

## PPS competence framework for facilitators

### Stage 5: Engage, Expand and Be Active

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 5:

1. Field competence: To help develop common place/asset-based narratives
2. Social competence: To (inter)connect, inspire, commit, activate and empower people 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 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: 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"> <li>• ice breakers</li> <li>• (mutual) interviewing</li> <li>• Brainstorming</li> <li>• Mind mapping</li> </ul>	<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"> <li>• Serve as a committed role model</li> <li>• Asses needs and adapt to them</li> <li>• Turn facts into stories, and tell stories</li> <li>• Promote dialogues among people</li> <li>• Find the right match between people</li> <li>• Promote cooperation</li> </ul>	<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"> <li>• Design thinking</li> <li>• Visualisation</li> <li>• Story telling</li> </ul>	<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>