Explains their role in relation to the client / group • Explains the benefits of mentoring/coaching both for the client / group and in relation to the client's / group's context	• Abides by the EMCC professional code of ethics or an equivalent • Explains the difference between mentoring /coaching and other professions and its benefits both for the client / group and in relation to the client's / group's context.

and, where appropriate, with sponsors	• Agrees appropriate levels of both confidentiality and communication to others • Manages the conclusion of the conversation so that the client / group is clear about the outcome of the session	• Establishes and manages a clear contract for the mentoring/coaching with the client / group and, where relevant, with other stakeholders • Agrees a framework for scheduling when, where and how often the sessions will take place • Describes own mentoring/ coaching process and style to client / group so that client / group is empowered to make an informed decision to go ahead with mentoring/ coaching • Recognises boundaries of own competence and advises the need to refer on and possibly conclude contract • Recognises when client / group is unable to engage in mentoring/coaching work and takes appropriate action • Works effectively with client / group preferences and, where relevant, policies and procedures of the sponsoring organisation • Manages the conclusion of the contract
4. Building the Relationship **Skilfully builds and maintains an effective relationship with the client / group, and where appropriate, with the sponsor**	• Explains how own behaviours can affect the mentoring/coaching process • Treats all people with respect and maintains client's / group's dignity • Describes and applies at least one method of building rapport • Uses language that the client / group can relate to • Develops trust through keeping commitments and being non-judgemental with client / group	• Demonstrates empathy and genuine support for the client / group • Ensures requisite level of trust has been established for effective mentoring/ coaching • Recognises and works effectively with client's / group member's emotional state(s) • Adapts language and behaviour to accommodate client's / group's style while maintaining sense of self • Ensures client's / group's non dependence of the mentor/ coach
5. Enabling Insight and Learning **Works with the client / group and sponsor to bring about insight and learning**	• Demonstrates in their mentoring/coaching their belief that others learn best for themselves • Checks for appropriate understanding of the key issues • Uses an active listening style • Explains the principles of effective questioning • Offers feedback in a style that is useful, acceptable, and meaningful to the client / group • Offers own perspectives and ideas in a style that allows the client / group to choose	• Explains potential blocks to effective listening • Is alert to tone and modularity as well as to explicit content of communication • Identifies patterns of client / group thinking and actions • Enables client / group to make connections between feelings, behaviours and their performance • Uses a range of questioning techniques to raise awareness • Enables client / group to create new ideas • Uses feedback and challenge to help client / group gain different perspectives, while maintaining rapport and

	whether to work with them or not	responsibility for action ● Remains impartial when encouraging the client / group to consider alternatives ● Uses reviews to deepen understanding and commitment to action
6. Outcome and Action Orientation **Demonstrates approach, and uses the skills, in supporting the client / group to make desired changes**	● Assists client / group to clarify and review their desired outcomes and to set appropriate goals ● Ensures congruence between client's / group's goals and the context they are in ● Engages the client / group to explore a range of options for achieving the goals. ● Ensures the client / group chooses solutions ● Keeps appropriate notes to track and review client / group progress with the client / group ● Ensures the client / group leaves the session enabled to go further with their own development process	● Assists clients / group's to effectively plan their actions including appropriate: support, resourcing and contingencies ● Helps client / group to develop and identify actions that best suit their personal preferences ● Ensures client / group is taking responsibility for their own decisions, actions and learning approach ● Helps client / group identify potential barriers to applying actions ● Describes and applies at least one method of building commitment to outcomes, goals and actions ● Reviews with the client / group progress and achievement of outcomes and goals and revises as appropriate
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**	● Bases approach on a model or framework of mentoring/ coaching	● Develops a coherent model of mentoring/coaching based on one or more established models ● Uses several established tools and techniques to help the client / group work towards outcomes ● Utilises models and approaches from client's / group's context
8. Evaluation **Gathers information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes**	● Monitors and reflects on the effectiveness of the whole process ● Requests feedback from client / group on mentoring/coaching ● Receives and accepts feedback in a constructive way.	● Uses a formal feedback process from the client / group ● Establishes rigorous evaluation processes with clients / groups and stakeholders (if relevant) ● Evaluates outcomes with client / group and stakeholders (if relevant) ● Has own processes for evaluating effectiveness as a mentor/coach

