

Designing the Transition

SEVEN DESIGN PERSPECTIVES TO BUILD CAPACITIES
FOR PEOPLE, ORGANISATIONS AND ECOSYSTEMS

Paola Bertola, Carmen Bruno, Erminia D'Itria, Silvia Maria Gramegna,
Francesca Mattioli, Michele Melazzini, and Xue Pei

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5.1 Introduction

Sustainable transition requires design as a pivotal tool to navigate the complexities of contemporary challenges. This chapter examines how design serves as a lever for systemic change, emphasizing the interplay between participatory processes, individual competencies, organizational culture, and the broader ecosystem. Drawing on insights from the ECODeCK project, it explores how design-driven approaches can facilitate transitions toward circular and sustainable practices. The chapter explores the evolution from nurturing individual skills within organisations to fostering an organisational mindset capable of navigating and responding to complex ecosystem dynamics. Furthermore, it illustrates the importance of participatory processes in engaging diverse stakeholders, enabling co-creation, and driving innovation. It emphasises the role of deciphering ecosystems – understanding the interconnections and interdependencies within them – to identify opportunities for transformative change. This chapter positions design as a catalyst for adaptive and inclusive practices,

demonstrating its potential to empower individuals and organisations alike to address sustainability challenges.

5.2 The Urgency of Participatory Sustainability Transitions

The urgency of achieving a sustainable transition – the profound reconfiguration of systems of production, consumption, and governance toward ecological balance and social equity – has become increasingly evident across all sectors of society (Schilling *et al.*, 2018).

The accelerating pace of environmental degradation and the increasing depth of social inequalities underscore the necessity for systemic change (Novaes *et al.*, 2025). This necessity is amplified by contemporary economic models that are increasingly tested by both ecological and social strains (Abrahams, 2017). Yet the complexity and interdependence of these challenges render purely technical or isolated solutions insufficient. What is required is a fundamental rethinking of how change is envisioned, enacted, and shared – a shift toward approaches that are inclusive, adaptive, and rooted in real-world contexts (Young & Tilley, 2006).

Within this paradigm, participatory processes are emerging as crucial mechanisms in the realm of sustainable transitions. They facilitate an inclusive approach where a diverse range of stakeholders – including individuals, organizations, and communities – come together to co-create visions, negotiate priorities, and refine strategies that embody collective values and aspirations (Loorbach *et al.*, 2017). This collaborative dynamic allows for enhanced inclusivity in decision-making, leading to more resilient and effective outcomes that resonate with the lived experiences of various populations.

By engaging multiple voices, participatory approaches not only foster mutual learning but also yield the trust and ownership essential for driving transformative change (Melles, 2019).

Within this framework, design takes a pivotal role, evolving beyond conventional notions of aesthetics and functionality to become a relational practice that unites actors across various scales of complexity (Poderi & Dittrich, 2018). Design, as both an explora-

tory practice and a mode of inquiry, supports dialogues, encourages experimentation, and cultivates adaptive learning processes. This transformative capability is particularly relevant within a sustainability context, as design enables the articulation of sustainability concepts, making them tangible and actionable within specific local contexts (Olsson *et al.*, 2014). By encouraging participatory dimensions, design can effectively invite diverse stakeholders into the sustainability dialogue, thereby enhancing the potential for equitable transitions and outcomes that resonate with local needs (Saha & Paterson, 2008).

This chapter sets out to investigate how design can structure and facilitate participatory actions to forge meaningful transitions toward sustainability, reflecting the patterns of collaboration and co-creation that characterize successful initiatives.

5.2.1 Participatory Processes

A broad and interdisciplinary body of scholarship has laid the foundation for understanding participatory actions and practices as essential tools for transformative change, particularly within the intersecting domains of design, sustainability, and social innovation. This body of work reframes participation not as a peripheral activity, but as a central methodology and value orientation in contexts marked by complexity, uncertainty, and pluralism. Scholars such as Manzini (2015) and Sanders & Stappers (2008) have reconceptualized design as an inherently collaborative process – one that extends beyond professionals to include communities, users, and citizens as co-designers of solutions, to take on an active, generative role in the development of solutions. This shift toward co-creation and diffuse design reflects a growing recognition of the value of lived experience, local knowledge, and collective agency in addressing complex multi-dimensional societal and systemic challenges. In parallel, scholars like Wiek *et al.* (2011) and Schäpke *et al.* (2018) emphasize the importance of developing key competencies for sustainability. These include not only systems thinking and anticipatory capabilities, but also normative and interpersonal skills such as collaboration, reflexivity, and ethical reasoning. Scholars argue that these competencies are best cultivated in transdisciplinary and participatory learning environments,

