Contents

1. Background and History ................................................................. 2
2. Key Findings ................................................................................. 3
3. Aims and Organisation ................................................................. 3
4. Session Reports ............................................................................... 4
   4.1 World Café .................................................................................. 4
      4.1.1 Existing Research on Transition and Research Needs identified by Transition Groups .......... 4
      4.1.2 Protocols for Research Collaboration ................................................. 6
      4.1.3 Participatory research ..................................................................... 6
      4.1.4 Evaluation needs and tools ............................................................... 8
      4.1.5 Transition Research Network: history and next steps ...................... 8
      4.1.6 Finance and Funding ...................................................................... 11
   4.2 Design Sessions ........................................................................... 12
      4.2.1 Transition as a coastal community and the ocean as the wave of researchers. ................. 12
      4.2.2 Research as an Ecosystem ............................................................... 13
      4.2.3 Research as Ecovillage ................................................................... 14
      4.2.4 Research Network as Forest Garden ................................................. 18
   4.3 Open Space .................................................................................. 23
      4.3.1 Ideology, community and nation in transition .................................... 23
      4.3.2 Implementation .............................................................................. 24
      4.3.3 Monitoring And Evaluation ................................................................ 24
5. Conclusion ....................................................................................... 25
6. Next Steps ....................................................................................... 25
7. Contributors .................................................................................... 26
1. Background and History
For the last five years, Transition Network has supported communities taking action on some of our most urgent contemporary problems: climate change, increasing scarcity of cheap energy, and loss of resilience. In the process, it has become known as one of the world’s most creative, dynamic and important social movements. Tim Jackson, Professor of Sustainable Development at Surrey University, has identified Transition as, “the most vital social experiment of our times.”

As the Transition movement deepens and matures, the mutual benefits of close collaboration with academic researchers are becoming increasingly clear. Academic funders are attaching increasing importance to the practical outcomes of research, and funding calls increasingly encourage non-academic stakeholders to be involved from the earliest stages of planning new projects. Within Transition, there is increasing recognition of the unique and valuable contributions academic researchers can make. Specific needs already identified include: evaluating and improving process and practice in Transition, monitoring and documentation of its impacts on community resilience, and shaping new agendas and collaborative models for post-carbon research. Working together to address these can lead to fundable, high impact collaborative projects.

The Transition Research Network is a self-organising peer group of academics and community activists with common interests in the following aims:

- To help advance understanding and practice in Transition;
- To support Transition groups to address their research needs;
- To help transform the crisis in our universities into an opportunity for positive change in research culture, making research relevant, fulfilling, and fun.

Transition Research Network grew out of an interest group on researching transition that met for the first time at the 2010 Transition Network conference in Newton Abbot, Devon, then at the 2011 conference in Liverpool. The meeting at the 2011 conference agreed to seek funding to develop a network of academics and transition activists interested in collaborating on research. It also encouraged steps towards addressing specific issues concerning the relationship between Transition and academic research that remained unresolved ever since researchers first started to contact Transition Network in 2007.

In September 2011, as a direct outcome of steps taken following the Liverpool conference, Transition Network, in partnership with academics at Durham University’s Centre for Social Justice and Community Action, along with Bradford, Glamorgan and Manchester Universities, were awarded a £78,000 grant in the AHRC’s Connected Communities programme for a project entitled, “Connection, Participation and Empowerment in Community-based research: the case of the Transition Movement”. This will support a study on experiences of researching transition, the development of improved protocols for collaboration between researchers and transition initiatives, and pilot studies on the documentation of transition initiatives’ activities and evaluation of their impact on their communities. The project runs from February 1st 2012 until January 31st 2013.
Alongside this, the North East and Manchester Beacons for Public Engagement agreed to fund two meetings of the new Transition Research Network (TRN). The first of these, at the Quaker Meeting House in Manchester in November 2011, was organised and hosted by Michelle Bastian (Manchester University and Transition Liverpool, Ben Brangwyn (Transition Network and Transition Town Totnes), Naresh Giangrande (Transition Network and Transition Town Totnes) and Tom Henfrey (Durham University and Transition Durham). For the Plymouth meeting, Larch Maxey (Plymouth University and Transition Town Totnes) joined this core team. The meeting was held at the Transition Hub, which Transition Plymouth kindly made available for the day, on February 29th 2012.

2. Key Findings
• There are significant prospects for productive collaboration between academics and Transition initiatives and/or Transition Network based on common, aligned and/or compatible interests.
• Existing academic literatures on community engagement and participatory/collaborative research, and various networks actively undertaking and supporting such collaborations, are a valuable resource to which the Transition Research Network can connect.
• Experience from projects directly involving transition groups, as well as the broader field of community-based research, demonstrate the value of ongoing relationships, institutional and personal, in enabling mutually beneficial collaborations.
• While many researchers have a strong interest in community-based research, it is often difficult to reconcile this with the professional pressures of academic work.
• On the other hand, greater attention by funders to non-academic impacts and collaboration across academic boundaries provides increasing opportunities to overcome this.
• Researchers at different levels in the academic hierarchy, from research students up to established research leaders, have very different needs and potential offers. Possibilities for collaboration exist at all levels, but the appropriate/optimum form for these varies considerably.

3. Aims and Organisation
The Manchester meeting had been somewhat exploratory in character, and while satisfied with this approach, the organising team thought that a second meeting could benefit from closer focus on outcomes. We decided to set up and facilitate a collective design process that would establish what the TRN should aim to do, and how it could go about achieving this. This drew on principles of permaculture design, and in particular the ‘Permablitz’ approach where a number of people, including one or more permaculture designers, spend a day transforming a neglected piece of land into a beautiful, useful and productive space. In a similar way, we set out to transform the relationship between transition and researchers into one that can produce the maximum benefits for both, and in doing so draw as fully as possible on the breadth of knowledge and perspectives among those attending the meeting. The design
brief that we set for the day was to promote mutually productive relationships between Transition and academia.

The day was organised around three sessions, each corresponding to different phases in SADI (Survey, Analyse, Design, Implement), a design sequence commonly applied in permaculture. The first session used the World Café format, where organisers hosted tables each dedicated to discussion of a specific topic relating to Transition and research. This first corresponded to the survey phase of the design sequence, where participants familiarised themselves with much of the background to the meeting and introduced their own experiences and views; subsequent discussion began the analysis. Analysis led into design in the second session of the day, an experimental permaclitz design session where participants split into five teams, each coordinated by someone with experience of permaculture design. Each team was set the task of identifying individuals, groups and organisations relevant to the TRN, and identifying the inputs and outputs of each of these: what it needs and what it has to offer. Design involved linking up these inputs and outputs, so identifying ways to work together in order to create and realise shared goals. The final session of the day covered implementation, and used the Open Space format to address specific ideas or issues arising during the course of the day and discuss how to act on them. Section 4.1 reports on findings from the World Café sessions, section 4.2 those from the design session, section 4.3 those from open space.