Where sponsors and stakeholders are mentioned in the framework above, it is worth noting that it is increasingly likely that local authorities, and potentially locally-based or responsible corporate funders will be looking to sponsor community-based climate action in the coming years, sometimes also being active participants in such a process, but looking to others with appropriate expertise to facilitate and drive this process - such as Community Climate Coaches.

Coaching Tools & Coaching Methods for Community Climate Action

As indicated by coaching competency category 7 above (Use of Models and Techniques) whilst they are developing their coaching competencies, it is expected that CCCs will often develop abilities and experience in using a preferred set of ***coaching tools and methods*** that are well suited to the context of climate action. It is likely they will try a variety of such tools and methods, and learn from and share these within the Community Climate Coaches community of practice.

Two examples might be:

- GROW Model (Goals-Reality-Options-Will) - https://www.performanceconsultants.com/grow-model - this is a simple and widely known coaching tool that can easily be adapted to the context of asking questions that help generate community climate action and address themes of community resilience and regeneration
- Neil's Wheel - https://neilswheel.org/using-neils-wheel/ - this tool can be particularly helpful where the goal is to help communities have conversations that help them think about their future potential, and the values and purposes that bring people together as a community, without necessarily focusing directly on climate issues as a starting point. Whilst not developed to directly address the climate and ecological crises, it is increasingly being used and promoted as a good way to open conversation in these areas, whilst using broader themes of resilience and future visions as a general focus.

In addition to coaching tools, CCCs are often likely to use particular ***coaching methods*** with the individuals and communities they work with. ***Nature-based coaching*** is a particular method that is likely to often be helpful as it aims to develop connection with nature, and through that generate different kinds of insights and understandings, and to deepen peoples' valuing of nature, their locality or neighbourhood. These experiences can be used to support and encourage new ways of thinking that learn from or are inspired by nature - which will often be very helpful in building and growing community climate action. For example, group walks in nature around the community can be used for 'asset mapping', so that communities identify what is important to them and what they value in their community, as they work towards identifying appropriate goals, so that they can protect and strengthen that over time.

Learning Pathways for Coaching

Learning Pathway Options (How competency is learned & developed) for Community Climate Coaches and Community Catalysts			
	Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Competencies for Coaching	Books or Online searches, articles and videos Being coached Online 'Introduction to Coaching' short courses, webinars or workshops	Coaching Training Accredited by relevant Professional body e.g. EMCC (European Coaching & Mentoring Council) Receiving coaching for a set period e.g. at least 3 months / 6 sessions	Develop your coaching practice as part of a relevant Professional body e.g. EMCC (European Coaching & Mentoring Council) Being coached on an ongoing basis Peer-to-peer coaching exchanges Ongoing participation in Coaching Supervision group
Climate Coaching	Engage with and participate in **Climate Coaching Alliance** events	**3 Module Climate Biodiversity Coaching online course with ongoing reflective practice** **Climate Change Coaching** course for professional coaches and **book** Engage with and participate in **Climate Coaching Alliance** regional group to find allies Book: **Ecological & Climate-Conscious Coaching** - written by Climate Coaching Alliance founders	Extended engagement and participation with **Climate Coaching Alliance** regional group to find allies Develop peer-to-peer climate coaching relationships and take advantage of supervision opportunities
Nature-based Coaching	Books or Online searches, articles and videos Peer-to-peer learning on nature-based coaching Introduction to Permaculture for Coaching (PDF) - via CCC Toolkit	Specific nature-based coaching e.g. Courageous Coaching online training with nature-based learning practices;	Practising and receiving nature-based coaching on an ongoing basis Extended reflection in nature of how to work with nature in your coaching practice

