



Competences & Knowledge-Skills-Attitudes reference systems

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1 Competences to facilitate community development through heritage engagement.

The PPS competence framework is created to list and describe the competences needed to tackle challenges and tasks in relation to the initiation and maintaining of a community of local stakeholders relating to cultural heritage.

The project focuses on building the capacity of heritage communities as a socio-cultural space for creativity, learning, participation & inclusion. Its philosophy is based on cultural heritage as presented in the Council of Europe Convention on the Value of Cultural Heritage for Society (Faro Convention, CoE, 2005), in the European Cultural Heritage Strategy for the 21st Century (CoE, 2018) and in recent European recommendations e.g. the European Framework for Action on Cultural Heritage (European Commission 2019).

The Faro Convention presents a new role of cultural heritage in society that operates along 4 themes: Shared European heritage, social sustainability, regional sustainable development, and learning. All these roles crystallise in one of the key concepts of the Convention: heritage communities.

“Heritage communities are self-organised, self-managed groups of individuals who are interested in progressive social transformation of relationships between peoples, places and stories, with an inclusive approach based on an enhanced definition of heritage. With the consideration of heritage as a resource, they work for direct democratic engagement in support of diversity and sustainable heritage-led local development, seeking economic and social conditions favourable to the survival and well being of diverse communities. With their people-centred initiatives and distinctive approach which involves working through the different layers of society, heritage communities create a platform to revisit and redefine relationships manage their heritage assets and address the societal challenges faced today.” (Faro convention, CoE 2005)

The PPS project focusses on the social role of heritage looking at heritage engagement processes and participative processes for community development. How can a community raise the capacity of its members to better capitalise on its heritage for sustainable development and inclusion? This goes further than integrating the local community in ‘(co-) governance models’ for existing local heritage. PPS starts from the community itself and includes – if needed – heritage and value identification processes.

The PPS competence framework tries to answer the questions:

- What competences do ‘facilitators’ need to successfully initiate, develop or maintain a heritage community?
- What competences do community members need (and acquire) for (by) being an active member of a heritage community?

1.1. PPS competence framework for facilitators

In PPS we define a competence as: *a person's ability to perform a particular task or activity in a specified range of real world contexts*. According to this definition, a competence is a holistic concept that comprises anything within a person which is needed to perform under real world conditions, i.e. to effectively achieve a task at an appropriate level of quality. Most importantly it does not simply refer to 'a particular context', but to 'a range of real world contexts'.

Consequently, in order to specify a particular competence, one needs to describe:

- the real world context it refers to, and
- the task or activity and the result that is to be achieved.

The PPS competences for facilitators are grouped in four sections.

- **Field competences**

The field competences of facilitators of heritage communities are derived from ideas on the process of community building. This process however may differ, related to the context in which or the stage in which it evolves. Furthermore, the steps of the process, although they suggest a sequence, will in reality often be iterative rather than linear. Still given this consideration we do have a process in mind which starts with an orientation to outline the views and values of distinct groups in a community and an attempt to support these groups separately and together to give meaning to heritage assets and phenomena. In doing so the facilitator will seek to promote a multi-perspective approach that is respectful to different individual and group backgrounds, inclusive to community members and that at the same time relates to overarching European cultural values as well as global values (human rights). To do so the facilitator will help participants to express their personal and collective values in narratives related to heritage in the community. Thus, heritage and the exchange of, and dialogue on its meaning and how this relates to individual or shared backgrounds supports the development of shared narratives or acknowledged narratives. These narratives strengthen a sense of community, of belongingness, and at the same time respectfully illuminate diversity.

- 1. To research views and value preferences of distinct groups in the community**
- 2. To organise a meaning and value identification process with community members**
- 3. To analyse a heritage asset/phenomenon with a focus on how it is related to cultural values**
- 4. To foster the development of a multi-cultural perspective interpretation principle when offering meaning making and value related frames**
- 5. To help participants develop personal narratives to express intercultural and self-transcending values related to heritage in the community**
- 6. To relate a heritage community (development) initiative to relevant societal issues, perspectives, and ethics**
- 7. To help develop common place/asset-based narratives**

- **Organizational competences, action taking**

As far as organizational competences are concerned, the focus is again on this process of community building. Facilitators help heritage communities to approach the process of community building systematically. To see to it that heritage communities are not just projects that tend to stop once the funding ends, the approach is to develop communities in such a way that they have continuity (in terms of funding, income, staffing, support, members etc.)

