

PPS competence framework for facilitators

Stage 4: Building Capacity and review skills

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 4:

1. Field competence: To help participants develop personal narratives to express intercultural and self-transcending values related to heritage in the community
2. Social competence: To facilitate lifelong learning and development for all actors in a heritage community development initiative

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 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>

Social competence: 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.