Pathway 4: Carbon Reduction, Regeneration & Sustainability Competencies

This area is presented in ways that enable **Community Climate Coach Competencies** to be considered, as well as the ecology of competencies that are needed across communities to activate, support and expand community climate action. This enables the relative levels and qualities of competency across a community to be understood realistically, and recognises that ***CCCs are active elements of the wider communities they work with***, whether they live in those communities or not.

This also helps us to understand progressions in learning - for example, where individuals, groups and communities progress to higher levels of competence over time, and that some members of any community may progress to become CCCs or community catalysts. In some ways, developing the community's carbon reduction, regeneration and sustainability competencies is like growing a forest garden or transforming a conventional monocultural farm to a regenerative farm, with a diverse range of elements and polycultures.

This competency framework considers the competences that are needed for both:

*a) a meaningful **process of community climate action*** to emerge and be sustained;

*b) the **overall goals or outcomes** that community climate action aims for to be achieved.*

4.a: GreenComp: The European sustainability competence framework

The European Commission's Joint Research Centre (JRC) published ***GreenComp: The European sustainability competence framework*** in 2022. It sets out an overarching set of sustainability competencies *'to feed into education programmes to help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health'*. The framework (below) is meant for "*all learners, irrespective of their age and their education level and in any education settings – formal, non-formal and informal.*"

AREA	COMPETENCE	DESCRIPTOR
1. Embodying sustainability values	*1.1 Valuing sustainability*	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.

2. Embracing complexity in sustainability	*2.1 Systems thinking*	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
3. Envisioning sustainable futures	*3.1 Futures literacy*	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. Acting for sustainability	*4.1 Political agency*	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 Collective action	To act for change in collaboration with others.
	4.3 Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

This provides a good overarching framework for sustainability competencies, and is a significant step forward within mainstream education thinking. However, the outcomes and implications of the interpretation and activation of these competencies will be very different depending on whether they are interpreted from a *shallow* sustainability or *deep* regeneration perspective (or paradigm). Some key differences will be:

> *2.3 Problem framing* will be very different between a *shallow* and *deep* perspective - *shallow* perspectives will frame problems and responses within the current status quo framework, whilst the *deep* framing will see the structures and workings of 'the system' and of the levels and patterns of thinking and beliefs (the underlying paradigm) of that system as the 'problem', or alternatively that new patterns of regenerative thinking can manifest much greater potential than a problem-solution mindset will;

3. Envisioning sustainable futures will be very different in terms of both what are desirable and what are realistic visions of sustainable, regenerative or resilient futures.

Therefore the priorities, actions and outcomes of *4. Acting for sustainability* will be significantly different.

The much broader CCC Competency Framework within this document provides a greater level of depth than the GreenComp framework, with the specific focus on the competencies needed for community climate action and resilience. Arguably this provides a more appropriate level of insight into the embodied learning activities that are needed to develop a more substantial and meaningful range of regenerative sustainability competencies to nurture, push forward and accelerate community-led climate action.

4.b: Sustainability, Regeneration and Resilience Competencies for Community Climate Coaches

The following competencies are adapted from a competency work that focuses on social-ecological transition - for more information see the BLAST Project. The tables below identify ***what needs to be known (Knowing Competencies)*** and ***what action is needed (Doing Competencies)*** for community climate action and community resilience to be manifested. This is based on understanding that these competencies complement, interact with and are dependent on the other four fields of competencies that are highlighted in sections 1, 2, 3 and 5 of this document.