where knowledge is co-produced through dialogue, experimentation, and critical engagement with real-world challenges. Contributions from Bødker (2000) and DiSalvo (2013), rooted in participatory design traditions, remind us that participation is not simply a methodological choice, but stress the situated, iterative, and political nature of engagement – reminding us that participation is deeply ethical and contextual. Their work highlights how participatory design is inherently situated and negotiated, shaped by the power relations, cultural narratives, and institutional constraints within which it is embedded. This perspective foregrounds the need to design not just for inclusion, but with attentiveness to equity, access, and the contested nature of change. Meanwhile, Fischer (2000) highlight how participatory practices intersect with governance, public innovation, and policy, where they serve as mechanisms for democratic legitimacy, institutional learning, and the construction of shared visions for the future. Here, participation becomes a bridge between policy and practice, enabling more adaptive, responsive, and context-sensitive forms of decision-making. They frame them as essential mechanisms for ensuring legitimacy, responsiveness, and long-term impact. Together, these scholars articulate a vision of participation not as a procedural step, but as a foundational principle for designing inclusive, adaptive, and socially embedded transformations. Rather than a discrete step in the design process, participation is framed as a dynamic and evolving engagement – one that shapes how problems are framed, how knowledge is generated, and how agency is distributed. This redefinition has profound implications not only for how we design, but for how we learn, govern, and transition toward more sustainable and equitable futures.

In the case of ECODeCK Project, participatory actions and practices refer to intentional, inclusive processes that actively engage diverse stakeholders in the co-creation of knowledge, strategies, and solutions (Moor, 2019). Rooted in principles of collaboration, equity, and shared ownership, these practices are not peripheral or ancillary to the project's aims – they aim to democratize decision-making and foster mutual learning across different perspectives, disciplines, and power structures (Bennett & Brunner, 2022). Furthermore, through participatory approaches, the project seeks

to bridge the gap between academic knowledge, industrial practice, and local contexts, creating learning environments that are situated, reflexive, and action-oriented. Unlike top-down approaches, participatory actions in ECODeCK are structured around co-design and capacity-building methodologies, and are built on dialogue, reciprocity, and trust, creating spaces where all actors – whether individuals, organizations, or communities – can meaningfully contribute to defining both problems and responses. In the context of sustainability and systemic transformation, participatory practices are essential for ensuring that solutions are contextually relevant, socially legitimate, and adaptable over time (Kaur & Lodhia, 2018). Moreover, they serve to identify and redistribute decision-making power within organizational structures, supporting cultural change and the emergence of new professional competencies. ECODeCK uses participation as a mechanism to nurture transdisciplinary learning, enabling professionals to engage with complexity, experiment with design tools, and reflect critically on their roles in sustainability transitions. Thus, these practices include a wide range of methods such as co-design workshops, stakeholder mapping, participatory scenario planning, and community-based prototyping, each enabling a deeper engagement with complexity and a stronger commitment to collective change. *Participation in ECODeCK is therefore both a method and a goal: it ensures that models are not only context-sensitive and feasible, but also that they cultivate a sense of agency and shared responsibility for long-term transition. Ultimately, within ECODeCK, participatory actions are not solely about inclusion – they are designed to build capacity, activate agency, and foster accountability across multiple levels of intervention. They support a shift from isolated sustainability efforts to collaborative, multi-scalar strategies, where innovation emerges through dialogue and where transformation is not imposed, but co-produced.* This approach aligns with ECODeCK's broader vision of design as a systemic enabler of change – one that mobilizes people, structures, and relationships toward regenerative and just futures.

5.3 Building Participation: from Individual Competencies to Ecosystemic Transformation

Achieving systemic change through design does not begin at the level of products, technologies, or even external partnerships – it commences from within (Redman & Wiek, 2021).