This does not only apply to the way the community is set up; it also applies to the way it will be managed once it is there. Sound procedures, transparent decision making, and accounting are part of it). In addition to the administrative aspects there needs to be a sense of entrepreneurship, and ability to take initiatives and make things happen. Even if a community will not be entrepreneurial in the sense of aiming at profit, the entrepreneurial attitude is needed to keep things going and flourishing, also in its internal creative processes. This we refer to as intrapreneurship. It includes imagination, identification, or even creation of opportunities.

Then there is the heritage aspect of it all. The facilitator needs to be able to link heritage assets or phenomena to issues, and social and cultural activities in the community, or to help others to identify and articulate such links. For the process to happen it is necessary for people to meet either face to face or online. The facilitator must be able to establish the structures and processes and environment to allow for meetings, for dialogues and reflections. This process is meant to contribute to the development of community including actors from various backgrounds in multidisciplinary groups. This way an evolving community becomes appealing to various kinds of members/participants thus providing an increasingly rich network of people experiences, values, and narratives.

- 1. To help a heritage community to organize its development systematically**
- 2. To develop and present a viable sustainable work/business plan for heritage community building**
- 3. To administrate, manage, and account for a heritage community development project**
- 4. To systematically evaluate the process of heritage community building**
- 5. To create ideas and opportunities, to manage resources, to make things happen (intrapreneurship)**
- 6. To link a heritage asset to the social and cultural activities going on in the community**
- 7. To establish (digital/on-line and real life) communication, meeting and cooperation structures and processes**
- 8. To help form interdisciplinary teams to support communities in integrating heritage into development plans**

- **Social competences / participation**

Facilitators of heritage community development need social competences to connect to community members, to inspire them and to communicate and co-operate with them.

Searching for and finding relevant stakeholders, individuals and groups is a first step. Once they are identified the challenge is to connect to them, to inspire them, and involve them. A heritage community benefits from actively participating members, and vice versa these members optimally benefit from the community through their active involvement. Active participation implies a level of willingness, of knowledge and skills to feel and be capable of contributing to such an initiative. That is why empowering (potential) members is part of the profile of a facilitator. This does not only include the heritage related activities as such, but also the governance that comes with it. Heritage communities gain meaning when the members are not just considered the target group, but primarily the initiators, the owners and the people who take part in governance and share responsibilities together. Democratic decision-making processes may incidentally reveal conflicts of interest or even lead to difference of opinion, values, conviction, or ethics. Facilitators will need to be competent in moderating the necessary discussions to keep the community an environment in which people feel welcome, respected, and recognized. Facilitators will have to be able to help the members of heritage communities turn dialogues into new ideas, and initiatives. While doing so the community activities, the shared experiences, and the way they are reflected upon turns the community into a learning community the moderation of which will also be one of the important competences of a facilitator. Thus, the facilitator will be able to help the members create a heritage based, or related environment for lifelong learning, and to contribute to it him/herself.

- 1. To facilitate the identify and mapping of relevant stakeholders and groups**
- 2. To (inter)connect, inspire, commit, activate, and empower people in a heritage community development initiative**
- 3. To facilitate participatory governance and share responsibilities**
- 4. To deal with issues, conflicts of interest, differences of opinion, values, or convictions in an inclusive way**
- 5. To moderate brainstorming, decision making, co-operating processes in the community**
- 6. To facilitate lifelong learning and development for all actors in a heritage community development initiative**

- **Personal competences**

For a facilitator to be effective, and to have an impact on the development of a heritage community. It is important to have a clear vision and a genuine interest in the asset, and phenomenon at hand, but also in the broader context of it, and how this may be of meaning to people. Having a vision is one thing, but sharing it with others, inspiring others and making them move towards shared goals and interests is another. This requires competences to inspire and energize people. It means you need to be active in order to activate, to be creative to help people create things, and entrepreneurial to convince people that initiatives are needed to making things move and make things happen. The facilitator needs to be the catalyst, a promotor, a process helper, and a problem solver at the same time.