COGNITIVE (KNOWING) COMPETENCIES consist of what individuals, collectives and communities need to know to generate community climate action. In addition to the intrapersonal and interpersonal competencies identified above, the following is needed for community climate action:	
Competency (What)	**Indicators of Competence (How)**
Knows how to think systemically and strategically	• 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 Thinking, as well as design, planning, decision making, implementing, addressing challenges, organisational development, use of action-reflection cycles. • Thinks in terms of local, community and bioregional potential, as well as in terms of needs and priorities • 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 or potential.

Develops critical literacy in sustainability, regeneration & resilience	● Is literate in terms of knowledge of appropriate visions of regeneratively sustainable and resilient futures (the *What?*) and realistic community climate action processes to manifest those visions (the *How?*), and the key elements and relationships they require (e.g. ecological, social, economic, individual, collective) for community climate action: ○ Significant demand reduction (i.e. in energy and resource use) and shifts to 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 ○ Enhanced and protected biodiversity and ecosystems ● Knows how to identify and balance priorities to generate significant outcomes that address the multiple dimensions of socio-ecological community climate action, including: ● Environmental dimensions: carbon footprint, ecological footprint, biodiversity, etc ● Social dimensions: social justice, EDI (Equity-Diversity-Inclusion), 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, including: a) Energy; b) Food; c) Homes & Built Environment; d) Travel & Transport; e) Consumer Choices; f) Technology & Digital ● Understands the full range and depth of competencies needed to bring about community climate action across communities, and uses competency-based thinking, to develop a coherent diversity of individual and collective competencies across a community. ● Has knowledge of socially just and inclusive approaches to engagement, identification of needs / potential and formation of strategies to meet those needs / potential e.g. the relationship between 'sustainable living' and 'ethical living'. ● Develops literacy in social, economic and political dimensions - to recognise, understand and adjust social, economic and political power dynamics and structures that prevent or provide opportunities for advancing sustainable/regenerative modes of living and working, ● 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'). ● Is aware of relevant social innovations elsewhere and is able to copy or adapt them to the local / regional context; have the ability to generate, facilitate and embed new social innovations at the local / regional level.

Knows how to select and use tools and methodologies that support community climate action processes	• 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 is able to adjust the direction or goals to achieve better or different outcomes where appropriate.
Knows the role of regenerative design for building community resilience and generating meaningful responses to the climate and ecological emergencies	• Understands and has knowledge of specific design methods, tools and practices that generate regenerative solutions, such as permaculture design and regenerative design.

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 community climate action is aiming for, which provide real-world examples of what is aiming to be achieved. For example :	
Competency (What)	**Indicators of Competence (How)**
Has experience of regeneratively sustainable / low impact lifestyles (individual and collective)	• Knows and understands from experience the options for individual and collective community climate action 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;
Has experience of health creating lifestyles (individual and collective)	• 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;
Has experience of ethical lifestyles (individual and collective)	• 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 *lifestyle impact* i.e. food, energy purchasing, consumer goods (e.g. appliances; clothing; digital devices; etc) and financial choices (banks;

	investment), and in *ethical work-life choices*, and *ethical options for community life* (organic food purchasing coops; car share; local credit unions; etc).
Has experience of conscious / spiritually oriented lifestyles which focus on our human relation with nature	• 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 connectedness.

ACTION (DOING) COMPETENCIES comprise the ability to apply and develop skills, identify and implement appropriate actions, individually and collectively. This includes:	
Competency (What)	**Indicators of Competence (How)**
Evolves learning & action opportunities collectively in response to a specific socio-ecological context	• Is able to translate a generic set of 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, if the goal is a system level or organisational climate action • Is able to generate a realistic picture of personal and collective impacts and identify relevant goals, processes and competencies to support personal and collective climate action action.
Catalyses, facilitates and multiplies opportunities for progressive collective action	• 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 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 climate action activities and impacts, both in strategic planning and evaluation stages e.g. *3D Evaluation Methodology and Tool* (see CCC Toolkit) for deepening, widening and lengthening activity and positive impacts.
Harnesses existing competencies in all	• Is able to harness a range of specific existing technical, professional or organisational competencies in people in service of community climate action processes and goals. in particular areas including: ○ Communication, management, financial, legal and organisational sector competencies.