Achieving systemic change through design does not begin at the level of products, technologies, or even external partnerships – it commences from within (Redman & Wiek, 2021). This means that meaningful transformation must first occur at the level of individual mindsets, values, and behaviours. Systemic change is often interpreted as large-scale restructuring of systems – such as supply chains, policies, or market dynamics – but such shifts are unsustainable or superficial if they are not rooted in the daily decisions, assumptions, and practices of the people involved. On a practical level, this implies that before an organization can reorient its strategies around sustainability, or a community can adopt circular economy principles, the individuals within those systems must be able – and willing – to question inherited norms, unlearn unsustainable habits, and embrace new ways of thinking and acting. This inner transformation involves developing the capacity for critical reflection, accepting uncertainty, cultivating empathy, and aligning personal choices with collective values. In the context of design, it means that practitioners, leaders, and stakeholders must not only design sustainable solutions, but also embody the principles they seek to promote. Without this foundational shift, systemic interventions risk being resisted, misaligned, or short-lived. Thus, the transition toward sustainable futures is not only a matter of shifting production systems or adopting circular practices but also of cultivating new ways of thinking, working, and relating across all layers of an organization. Here, participation is seen as both an internal and external process. Internally, it involves equipping individuals with the capacity to act and transforming organizational cultures to support inclusive, reflective, and adaptive forms of engagement (Venn *et al.*, 2022).

In the ECODeCK project, this dual focus is embodied in the integration of individual competence development and strategic

organizational change, forming the basis of a training model that is as concerned with people as it is with structures and systems.

5.3.1 Developing Individual Sustainability Competencies

The capacity of individuals to actively engage in sustainability transitions hinges on their ability to navigate complexity, manage contradictions, and collaborate across boundaries (Hyytinen *et al.*, 2023). These capabilities cannot be reduced to technical expertise; they require a broader set of cognitive, ethical, and relational skills that allow professionals to respond with agility and awareness to evolving sustainability contexts. The ECODeCK project addresses this need through the Sustainable Transition Comp (ST Comp), a competence framework that defines essential dimensions of individual sustainability capacity: values, systems thinking, design processes, and agency. The “Values Pillars for Sustainability” competence area focuses on cultivating ethical awareness and responsibility. It encourages learners to critically reflect on the values that shape decision-making – such as fairness, stewardship, and intergenerational justice – and to recognize their implications in everyday organizational practices. It challenges professionals to move beyond abstract principles and consider how sustainability is framed, narrated, and enacted through the stories, norms, and metrics that govern their work. “Thinking Style for Sustainability” introduces systemic, critical, and exploratory thinking as foundational mindsets for sustainability-oriented action. Individuals must learn to see the interdependencies between social, ecological, and economic systems and to anticipate the ripple effects of their decisions across time and space. This dimension trains people to question dominant narratives, uncover hidden assumptions, and explore plural futures, supporting informed, reflective, and transformative choices. The third area, “Design Processes for Sustainability,” equips learners with design literacy – an understanding of how to frame problems, imagine alternatives, prototype solutions, and iterate within real-world constraints. This includes the ability to apply design tools such as stakeholder mapping, life cycle thinking, and scenario planning not just as methods but as ways to shape conversations and support shared understanding among diverse actors (Lvova *et al.*, 2020). Finally, “Agency for Sustainability” focuses on the capacity to take initiative and lead

change. It promotes not only individual responsibility but also the skills needed to mobilize resources, facilitate collaboration, and engage constructively with resistance. Agency is framed as both personal and collective: the ability to act in alignment with one's values and to do so in ways that inspire and support others to act. These four competence areas are not taught through abstract instruction but through participatory, experiential, and project-based learning activities. ECODeCK's design-based training model encourages learners to engage with real sustainability challenges drawn from their industrial context. Through hands-on projects, learners are invited to co-create solutions, reflect critically on their process, and iterate in response to feedback. This active learning environment fosters deep engagement and long-term learning by linking theory and practice, individual insight, and collaborative inquiry. Participation becomes not only a pedagogical method but a transformative experience – one that builds confidence, ownership, and reflexivity among trainees (Cebrián *et al.*, 2021).

Thus, the ECODeCK project highlights the central role that developing individual sustainability competencies plays in advancing systemic transformation. Through a participatory, experiential, and design-based approach, ECODeCK fosters the integration of sustainability into professional practice as a dynamic and actionable capacity rather than as static knowledge. By engaging directly with real-world challenges, participants strengthen critical areas such as ethical awareness, systems thinking, design literacy, and agency. Participation is not treated as an additional learning method but is embedded as a core mechanism for building deeper engagement, reflexivity, and collaborative problem-solving. It allows individuals to connect theory with practice, develop critical perspectives, and contribute proactively to sustainable innovation within their organizations and sectors. By focusing on individual competence development through participatory actions, ECODeCK seeks to create the conditions for long-term cultural and organizational change, supporting more adaptive, inclusive, and resilient approaches to sustainability transitions.