Besides the actions the facilitator serves as a person who stimulates reflection on value-based issues as inclusion, sensitivities of the past, the presence and the future. In order to be open to diversity and the mentioned sensitivities the facilitator must be able to be self-analytical and self-critical, as well as open to criticism and feedback of other each from their perspectives. Being open to such inputs becomes meaningful if it leads to redefining situation, or to other patterns of thought, behaviour and thinking. Adaptivity and flexibility are required to allow for such changes, of course given the overall purposes of the developing community.

The facilitator needs be aware of human rights, issues of diversity and inclusion, as well as generic values and ethics. In all the relevant aspects of the community development work the facilitator must be and serve as a model of lifelong learning and development.

- 1. To have a clear vision and show a genuine concern and interest in heritage, in people, and in how the two interrelate**
- 2. To be creative, energetic, show initiative, entrepreneurship, in developing a heritage community (initiative)**
- 3. To reflect, be inclusive, and sensitive to ethical, cultural and value issues related to people and heritage**
- 4. To be self-critical and open to feedback from stakeholders and community members**
- 5. To be flexible and adaptive, yet aware of the broader goals and perspective of the initiative**
- 6. To be committed to human rights principles in local development processes (respect for dignity and multiple identities)**
- 7. To be a curious, active, and effective lifelong learner in heritage related competence fields.**

1.2. Knowledge Skills and Attitudes (KSA) reference systems of 11 selected competences

Following another definition of a competence: *“The ability to apply a synthesis of knowledge, skills and attitudes in a particular situation, and with a particular quality”* we come to a further breakdown of the requirements (learning outcomes) needed to perform the competence in the appropriate context and at the appropriate level. This we do in KSA reference systems, offering a list of knowledge, skills and attitudes as possible learning outcomes for the acquisition or further development of the different competences. *“What do we need to know (Knowledge), to be able to do (Skills) and to feel (drive, Attitude) in order to perform this task”?*

The descriptors are levelled following the European Qualification Framework (EQF) level criteria 4 - 6.

EQF level descriptors differ from each other by:

- the complexity and depth of knowledge and understanding
- the degree of necessary support or instruction (autonomy)
- the range and complexity of the application field
- from practical knowledge to theoretical knowledge
- from applying things to developing things
- from making choices to creating new opportunities
- from limited knowledge of theory to developing theory
- from receiving instructions to offering (sharing) knowledge & expertise

Field competence 1: To assess the values of distinct groups in the community for their heritage

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knows what constitutes a heritage community and is familiar with literature about assessing a heritage community's values</p> <p>Knows how to research information about the background of different social and ethnic groups in own community.</p> <p>Knows standard techniques to analyse information and/or interview people.</p>	<p>Explain what value assessments are in relation to a community's heritage.</p> <p>Assist with the assessment of values that relate to a community's heritage.</p> <p>Gather information on the socio-economic and historical context of a heritage community.</p>	<p>Curious and eager to learn more about a multi-perspective view of heritage and its values in a community setting.</p>
5	<p>Is familiar with a variety of methodologies from various disciplines to assess the values of heritage.</p> <p>Familiar with some of the ways that different groups may value heritage in their own country.</p> <p>Knows how to include insider and outsider views.</p>	<p>Help organise / contribute to the documentation of a community's assessment of their heritage and its values, supporting the self-assessment of values within a heritage community using a variety of methods</p> <p>Provide input into a value assessment design process including stakeholder/constituent analysis.</p> <p>Explain what heritage values a community has to a diverse range of audiences.</p>	<p>Appreciates the importance of multi-perspective view of heritage in their work with communities.</p>
6	<p>Understands the theories underlying a variety of methodologies from various disciplines used to assess heritage values.</p>	<p>Establish a value assessment design process including a stakeholder/constituent analysis, and a methodology for assessing the values that a heritage community has for its heritage.</p> <p>Advocate for communities concerning the values they have for a heritage to a diverse range of audiences.</p> <p>Coordinate the documentation of a community's assessments of their heritage and its values.</p>	<p>Finds it important to integrate people's values into decision making</p>