disciplines in service of climate action	○ Energy sector: energy efficient technologies and systems; renewable energy systems (from household to utility scale - survey, specification, installation, maintenance); energy measurement and monitoring systems; ○ Buildings sector: low carbon, healthy deep retrofit (survey, design/specification and installation) ○ Food sector: growing; local-to-regional food sourcing and distribution - for low impact & health-creating food; ○ Healthy Living sector: for individual & collective 'whole health' covering the physical, mental & emotional health realms in integrated ways;
Is able to design, plan and implement climate action and community resilience projects and initiatives	• Is able to initiate or engage in a) 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.
Has experience of regenerative and ethical lifestyles, at individual & collective levels (Walk your talk)	• Is able to harness and demonstrate at least one advanced level of practical skill of specific relevance to the goals of climate action 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.

The supporting *From Transition to Deep Adaptation: An Exploration of Community 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

Learning Pathways for Carbon Reduction, Regeneration and Sustainability Competencies

Learning Pathway Options (How competency is learned & developed) for Community Climate Coaches and Community Catalysts			
	Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Competencies for Carbon Reduction and Climate Action **Cross-cutting Carbon, Regenerative and Sustainability Pathways** **Practical Sustainability Competencies**	CAT Short courses e.g. for UK Zero Carbon Britain trainings 52 Climate Actions website Carbon Literacy training e.g. Carbon Literacy Project Introduction to permaculture course CAT Short courses e.g. green building; renewable energy; etc. Short courses at sustainability / regenerative learning & demonstration centres, such as ecovillages, permaculture LAND Centres, etc.	Permaculture Design Certificate (PDC) Ecovillage Design Training (Gaia Education) Regenerative Design Training Core courses at sustainability / regenerative learning & demonstration centres, such as ecovillages, permaculture LAND Centres, etc. Vocational training in specific technical fields e.g. installation / servicing of renewable energy technologies; organic horticulture; etc Low carbon retrofit coordinator training Sets of training or work experience in relevant sustainability / regenerative work Transition Training	Graduate Programme (distance learning or in-person), Centre for Alternative Technology Diploma in Applied Permaculture Design / emerging pathways for permaculture practitioners / permaculture teacher training (ToT) Initiating or living within an ecovillage or eco-cohousing project Initiating / being a core member of regenerative community farm project; community renewable energy project; etc Working & developing experience & skills as a green builder; low carbon retrofit coordinator, renewable energy systems installer / servicing, etc. Extended learning journeys offered by sustainability / regenerative learning & demonstration centres e.g. ecovillages, permaculture LAND Centres, etc.

Example sources of knowledge, practices and tools which can be used on these learning pathways to support the development of these competencies:

- ***Energy Revolution: Your Guide to Repowering the Energy System*** by Howard Johns
- Communities for Future website and Wiki
- Permaculture Association (Britain) Knowledge Base

Pathway 5: Scaling, Multiplying & Deepening Competencies

To address the multiple major challenges we face, the coming years will need to see a massive acceleration and deepening of climate action and work to build resilience on multiple levels. A range of important competencies are needed to achieve this major increase in the scale, reach and depth of climate action and its positive impacts. The competencies covered by this section are set out only in simple terms, as they are either a) set out in detail in other frameworks or b) are broad areas that need to be held in mind for expanding the movement, supported by multiple competencies detailed earlier in this document. The following list is not suggested to be comprehensive, rather it sets out areas that will make an important contribution to this scaling, multiplying and deepening process.

5.a: Competencies for Blended and Transformative Methods

In learning, working and engaging communities and organisations, **blended methods *combine in-person and online activities***, and can help increase flexibility, affordability and inclusion, although with limitations for those less able or willing to engage either online or in-person. Developing an understanding of how to use different online and in-person activities or methods at particular stages, or to address particular needs can be both more efficient, and more effective in maintain engagement, momentum and creativity in community processes.