4. Session Reports

4.1 World Café
Each of the five organisers of the event, plus Transition Network fundraiser Nicola Hillary, hosted a discussion table in world café. The topics had been agreed by the organisers in advance: research currently available and research needs (Michelle Bastian), protocols for research collaboration (Ben Brangwyn), evaluation needs and tools (Naresh Giangrande), history and next steps for the TRN (Tom Henfrey), finance and funding (Nicola Hillary), and participatory research methods (Larch Maxey). Time allowed three discussion sessions, and participants chose freely which of the tables to visit and in which order.

4.1.1 Existing Research on Transition and Research Needs identified by Transition Groups
Lack of clarity over what research on Transition is already available was a key concern of the Researching Transition Interest Group at the 2011 Transition Network conference. In response to this Michelle Bastian
set up an online collaborative bibliography where researchers can add references to their own work and to other publications they may be aware of. Michelle has been maintaining the bibliography and updating it as new references become available. It focuses on collecting together research that specifically addresses or mentions the Transition Movement, rather than everything that may be of interest to Transition groups.

To view the full contents go to: http://www.citeulike.org/group/15407

Research themes that have already received particular notice include:

• Community governance
• Diversity and inclusion issues
• Complementary currencies/local economy
• The effectiveness of grassroots responses to climate change and peak oil
• Local food
• Behaviour change
• Uses of the future within the movement e.g. backcasting
• More general analyses of how individual initiatives develop

Research needs that have been provisionally suggested by the Transition Network include:

• Ways to measure resilience and evaluate the differences Transition initiatives are making in reducing carbon and increasing resilience.
• Linking to GeoFutures (a company working with our REconomy project), mapping energy, food, other physical bits of local economy of an area.
• Why do Transition initiatives fail or succeed?
• How do we do Transition in cities?
• Globally, in which countries does the Transition approach work well?
• What are the barriers to entry: who doesn’t get involved and why?
• The basics of researching the locations of all the communities taking part: i.e. making our directory of initiatives more comprehensive and accurate.
• A critical analysis of the approaches of Transition, Low Carbon Communities, Carbon Conversations, etc.
• What stimulates behavioural change (other than price).
• Leaky bucket syndrome - where is the money leaking out of local economies?
• What are the "import substitution" opportunities for our local economy?
• TN web co-ordinator Ed Mitchell has funding from the Nominet Trust for further innovations on the website, with a new way of enabling Transition initiatives to share their project ideas, descriptions and evaluations. The Nominet Trust might be keen for this to be evaluated academically.

One of the key points raised in our discussion was that for research needs such as those around behaviour change there is actually a lot of relevant work already out there. The main problems are that it is not all in easily accessible formats and the literature as a whole is too broad for a busy practitioner to wade through. A similar problem has been noted in healthcare for some time and in response there has been a move towards doing systematic reviews of the literature and scoping studies in order to share the results of an area of research with health practitioners. We wondered if it would be possible to apply for funding for this to be done for Transition Initiatives in key areas. This could include longer reports, but it would also be useful to have one-page handouts addressing key contentious issues, (e.g., around) renewable energy, so that TIs had good information to respond to questions and criticisms.
We also discussed issues of translation, not only between academic and non-academic audiences, but also across disciplines. Divisions between disciplines mean that even if TI members have knowledge of one academic area they could still have difficulty grasping other areas.

The idea of a web gateway to highlight current research and research wants/needs was also thought to be a good idea.

4.1.2 Protocols for Research Collaboration

The following table summarises discussion in this group, plus those in an afternoon session also facilitated by Ben Brangwyn that continued themes from this table, so written up jointly. It lists the respective needs of researchers and transitioners, highlighting which are compatible and which potentially less so.

<table>
<thead>
<tr>
<th></th>
<th>Shared Needs</th>
<th>Divergent Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Researchers</strong></td>
<td>• good ideas</td>
<td>• simple path to PhD</td>
</tr>
<tr>
<td></td>
<td>• an audience that can use the research</td>
<td>• research that fits in with preconceived ideas</td>
</tr>
<tr>
<td></td>
<td>• funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• lasting partnerships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• willing and active subjects/collaborators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• feedback (review of work)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• enthusiasm for their output</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• recognition if their research is cited</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• non-competitive research “market”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• negotiated level of creative freedom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• develop a vocabulary and knowledge for this area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• a range of initiatives to choose from (the one that puts its hand up first is an outlier/skewer)</td>
<td></td>
</tr>
<tr>
<td><strong>Transitioners</strong></td>
<td>• lasting partnerships</td>
<td>• research that is shaped to their needs</td>
</tr>
<tr>
<td></td>
<td>• answers to their questions (economic, social, technical, environmental)</td>
<td>• right to reply</td>
</tr>
<tr>
<td></td>
<td>• sharing of good/best practice</td>
<td>• quick answers</td>
</tr>
<tr>
<td></td>
<td>• objective feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• information re other initiatives</td>
<td></td>
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<tr>
<td></td>
<td>• access to the output of the research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• guidance for objectives (e.g. extending outreach)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• to be treated ethically</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• evidence of effectiveness of their initiative to attract the council’s involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• new skills (e.g. evaluation)</td>
<td></td>
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<tr>
<td></td>
<td>• impetus and motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• recognition for their involvement</td>
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</tbody>
</table>

4.1.3 Participatory research

Participatory approaches to research are more than ‘just’ methods. These are ‘activist’ approaches to research and can include the full spectrum of research – quantitative and qualitative.

There are a number of long-standing, active research traditions that emphasise and seek to address imbalances in the power relations and politics between research and researched. These include participatory research, action research, both of which have their origins in the 1960s or earlier, and more recent developments like radical research, narrative research, engaged research. There are substantial
literatures on this that TRN’s work can draw upon, and various institutions in the UK and elsewhere devoted to their theory and application, with which we might collaborate.

One example is participatory GIS in geography. Larch Maxey (Plymouth University) is a co-founder of the Participatory Geography Research Group (PyGyRg) and happy to link it with TRN.

Participatory approaches raise big questions:

- Why research at all and why do Participatory Research?
- Who benefits? How?
- Who is participating? Class, gender, race, cultural identity

We concluded it’s about changing the relationship in research – working with, rather than on.