Field competence 2: To organise a value & meaning identification process with community members

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knowing that people attribute a meaning or value to cultural heritage elements</p> <p>Knowing that this v&m depends on peoples' background and culture.</p> <p>Knowing standard techniques to involve people in v&m identification activities.</p> <p>Knowing a few techniques to moderate v&m identification processes in a group.</p>	<p>Ask people about their v&m in relation to cultural heritage elements at a certain place</p> <p>Report on v&m related to the place.</p> <p>Investigate the v&m of peers.</p> <p>Register the diversity regarding v&m in a group of people.</p>	<p>To be interested in the meanings and values that are important for others.</p> <p>To accept that different people have different v&m in relation to heritage.</p> <p>To be convinced that values are important when dealing with people.</p>
5	<p>Knowing why certain v&m are linked to certain heritage.</p> <p>Knowing which v&m are common in some relevant cultural groups.</p> <p>To have an overview of instruments and techniques to moderate v&m making processes in a group.</p>	<p>Mediate between people with different v&m.</p> <p>Moderate v&m identification exercises in a multi-cultural group.</p>	<p>To find it important to offer a multi-facetted presentation of the different values.</p> <p>To strive for self-efficacy in initiating a value identification process.</p> <p>To be confident that participant orientation is a key to handle diversity in groups.</p>
6	<p>Knowing social theory on v&m making processes.</p> <p>To have a broad overview and understanding of v&m in many cultural groups.</p> <p>To have thorough knowledge regarding instruments and techniques to moderate v&m making processes in a group.</p>	<p>Apply a broad set of techniques to support v&m making processes in a community.</p>	<p>To find it important to act professionally and ethically while working with groups.</p>

Field Competence 3: To analyse a heritage asset/phenomenon with a focus on how it is related to cultural values

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knowledge of basic elements of local culture and history.</p> <p>Knowing the correct basic terminology for describing heritage phenomena and practices</p>	<p>Correctly describe familiar heritage phenomena/practices.</p> <p>Use interpretive narratives related to history, culture and values. Connect familiar heritage phenomena to history & culture.</p>	<p>Being open to the idea that local heritage is related to (European) history, culture and values.</p> <p>Willingness to include different perspectives and diversity in the presentation of heritage.</p>
5	<p>Knowing participative techniques to help people surface/express values related to a heritage phenomenon/practice</p> <p>Knowing how the basic European values are reflected in culture and art history.</p>	<p>Describe new, unfamiliar heritage phenomena/practices.</p> <p>Help people link heritage related values to a broader (European) value frame.</p>	<p>Willingness to encourage locals to interpret their own heritage, in a way that local history can also take its place as part of a broader (European) picture.</p>
6	<p>Knowing basic theory on the social value of cultural participation.</p> <p>Knowing the historical background of local heritage phenomena/practices</p>	<p>Help people link heritage related values to a multi-cultural value frame.</p> <p>Help people present a transnational or multi-cultural dimension of the heritage they relate to.</p> <p>Analyse and determine the contemporary value/meaning of a heritage phenomenon in a diverse community</p>	<p>Recognise the right of all people to value heritage and take part in (local) cultural life.</p> <p>Willingness to include a multi-cultural perspective in heritage value definition.</p>

Field competence 4: To foster the development of multicultural perspectives in approaches to heritage interpretation