5.3.2 Transforming Organizational Culture

While building individual competence is necessary, it is not sufficient for sustainable transformation. The culture of an organization – its

shared assumptions, routines, and informal norms – plays a powerful role in shaping whether and how new ideas are embraced, challenged, or ignored (Hagmaier, 2019). In many cases, organizational culture can act as a barrier to sustainability, reinforcing short-term thinking, hierarchical decision-making, or a narrow focus on efficiency. For participatory sustainability practices to flourish, organizations must be deliberately reoriented to support learning, experimentation, and distributed leadership (Lozano *et al.*, 2019). ECODeCK's approach to design-led capacity building addresses this challenge by positioning design not simply as a toolkit but as a cultural practice that can shift how organizations think and operate (Redman & Wiek, 2021). Design encourages a mindset that is collaborative, exploratory, and open to ambiguity – a vital counterpoint to the rigidity and linearity that often characterize industrial management. By embedding design as a strategic function, organizations can begin to develop cultures that are more inclusive, reflective, and adaptive. Transforming culture begins with creating enabling conditions for participation. This involves not only providing tools and training but also embedding participatory structures into the rhythms and rituals of the organization: regular co-design sessions, feedback loops, open forums, and reflective practices that invite multiple voices into the process (Nair & Bhattacharyya, 2022). Over time, these actions contribute to a shift in culture – one where participation is no longer an exception but becomes a way of working. Moreover, a participatory culture must be actively supported by strategic leadership that embraces design as a mindset and method. Leaders play a critical role in signaling the value of participation, allocating time and resources for collaborative processes, and modeling the openness and curiosity that participatory approaches require. This kind of leadership is not about control or expertise – it is about facilitation, empowerment, and sense-making (Dlouhá *et al.*, 2019). Strategic design leaders help organizations navigate uncertainty, align diverse interests, and sustain momentum across complex transitions. The integration of participatory design thinking within organizations allows for a shift from reactive problem-solving to proactive transformation. It enables organizations not only to comply with sustainability pressures but to anticipate change, co-create value with stakeholders, and cultivate long-term resilience.

In this way, participation becomes not only a method but a strategic asset, shaping how organizations learn, adapt, and evolve.

5.3.3 Designing for Collective Engagement

In the context of sustainability transitions, collective engagement is not just a desirable feature – it is a structural necessity. Designing for collective engagement means actively involving a diversity of stakeholders in the identification of problems, the framing of opportunities, and the development of solutions (Trana *et al.*, 2024). It acknowledges that sustainable transformation cannot be imposed from the top down or achieved in isolation. Rather, it must emerge from a process of inclusive dialogue, negotiation, and co-creation that is embedded in specific contexts and responsive to the complexity of socio-technical systems. Participatory design methods provide a powerful framework for stakeholder inclusion. These methods invite individuals and groups from different backgrounds – such as employees, suppliers, users, local communities, and policymakers – to contribute their knowledge, experiences, and aspirations to the design process (Fobbe & Hilletoft, 2022). Approaches such as stakeholder mapping, design charrettes, co-design workshops, and scenario planning allow for the surfacing of tacit knowledge, the exploration of alternatives, and the collective imagining of desirable futures (Koistinen *et al.*, 2019). These methods not only democratize design but also improve its relevance and legitimacy by aligning solutions with the values and needs of those affected. Within these participatory processes, a key goal is to create tools and practices that foster shared ownership of both challenges and outcomes. Visual thinking tools, journey mapping, storytelling, and speculative design artifacts can support participants in articulating perspectives, building empathy, and navigating ambiguity (Kaur & Lodhia, 2018). These tools help make complex systems more understandable and negotiable, and they create a common language that enables meaningful collaboration. Through iterative cycles of making and reflecting, participants develop not only solutions but a sense of belonging and commitment to the change process itself. However, collective engagement also means encountering and working through diverse – and sometimes conflicting – perspectives. Participation alone does not guarantee consensus. The role of design, in

this context, is not to eliminate difference but to create spaces where difference can be surfaced, explored, and transformed into productive dialogue (Ferrero-Ferrero *et al.*, 2018). Trust-building is therefore a foundational process in participatory design: it requires transparency, mutual respect, and attention to power dynamics. Facilitators must be equipped to manage conflict constructively and ensure that all voices, especially marginalized or less powerful ones, are heard and valued.

