The DELPHI Competence Framework

One of the outputs of the DELPHI project is a competence framework for the professionalisation of heritage interpreters and adult educators, which is in line with the EQF. This output consists of:

- A competence framework
- Descriptions of competences
- EQF levelled learning outcomes reference systems for each competence

Where previous frameworks focussed on competences for direct interpretation of one or more heritage assets, the DELPHI framework aims to include interpretive competences for the planning and roll out of cultural heritage as a lever for social and economic sustainable development. It is composed of a series of competences covering interpretive activities in heritage contexts to bring about European values and to support the social and cultural sustainability objectives as presented in the Council of Europe's (CoE) Framework Convention on the Value of Cultural Heritage for Society (Faro, 2005).

Heritage Interpretation

Heritage interpretation (HI) is the art of creating a relation between the elements of a heritage site, a collection or an intangible cultural asset, and the meaning making and value frames of the visitors. It creates cognitive and emotional links between the visitors and what they can discover on-site. In the context of this project, however, we use HI in the broadest sense of the word, viewing HI as a meaning-making process and an interpreter as a facilitator of this process. So, in DELPHI, we do not only look at 'on-site' interpretation – oral or media mediated – for 'visitors' but at a broad range of meaning-making processes involving heritage assets and citizens. These processes include heritage identification, co-creation, re-definition, participation, re-use … of all kinds of heritage and in all kinds of communities. This also allowed us to broaden the target group from interpreter via heritage staff, community worker … to adult educator.

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This approach also calls for a broad definition of heritage

In DELPHI we look at heritage as cross-disciplinary and cross-sectorial. It is defined in relation to social change and to human contemporary values, dynamic, with an emphasis on a more active form of citizen participation, reflecting the contemporary rather than the past. It has less focus on a definition of separate cultural identities, or in boundaries between different cultural heritages, and on the territorial, population or 'ownership' aspect.

Cultural heritage is a group of resources inherited from the past which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects of the environment resulting from the interaction between people and places through time. (CoE, Faro Convention, 2005)

Cultural Heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expression and values. (ICOMOS 2002)

Since heritage can have many faces: tangible, intangible, cultural, natural, a building, a site, a landscape, a collection, a tradition, an (creative) event … we use the 'all encompassing' concept: heritage asset. Asset in this context is also a 'resource with economic value that an individual or group owns or controls with the expectation that it will provide a future benefit'.

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The competence framework is based on an inventory of relevant themes and competences. The inventory has a scope of 15 competences related to heritage interpretation and includes new contents and indicators regarding the value dimension of facilitating learning in heritage settings.

In this context we stick to the definition of 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, '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' (ref. Tilkin, G. (ed.). InHerit Manual - Professional Development in Heritage Interpretation, Alden Biesen 2016, p. 63).

Therefore, the first step in creating the DELPHI competence overview was a breakdown of actions/activities in society and in the heritage sector, related to the implementation of DELPHI principles. Since they have a lot in common with the implementation of the CoE's Faro Convention, an approach very much recognisable for the sector, we propose this to be the basis for the general frame of our actions. These actions can be situated in four thematic domains and in four contextual areas.

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The **four domains** are:
1. European values/identity
2. Social sustainability
3. Regional development
4. Learning

The **four contextual areas** are the places and levels an interpreter, a heritage professional and/or an adult educator operate:

1. Asset: tangible or intangible: site, museum, landscape, event, performance, ethnic group …
   Actors involved: owners, managers, heritage staff, volunteers, interpreters, association leaders, artists, multipliers, …

2. Local-regional: town, city, village, local area, region, province
   Actors involved: heritage officials, civil servants, policy makers, planners, entrepreneurs, social workers, adult educators/trainers …

3. National: country
   Actors involved: heritage officials, civil servants, policy makers, planners …

4. European
   Actors involved: European civil servants, policy makers …

Only contextual areas 1 & 2 will be dealt with in this project.

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This leads us to four **working fields** with specific goals:

European values/identity: To reinforce a sense of belonging to a common European social, cultural & natural space
To emphasise European and self-transcending values in the interpretation narratives of heritage. To focus on what connects rather than what divides. To focus on the similarities and the common elements rather than on separate cultural identities, the territorial, population or 'ownership' aspect of heritage.

Social sustainability: supporting an inclusive approach to heritage
To develop participative bottom-up interpretation processes.
To create greater interaction between citizens & stakeholders and the cultural heritage sector.
To use heritage to create better communication and synergy between different socio-cultural sectors.
To provide low threshold and equal access opportunities to culture & heritage.

Regional development through heritage: to support the integration of cultural and natural heritage into sustainable economic processes
To include heritage in regional development projects.
To include the local culture & heritage in the sustainable tourism narrative of the region.

To facilitate personal development & learning about and/or through heritage
To promote and support the role of heritage as a rich & meaningful interdisciplinary learning environment.

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The competences

The competences listed can be grouped in four competence fields:

- Research
- Communication, outreach and advocacy
- Meaning making and heritage identification
- Citizen and stakeholder engagement

1. To research views and value preferences of potential target groups
2. To run a meaning & value identification process with visitors
3. To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values
4. To handle/apply a multi-cultural perspective interpretation principle when offering meaning making & value related frames
5. To help a community identify cultural assets that have an interpretation potential regarding identity & common values
6. To develop a multi-perspective participatory heritage identification project
7. To advocate for an inclusive and participative approach to heritage
8. To link the asset to the social & cultural activities going on in the community
9. To focus on inclusion, diversity & equality in the co-creative interpretation process of a heritage asset
10. To brand the area/region based on the available (multi-) cultural and natural heritage assets
11. To develop narratives highlighting the intercultural & self-transcending values to be found in tangible and intangible heritage in the area
12. To promote sustainable tourism, based on the values of heritage
13. To use a heritage asset to develop competence oriented trans disciplinary learning experiences
14. To design a heritage-based learning process for adult learners
15. To facilitate a heritage-based learning process for adult learners

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EQF levelled learning outcomes reference systems for each competence

Learning outcomes express what individuals know, understand and, are able to do at the end of a learning process. They are the building blocks for both a competence reference system as a qualification reference system.