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knows about mainstream and alternative meanings and values related to heritage.</p> <p>Knows standard techniques for engaging a diverse range of communities.</p> <p>Knows that we attribute different meanings to a heritage depending on our identities.</p> <p>Is familiar with aspects of the inclusion and diversity agendas and human rights perspectives.</p>	<p>Provide examples of multiple views of heritage in their work with communities.</p> <p>Assist heritage communities in discussing multiple views of the past.</p>	<p>Finds it important that people may attribute a variety of meanings and values to heritage.</p> <p>Is open to different opinions, perspectives and cultures.</p> <p>Finds it important that people interpret their own heritage.</p>
5	<p>Understands the historical context of mainstream and alternative meanings and values related to heritage.</p> <p>Knows that we need to incorporate ideas of 'difference' and 'change' into how we think about the past.</p> <p>Knows a range of techniques to involve community groups in sharing meaning about heritage.</p> <p>Is familiar with inclusion and diversity agendas and human rights perspectives.</p>	<p>Involve a diverse range of communities in co-creating heritage interpretation.</p>	<p>Appreciates that different people attribute different meanings to a phenomenon.</p> <p>Values a diversity of interpretations of heritage concerning the heritage you work with.</p> <p>Finds it important to make people aware of the variety of meanings a phenomenon can have for different people.</p>
6	<p>Has a theoretical grounding in how heritage engagement contributes to meaning making in mainstream and alternative heritage discourse.</p> <p>Has expertise in involving a diverse range of communities in meaning making and heritage interpretation.</p> <p>Has expertise in inclusion and diversity agendas.</p>	<p>Demonstrate techniques of critical to assist communities in discerning evidence-based facts from presumptions and fiction and to assess credibility of sources.</p>	<p>Is sensitive towards the range of values that people may have for heritage.</p> <p>Finds it important to make people aware that meaning making and identities are fluid and shift depending on gender, age, social background and, ethnicity.</p> <p>Values a diversity of meanings regarding heritage phenomena.</p>

Field competence 5: To help participants develop personal narratives to express intercultural and self-transcending values related to heritage in the community

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knowing standard interview techniques</p> <p>Knowing that different target groups should be addressed differently</p> <p>Knowing about story structure</p> <p>Knowing different media to convey narratives.</p>	<p>Ask people to tell about their relationship with local heritage.</p> <p>Collect stories that are relevant for the people and the heritage.</p> <p>Offer the appropriate media for people telling a personal story.</p>	<p>To be interested in storytelling.</p> <p>Willingness to use storytelling.</p> <p>To be interested in promoting intercultural and self-transcending values</p> <p>To like narratives to be well structured.</p>
5	<p>Basic knowledge of narratology.</p> <p>Knowing storytelling techniques to help reveal personal opinions and meaning</p>	<p>Choose the appropriate media to help people convey a personal story.</p> <p>Apply storytelling techniques to help articulate/reveal personal meanings and connections with the heritage resource.</p> <p>Help develop a simple structured narrative based on personal story material offered by the people</p>	<p>To be interested in conveying intercultural and self-transcending values using storytelling.</p> <p>To like the use of a correct language in narratives.</p> <p>To like well-structured stories.</p>
6	<p>Extended knowledge of storytelling techniques to help reveal personal opinions and meaning</p> <p>To have an overview of concepts of intercultural and self-transcending values.</p> <p>Knowing how to adjust a narrative to a target group.</p> <p>Knowledge of the socio-linguistic aspects of your language (how to use it in different contexts).</p>	<p>Offer a variety of narrative structures to people.</p> <p>Offer general narrative principles to help people create a story.</p> <p>Apply storytelling techniques to help articulate/reveal personal meanings and connections with the heritage resource in a multicultural context.</p> <p>Help develop a well-structured narrative based on personal story material offered by people with diverse backgrounds.</p>	<p>To be eager to create stories that highlight intercultural and self-transcending values</p> <p>To value quality in language use.</p>

Field competence 6: To relate a heritage community (development) initiative to relevant societal issues, perspectives, and ethics

