

PPS competence framework for facilitators

Stage 2: Analyse Current Situation

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, 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:

1. Field competence
2. Organizational/action taking competence
3. Social/participation competence
4. Personal competences

This document contains knowledge-skills-attitude frameworks (KSA) for three competences relevant to Stage 2:

1. Field competence: To assess the values of distinct groups in the community for their heritage.
2. Field competence: To organise a value & meaning identification process with community members.
3. Field competence: To analyse a heritage asset/phenomenon with a focus on how it is related to cultural values

Each KSA framework offers a list of knowledge (What do we need to know?), skills (What do we need to be able to do?) and attitudes (What do we need to feel?) as possible learning outcomes for the acquisition or further development of the different competences.

Field competence: 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: 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 value and meaning (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: 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>