The European Qualifications Framework (EQF) is a common reference framework that allows qualifications from different countries (NQFs) to be compared easily. This is achieved by supporting the use of learning outcomes for each qualification, to make them more transparent and easier to understand. A learning outcomes approach supports a better match between the skills requirements of the labour market and education and training provision, while also facilitating the validation of learning acquired in different settings. By focusing on what a learner knows, can do, and can understand, learning outcomes help to open-up qualifications to a wider variety of learning pathways and experiences.

Cross-border mobility

The EQF or NQF qualification learning outcomes are grouped under three headings (columns): knowledge, skills and competences (autonomy). They distinguish 8 qualification levels from beginners to highly advanced. The descriptors generally refer to the levels in primary education (1 & 2), secondary education (3 & 4), post-secondary vocational level (5), Bachelor (6), Master (7) and PhD level (8). In this way, the EQF supports the cross-border mobility of learners, workers, and promotes lifelong learning and professional development across Europe. (ref. EU brochure: The European Qualifications Framework, Publications Office of the European Union, 2018)

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EQF level descriptors differ from each other

- by the complexity and depth of knowledge and understanding
- by the degree of necessary support or instruction (autonomy)
- by the range and complexity of the application field
- from practical knowledge to theoretical knowledge
- from applying things to developing things
- from making choices to creating new opportunities
- from limited knowledge of theory to developing theory
- from receiving instructions to offering (sharing) knowledge & expertise

Competence reference systems

Following another definition of a competence: *"The ability to apply a synthesis of knowledge, skills and attitudes in a particular situation, and with a particular quality"* we come to a further breakdown of the requirements (learning outcomes) needed to perform the competence in the appropriate context and at the appropriate level. Therefore, the DELPHI competences reference systems offer a list of knowledge, skills & attitudes (KSA) as possible learning outcomes for the acquisition or further development of the different competences. "What do we need to know (Knowledge), to be able to do (Skills) and to feel (drive, Attitude) in order to perform this task"?
The descriptors are levelled following EQF level criteria 4 - 7.

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How it is used

The DELPHI competence list and reference systems offer the building blocks for competence assessment, curriculum or learning path development and learning outcome validation. The competences refer to real life actions and tasks, the learning outcomes refer to the requirements in terms of knowledge, skills and attitudes. The level descriptors help define 'minimum requirements' and learning progress.

The DELPHI competence list and reference systems can be used in a context of job/task requirement definition and job interviews. Certificates or qualifications that refer to this approach will become comparable and transparent.

In a **training context** the tool offers opportunities for

- Curriculum development

- Course participant intake selection

- Learning outcomes definition

- Progress indicators

- Validation and

- Certification descriptors

All outputs are directly related to the appropriate EQF levels. This improves cross institutional comparison and facilitates mainstreaming into formal education at EQF level 5-7.

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1	Field: identity - Context: site/asset **To research views & value preferences (v&vp) of potential target groups**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Knows where to find information about value preferences. Knows standard techniques to analyse texts and/or to interview people. Knows the mainstream v&vp of your own cultural group. Knows different v&vp of some familiar groups.	Reads literature about v&vp. Identifies v&vp that relate to a given phenomenon. Tells about v&vp related to a given phenomenon. Reveals alternative v&vp. Asks people about their views & preferences. Investigates views of peers regarding their v&vp.	Interested in different views & perceptions, to be keen to know more about it.
5	Knows techniques for comparative analysis of v&vp. Has an overview and understanding of the v&vp of some relevant cultural groups in your country.	Identifies and analyses terminological misunderstandings related to a specific cultural group. Tells about v&vp related to one's own field of interest. Does simple thematic analysis of v&vp. Finds out why particular heritage assets and phenomena are valued and meaningful for relevant groups.	Finds it important to present a multi-perspective view of your heritage asset(s). Curiosity and eagerness to learn more about a multi-perspective view.
6	Understands the theory on v&vp.	Identifies beliefs, narratives and stereotypes relevant groups associate with the heritage. To assess pre-knowledge, knowledge gaps, and beliefs of relevant groups. analyses a v&vp in terms of metaphors, symbols. To identify and analyse terminological misunderstandings related to different target groups.	Finds it important to have a multi-perspective view on heritage. Curiosity and eagerness to learn more about the theory on v&vp.
7	Knows how v&vp can be influenced. Knows the cultural background leading to types of v&vp. Thorough knowledge (Europe wide) of history & theory of v&vp. Knows value and meaning frameworks of many cultural groups around the world and the related literature and theory. Knows how perception works in terms of meaning frames of cultural groups.	Analyses the diversity of world views, value preferences and attitudes between cultural groups. Identifies and analyses potential value conflicts and sensitivities between relevant groups. Identifies the variety of concepts associated with an expression or a symbol in relation to cultural groups. Analyses, compiles & reproduces theory on v&vp.	Finds it important to introduce a multi-perspective heritage view to society. Respectful/ethical relationship towards the material. Has a critical interest in theory. Willingness to take a position in approaches. Willingness to share knowledge and expertise.