This can include:

- Researchers as participants
- Learning by doing
- Story telling

Visibility is important and being able to visualize impacts/outputs – GIS can help this.

Visual representation – video diaries of what can be seen – the community presence.

Public engagement as a growing issues/agenda for funders, universities and researchers.

**Tensions:**

Observation/participation can change the activity being researched.

What values are at stake – are these in conflict?

Need for dialogue.

Time.

Support.

Organisation.

One person suggested numbers could be limited to 20 participants to allow participatory methods (when conducting qualitative research).

Funding – will funders support these approaches? (possibly – see above re public engagement).

Need to reward all contributions – including paying participant researchers.

Need reflexivity.

Include outputs in the participatory process.

Outputs can include public, popular and web-based outputs as well as academic publications. Include collaborative writing as part of the participatory process.

Accessing non-participants – ‘relevance’ – use snowballing to increase diversity and the effectiveness/reach of research – draw on work TN has done on diversity and transition.

Be inclusive.

The Education field has 20 years of participatory research to build on.
Include other partners, e.g. schools and businesses

Evaluation – group learning loops.

4.1.4 Evaluation needs and tools
Evaluation is a necessary part of the Dreaming/planning/doing/evaluation process and needs to be designed in from the beginning.

What would a ‘new paradigm’ evaluation framework look like?

- Happy City
- Using Permaculture principles
- Max Neef
- Victoria is using Max Neef in her work measuring low carbon communities
- The process must be structured, but open enough to allow for ownership by the community involved

Some examples:

- Jo Hamilton is working on evaluating six DECC Low Carbon Communities Challenge projects
- Healing Cities have done some work on this (Vivian forwarded the link: www.healingcities.org)
- Small charities: why we need simple evaluation tools
- British standards Institute has a framework for sustainable communities
- Research as Empowerment paper
- There is a Plymouth sustainability advisory group (from Joanna)
- Sustainable Blacon- indicators of sustainability
- One planet living - Bioregional group

4.1.5 Transition Research Network: history and next steps
The host gave participants a brief history of the TRN, leading up to the day’s meeting and the plan to apply for a Research Network Grant from the AHRC to fund its continuation. The three sessions between them identified several aims:

- Creating a community for mutual assistance and support;
- Bringing research to community level;
- Enabling researchers to support transition and transition groups to make the most of research;
- Providing an evidence base for Transition;
- Making international linkages.

They also explored the possible boundaries of the network, examining what other groups might be involved and in what ways.

Building a community was raised as a way of providing support for individuals in different circumstances. Researchers often spend much of their time working in isolation, and many work in institutional settings that provide few opportunities to meet and interact with like-minded people. Simply coming together to meet, get to know each other, and spend time together, can be valuable in itself. The network could also be a place where people exchange, discuss and develop ideas, or get advice and assistance on specific projects they are working on or would like to undertake. The open and inclusive
nature of the network is very important in this regard: the highly participatory nature of events means participants immediately feel involved, and this can be a very empowering experience.

Another role of the network can be to bring research to community levels, especially if it provides an effective interface between Transition initiatives (TIs) and researchers. Transition has a strong emphasis in practice on localisation, and it makes sense that research to some extent reflects this. TIs can often benefit from positive linkages with researchers at their local university or universities, and could foster such relationships by approaching universities about a having a key contact person responsible for sharing information and opportunities with Transition groups and within the university itself, as universities, internally, do not always communicate well across disciplines.

TRN can also add value and relevance to locally focused research by creating links among projects. Integrating evidence and ideas from local situations into bigger picture views can be an important contribution to the evidence base for Transition. Research and researchers have important potential contributions to developing an evidence base that can inform policy and influence decision-makers.

More generally, there is a clear need to move beyond studying Transition as a social phenomenon to research that helps TIs to work more effectively. Specific ways that researchers might contribute include providing access to accurate background information and keeping TIs up to date with new knowledge and understanding in relevant areas. Researchers might also act as expert speakers for TIs seeking to inform themselves further or to communicate with others. Researchers might also help communicate best practice among TIs, providing them examples of successful methods or projects from within the Transition movement or elsewhere.

It was suggested that researchers should automatically seek to give something back to the TIs they are working with. These contributions should ideally be built into the research process itself, and be more than just a promise to return information once the research is complete. Some researchers have become embedded within TIs as activists, making tangible contributions to the initiative’s work over the course of the research and often remaining active contributors beyond this. Another important contribution could be skills exchange: researchers could provide some training in research and evaluation skills. Such skills could allow TI members to take a more active role in future research projects, contributing to research design and data collection. They could also allow TIs to initiate their own research, and help them to incorporate evaluation and reporting into the design of their projects. This in turn could lead to better reporting and sharing of stories of both success and failure.

Skill sharing and similar contributions from researchers may help to energise TIs that are experiencing problems, particularly conflict within the group and the possibility of dissolution or fragmentation. As a concrete proposal, this could be incorporated into the training currently on offer to established TIs (e.g., THRIVE and TT&C’s course on taking your TI to the next level), which could involve researchers as part of teaching teams. Participating TIs could be guided through processes of reflecting on and assessing their
current situation and successes and failures to date, and this documented in order to improve both internal monitoring and the overall map of conditions within the Transition movement. Researchers could then help to teach TIs the documentation and evaluation skills that they need in order to take their work further. If funded as an action research project, this would not only produce valuable data and address gaps and biases in the existing record: much activity is not reported, and there are tendencies to report actions in the most positive light and to report success more often than failure. It would also encourage more TIs to access such training as a group, which may be more valuable than if undertaken by only one or two members.

More generally, researchers could support groups in identifying and accessing the necessary skills for evaluating their own situation, both generally and in relation to the outcomes of specific projects. There is currently a lack of research on the development of TIs as groups and the conditions necessary for the replication of successful projects. Imitation of a process or project does not guarantee success. Apparent success can be intimidating to those who may feel they have achieved less. It can also be illusory: a shortage or absence of reliable information can create an misleadingly positive impression, which if not justified on closer examination can damage the credibility of those involved.

Two previous funding applications for collaborative research involving Transition, one successful, one not, both exemplify the participatory approaches to which TRN aspires. In 2010, Transition Town Totnes and Plymouth University collaborated on a large application to the Energy and Communities call in the RCUK (Research Councils UK) Energy Programme, which was unsuccessful. Two TTT collaborators were fully involved in research design, discussion, and the bid writing process. Transition Network was also fully involved in the conception, design, application and undertaking of research in the project “Connection, Participation and Empowerment in Community-based research: the case of the Transition Movement”, funded by AHRC within the Connected Communities programme. This originally grew out of needs identified at the 2011 Transition Network conference, involved three Transition Network staff in design and proposal-writing, and employs four TN staff as paid researchers alongside the five members of the academic team.