Transformative methods are approaches that involve a deep shift in peoples' understanding, thinking and actions. This will normally including shifts in their understanding of themselves and their relationship with the natural world, as well as often shifting their understanding of power relations in society, race, gender and their visions of alternative approaches to living and sense of possibilities for social justice. 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.

> **Competency: Has knowledge and experience of blended and transformative learning and engagement methods, practices and tools**
>
> **Indicator of competence: Skillfully uses a range of blended and transformative learning and engagement methods, practices and tools that are appropriate for the participants in designing, developing and delivering community climate plans and activities**

With the right competencies in place, blended and transformative methods can be combined to enhance the outcomes of each of these methods. The BLAST project's downloadable PDF **Guide to Blended Transformative Learning** explains how this can be achieved.

A simple starting point in this area is provided by the following:

- Introductory online training on blended transformative methods - via https://community.permaculture.org.uk/all-courses

A comprehensive set of competencies for these areas are set out in the Communities for Future Wiki on the following pages:

- **Transformative Learning Competencies for Educators and Catalysts**
- **Blended Learning Competencies for Educators and Catalysts**

5.b: Network Weaving, Movement Building and Community of Practice Competencies

Building movements and communities of practice, and 'network weaving', are vital activities for scaling, multiplying and deepening community climate action. Etienne Wenger defines Communities of Practice (CoP) as groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Community Climate Coaches will themselves form a community of practice (CoP), and probably many will be part of other related communities of practice, such as the Climate Coaching Alliance (CCA), CoPs for those working in community facilitation, or other CoPs focused on climate action and resilience.

> **Competency: Has knowledge and experience of network weaving, movement building and community of practice activities, methods, practices and tools**
>
> **Indicator of competence: Skillfully uses a range of network weaving, movement building and community of practice activities, methods, practices and tools that are appropriate for the participants in developing, expanding and scaling community climate initiatives and activities**

For CCCs, engaging in community of practice development and enrichment activity will help to share learning, experience and tools that help develop their competencies across a group of CCC practitioners, including through collaborative training development, peer-to-peer coaching and supervision activities.

For more information on Communities of Practice see:

- **BLAST Project Communities of Practice Guide (PDF)**
- **Communities of Practice pages on Communities for Future Wiki**

5.c: Competencies for Catalyst Learning & Demonstration Projects

Regenerative and sustainability learning and demonstration centres (e.g. the Centre for Alternative Technology, Wales; ecovillages with training programmes; permaculture LAND Centres) can be vital catalysts that provide examples and learning activities relevant to climate action and community resilience. They enable people to experience buildings, energy systems, decision making practices, appropriate enterprise structures, ways of growing food and so on that are examples of the kinds of changes they can make in their communities, in their work and in their own lives - and provide programmes for learning in these areas. Community Climate Coaches will often benefit from being able to work collaboratively with these kinds of catalyst learning and demonstration centres in their locality or region. Where such a centre does not exist they may want to explore with the community the potential benefits of such a centre, to provide a focus for engagement, learning, networking and building strong social relationships for change.

> **Competency: Has an understanding of the value of learning and demonstration projects in catalysing community climate action initiatives**

Indicator of competence: Skillfully uses a range of opportunities to engage with regenerative and sustainability learning and demonstration projects in developing, expanding and scaling community climate initiatives and activities

For more information see:

- **iACT project pages on catalyst learning and demonstration centres - via: https://www.permaculture.org.uk/**

5.d: Engaging Professional and Technical Competencies in Community Climate Action

To achieve the scale of action required in the coming years many people in a full range of professional and technical roles need to be engaged and make valuable contributions to the processes of adaptation and transformation. For example, these include legal, financial, communications, administration and management professionals, electrical engineers, construction professionals and trades (e.g. professional and technical XR groups), all of whom can apply their existing competencies to the scaling, deepening and multiplying of community climate action, and community regeneration and resilience initiatives as a whole, and / or specific projects within those initiatives e.g. setting up a regenerative community farm, starting or managing a local retrofit initiative or community renewable energy company.