5.3.4 From Organization to Ecosystem: Scaling Participatory Actions

While much of the discourse around sustainability begins at the level of individual behaviour or organizational reform, real and lasting transformation requires a broader view – one that sees industrial ecosystems as complex, interdependent systems of actors, practices, infrastructures, and regulations. These ecosystems, particularly in sectors like fashion and furniture, are deeply embedded in global value chains yet strongly influenced by regional socio-cultural dynamics (Bocken *et al.*, 2019). As such, they are not just contexts in which change happens, but active sites of transformation themselves – spaces where collaboration, experimentation, and strategic alignment can catalyze large-scale impact (Hinderer *et al.*, 2021). The Design for Sustainability (DfS) Framework, developed through the ECODeCK project, provides a roadmap for engaging with this complexity across three progressive levels of intervention: the product level, where design addresses material, technical, and functional aspects of sustainability; the organizational level, where design informs strategy, processes, and culture; and the ecosystem level, where design becomes a tool for navigating inter-organizational dynamics and enabling cross-sectoral collaboration (D'Itria *et al.*, 2024). This multi-scalar model helps actors locate themselves within a broader transition pathway, understand the interplay between their internal actions and external systems, and coordinate efforts accordingly.

Within this framework, participatory actions play a critical role in enabling sustainability transitions. They act as connective tissue across systems and scales, fostering engagement between diverse stakeholders – including designers, producers, policymakers, re-

searchers, educators, and communities – who might not otherwise collaborate. These interactions allow for the emergence of shared understanding, co-created knowledge, and mutual accountability in shaping sustainable futures. Participatory approaches provide opportunities to address the practical realities of production while also navigating the institutional, cultural, and ecological parameters in which firms operate. In doing so, they support the design of sustainability strategies that are not only operationally viable, but also context-sensitive and socially legitimate.

Importantly, participation at the systemic level reinforces the idea that organizations are not just recipients of external pressures or passive implementers of sustainability frameworks. They are, in fact, active levers of transformation – capable of reshaping the ecosystem in which they are embedded. When organizations engage in participatory processes that extend beyond their immediate boundaries, they contribute to building shared infrastructures, fostering cross-sectoral learning, and shaping the norms, narratives, and incentives that govern collective action. This reinforces the potential of organizations to influence institutional configurations and policy ecosystems, thereby amplifying their role in systemic change. Moreover, participatory processes may encourage distributed agency by empowering multiple actors to contribute to transition processes from their respective positions, thus multiplying impact and enhancing resilience (Jokinen *et al.*, 2021).

Design plays a pivotal role in structuring these participatory encounters and scaling them effectively. Through tools such as ecosystem mapping, systems modeling, and transition pathway design, it becomes possible to visualize connections, identify leverage points, and reveal opportunities for coordination and innovation. These methods help move beyond isolated pilot projects or isolated sustainability efforts toward coherent, system-wide strategies that align policy, business innovation, and societal engagement (Schilling *et al.*, 2018). In this way, design is not only used to solve problems – it helps define enabling conditions for transformation, shaping how networks function, how knowledge circulates, and how shared goals are constructed and pursued (Duan, 2023). In the context of ECODeCK, participatory action becomes both method and outcome – a process

that empowers organizations to operate as change agents, and a mechanism for embedding sustainability within industrial ecosystems. By focusing on ecosystem-level thinking, the ECODeCK project highlights the importance of designing platforms and infrastructures that support long-term collaboration, adaptability, and institutional learning. This includes not only tools and frameworks but also processes for aligning policy agendas, funding mechanisms, and capacity-building efforts across. Ultimately, scaling participatory action means designing not just better organizations or products, but better systems – systems that are open, inclusive, and capable of evolving in response to ongoing social and environmental challenges.