We also discussed the boundaries of the TRN. A useful exercise would be to audit the research expertise within and available to the Transition Network and Transition initiatives. It may also make sense to involve people other than researchers and transitioners. Involving policy-makers at both national and local levels could help to direct research effort, and the resources available to support them, more effectively. TRN coordinators have previously discussed involving funders in the research, including research councils (AHRC and ESRC), and non-government funders (e.g. Joseph Rowntree Foundation, Leverhulme); the Community Action Network has funded Transition work in Kent and may also be available in other areas. Another group that might get involved is the media: this could include sympathetic journalists in national and local press, and Web 2.0 communications also allow us to become the media.
4.1.6 Finance and Funding

Main themes: EU funding, How Transition Network will communicate funding/project opportunities to researchers, Research Councils, Big Lottery, funding from local resources, looking proactively for funding.

Some interesting ideas, a big key question and an aspiration for the Transition Research Network!

EU Funding: There is a sense of Research Council funding becoming more limited…. So should we look at EU funding?

E.g. a current call about “Citizen Action”

For EU funding – need to be well-prepared before calls arise, with partnerships already forged and project ideas already scoped and designed. Needs strategic planning early on. Not all Transition initiatives can be ready to apply at short notice. National Hubs (National Transition organisations in countries other than the UK) and European-wide (and beyond) spread of Transition initiatives are strengths here. How would we communicate EU project possibilities to researchers?

Leading to:

A Big Key Question: How will Transition Network communicate funding/project opportunities to researchers? Still to be fully answered...

At Plymouth University we could communicate via the Institute for Sustainable Solutions Research (ISSR). Should ideally have a policy of working with more than one Higher Education Institution on a research project, to widen input and involvement and ensure it does not become a case of “the usual suspects”.

Desire to work with Transition initiatives to raise money for local projects.

Research Councils mentioned:

Arts and Humanities Research Council (AHRC) - already funding two TRN projects in Connected Communities Programme.

Economic and Social Research Council (ESRC) – tend to fund huge, concentrated projects; dominated by the “usual Universities”.

RCUK (Research Councils UK) Energy Programme – funding the Energy Security in a Multipolar World Research Cluster, lead by Catherine Mitchell at Exeter University.

Big Lottery Research Funding: Projects led by a community group but with academic partners. Helped embed academic skills in community groups.

Looking for funding from local resources

All public/charity funding pots will be reducing – we should look to community energy projects (for example) to provide a long-term local income for local projects. Community Power Cornwall is a good example.
Or – propose 1% extra on business rates to create a fund which goes to local strategic needs including research, e.g. on transport or infrastructure issues. Truro and Falmouth are using this fundraising method in their Business Improvement Districts (BIDs).

**An Aspiration:** Looking proactively for funding

The Transition Research Network should, together, create a strategic sense of the ideal and needed research projects, so that we can all, and any better-connected colleagues can all, proactively look out for funding sources. (Tim Jackson, quoted on back of Transition Handbook, cited as example of being well-connected in sourcing academic funding.)

### 4.2 Design Sessions

Design teams all addressed the set brief and tasks, but used their guiding model to various degrees: one group abandoned it almost immediately, another persisted with it in a literal – and analytically productive – fashion throughout, while the others found it useful as a guide to thought, discussion and/or analysis without sticking with it systematically throughout.

#### 4.2.1 Transition as a coastal community and the ocean as the wave of researchers.

Charmian Larke (facilitator/recorder), Alison Anderson, Julie Tamblin, Fiona Preston, Peter Bernays, Paul Hardman, Rick Harmes, Eleanor Lewis

The analogy changed during the discussion to water being information and being shared between land and sea (with researchers being primarily based at sea). This worked well to produce some new insights into relationships between researchers and Transition communities and individuals and showed how information can morph depending on where it comes from and who organises it.

**Key points:**

- Share best practice widely
- Increase number of people living sustainably
- Research is also a way of live
- Use place based approaches
- Encourage citizen researchers
- Aim for real long lasting change
- Make research mutually beneficial
- Hope for less fragmented culture
- Develop new structures in society and academia
4.2.2 Research as an Ecosystem

Michelle Bastian, John Fellowes (facilitator/recorder), Naresh Giangrande, Jenny Winter, Brigitta Laykovich

Academics and Transitioners live within a wider societal ‘ecosystem’ with other important players. We need to consider not only relationships among these two but also with others, including policymakers (at all scales/levels of government), funding bodies, and the media.

Policymakers and funders need an evidence base. For example, what’s the cost-effectiveness of Transition or other community-based approaches to carbon reduction, compared with other approaches? We need to accumulate evidence on this kind of question.

Academics are driven by status considerations and there are competing pressures: the pressures to publish in top journals (citation impact & attracting big ‘pure research’ grants) may conflict with incentives to do local-community-relevant research (government funding for knowledge exchange), and the pressure to do policy-relevant research may conflict with pressure to do ‘citizen science’. But all activities of academics – teaching, journal publications – can potentially be beneficial to societal Transition. (A possible exception is publications that are stuck within an outdated but immovable paradigm, as in economics – this is a problem for those disciplines to resolve, but perhaps pressure on funding channels could support a shift.) Generally, rather than dismiss academic publications as a distraction from Transition, it’s important to harvest the lessons back to society, and try to help steer research towards real-world relevance where necessary & feasible.
One area ‘amateur’ Transitioners can help is in translating obscure science into accessible information, as they have done for climate change and peak oil science. Thus appropriate forms of citizen engagement could help complete the flow from research to influence on culture. An intermediate stage (mentioned earlier in the day) is the various forms of literature review/mapping – these can be credited, highly citeable academic activity but generally need further simplification and repackaging to reach a wide audience. Including the media in the network (or else becoming the media) can appeal to universities as it yields proof of research relevance.

Transition Network has identified some clear research needs to help its development. These include evaluations of Transition’s effectiveness in eliciting lifestyle and mindset change; what needs to be measured and recorded to monitor effectiveness; important psychological and communication ingredients of effectiveness; the adequacy of local community routes to energy security; and so on. These needs should be clearly articulated to the research community as a starting point to narrow down researchable questions. (A parallel process was the dialogue between ecological policymakers and researchers a few years ago. The former produced a list of questions in need of answers which were far removed from the latter’s list of answerable questions, but articulating and discussing them allowed the two types of question to converge.)

