

PPS competence framework for facilitators

Stage 6: Sustain

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 6:

1. Field competence: To relate a heritage community (development) initiative to relevant societal issues, perspectives, and ethics.
2. Organisational competence: To create ideas and opportunities, to manage resources, to make things happen.

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 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</p> <p>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>

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 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>