



COMPETENCY FRAMEWORK

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1. Objectives of the Framework

The proposed Competency matrix maps the competences required both for guides and other professionals of tourist destinations, and for the so called “ambassadors” (or relay persons).

The matrix will help trainers and educators to better identify competences that should be acquired by tourism operators, tourism guides and escorts, and other tourism professionals and people being mediators between operators and visitors, tourism professionals (restaurant, hotels, etc.) or non-professionals (volunteers, craftsman, senior, etc.).

It should help visualize how to:

- **Strengthen professional capacities** of adults working in the field of sustainable and cultural tourism
- Provide the **possibility for locals to acquire new skills**, able to offer new professional opportunities or to support the diversification of their current activity

The target group of this framework is twofold:

1- Tourist guides and, more generally, territorial tourist operators (tourist office, technicians of local authorities, tour operators ...) should acquire techniques of co-creation of discovery paths and should be able to better engage local know-how and knowledge in their tourism project.

2- Interested actors of the port’s life should better identify and communicate on the harbor heritage and should improve their abilities to share their experience and knowledge with visitors.

2. Characteristics to the HHST Competences framework

This matrix is based on an inventory of themes and competences necessary for the implementation of the tourism product developed, that was made by the partners of HHST.

2.1. The specificity of HHST

The project approach of HHST

To meet the different training needs, the Competences framework is **based on project approach**, where each participant, professional or not, acquires the required competences to find their own place/role in the local project.

To **be implemented in different types of ports**, the competencies selected are those considered essential for setting up and implementing the Discovery tours.

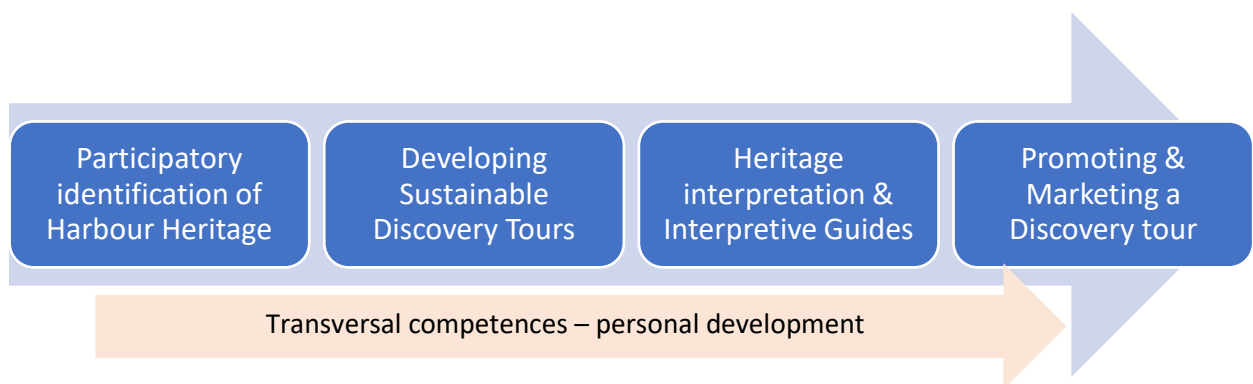
A modular framework

Therefore, the reference system is **modular**, i.e. adaptable to various learners' profiles and to different local projects.

Partners have developed a Competency matrix that corresponds to this new approach and not to a new job profile.

2.2. The HHST proposed learning path

The learning path of HHST follows the development of a tourism project development, starting with the identification of the port cultural heritage and ending with the promotion of the new tour. It also includes intrapersonal and interpersonal transversal competencies.



Each of these steps is developed in one specific module of the HHST learning course and targets, successively:

1. New ability to set up and lead a Heritage Participatory Workshop and to facilitate the co-creation of new discovery tours.
 - **Module 1 - Participatory identification of Harbour Heritage**
2. Ability to manage and implement these tours, based on sustainable tourism principles.
 - **Module 2 – Developing a new Discovery tour**
3. Capacity to guide the HHST tours, offering a new experience to visitors, and to engage the local community.
 - **Module 3 - Heritage interpretation & Heritage Ambassadors**
4. Ability to promote and put on the market the new cultural tour
 - **Module 4 - Promoting and marketing of a new tour**
5. Positive mindset, team working and communication skills
 - **Module 5 - Transversal competences**

The Course aims at developing the competences requested to co-create and implement a new Discovery tour, a small tourism project based on the participation of the community (the Heritage Participatory Workshops) and on the cultural heritage of the ports.