The connections to be made within the network are personal connections: you can’t change a whole university, but you can influence key individuals within a university. Understanding and sharing personal values is important, and this requires a range of informal engagement opportunities, and the development of mutual respect and trust. One channel is for university departments to invite Transitioners to give student seminars.

Already, public curiosity about Transition is persuading academics they should look into it.

A constraint on motivated academics is capacity/time to lead experiential field-based activities. Here again links with informed local Transitioners/permaculturists could be advantageous to both.

Academics are accustomed to obtaining multiple yields (a good permaculture principle) from a given research project. They can help Transitioners package their research needs to be relevant to a range of current agendas, and help express them in the appropriate language.

How to reach universities more generally? Most have an educational development unit, and this is a good starting point. A central figure nationally is Heather Luna at the Higher Education Academy, head of Education for Sustainable Development1.

4.2.3 Research as Ecovillage

_Larch Maxey (facilitator), co-recorders: Senan Gardiner, Ciaran O’Sullivan, Steve Plater, Jenny Winter_

**Who** will be in the ‘village’? (village = Transition Research Network)

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1 [www.heacademy.ac.uk/organisations/detail/esd_shed](http://www.heacademy.ac.uk/organisations/detail/esd_shed)
Funders:

Research Councils – the idea here is to get these involved with/part of the village, so that we are collaborating with them too. Also:

- businesses
- charities, etc.
  - > Lottery
  - > trusts
  - > charities

Need to identify appropriate funding pots. Most focus on specific themes, e.g. Prince’s Countryside Fund (sustainability of rural communities), Community Sustainable Energy Project (Lottery). Scope for lateral thinking to link to other funding themes: e.g. support for elderly to garden, creation of green space for mental health.

Help is available in identifying and applying to funders.

- e.g. Kent County Council regular newsletter (‘Inside Track’) on opportunities
- Kent Community Action Network
  - Inc. ‘Funding Buddies’ scheme (Lottery funded), 12-15 hours advice
- e.g. Plymouth University’s Institute for Sustainable Solutions Research (ISSR) is willing to help identify academic grants and calls for research proposals.

Energy related info on projects + possible funds: National Energy Researchers Network run by UK Energy Research Centre² (Dr Aidan Rhodes day to day contact)

Share case studies of Transition Initiatives with good city collaboration.

Use Transition Books as Resources

Link with other research outside of Transition Initiatives such as:

- Peak Oil
- NEF
- Forum for the Future
- Community Engagement Towards a Sustainable Future, Plymouth University, 2010 (Joanna Blake to forward to TRN to circulate)
- Soil Association, Tim Lang
- NGOs such as Green Peace, Friends of the Earth, WWF
- Learn from CUPP (Community University Partnership Programme) – see their blog³. Brighton based, but national remit – Joanna Blake (Plymouth Uni) and Tom Henfrey (Durham) are members. TRN to join CUPP and propose collaboration?

Twinning the village – twinning used to be popular, twinning programmes are being cut by councils, but offer good models for inter-cultural intercourse and can become more ‘grass-roots’ in order to survive council cuts. e.g TRN can link in Eire with:

² www.ukerc.ac.uk
³ www.brighton.ac.uk/cupp/materials-and-resources/materials-a-resources-research-a-development.html
• a) The Network of Sustainability Researchers.
• b) Cultivate’s Convergence event e.g. ‘Re-thinking Education’ strand.

Twinning links might open up the possibility of bidding for EU money, e.g. under the Intelligent Energy programme. Bids require involvement of organisations from at least three member states, and 5-6 is normal. Bureaucracy of the application procedure can be time consuming.

Lots of intermarriage in the village (e.g. between researchers and TIs) rather than a ‘gated community’. TIs can be seen as ‘gated communities’ by some within their own localities – issues of inclusion and diversity in transition movement.

Time – it takes time to build community in the village, along with clear, open, self-responsible communication and shared action/projects. Through all this relationships, trust, etc. can build over time.

Linking to the above – having clear boundaries can help build trust and healthy relationships:

Suggested ethical **Protocol for Participatory Research:**

Address issues around how TRN can co-create research alongside groups across the initiative:

• How can groups design research questions and objectives alongside researchers so that the most pertinent questions to the groups are addressed in research bids?
• How can groups be involved in the design of the research, including of methods and methodology employed?
• How can issues around shared ownership be addressed to include participatory analysis and dissemination?
• Issues of capacity – ensure there are time, money and support to enable TIs to input into research at all stages if they want to. Issues of representation in the village – ensure it’s not just the village elders that get spoken to ‘representing’ the village (TN could be doing this if we’re not careful, acting as a ‘gatekeeper’ and ‘representing’ TIs: does it have this mandate, what can be/is being done to on this? TN liaising with, getting input from and sharing info with TIs?). Tension between this and over-burdening TIs – a listening/scaffolding/supportive role to ensure TIs able to engage to the extents they wish.

**Celebrate!** And plan for events to celebrate successes. This is vital to village life and often neglected by activists and researchers.

Village community centre/library: Need for a repository of some sort? Could be via an email list and/or contact group, and would hold:

• Examples of the kinds of research wanted by TIs and/or the type of activities carried out within TIs that would be of interest to researchers (works both ways).
• Examples of approaches, etc. used when working with TIs.

Could this be a function of the TRN? A gateway putting researchers and TIs together?

How to work with TIs – practical tips:

**ATTEND TO POWER ISSUES** (very important given the focus of the whole workshop)

Focus on the ‘social’ aspect often lacking in initiatives (and elsewhere) – there is a tendency in eco-villages/education/other fields to focus on the technical (e.g. solar panels) rather than the social (how people interact, feel, etc.) as the former is simple, visible and has an ‘end point’, whereas the latter is
ongoing, invisible, subjective, hard to measure/document. There could be a similar tendency in TRN: to focus on practical/tangible ‘outputs’ such as research projects, grant proposals, etc. This is important, especially, to get us started and so we’re visible and active, but it is vital to keep the social embedded and foregrounded throughout.

Keep a sense of openness, e.g. through contacts.

Work with small groups.

Consider the use of multiple tools for communication: Twitter, talking, writing, email etc. to support diversity as some people more comfortable with particular forms of communications.

Lessons of the ‘social’ element of eco-villages:

Clear communication is vital.

Relationships are vital, but require ongoing hard work compared with some of the more clear-cut physical changes that accompany them. Schools are good at these: why? Longevity? Scale? Necessity?