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knowing that heritage gets a deeper meaning when it is related to societal issues, perspectives and ethics.</p> <p>Knowing local, or community issues to which heritage may be related and vice versa.</p> <p>Knowing overarching societal issues such as European cultural values as well as global values (human rights), as well as issues of migration, inclusion, sustainable development, climate change.</p>	<p>Use tools to assist communities in describing and creating their own heritage inventories</p> <p>Make an inventory of issues.</p> <p>Ask people to contribute to these inventories and to rank them according to their relative relevance.</p> <p>Link the collected issues and assets to wider value, ethics and issues.</p>	<p>Interested in heritage and its potential to serve as a vehicle for community development.</p> <p>An open eye for local issues that in some way may be linked to heritage and vice versa.</p> <p>Awareness of the relevance and importance of values, and perspectives that may serve as an overarching issue and value system.</p>
5	<p>Understanding how worldwide, or European issues interrelate and may be connected to local issues</p> <p>Knowing how to facilitate a process of exploring issues and relations among them at different levels of society</p> <p>Making an inventory of issues Making a mind map of relation between issues and perspectives from which to approach them</p>	<p>Engage in dialogue with people to build mental maps of assets, issues and perspectives and how they interrelate.</p> <p>Apply procedures and methods to help people understand the potential of their community in dealing with identified issues and in building up a community</p> <p>Turn mental map(s) into narratives/stories that reveal the interrelations between them, and the value of them for members of the community, and their target groups.</p>	<p>Genuine interest in how people perceive their environment and the connections they observe.</p> <p>Good listener and an inspiring partner in dialogues with a noticeable interest in heritage and its role in the community.</p> <p>Supportive in helping others to express themselves through stories and narratives.</p>
6	<p>Knowing how to involve people in the analysis of relevant issues, and heritage assets and how they relate to each other, and to urgent, or otherwise relevant societal, or global issues</p> <p>Knowing how to engage people in such a way that the identified issues and assets become part of people's life stories and lives and may be shared as such (as narratives/stories).</p>	<p>Apply practical research methods, and methods to share thoughts, analyses on dimensions as relevance, aesthetics, urgency, and their relation with over all societal issues.</p> <p>Apply these methods and enriching them with stories and with story telling s part of the search for relations and meaning in view of wider European or worldwide issues and perspectives.</p>	<p>Curious mind, and an analytical mindset</p> <p>Perceptive, sensitive in appreciating heritage and its potential to bring people together</p> <p>Inventive and (co)creative in turning assets, experiences and values into stories and vice versa, in their European and global context</p>

Field competence 7: To help develop common place/asset-based narratives

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knowing standard interview techniques</p> <p>Knowing that different target groups should be addressed differently</p> <p>Knowing about story structure</p> <p>Knowing different media to convey narratives.</p>	<p>Ask people to tell about their relationship with local heritage.</p> <p>Collect stories that are relevant for the community and the heritage.</p> <p>Offer the community a variety of appropriate media for telling a story.</p>	<p>To be interested in storytelling.</p> <p>To be willing to use storytelling.</p> <p>To be interested in promoting and communicating the local heritage</p> <p>To like narratives to be well structured.</p>
5	<p>Basic knowledge of narratology.</p> <p>Knowing storytelling techniques to help build a community identity and place awareness</p> <p>Knowing storytelling techniques to help the community create attractive narratives about their life/place/heritage</p>	<p>Choose and use the appropriate media to help convey a place-based story.</p> <p>Apply storytelling techniques to help articulate/reveal common meanings and connections with the place/heritage.</p> <p>Help develop a simple structured narrative based on story material offered by the people</p>	<p>To be interested in conveying intercultural and self-transcending values using storytelling.</p> <p>To like the use of a correct language in narratives.</p> <p>To like well-structured stories.</p>
6	<p>Extended knowledge of storytelling techniques to help build a community identity and place awareness</p> <p>Thorough knowledge of the socio-linguistic aspects of your language (how to use it in different contexts).</p> <p>Extended knowledge of practical theory regarding place-telling®</p>	<p>Offer a variety of narrative structures to people</p> <p>Create a story following general narrative principles.</p> <p>Apply storytelling techniques to help articulate/reveal common meanings and connections with the place/heritage in a multicultural context.</p> <p>Help develop a well-structured narrative based on story material offered by people with diverse backgrounds.</p>	<p>To be eager to create stories that highlight intercultural and self-transcending values</p> <p>To value quality in language use.</p>

Social competence 2: To (inter)connect, inspire, commit, activate and empower people in a heritage community development initiative.

