

PPS competence framework for facilitators

Stage 3: Create a Vision and Set Goals

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 3:

1. Field competence: To foster the development of multicultural perspectives in approaches to heritage interpretation
2. Field competence: To relate a heritage community (development) initiative to relevant societal issues, perspectives, and ethics
3. Social competence: To facilitate participatory governance of heritage communities to ensure shared responsibilities

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 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: 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 relations with over all societal issues.</p> <p>Apply these methods and enriching them with stories and with storytelling 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>

Social competence: 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>