Possible link with other researchers working on sustainable living and/or peak oil.

The idea of TRN Talks (based on the TED Talks idea), as Community TED Talks. Also look at resources on YouTube University\(^4\) and Big Picture TV\(^5\).

Crossing the gap between Transition Towns and research the "less travelled" way, i.e. bringing Transition initiatives into higher education. How does one get the future-proofing and resilience skills that are the hallmark of Transition initiatives into Higher education and schools?

Pedagogy would have to change in order to teach some of these skills and therefore you would have to train the academics and trainers in different pedagogical methods. The skills and other curricular outcomes necessary to facilitate "transition-readiness" in people could be sketched into transferable competencies, e.g. critical thinking, for explaining the importance of educating for these outcomes to institutions. Prescriptions for these needed to come from (in Higher Education) a dialogue between policy (top-down), student expectations (Jen Winter (Plymouth) talked of a 2011 report by Bone and Agombar that showed that students want the issue of sustainability addressed in their courses\(^6\)) and the institution’s agenda. We also talked about how language changes between levels of institutions (from primary to secondary and then further and higher education), and how compartmentalisation increases at each of these stages.

Key questions and points:

- How does one engage with institutions, policy and student expectations to facilitate adoption of transition skills?
- Is there a role in ‘marketing’ these skills and their transferability to subject-specific situations especially relevant to Transition initiatives?

\(^4\) www.youtube.com/education?category=University

\(^5\) www.bigpicture.tv/

\(^6\) www.heacademy.ac.uk/resources/detail/sustainability/esd_First_Year_Students_report
Transition Schools

Definition of what a Transition school was, particularly with reference to the ‘school community and sense thereof. Flagship schools were explored as best practice and two schools, the "Small School" in Devon and Anthony Seldon's Wellington College (with the focus on happiness classes) were highlighted. Two participants mentioned a specific Time Banking project in a nearby school as an example of good practice for Transition initiatives in schools. There was input from others including someone who had recently been appointed to the board of management in their school on how they would like to see if a Transition approach could tackle antisocial behaviour or improve general levels of happiness in the school.

In defining Transition schools, it was thought that in the same way that there are groups in transition initiatives to focus on specific areas, so too could there be in schools: e.g., art, energy and travel groups. There was also a call for schools to be more connected into the local community issues, though some people said that many schools have a deep connection to their community.

Challenges include money and overcrowded curricula.

Opportunities include working with motivated teachers and bringing the Transition concept into Initial Teacher Education.

Key Points:

Entry level of transition in schools - how do you facilitate the adoption of transition concepts and approaches in schools?

What can be learned from flagship schools and best practice that can be brought to more mainstream schools?

4.2.4 Research Network as Forest Garden

Anastasia Harrison, Tom Henfrey (facilitator/recorder), George Heron, Nicola Hillary, Sue Povall, Mark Smith.

In a forest garden, plants grow in up to seven layers: canopy trees, understory trees, shrubs, herbs, ground cover, roots and climbers. This complex multi-layered arrangement can increase the productivity per unit ground area, as better use is made of vertical space, and allows for interactions among plants with different growth habits.

The initial idea for applying a forest garden model came from the observation that a research network needs to operate at multiple levels. Academics doing community-based research must balance this with professional responsibilities within their university. They must also pay attention to their reputation in national and international networks of researchers interested in common topics. Self-care, including individual health and support within community, whether this be among academic and/or activist colleagues, circles of friends, domestic groups, or any combination of these, can be represented as a need to care for and nurture the soil. Transition Network staff sometimes liken their role to that of mycorrhizae,
elaborate networks of fungal filaments in the soil, interweaving and connecting the roots of different plants and allowing transfer of nutrients and chemical signals among them.

One of the first observations to arise during discussion was that, as can be the case when planting a literal forest garden, we are not working on bare ground. Universities and academic networks do not often interconnect levels as effectively as they could. There may be tensions between local, community-based action and concerns with academic prestige, and the most celebrated academics are often those most disconnected from grass roots action. Work-life balance is a common concern for academics, and career success may be at the expense of family and social life. The current state of much of academia may be more like a neglected, low diversity sycamore woodland or conifer plantation than a well-maintained forest garden. Maximising TRN’s productivity may involve some rehabilitation, including the felling or coppicing of some tall trees, in other words actively engaging with academic research culture in order to make community-based research more interesting, useful and accessible to academics. The Beacons for Public Engagement (who funded today’s event) and the National Coordinating Centre for Public Engagement⁷ are seeking to effect such a change. There are research units dedicated to community partnerships at several universities, including the CUPP (Community-University Partnerships Programme) at Brighton University, and the Centre for Social Justice and Community Action at Durham University⁸, among others.

The initial use of the metaphor gave way to a consideration of the very varied circumstances of people who might wish to conduct Transition research. At different levels of the academic hierarchy, people have different needs and potential offers, and will engage with Transition and the TRN in different ways. Undergraduate and masters research is very different from that at PhD level, and post-doctoral researchers without secure employment are in very different circumstances from tenured academics.

Masters and (undergraduate students) need to complete their dissertation studies in a very short space of time. Masters students typically have twelve weeks available for data collection and write-up; undergraduate dissertations may operate along this or slightly longer timescales. Both could benefit from easy access to fieldwork settings in which they can conduct research of practical value: this can make their dissertation study more interesting and rewarding for them personally, often improves the standard of their work and marks achieved, and may contribute to their future employability. If Transition initiatives can identify suitable projects that contribute to advancing their practical aims and host students conducting these, dissertation students can offer time, new ideas, and energy. The resulting studies often contribute usefully to the Transition movement as a whole. Good examples of this type of collaboration include Danielle Cohen’s MA dissertation on inclusion and diversity with Transition Stoke Newington, Louise Senior’s MSc dissertation, also on inclusion and diversity, with Transition Durham, and Amy Mycock’s MA by research on local food activism, also with Transition Durham. The Higher Education Academy supports

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⁷ www.publicengagement.ac.uk
⁸ www.dur.ac.uk/beacon/socialjustice/
research on teaching and learning, with an emphasis on improving student employability, and may be willing to fund background research on how to improve employability by helping students to work with TIs on their dissertation research.