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knowing how to inspire, commit, activate and empower people to contribute to the motivation of people to become an active community member</p> <p>Knowing methods that may be used to inspire and involve people</p> <p>Understands the basic needs of people in the community (desire to be recognised, to belong, to develop, to have impact)</p>	<p>Identify factors and mechanisms that help inspire, commit, activate and empower people</p> <p>Apply methods to inspire and involve people, such as:</p> <ul style="list-style-type: none"> • ice breakers • (mutual) interviewing • Brainstorming • Mind mapping 	<p>To be curious to explore ways to inspire, commit, activate and empower people and to understand how a mix of such actions might contribute to a sense of community commitment</p>
5	<p>Knowing methods that may be used to inspire, inspiring, commit, activate and empower people, such as:</p> <ul style="list-style-type: none"> • Serve as a committed role model • Asses needs and adapt to them • Turn facts into stories, and tell stories • Promote dialogues among people • Find the right match between people • Promote cooperation 	<p>Choose and apply various ways of inspiring, committing, activating and empowering people in various settings and contexts:</p> <p>Such as:</p> <ul style="list-style-type: none"> • Design thinking • Visualisation • Story telling 	<p>Appreciating and valuing the necessity and the challenge of by inspiring, committing, activating and empowering people in order to involve them as community members.</p>
6	<p>Knowing how to compose the right mix of input, activity, interaction and reflection depending on the needs of the people and the context</p> <p>Having thorough knowledge regarding instruments and techniques to moderate value and meaning making processes in a group.</p>	<p>Attune the repertoire of methods to inspire, commit, activate and empower people, to the specific needs and opportunities the people and the context have, or allow and act accordingly</p> <p>Run sessions, apply the methods and have these methods applied by others</p>	<p>Promote views and methods to help community facilitators to inspire, commit, activate and empower people to become fully involved members of a heritage community</p>

Organisational competence 5: To create ideas and opportunities, to manage resources, to make things happen (intrapreneurship)

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knowing that heritage, provided it touches a string in the community, is a commodity with an economic commercial potential</p> <p>Knowing that for such potential to work out, it is necessary to identify relevant stakeholders, beneficiaries, target groups, sponsors.</p> <p>Knowing that heritage doesn't "sell" itself, but that it needs to be developed as an opportunity and be marketed accordingly.</p>	<p>Assist communities in uncovering heritage in their own places.</p> <p>Make an inventory of the kinds of persons and organisations that may be involved.</p> <p>Study strategies and examples of good practice of heritage community building and its exploitation.</p> <p>Make a draft budget outline.</p>	<p>Challenged by the idea that a heritage community might have a economic viability</p> <p>Motivated to meet people to explore ways to turn a heritage community into a viable initiative</p> <p>Interested in experiences of those who have tried such things before</p> <p>An open eye for organisation, financial and accounting aspects of the initiative</p>
5	<p>Knowing how identify target groups, stakeholders, sponsors</p> <p>Knowing how to approach these groups, and what may be relevant incentives to them</p> <p>Knowing how to connect the parties concerned in a co-creative way</p> <p>Knowing how to manage a heritage community initiative in a way that allows for a positive energetic, open, creative, convincing and flexible approach</p> <p>Having legal, fiscal and financial knowledge</p>	<p>Identify aspects of a heritage asset that may be considered promising.</p> <p>Make a network analysis with all relevant persons and organisations.</p> <p>Identify the potential benefits, incentives, challenges a heritage asset may offer to various persons in the analysed network.</p> <p>Identify elements to be included in a plan for reaching people, raise an interest, involve them, and empower them in heritage community building.</p> <p>Develop a viable plan for the development and exploitation.</p>	<p>Interested in the dynamics of society and the role of communities within it.</p> <p>a Networker who has an authentic interest in what motivates people in life.</p> <p>Observant and creative in conversations with potential stakeholders/partners.</p> <p>Connecting and inspiring.</p> <p>Aware of the necessity of a sound economic base.</p>
6	<p>Knowing how to co-create value</p> <p>Knowing how to take responsibility/calculated risks.</p> <p>Knowing how to facilitate the initiative in a way that allows it to be planned in order to make things happen. This requires knowledge of (project) management, including staff management (professionals and volunteers), and finance</p>	<p>Challenge stakeholders to develop ideas, organise design thinking meetings.</p> <p>Develop scenario's including budget plans. Discuss viability and risks.</p> <p>Organise people allocate responsibilities.</p> <p>Provide inputs and feedback to progress made and to the viability of proposals.</p>	<p>Creative in evoking other people's creativity</p> <p>Talented in recognising and revealing narratives and stories</p> <p>Facilitating rather than leading</p> <p>Looking for possibilities and solutions, rather than obstacles</p>