2	Field: identity - Context: site/asset **To run a value & meaning (v&m) identification process with visitors**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Has an overview of diverse v&m definitions. Knows that in different cultures v&m are looked upon differently. Knows standard techniques to address people in an interview on v&m. Knows v&m definitions connected with your site/asset. Knows principles of participant orientation. Knows principles to moderate/facilitate a group.	To relate v&m to the site/asset or a special phenomenon. To report on v&m related to the phenomenon. To ask people about their v&m. To investigate the v&m of peers. To consider the diversity of a group.	Interested in the meanings and values that are important for others. Open to accept that different people have different definitions of v&m. Convinced that values are important when dealing with visitors. Aware of the importance of participant orientation.
5	Knows how v&m are related to each other. Knows which v&m are common in some relevant cultural groups in your country. Knows how to connect the learning process with participant orientation. Knows how to consider diversity in groups of visitors.	To read literature about v&m. To identify and analyse v&m that may cause different reactions of visitors. To mediate between visitors with different v&m. To choose v&m to be promoted at the site/asset. To apply techniques to address groups regarding diversity.	Finds it important to offer a multi-facetted presentation of the site/phenomenon connected to different values. Perceives self-efficacy in initiating a value identification process. Confident that participant orientation is a key to handle diversity in groups.
6	Knows why certain v&m are connected to the site/asset. Understands the theory of v&m. Has a broad overview and understanding of v&m in many cultural groups. Knows instruments to identify v&m. Knows types of v&m and their origin/reasons.	To give reasons for the choice of v&m connected to the site/asset. To react to inappropriate v&m of visitors. To discuss different v&m. To apply instruments to identify v&m that are decisive for the visitors. To choose and use techniques to address groups regarding diversity.	Finds it important to act professionally based on pedagogical principles. Finds it important to act professionally based on identified values
7	Knows how v&m can be influenced. Knows the cultural backgrounds of different v&m. Knows the v&m relevant for different cultural groups globally. Knows history and theory of v&m in Europe and beyond.	To analyse the diversity of values between and within (cultural) groups. To develop and apply techniques to reveal their v&m to the visitors. To identify and analyse potential value conflicts and sensitivities from different perspectives of relevant groups. To be able to analyse, compile and reproduce theory on v&m.	Awareness of the importance of professional beliefs to convey meaning successfully. Willingness to share your knowledge and expertise.

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3	Field: identity - Context: site/asset **To present the asset/phenomenon with a focus on links to European history, culture and/or values**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Knowledge of basic elements of European history. Knowledge of basic elements of local culture and history. Knows what the basic European values are, as presented in the European treaties.	To be able to connect familiar phenomena with universal values. To be able to use interpretive narratives related to European history, culture and values. To connect local phenomena to European history & culture as instructed by a mentor.	. Values Europe as an entity that is more than the sum of its countries. Open to the idea that local heritage is related to European history, culture and values. Willingness to include different perspectives in the presentation of heritage
5	Good knowledge of European history. Practical knowledge of European aspects of local culture and how they relate to each other throughout time. Knows what the 'Universal values' are, as used in heritage interpretation.	To connect multiple phenomena to the EU history, culture and heritage, via an interpretive narrative/plan. To make good use of the "value rectangle" theory while presenting a phenomenon. To present interpretive narratives related to European history, culture and values. To use specific quality criteria while doing interpretive critiquing.	To be open to the idea that heritage found in European countries is related to European history, culture and values. To be ready to discern genuine interpretation from deliberate interest-driven bias and propaganda. Willingness to encourage locals to interpret their own heritage, in a way it takes its place as part of a broader, European picture.
6	General theoretical knowledge of how history and culture in different European countries are related to each other throughout time. Knows how the basic European values are reflected in culture and art history.	To develop interpretive narratives linking local heritage to European culture and values. To investigate opportunities for transcending predominant framings and narratives. To present a transnational dimension of heritage rather than a national frame. To strengthen European values by re-framing conservative /conformity narratives.	Open to comprehend differences among European nations and cultures. Open to the idea that all heritage in Europe is connected to a broader European identity and reflects European values. Passionate about heritage interpretation helping the promotion of European values.
7	Thorough theoretical knowledge of how history and culture in different European countries are related to each other. Knows how the basic European values, as presented in European treaties are conceived in other parts of the world.	To present a transnational or European dimension of heritage rather than a national frame. To offer a personal view on the European links of local heritage.	Finds it important to take a personal stand in interpreting local heritage. Willingness to share.