PhD students have a far longer-term commitment – three or four years, with up to two years of this on active fieldwork. Several Transition initiatives have hosted PhD researchers, often embedded within the initiative and taking an active role in its work, including Rob Hopkins (Transition Town Totnes/Plymouth University), Charlotte Lee (Transition Durham/Durham University), Gerald Aiken (Transition Edinburgh/Durham University), Luke Dilley (Transition Tynedale/Newcastle University) and Anastasia Harrison (Transition Highgate/Open University). Most research councils are committed to giving a proportion of their funding for doctoral research to collaborative projects conducted as partnerships between a university and a non-academic partner, which may be public, private or third sector. Low application numbers mean the AHRC’s programme of collaborative doctoral awards has a very high success rate. The ESRC has recently restructured its doctoral funding, which is now allocated through regional doctoral training centres (DTC) nationwide. Each of these is obliged to allocate a certain number of studentships to collaborative research. Universities not connected with a DTC have far more difficulty accessing ESRC doctoral funding, and this may oblige them to be more creative and flexible in the way they attract and finance PhD students in ways that may make collaborations with Transition more likely. The TRN could work proactively to increase the number of collaborative PhDs on Transition by approaching academics, departments and funders to suggest collaboration and working with them to develop suitable projects/proposals. It could also support aspiring PhD students wishing to undertake such research to develop suitable proposals and connect with potential supervisors within the network.

PhD-level collaboration is particularly important as this is where most original long-term research takes place. PhD students often work around the edges of established research agendas and can take these in new directions, and sometimes have a lot more flexibility in both approach and choice of topic than established academics. Supervising doctoral research is an important way in which many university lecturers explore new research topics and areas of interest, so this is also a useful way to engage academics at higher levels.

The needs and potential offers of academics at post-doctoral levels depend greatly according to their circumstances of employment. Academics in permanent university posts have the greatest access to resources: particularly the ability to initiate and fund research projects at all levels, whether doing this research directly, employing post-doctoral research assistants, setting up PhD or research masters projects, or supervising masters and undergraduate dissertations. They are also among the most constrained. Permanent posts generally involve demanding teaching and administration commitments. Most academics are subject to institutional pressure to produce academic publications and secure research funding. These pressures can lock people in to fairly narrow research specialisations, as the safest way to reach
performance targets can be to stick with established areas of expertise. Tenured academics wishing to explore new areas could benefit from TRN’s help in identifying emerging research needs and directions and developing new projects on which they might work themselves, or in partnership with researchers at other levels. The latter can be an important synergy: tenured academics can build up a research team to work on areas they would not have time to get involved in themselves, while others can piggy-back on their reputation in order to access funding for post-doctoral research or research degrees.

Qualified academics (post-doctoral or equivalent) without permanent posts are in a very different position. Their employment is often precarious and constrained, and many people get locked into cycles of taking whatever temporary work is on offer in research projects led by more senior academics. It can be very difficult to shift from such a situation into one of greater control over one’s choice of research activities, and many who would like to focus on Transition research find they have no opportunity to do so. On the other hand, those able to take advantage of the freedom to define their own research agenda and fortunate enough to secure funding for this can create opportunities to work as Transition researchers. There is a potentially healthy synergy between both of these and tenured academics developing large research projects that employ post-doctoral researchers. TRN can play a role in supporting the development of such projects and facilitating contact between potential collaborators. Similar considerations apply to people completing PhDs and seeking to set out on research careers, who often find opportunities limited and could benefit from assistance in developing and implementing suitable post-doctoral projects.

In summary; the TRN can support the development of Transition research by proactively seeking opportunities for research collaborations as follows:

- Supporting undergraduate and masters students to undertake useful projects relevant to their course of study and future employment interests.
- Identifying and initiating PhD research, especially for funding through existing schemes for collaborative projects.
- Supporting researchers completing doctorates and other early career researchers to get involved in Transition research.
- Enabling researchers on fixed term contracts to maintain employment on appropriate projects that fit with their interests and expertise.
- Encouraging and supporting tenured academics to develop transition-related research projects, especially when these also provide opportunities for post-doctoral, PhD or masters research.

The TRN could further help to promote productive research collaborations by developing mechanisms for both researchers and TIs to work together effectively. Guidelines for researchers could include:

- The value of embedded research (working within and with a TI rather than studying it).
- Making the findings of research accessible to members of the host TI and the Transition Network as a whole.
• Providing training and support to TIs wishing to conduct their own research or seek collaborations with academics.

Research methods training in masters programmes and for students starting doctorates could build in training on best practice for community collaboration, including familiarity with and application of these guidelines.

TIs could also be better equipped to engage researchers and access the resources their local universities might be able to provide. TRN might support TIs to identify their research needs and translate these into realistic projects at different levels. It might also help groups to learn how to approach and work with their local university, which is typically not straightforward for outsiders to do. They could also benefit from learning research and evaluation skills, which researchers might offer as part of the package of shared benefits in any research collaboration. Consistent training programmes for both researchers and TI members interested in developing their skills could support the use of common methodologies in research throughout the Transition movement, and provide the basis for comparative and/or aggregate studies.

Overall, there is potential for a virtual circle in such interactions. For example: a Transition initiative initiates a study, say at masters level; interaction with the group improves both the quality of the student’s experience and their level of academic achievement, which encourages more students to do the same. At the same time, research findings feed back to both the Transition Initiative and the Transition Network as a whole, improving understanding of how to work in a mutually beneficial way with a masters student, with positive effects for the experience and performance of students in any future collaborations.

Transition initiatives can provide many potential benefits to academic researchers: collaborations that can help them access certain funding sources, interesting and useful projects that can again impress funders, and direct practical applications that can improve the “Impact” of a project (its relevance outside academia, which is also assessed in many funding applications, including to research councils). TIs may also contribute to economic regeneration, which is of interest to government and local authorities, and to wellbeing, which also interests public health bodies. Government and local authorities increasingly have to meet carbon reduction targets, as do many businesses, and businesses may also have corporate social responsibility programmes or benefit directly from closer connection with local production chains. In the case of the Cooperative Group and other organisations in the Co-operative movement, there is a common interest in the principles behind cooperative ownership and/or management. All such organisations, in addition to financial support, may be able to provide staff time or other resources for the development or implementation of projects initiated by TIs or the Transition Network.
4.3 Open Space

Six open space sessions were held, and three of these written up: on Ideology, community and nation in Transition, Evaluation methodologies, and Implementation.

4.3.1 Ideology, community and nation in transition

*Elisabeth van De Grift, Julie Tamblin, George Heron*

Elisabeth and Julie each explained their interests.