Social competence 3: To facilitate participatory governance of heritage communities to ensure shared responsibilities

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	<p>Knows about participatory governance models and processes.</p> <p>Knowing methods for identifying stakeholders / constituents.</p>	<p>Create the right conditions for participatory governance</p> <ul style="list-style-type: none"> - provide support and back up to participatory processes - apply sensitivity to others to build trust in institutional processes, motivates participation <p>Assist communities in creating a common vision.</p> <p>Interact as often as possible with people in their own settings and encourage them to take part.</p>	<p>Is committed to human rights principles in local development processes (respect for human dignity and multiple identities).</p> <p>Recognises the value of participatory approaches bringing together communities, authorities and higher education institutions.</p> <p>Aware of the importance of sharing results.</p> <p>Positive about co-production.</p>
5	<p>Has an overview of diverse participatory governance models and processes and standard techniques for participatory planning</p> <p>Knows about inclusive ways of working, effective two-way communication, sharing responsibilities, aligning agendas.</p> <p>Knows that the sustainability of a participatory process depends on measuring impact, through monitoring and evaluation.</p> <p>Understands the different forces shaping a community.</p>	<p>Create the right conditions for participatory governance</p> <ul style="list-style-type: none"> - organise participatory processes (attracting new groups, clear transparent communication, open interaction with groups)) - Build a shared sense of purpose / common vision <p>Assess existing practices:</p> <ul style="list-style-type: none"> - aware of the legal, economic and technical capacity of communities - identification of barriers to participation and put forward proposed solutions. <p>Measure and track changes, unintended consequences, evaluate impacts.</p>	<p>Aspires towards a more democratic socio-economic model.</p> <p>Is convinced that sharing decision making, collaborate and negotiate with others leads to higher impacts.</p> <p>Actively seeks positive change through collaborative governance.</p> <p>Recognises the role of local actors in measuring and validating impact.</p> <p>Considers the power balance between diverse actors to build coalitions sensitively.</p>
6	<p>Has in-depth knowledge about participatory governance models and processes.</p> <p>Knows a wide variety of techniques for participatory planning (building a common vision, clear expectations, and an openness to learn from one another).</p> <p>Can harness different assets in a community (human, cultural, natural).</p>	<p>Develop an outcome-based approach to participatory governance that monitors progress and measures impact.</p> <p>Communicate the results of participatory projects in order to ensure their sustainability, and inclusion in political agendas.</p>	<p>Fosters open and transformative styles that create inclusive and shared visions.</p>

Social competence 6: To facilitate lifelong learning and development for all actors in a heritage community development initiative

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	Knowing that heritage as a context may (if properly made accessible, exhibited and curated) contribute to lifelong learning and development.	Include known instruments or methods to turn a heritage context and community into a learning environment for lifelong learning and development.	Eager to extend the repertoire to strengthen the potential of the heritage community setting and context as a learning environment.
5	Knowing how to turn a heritage context into an environment of lifelong learning by <ul style="list-style-type: none"> • Making it meet the needs of people • turning it into an experience • Personalising the experience • Including feedback and dialogue • Promoting results, and giving feedback • Moderation of these processes. 	Plan and organise learning experiences, or trajectories: <ul style="list-style-type: none"> • Assess need • Turn activities into learning activities • Help people personalise experiences • Provide/organise feedback and dialogue • Assess outcomes, and provide feedback • Moderate these processes. 	Appreciating the added value of lifelong learning and development to heritage community development, and vice versa.
6	Knowing how to turn the heritage context into a learning community involving various methods to be applied in different stages and instances of community development (getting acquainted, exchanging experience, study, crafts, planning, action, media, audiences, politics, and governance).	Build and moderate community processes in such a way that activities help people develop and learn various competences related to various aspects and stages of the development process of their heritage community.	Values ideas and methods on how to optimise the heritage (community) setting and context as a learning environment for lifelong learning and the learning environment for purposes of community development, and acts as a lifelong learners.



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