4	Field: identity - Context: site/asset **To apply a multi perspective interpretation principle when offering meaning making & value related frames**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Knows that different people attribute different meanings to a phenomenon. Knows some standard techniques to involve your public in sharing meaning. Knows that we attribute different meanings to a phenomenon depending on our identities.	To give examples of multiple views of heritage in your interpretation work with the public. To identify different 'hooks' linked to phenomena which arouse interest and curiosity for different visitor groups. To involve your public in meaning making reflections with references to other familiar groups, as instructed by a mentor.	Finds it important that people realise that other people have different meanings and values. Is open to different opinions, perspectives and cultures. Finds it important that people interpret their own heritage.
5	Knows about mainstream and alternative meanings and values related to the heritage we work in. Knows a range of techniques to involve your public in sharing meaning. Has practical knowledge of the role of meaning making processes in heritage interpretation. Knows the 'value rectangle' theory in order to consider differences within a multi-cultural audience.	To involve your public in meaning making reflections with references to other familiar groups. To select and apply techniques for sharing meaning in a group. To always provide input from other groups when presenting meanings and values of heritage phenomena. To encourage visitors to make their own links and meaning to the interpreted heritage.	Appreciates that different people attribute different meanings to a phenomenon. Values a diversity of meanings regarding the heritage you work in. Finds it important to make people aware of the variety of meanings a phenomenon can have for different people.
6	Knows that meaning making is fluid and shifts depending on gender, age, social background and ethnicity. Knows some theoretical approaches to the process of identity building. Possesses theoretical knowledge of the role of meaning making processes in heritage interpretation. Knows the 'value rectangle' theory and its implications in interpretation.	To involve your public in meaning making reflections with references to other identities. To develop material and techniques for sharing meaning. To discern evidence-based facts from presumptions and fiction and to assess credibility of sources. To provoke reflective thinking and encourage groups to try new perspectives and question stereotypes.	Is sensitive towards the range of values that people may have for heritage. Finds it important to make people aware that meaning making and identities are fluid and shift depending on gender, age, social background and, ethnicity. Values a diversity of meanings regarding heritage phenomena.
7	Has thorough theoretical knowledge of the role of meaning making processes in heritage interpretation. Has thorough knowledge of identity building theory.	To help other heritage professionals build expertise in multi perspective interpretation techniques. To compile and reproduce theory on multi-perspective interpretation techniques. To investigate opportunities for transcending predominant framings and narratives. To develop material and techniques to help people reflecting on meaning making and identity.	Values heritage as a resource for meaning making and identity building. Values meaning making as a heritage identification process. Is willing to share.

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5	Field: identity- Context: town/region
	To help a community identify cultural assets with an interpretation potential regarding identity & common values

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	Knows how values contribute to an identity building process. Has basic information on the culture, history, nature and social life of the community. Knows how to identify & address representatives of a community. Knows what associations, NGOs and public organisations are part of the community.	Researches on the culture, history, nature and social life of a special community. Reads literature about community and identity/values. Is able to report on values the community attributes to a site/asset or a special phenomenon. Asks people about possible assets in their community. Is be able to use a strategy for networking in a community.	Values a bottom-up approach to identify (cultural) assets with interpretation potential. Is interested in the link between identity & common values and community in interpretation. Is convinced that values are important for your tasks as a facilitator.
5	Knows the responsibilities associations, public organisations and NGOs have in a community regarding heritage assets. Knows what values and identity forming elements the asset actually has in the community. Knows how to identify values prevalent in a community. Knows which values are common in relevant groups in the community.	Identifies and analyses assets that are important for the community. Researches the values and identity forming elements in the community. Applies appropriate interview techniques with representatives and experts in the community. Applies an appropriate strategy for networking in a community. Recognises the interpretation potential of a heritage asset.	Perceives self-efficacy in initiating a networking process to identify cultural assets with an interpretation potential regarding identity & common values. Is confident that a bottom-up strategy is a key to handle diversity in groups.
6	Knows how to present identified values of assets to the community. Knows the benefits for a community of promoting common values and identity in an asset. Knows how to merge assets and their value/identification potential with marketing strategies of the community. Understands the importance of stakeholders and policy makers in a community.	To present possible connections between assets and values in the community using appropriate techniques. To advocate for the benefits for the community in promoting values and identity in an asset. To apply instruments to identify values that benefit the community. To develop adequate networking activities in a community.	Is aware of the positive impact a bottom-up process has for a community. Finds it important to support sustainable development in interpretation. Finds it important to act professionally based on identified values. Is aware of the importance of the appropriate communication methods for the process.
7	Knows types of values and identity processes and their origin/reasons. Knows the cultural background of different values/identity building processes. Knows how to promote cooperation between groups in a community. Possesses theoretical knowledge on identity building and communities.	To analyse the diversity of value preferences and attitudes between/within community groups. To identify and analyse potential value conflicts and sensitivities of relevant groups in a community. To identify the variety of concepts associated with an asset in relation to community groups. To analyse, compile & reproduce theory on values and identity.	Finds it important to introduce a multi-perspective heritage view to society. Is willing to take a personal position in approaches. Is willing to share.

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6	Field: social sustainability - Context: town/region **To develop a multi-perspective participatory heritage identification project**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Has a limited understanding of a community's basic social needs e.g. quality of life, equal opportunities, and community development. Knows the standard sources of information on a community's basic needs. Is aware of different types of heritage. Knows that people have the right to participate in the cultural life of their community.	To access information on basic social needs in the community. To set up simple participatory planning activities that involve the local community in heritage. To communicate the basic values that people hold for the heritage in your context. To address and interview people.	Sensitivity towards social issues that affect people in the area. Appreciates the different views that people have of heritage. Openness to engage with people's role in heritage planning.
5	Understands what constitutes a community's basic social needs. Familiar with the concept of sustainable development. Knows different ways of categorising heritage in public discourse. Knows different techniques for engaging people with heritage. Knows how to encourage participation in decision making through the locality's planning system.	To identify and analyse information on social issues in a familiar context. To collect basic information on community needs related to a familiar asset. To design and organise participatory planning activities to target different aspects of your communities in heritage. To communicate the values people relate to heritage in a familiar area.	Sensitivity towards social issues that affect people in their area. Appreciates the different views / values that people have for heritage. Acknowledges that different views / values for heritage can co-exist. Finds it important to engage with people's role in heritage planning.
6	Understands the theoretical issues related to public engagement being an essential aspect of heritage. Knows different techniques to engage people with heritage, including 'value assessment'. Is aware of mainstream and alternative meanings / values related to heritage and place making. Knows how to use culturally sensitive communication styles.	To collect a range of data on community needs as they relate to your phenomenon / community. To incorporates a range of values and voices into your work on heritage. To prepare participatory planning activities to assist the community to identify what heritage they value. To incorporate people meanings into the heritage identification process.	Is eager to learn the different views / values people have of heritage. Is willing to share values-based approaches that recognise that different values for heritage can co-exist. Finds it important to engage with people's role in identifying the values they may hold for heritage. Is willing to act as a facilitator and mediator.
7	Critically aware of social sustainability as a framework of sustainable community development and place making. Critically aware of the background / theoretical issues that have led to public engagement being an essential aspect of heritage. Knows different participatory planning techniques developed in the context of heritage and community development.	To design public engagement strategies for a variety of contexts. To apply the different theoretical approaches for (social) sustainability using a self-reflexive critical approach. To mediate between people's views / values for heritage that may be in tension with each other and represent their voices.	Has a critical interest in social theory. Eagerness to address social challenges through heritage. Willingness to share decision making with people in your area. Sensitivity to ethno-culturally specific communication styles when planning interview and participatory work.