Competency: Has an understanding of the value of engaging technical and professional competencies in the process of catalysing, deepening and scaling community climate action initiatives

Indicator of competence: Skillfully engages people with a range of technical and professional competencies in the processes and roles required for developing, expanding and scaling community climate initiatives and activities

This work is particularly about understanding and applying The Diversionary Principle to these established fields of professional and technical competence, diverting away from activities that continue to deepen the climate and ecological crises, and shifting activity to implementing positive responses to the climate and ecological crises that develop the potential and resilience of any community, ecosystem and bioregion. Having these professional and technical competencies in place in a team that also covers the 5 CCC competency areas will enable community climate and resilience initiatives to steadily develop, grow and strengthen their momentum over time.

Learning Pathways for Scaling, Multiplying and Deepening Competencies

Learning Pathway Options (How competency is learned & developed) for Community Climate Coaches and Community Catalysts			
	Entry level 'Taster' →	**Core 'Experience' →**	**Extended 'Journey'**
Competencies for blended and transformative learning	Online course: Introduction to Blended & Transformative Learning BLAST project pages, outputs and toolkit	Developing and delivering your own blended transformative training course or community action programme.	Ongoing involvement in developing, delivering and refining blended transformative training programmes and activities.
Competencies for Network Weaving, Movement Building and Communities of Practice	**BLAST Project Communities of Practice Guide (PDF)**	Completing Community Climate Coach training to enter the CCC Community of Practice; Ongoing participation in a relevant Community of Practice e.g. Climate Coaching Alliance; Global Regeneration Colab;	Establishing or co-ordinating a Community of Practice; Ongoing participation in and active contributions to the CCC Community of Practice;
Competencies for learning and demonstration projects	iACT online Introductory Course for Learning & Demonstration Projects - via https://community.permaculture.org.uk/all-courses iACT and LAND Centre Handbook for Learning & Demonstration Projects - via https://www.permaculture.org.uk/	Undertaking the self-assessment process for the iACT centre or LAND centre criteria and process Developing your iACT / LAND Centre plan	Completing / fulfilling the iACT centre or LAND centre criteria and process (as a self-directed or supported, depending on available support) to establish a learning & demonstration project for community resilience and climate action