5.4 Design as an Enabler of Participatory Transition

The participatory actions developed and tested through the ECODeCK project offer critical insights into how design can catalyze meaningful and durable transformations toward sustainability. *One of the key learnings is that transition is not a linear process, nor one that can be driven by isolated interventions (Aguiar et al., 2020). Instead, it must emerge through the continuous interaction of individuals, organizations, and ecosystems, each contributing unique perspectives, capabilities, and responsibilities to the shared task of transformation (Hockerts & Wüstenhagen, 2010).* The project's design-based approach has shown that when participation is intentionally cultivated and supported by the right tools, it becomes a powerful engine for inclusive innovation and systemic resilience. Crucially, ECODeCK demonstrates the value of integrating participation across multiple levels. At the individual level, participants engage in experiential learning that develops not only their technical knowledge but also their ethical awareness, critical thinking, and capacity for agency. At the organizational level, companies reflect on internal cultures and activate cross-functional collaboration as a core component of sustainability strategy. At the ecosystem level, the project creates opportunities for dialogue across firms, sectors, and communities, building shared understanding and generating conditions for

collective experimentation and long-term alignment. This multi-level integration is made possible by the project's commitment to iterative, adaptive, and situated approaches. Rather than prescribing universal solutions, *ECODeCK fosters processes that are context-sensitive and open to change. By working closely with participants and stakeholders in real settings – factories, workshops, professional networks – the project acknowledges the complexity and specificity of each sustainability challenge.* Design tools such as mapping, scenario building, and reflective evaluation enable a constant cycle of learning and adjustment, making the process responsive to emerging insights and shifting conditions. This emphasis on iteration enhances the quality of outcomes and ensures that change is grounded in lived experience and collective ownership. Ultimately, the project points toward the necessity of designing long-term capacity for collaborative transformation. This means creating infrastructures – not only physical or digital but also organizational and relational – that support ongoing learning, dialogue, and coordination. It means investing in practices and competencies that endure beyond the duration of a project, embedding sustainability into how people think, decide, and act together (Escobar, 2011; Irwin *et al.*, 2018). Inclusive and regenerative futures will not emerge spontaneously; they must be cultivated through design, supported by participatory structures that enable communities and industries to evolve with care, creativity, and shared purpose.

As sustainability challenges grow in scale, complexity, and urgency, the role of design must evolve accordingly. This chapter reaffirms the transformative potential of participatory design as a strategic practice – one capable of enabling inclusive, systemic, and forward-thinking transitions. Far from being confined to aesthetics or technical functionality, design emerges here as a process of inquiry, collaboration, and sense-making that empowers individuals, mobilizes organizations, and connects ecosystems in the pursuit of sustainable and regenerative futures. The experiences and insights generated through the ECODeCK project underscore that sustainability cannot be delivered through top-down directives or isolated innovations. It must be co-created through processes that value diversity, foster trust, and engage with complexity. Participatory design offers meth-

ods, mindsets, and tools for doing precisely that. It creates conditions for dialogue across disciplines and sectors, encourages iterative and reflective practice, and transforms abstract goals into actionable pathways. The implications of this approach are significant across education, policy, and industry. In education, it calls for pedagogical models that center experiential learning, transdisciplinary collaboration, and critical agency. In policy, it advocates for frameworks that are flexible, inclusive, and attuned to context (Khan *et al.*, 2020). In industry, it demands cultural and structural shifts that embed sustainability into core strategies – not as compliance but as purpose. Across all domains, participatory design supports a culture of collaboration, care, and systemic innovation – one where transformation is not only possible but collectively owned (Cottam, 2018). Looking forward, the challenge is not only to implement new tools but to scale impact while sustaining engagement over time. This means investing in long-term capacity-building, fostering enabling infrastructures, and strengthening the networks and relationships that make participatory processes viable and meaningful. It requires a continued commitment to learning, openness, and experimentation. As discussed in this chapter, design – when approached in a participatory, systemic, and intentional way – has the potential to act not only as a response to crisis but also as a guiding force for transition. It can help us imagine and enact futures that are not only more sustainable but also more just, resilient, and alive with possibility.

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The urgent need for sustainable transformation calls for innovative approaches that integrate design as a strategic force for systemic change. *Designing the Transition* explores how design can build capacities for individuals, organizations, and ecosystems, enabling them to navigate the complexities of sustainability transitions. Structured in two parts, the book first introduces the *ECODeCK* project, a design-driven capacity-building model developed to support sustainable transitions in the manufacturing sector. This section outlines its theoretical underpinnings, including the Sustainable Transition Competence framework and the role of design in transformative learning. The second part articulates seven key design perspectives, each addressing a critical dimension of sustainability: participatory action, collaborative systems, regenerative creativity, organizational culture, circular manufacturing, learning processes, and systemic change. These perspectives illustrate how design can facilitate innovation, cultural shifts, and strategic interventions across different levels, from individual behaviours to broader systemic transformations, positioning design not only as a problem-solving tool but as a mindset capable of enabling transitions toward a more resilient and sustainable future.