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7 — Field: social sustainability - Context: town/region
To advocate for an inclusive and participative approach to heritage

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	Knows that everyone has a right to participate in the cultural life of the community. Is aware that cultural participation is positive for breaking social barriers. Knows the participation structures and cultural decision makers in your locality. Knows the necessary communication tools to reach your target group.	To encourage as wide a group as possible to participate in the cultural life of the community. To use appropriate communication and advocacy tools as instructed.	Accepts that everyone has a role in participating in heritage decision making. Finds it important to include the local community in the cultural activities you organise.
5	Knows how cultural participation can be a part in processes of social inclusion. Knows the civic and participative structures and related legislation in your region. Knows the relevant policy makers in your region.	To find and use the communication and advocacy tools that are suitable for your cause.	Finds it important to include a variety of (social, ethnic …) groups in the cultural activities you organise.
6	Is familiar with the inclusion, diversity and equality legislation as it is applied to the adult education and heritage sectors. Is aware of European Heritage Policy – professional and legal – on the ethics of public engagement. Understands the history of inclusion and diversity in social sciences and their role in cultural life.	To search for appropriate opportunities and connections to promote participation, involving all types of groups and communities. To develop your own approaches and techniques to promote participation, involving all types of groups and communities	Gives importance to inclusive and participatory approaches to heritage decision making. Keenness to refer to European standards in their work on public engagement and heritage decision making. Gives great importance to inclusive and participatory approaches to heritage decision making.
7	Strategic knowledge of public engagement techniques in the heritage and adult education, and key concepts such as dialogue, community, identity, memory and democracy. Is familiar with European Heritage Policy – professional and legal – on the ethics of heritage. Strategic knowledge of the cultural and political background for the heritage conventions (e.g. Faro) of the Council of Europe.	To actively contribute to policy formation on inclusion diversity and equality. To formulate strategies to include underrepresented groups in heritage work and aim at addressing this imbalance in the stories we tell of the past. To build capacity on inclusive and participatory heritage. To advocate within their professional sphere on the importance of inclusivity and participatory planning within the sector.	Gives great importance to inclusive and participatory approaches to heritage decision making. Has a critical interest in inclusion diversity and equality legislation. Has a critical interest in participatory planning for heritage. Advocates European standards in own work.

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8 — Field: identity - Context: site/asset
To link the asset to the social & cultural activities going on in the community

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	Knows how to find out information concerning local groups that use the site / asset. Can identify important local social and cultural activities that may be relevant to a familiar site / asset.	To define the local geographic area according to its historical, political and social context. To categorises different types of heritage at their site / asset. To assist at a community run event. To prepare a summary of local social and cultural activities going on in the community. To write simple messages to engage the wider community.	Finds it important that social and cultural activities are part of what makes a heritage site / asset valuable to its community. Friendliness and enthusiastic in their dealings with the community. Has a practical and positive approach.
5	Knows how to establish relationships with local groups that use or have used the site / asset and works with them to develop joint activities. Is aware of the political & decision making structures in the local community. Is aware of groups, associations & social life in the community.	To produce a variety of messages to communicate with local communities. To organise a community event, with support. To prepare appropriate communication to inform communities of opportunities to engage with a site / asset. To prepare reports on community outreach based on sound evaluation and a coherent data gathering strategy.	Values the fact that social and cultural activities are an important part of what makes a heritage site / asset valuable to its community. Friendliness and enthusiastic in their dealings with the community and can refer any problems that arise appropriately. Seeks to solve problems that arise using a practical and positive approach.
6	Is aware of the mission of the site/asset and how it can relate to participative and cultural activities in the community. Is aware of the socio-economic value of the asset for the local community. Knows how to identify groups in the area that may have a stake in the site/asset. but may not currently be involved with its interpretation.	To evaluate the relevance of a community initiative in relation to the mission of the site/asset. To monitor and evaluate social and cultural events at a site/asset to understand their impact on the site and the benefit to the community. To advocate the importance of social and cultural activities as an essential aspect of a heritage site/asset.	Believes strongly in the importance of social and cultural activities as an essential aspect of a heritage site/asset. Professional and fair in all their dealings with the community. Seeks to solve problems that arise using a practical and positive approach and is able to mediate between different groups where conflicts arise.
7	Knows how to establish good relationships with local decision & policy makers. Has theoretical knowledge about the role of participative cultural & heritage initiatives for inclusion & social sustainability.	To create and evaluate community outreach strategies in an inclusive way that improve social sustainability in a community. To advocate in the heritage sector the importance of social and cultural activities as an essential aspect of a heritage site/asset.	Professional and fair in all their dealings with the community. Finds it important to strengthen the role of heritage in social sustainability processes.