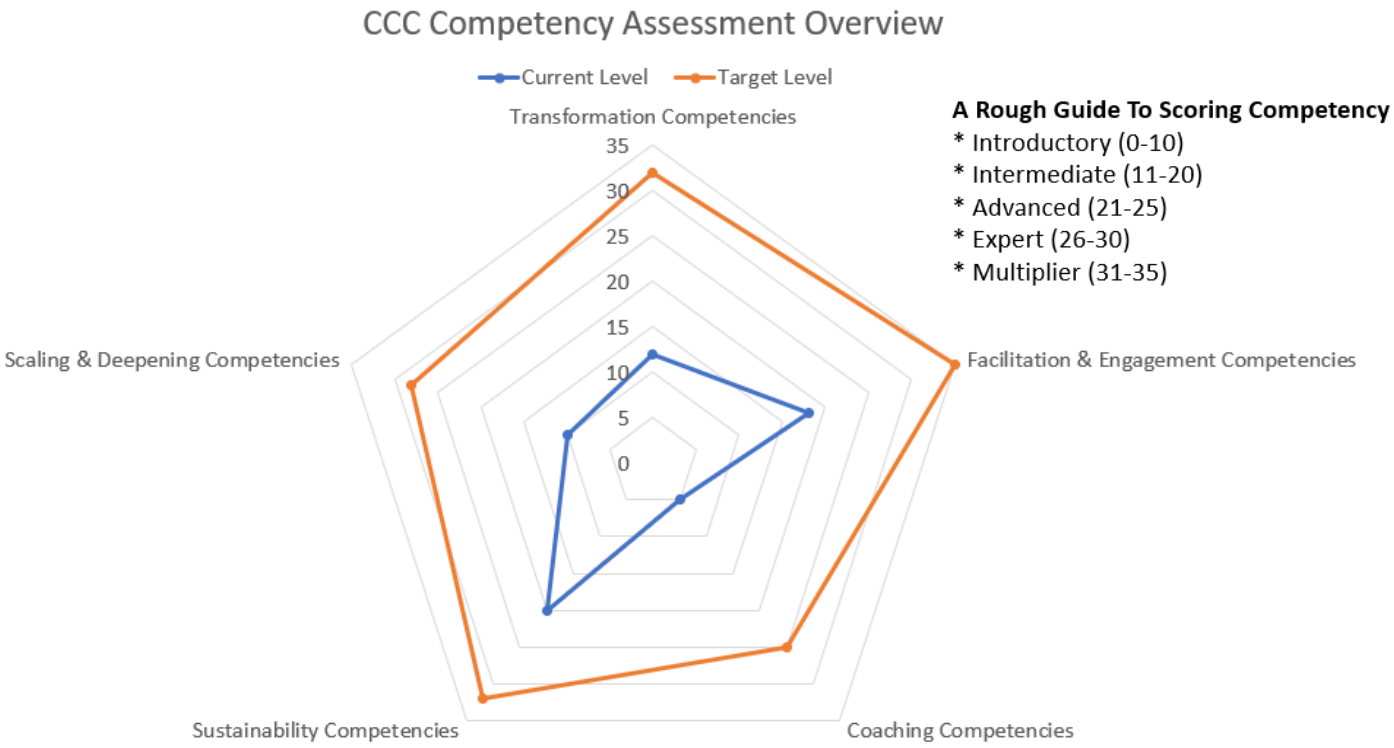
Appendices: Competency & Learning Pathway Tools & Resources

Competency Assessment Tool

This tool offers a simple, subjective approach to assessing current competency levels and the target levels, for an individual and a team. To complete the Self / Peer Assessment Tool:

- Assess & map current level for each area of competence
- Determine an appropriate target level for each area of competence

The tool provides a simple way to see the areas that need the most attention for strengthening and deepening competencies. Viewed across a team the tool enables a clear picture of how specialists in particular areas create a competent overall team.



Competency assessment tools are also available for the more detailed levels of competency for each of the 5 fields of competency - these are available in the CCC Toolkit [provide link to *CCC Competency Assessment Tools*].

Learning Pathway Tool ***Plan Your Pathway***	Each CCC team member - mark your target level or levels of training in the rows below. You may not need to follow a learning pathway for each of the 5 Fields of Competency. Put a timetable to it i.e. Intro level (e.g. 6 months) - Core Level (e.g. 12 months) - Advanced level (e.g. Year 2)		
	List your planned courses, training or learning-by-doing in the boxes below:	**List your planned courses, training or learning-by-doing in the boxes below:**	**List your planned courses, training or learning-by-doing in the boxes below:**
Field of Competency:	**Intro Level**	**Core Level**	**Advanced Level**
Transformation Comps >			
Facilitation Comps >			
Coaching Comps >			
Sustainability Comps >			
Scaling & Deepening Comps >			
Additional Notes	*What? Where? Who?* *Budget? Timetable?* What words describe a learning journey that will inspire, stimulate and motivate you?	*What? Where? Who?* *Budget? Timetable?* How will you find the right kinds of trainers, coaches and mentors?	*What? Where? Who?* *Budget? Timetable?* What will inspire you to reach this level of competency? What inspiration or goals will move you to the next level?