Elisabeth is researching the relationship between the social and ideological aspects of the Transition movement via participant observation in Transition Town Lewes. She is in the early stages of her research. Whilst the ideology might be interpreted differently by different people, Elisabeth has the hypothesis that at its heart is a utopian vision of a low carbon society in which individuals have to change their behaviour to reduce their dependence on oil. The remoteness of this vision from the lifestyles of the majority of the population might tend to make transitioners more of a ‘gated’ group, which may be struggling to accept people who don’t share their values and thus unable to make an impact on the community as a whole. It seems that to achieve its objectives, a Transition Town group must not be a ‘gated’ group. This works both ways: outsiders must be able to approach it easily and participate in activities and insiders have to form an open atmosphere for this.

In discussion, George suggested that many other Green movements shared a vision of a green post-oil society. What is unique about the Transition Movement is its ideas about the process of transition, by
building resilience into existing communities. It does not stress the Utopian end point but the positive practical steps a community can take to move towards a low carbon economy. A part of this is the building of a strong sense of community and group identity into each transition group. The techniques and processes that reinforce this may give the appearance of a ‘gated’ community to a group. However, in the long term, a group has to be open to newcomers if it is going to lead the wider community in the transition necessary for a low carbon future.

Julie has been a member of Transition Lostwithiel since its inception. It is one of the longest established Transition groups – it is four years old. She is also an active member of Mebyon Kernow - the Party for Cornwall.

Julie has similar concerns. As a member of Transition Cornwall Network, she sees Transition as a necessary, benign and beneficial movement. However, it is difficult to establish the extent to which the local population in Cornwall is actually engaging with it but this is apparently not 'en masse'. Therefore, she is questioning the extent to which pre-existing cultural factors may be influencing the 'take-up' of Transition and the rate at which people may choose to identify with this movement. She is interested in exploring processes of engagement in, and resistance to, the Transition movement, with Cornwall as a case study. The wisdom of the elders in the Celtic world and how this indigenous wisdom may be influential in the current climate is a related research interest. She is currently working on the practical task of helping to build the new environment policy for Mebyon Kernow.

4.3.2 Implementation

Experiences:

- Feeling of working in isolation
- No plan or long-term strategy

Suggestions:

- Share good practice and challenges with other groups on a regional/localised basis
- Develop case studies about how each TT followed the TT materials (i.e. Transition Companion/Handbook) and how much innovated at the local level – could be done by masters/PhD students
- Improve communication channels and sharing of experience for TTs
- Encourage TT members to participate in research events to identify research that can improve the implementation of their activities

4.3.3 Monitoring And Evaluation

Amy Merritt (convenor), Jo Hamilton, Anastasia Harrison, Naresh Giangrande, Tom Henfrey

Experiences:

- Lack of systems in place – lack of time and capacity ‘not even entered people’s heads’; in some respects too premature to expect an M&E system at this stage
- Visioning exercises exist but no systematic process to monitor and evaluate work, fragmented
- Hard to quantify narrative
- Tools not accessible, even for those who want to engage in M&E
Suggestions:

- Masters students could evaluate different aspects of a TT, i.e. thematic goals or mid-term evaluation through a particular project
- Utilise existing tools and simplify their use for TTs
- Move towards comparative indicators as a platform for sharing findings and establish feedback processes
- Make M&E fun, engaging and relevant – not an academic exercise
- M&E buddies to support individual/local groups of TTs

5. Conclusion
The academic landscape is complicated and varied. Although its dominant institutional values are to a great extent at odds with those of inclusion, cooperation and community at the heart of the Transition movement, particularly at its margins it presents many points of common ground and potential for constructive engagement. Appropriately designed research collaborations can have great benefits for Transition Initiatives, and provide opportunities for ethically motivated academics to reconcile professional responsibilities with their desire to contribute to positive social change. Bringing together diverse interests and perspectives on research has revealed a great number of such opportunities and indicated the shape that frameworks for communication and collaborative planning can take.

6. Next Steps
The Transition Research Network continues to move forward on several fronts:

The next open meeting will be in connection with the 2012 Transition Network Conference in London on September 13th-14th. The TRN will meet one day either before or after the conference, and will maintain a presence through workshops or other activities in the conference itself.

Mark Smith is leading the development of an application for an AHRC research networking grant to continue the activities of the TRN over the next two years, building in suggestions and ideas raised at this meeting.

Ben Brangwyn has drafted a set of research protocols based on work in this session and his experiences fielding enquiries from academics over the last five years. These protocols are being further developed and refined in consultation with the TRN coordinators and within the AHRC-funded project “Community, Participation and Empowerment in Community-Based Research: the Case of the Transition Movement”. A workshop on this theme is due to be held in late 2012.

Naresh Giangrande, Tom Henfrey and Nicola Hillary are developing the theme of monitoring and evaluation within the AHRC-funded project ‘Community, Participation and Empowerment in Community-Based Research: the Case of the Transition Movement’, with assistance from several TRN members at the Plymouth conference and in collaboration with a range of organisations with similar interests. Resources within the project allow a pilot study, on the basis of which funds will be sought for a more extensive study to co-design and test evaluation methods in collaboration with Transition Initiatives.
Possibilities have arisen for thematic meetings on energy and food.

7. Contributors

Venue: Transition Plymouth Hub, 171 Armada Way, Plymouth, Devon, UK.

Catering: The Kitchen Table. www.thekitchentable.org.uk

Organisation and write-up: Michelle Bastian, Ben Brangwyn, Naresh Giangrande, Tom Henfrey, Larch Maxey.

Facilitation support: John Fellowes (Transition Town Kingston), Nicola Hillary (Transition Network), Charmian Larke (Transition Falmouth).

Other Participants: Alison Anderson (Plymouth University), Peter Bernays, Joanna Blake (Plymouth University), Debby Cotton (Plymouth University), Anna Evely (Project Maya/Aberdeen University), Senan Gardiner, Viv Grant, Jo Hamilton (Oxford University), Paul Hardman (Plymouth University), Rick Harmes (Exeter University), Anastasia Harrison (Open University), Christian Heitsch (Brunel University), George Heron (Transition Town Bury), Roger Higman, Victoria Hurth (Plymouth University), Brigitta Laykovich, Eleanor Lewis (University College), Amy Merritt (Transition Town Exeter), Ciaran O'Sullivan (Plymouth University), Heather Ohly, Steve Plater (TT Sevenoaks), Sue Povall (TT West Kirby), Fiona Preston (UCL), Mark Smith (Birmingham City University), Julie Tamblin (Transition Lostwithiel/Transition Cornwall Network), Elisabeth van de Grift (University of Utrecht/Transition Town Lewes), Chris Westrup (Manchester University), Jennie Winter (Plymouth University).