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9	Field: identity - Context: site/asset		
	To engage the local community using an approach grounded in inclusion, diversity & equality in the co-creative interpretation process of a heritage asset		

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	Knows that the way people communicate is influenced by their cultural background. Knows that it is all people's right to participate in the cultural life of their community. Knows standard techniques to address people. Knows that different people attribute different meanings to an asset/phenomenon.	To help run a community event or meeting. To follow "ground-rules" for inclusive co-creation processes. To use basic communication and social skills to work with a group. To set up – as instructed – simple participatory planning activities in your heritage asset involving diverse local groups.	Sensitivity to social issues. Finds it important to reach all groups in society. Open mind towards vulnerable groups. Values the social role of the site/asset he/she works in for the local community. Appreciates the different views that people have on your asset. Acknowledgement of cultural differences with a strong emphasis on cultural similarities.
5	Knowledge and understanding of community issues. Knows different techniques for engaging people with heritage. Practical knowledge on communication styles in different cultures. Practical knowledge of the role of meaning making processes in heritage interpretation.	To apply different techniques to run a community event or meeting. To involve local groups in meaning making reflections with reference to other local groups. To encourage locals to discuss possible roles of the asset at hand. To collect basic information on social issues and community needs as they relate to your asset. To design and organise simple participatory activities relating diverse groups to your asset.	Sensitivity towards inequality and social issues in his/her area. Values the role of cultural participative processes in building a sense of belonging. Empathetic, non-judgemental and respectful towards vulnerable groups. Willingness to encourage others to share their viewpoint.
6	Theoretical knowledge on communication styles in different cultures. Understands how culture and/or cultural differences permeate a dispute. Knows why cultural participation contributes to a sense of belonging. Knows public engagement and participatory planning processes that can be tailored to the community.	To help a group identify needs, opportunities, rights and responsibilities in relation to an asset. To prepare participatory planning activities to assist the community to identify what heritage they value. To develop material and techniques to help people / vulnerable groups reflect on meaning making and sense of belonging.	Sensitivity towards the range of meanings/roles that people may have for your asset. Values a diversity of meanings. Open view about public and cultural life. Values the role of heritage in creating a sense of belonging.
7	Profound knowledge of meaning making processes. Profound knowledge of processes to include vulnerable groups. Thorough knowledge of cultural codes related to different cultures.	To build links between main players and form partnerships with relevant local, national and international agencies. To act as a bridge between people of different cultures and can interpret cultural norms within and between groups. To make social values of cultural heritage more visible.	Willingness to take a personal stand in sensitive social issues. Willingness to share knowledge and expertise. Values the role of heritage for identity building and inclusion.

10	Field: regional development - Context: town/region **To brand the area/region based on the available (multi-) cultural and natural heritage assets**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Has an overview of the cultural heritage assets of the town/region. Has an overview of the natural heritage assets of the town/region. Has basic information on the culture, nature, history and social life in the town/area. Knows the appropriate media to connect to the public. Has an overview of what is 'typical' for the town/area.	To read literature on the cultural heritage of the town/region. To read literature on the natural heritage of the town/region. To identify phenomena that are specific/unique/typical for the town/area. To be able to report on the values / meaning attributed by the community(ies) to heritage assets in the town/area.	Values the town/region environment. Values the town/region heritage. Appreciates phenomena as symbols/ bearers of meaning.
5	Knows the cultural needs of visitors/tourists. Knows the market characteristics of the cultural offer in the town/area. Knows how sustainable development depends on assets, well connected to the values & identity of a community. Knows how sustainable tourism is related to genuine branding of the area.	To identify & analyse assets important & typical for the community. To create a mind map to connect site/asset/phenomena to common typical values. To identify the phenomena on which to base the branding process of the town / region. To define the brand's *mission*, i.e. a broad, inclusive and multi-cultural target in the branding process.	Finds it important to connect town/region phenomena with universal values. Finds it important to connect the local community with their (multi) cultural/natural heritage. Appreciates the different views and opinions that people have on their town/region multi-cultural and natural assets.
6	Good practical knowledge of values & meaning related to the cultural heritage of the town/region. Good practical knowledge on values & meaning related to the natural heritage of the town/region. Good practical knowledge of cultural marketing. Good practical knowledge of relationship marketing theories.	To define the system of values that characterize the town/region, starting from the phenomena. To connect town/region phenomena and their values to the defined branding goals. To define appropriate information systems for tourists &local public. To apply instruments to identify assets that characterize the community/area.	Finds it important to identify a territory and its community through the story of its phenomena and values. Appreciates the value of the authentic experience of the territory and the social relationship with the local community. Values heritage assets as an element that uniquely identifies the town/region and characterizes it towards the market
7	Knows how to identify the brand target value system. Has thorough theoretical knowledge on sustainable dev. and slow tourism. Has thorough theoretical knowledge of communication & marketing strategies. Understands how the brand's vision and values respond to the challenges of environmental and social change.	To develop policy papers for regional heritage branding. To build a regional brand communication plan. To create a shared planning network around regional branding. To help, train policy makers & stakeholders in this respect.	Appreciates the branding of a town/region as an interpretive act. Finds it important to develop narratives of a town/region through the interpretation of its multi - cultural and natural heritage. Finds it important to build a sustainable and long-lasting brand for the development of the town/region.

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11	Field: identity - Context: town/region
	To develop narratives highlighting the intercultural & self-transcending values to be found in tangible & intangible heritage in the area

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	Knows the principles of narratives. Has an overview of values to be found in the heritage in the area. Knows standard interview techniques. Knows that different target groups should be addressed differently. Knows about story structure.	To identify a story as relevant for the area and the heritage. To collect stories that are relevant for the area and the heritage. To tell a given story. To ask people to tell stories related to heritage. To define tangible and intangible heritage. To use media for storytelling appropriately.	Interested in storytelling. Willingness to use storytelling. Interested in promoting intercultural and self-transcending values. Likes using correct language in the stories you tell. Likes your stories to be well structured.
5	Knows how to structure a given story. Has an overview of concepts of intercultural and self-transcending values. Knows media to convey narratives. Knows which target groups exist in the area/regarding the heritage. Fair knowledge of correct syntax in your language. Basic knowledge of narratology.	To choose appropriate media for storytelling. To match underlying values in stories with concepts of intercultural and self-transcending values. To research possible target groups in the area/regarding the heritage. To apply narrative techniques as presented by a teacher/trainer. To try out different narrative structures.	Interested in conveying intercultural and self-transcending values using storytelling. Perceives self-efficacy in the use of storytelling for highlighting intercultural and self-transcending values. Likes the use of a correct language in narratives. Likes well-structured stories.
6	Knows how to structure a newly created story. Knows the theory of intercultural and self-transcending values. Knows how to adjust your language to age & target group. Knowledge of syntax, lexicon, phonetics, morphology of your language. Knowledge of the socio-linguistic aspects of your language (how to use it in different contexts). Knows how to adapt your language to the target group.	To create a story following general narrative principles. To use media for a self-created story. To match a self-created story with intercultural and self-transcending values. To use language in a creative way. To manage sociolinguistic conditions and particularities. To use different storytelling techniques and styles.	Eager to create stories that highlight intercultural and self-transcending values. Finds it important to act professionally based on pedagogical principles. Finds it important to act professionally based on identified values. Values quality in language use.
7	Thorough knowledge about the cultural backgrounds of different values. Knows different language registers for different target groups. Thorough knowledge of your language in terms of syntax, lexicon, phonetics, morphology. Thorough knowledge of the socio-linguistic aspects of your language.	To identify the variety of denotations/ meanings associated with an expression or a symbol in relation to cultural groups. To employ language creatively (in terms of phonology, morphology, lexicon and syntax). To effectively manage sociolinguistic conditions and particularities. To use different storytelling techniques, revealing personal resources.	Finds it important to introduce a multi-perspective heritage view to society. Willingness to take a position in approaches. Values the social qualities of a language. Willingness to share your knowledge and practice.

12	Field: regional development - Context: site/asset **To promote sustainable tourism, based on the values of heritage**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Knows where to find information on values & meaning related to a heritage asset/site. Knows the history of the asset/site. Knows the environment/context of the asset/site. Knows the characteristics of sustainable tourism.	To create a bibliography on the site/asset. To read the literature in relation to the site/asset. To identify site/asset phenomena. To create a mind map to connect site/asset phenomena to universal values.	Values the local environment. Values the local heritage.
5	Knows how the value & meaning of the site/asset is connected to the history of local groups. Knows other sites/assets and the touristic infrastructure in the area. Knows that sustainable tourism goes with the involvement of the local community for which the site/asset has meaning.	To relate the story of the site/asset to the collective history. To connect site/asset values to community values & European values. To connect the phenomena to the values expressed by the social groups for which the site/asset has meaning. To insert the site/asset in a thematic itinerary. To be able to establish relationships with the local community.	Finds it important to protect the environment. Finds it important to protect the local heritage. Finds it important to connect the local community with their heritage.
6	Knows general theories on the economics of the territory in which the site/asset is located. Knows general theories on sustainable development goals. Knows how to merge identified heritage assets and their value with existing marketing strategies of the community. Knows how to connect sustainable tourism goals to the values of the community.	To build an itinerary of sustainable travel around the site/asset. To align the meaning of the site/asset for the local community, with the sustainable development goals. To involve the local entrepreneurs in the sustainable tourism planning for the area. To foster authentic experiences of contact with local people and/or local nature.	Values local heritage as a fundamental factor for the sustainable development of a territory. Values slow tourism as a low impact solution for sustainable development. Values the involvement of the local community in the sustainability strategy of the area. Finds it important to share sustainability values with the visitors/tourists.
7	Knows and recognize non-impact media. Knows how to identify authentic accommodation facilities. Knows how to identify the dynamics of environmental impact. Thorough theoretical knowledge on sustainable development and slow tourism.	To create a shared planning network around cultural heritage, with the help of the local community. To develop sustainable tourism policy papers for the territory. To help, train policy makers, stakeholders in this respect. To develop a community market strategy for a series of assets with local value.	Willingness to share knowledge and expertise. Finds it important to promote values concerning sustainability. Finds it important to share the values and history of the community with the visitors/tourists.

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13	Field: learning - Context: site/asset **To use a heritage asset to develop competence oriented trans-disciplinary learning experiences**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Knows common definitions of heritage. Knows what trans-disciplinary learning is. Knows that a heritage asset can deliver multiple learning experiences. Knows what competence-oriented learning is. Knows what outcome orientation is.	To read literature about heritage and concepts of heritage. To be able to relate a heritage asset to learning activities. To use common or digital methods to convey learning experiences. To take learning settings and learning environments into account. To use competence-oriented tasks and activities as instructed.	Interested in instigating learning experiences as a facilitator. Aware of the multi-facetted options an asset can have for learning experiences. Open to using a trans-disciplinary approach.
5	Knows what a competence framework is. Has an overview of disciplines that can be relevant to the asset. Knows how to choose contents and objectives of learning. Knows common theories of learning (experiences).	To read literature about competence-oriented teaching and learning. To communicate different definitions and concepts of heritage. To choose between different disciplines to create a learning experience that is participant oriented. To select competences that should be addressed in a learning experience.	Perceives self-efficacy in facilitating a learning process. Confident that participant orientation is a key to handle a trans disciplinary learning experience.
6	Knows common competence frameworks and qualifications frameworks (e.g. EQF). Knows how to use a competence framework for designing a learning experience. Knows how a learning experience is designed based on a competence framework. Knows the conditions to facilitate competence-oriented learning.	To select a level of competences to design a learning experience. To connect competence descriptors with learning content and learning outcomes. To choose (digital) media to create a learning experience matching with special competences/competence levels. To select content from different disciplines according to a competence framework.	Finds it important to act professionally based on pedagogical principles. Finds it important to convey learning experiences with references to diverse disciplines.
7	Knows how to design a competence framework for a special learning experience. Thorough theoretical knowledge on competence oriented learning.	To analyse diverse competence descriptors in regard to the asset and the expected learning outcome of a learning experience. To take part in the developments of diverse disciplines that are connected with the asset. To develop heritage-based learning environments.	Awareness of the importance of professional beliefs to convey meaning successfully. Critical interest in competence- oriented learning design. Willingness to promote outcome orientation in learning.

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14	Field: learning - Context: town/region
	To design a heritage-based learning process for adult learners

EQF	Cognitive/knowledge	Activity/skills	Affective/attitude
4	Knows the objectives of the learning experience as planned. Knows the heritage context in which the learning experience will take place. Knows some didactic methods for place-based learning. Know basic details about the target group.	To plan the appropriate didactical methods as instructed. To be able to translate the objectives and learning into a time frame. To plan (heritage) contextualised tasks and activities for your course as instructed.	Values heritage as a learning context for the planned course. Is open to new learning styles and didactic methods for the course you plan.
5	Knows the learning resources that can be used in the heritage context you work with. Knows the learning styles, methods and curriculum designs you want to apply in your course. Knows the learning needs and deficits of the adult learners in your target group.	To select and apply the appropriate learning styles and didactical methods from a limited range. To translate the learning needs of the target group into course objectives. To plan (heritage) contextualised tasks and activities for your courses.	Values heritage as a learning context for your courses. Openness to new learning styles and didactic methods in your courses.
6	Knows how to detect the learning needs and deficits of adult learners. Knows different learning styles, methods and curriculum designs for a heritage based adult learning process. Knows about the learning resources learners bring in themselves.	To use your own expertise and the potential of the adult learners to design the learning process. To translate the objectives into a learning process. To translate theoretical knowledge into the heritage context you are familiar with. To develop relevant and contextualised tasks and activities for the learning processes.	Values heritage as a learning context for adult learning. Open mindedness towards new strategies and changes in the learning process. Open mindedness towards using new learning resources.
7	Possesses a critical understanding of learning psychology and its application to the design of learning interventions. Has a theoretical knowledge of adult education didactics and adult learning styles.	To be able to design learning objectives in terms of behavioural outcomes. To be able to choose and attune the resources to the demands of the individual adult learner and the group. To develop relevant and contextualised tasks and activities for learning processes in heritage contexts.	Values heritage as a learning context for adult learning. Willingness to share your knowledge concerning heritage-based learning.

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15	Field: learning - Context: town/region **To facilitate a heritage-based learning process for adult learners**		
EQF	**Cognitive/knowledge**	**Activity/skills**	**Affective/attitude**
4	Familiar with the design of the learning experience as presented by a mentor. Knows relevant background information of your target group. Knows the heritage context in which the course will take place.	To apply the appropriate learning styles and didactical methods as instructed. To apply group dynamic techniques as instructed. To provide contextualised tasks and activities as instructed.	Values heritage as a learning context for the course you plan. Openness to new learning styles and didactic methods in the course you plan.
5	Knows the learning resources that can be used in the heritage context you work with. Knows the learning styles, methods and curriculum designs you want to apply in your course. Knows the learning needs and deficits of the adult learners in your target group.	Being able to deal with heterogeneity and diversity in a group. To be a facilitator of practical knowledge. To guide adult learners to learn independently. To facilitate the meaning making processes of learners. To provide relevant (heritage) contextualised tasks and activities for your learners.	Values heritage as a learning context for your courses. Openness to new learning styles and didactic methods.
6	Knows the learning resources and opportunities heritage can offer. Knows about different didactical methods for heritage-based learning. Has theoretical knowledge of group dynamics.	To use heritage phenomena to build a learning environment. To be able to make use of the learning resources the adult learners bring in. To relate the learning to the everyday life and the heritage of the adult learners. To be able to use different learning methods, styles and techniques (including new media & ICT).	Values heritage as a learning context for adult learning. Creative and open minded towards new strategies and changes in the learning process. Open mindedness towards new learning resources. To be creative in selecting the learning resources. To be flexible in attuning or changing the learning process to the needs and progress of the learners.
7	To have thorough knowledge of human development and the stages of adult development. Thorough theoretical knowledge on learning resources and opportunities in heritage contexts. Thorough theoretical knowledge on place-based learning.	To build and manage heritage-based learning environments. To be able to align the learning process properly according to the delivery mode and context. To be able to attune the learning process to the living world & heritage of the learners. To be a facilitator of theoretical knowledge in a wide range of heritage contexts.	To value heritage as a learning context for adult learning. To be willing to share your knowledge concerning heritage-based learning.

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The DELPHI Competence Framework

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DELPHI Toolkit

Imprint

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