3. The main Competencies

The above learning path is developed through the main topics of the **5 learning modules** of the HHST learning content [see: <http://harbor-heritage.eu/en/e-learning-platform/>].

Each module targets the **15 competences** listed in the table below.

The HHST learning course support the development of most of the **8 Key competences identified by the European Union**¹ that allow every citizen to improve continuously their personal and professional skills and help them to **adapt to changes toward a sustainable society**.

- Literacy competence which includes the ability to communicate and connect effectively with others, in an appropriate and creative way.
- Competence in science, technology and engineering which involves being able to use knowledge and methodology, including observation and experimentation, to identify questions and to draw evidence-based conclusions.
- Digital competence which includes information and data literacy, communication and collaboration, as well as media literacy, problem solving and critical thinking.

¹ European Commission, Key Competences for Lifelong Learning – Education and Training, 2019. [Key competences for lifelong learning - Publications Office of the EU \(europa.eu\)](http://ec.europa.eu/eu-education/key-competences-for-lifelong-learning/)

- Personal, social and learning to learn competence which is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way. It is also the ability to cope with uncertainty and complexity and manage conflict.
- Citizenship competence which is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.
- Entrepreneurship competence which refers not only to the capacity to act upon opportunities and ideas, and to transform them into values for others, but also to creativity, critical thinking and problem solving, collaborative work and project management.
- Competence in cultural awareness and expression which involves understanding and respect for how ideas and meaning are creatively expressed and communicated in different cultures.

Modules	Targeted Competences <i>Be able to...</i>	Tourism professionals	Relay persons "ambassadors"	EQF level
Participatory identification of Harbour Heritage	• Develop a Heritage Participatory Workshops	X		4-5
	• Facilitate local dialogue between different people from relevant sectors	X		4-5
	• Inventory and diagnostic the 'hidden' Cultural Heritage	X		4-5
Development of new discovery tours	• Build a tourism offer based on discovery tours	X		4-5
	• Promote sustainable tourism	X	X	3
	• Manage and coordinate the discovery tours	X		4-5
	• Monitor the tourism offer	X		4-5
Heritage interpretation & Heritage Ambassadors	• Use Heritage interpretation techniques	X	X	3
	• Guide a new discovery tour in a port	X	X	3
	• Mentor/facilitate a group of 'relay persons'	X		4-5
Promotion and marketing of a new tour	• Define your priority & create a marketing plan	X		4-5
	• Create a visual identity	X		4-5
	• Identify and develop channels of promotion	X		4-5
Transversal basic competences	• Intra-personal skills	X	X	3 to 5
	• Inter-personal skills	X	X	3 to 5

4. Competency Matrix

The competences described below are a combination of knowledge, skills and attitudes, generally used by the European Qualification Framework:

- **Knowledge:** Knowledge is composed of the concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.
- **Skills:** Skills are defined as the ability to carry out processes and use the existing knowledge to achieve results.
- **Attitudes:** Attitudes describe the disposition and mindset to act or react to ideas, persons or situations.

This list of competencies should help answer one question:

“What do we need to know (Knowledge), to be able to do (Skills) and to feel (Attitude) in order to perform this task/action?”

Module 1: Participatory identification of Harbor Heritage

Competence 1.1: Develop a Participatory Workshops for Heritage

Knowledge	Skills	Attitude
The learner has general knowledge of the harbor socio-economic, environmental and cultural context	The learner is able to... share knowledge with others	The learner has... willingness to share knowledge
The learner is familiar with tangible and intangible heritage of the harbour.	organise meetings & workshops	The learner is multitasking
The learner has a good knowledge of the tourism sector/activity in the city	lead and facilitate workshops	

Competence 1.2: Facilitate local dialogue between different people from relevant sectors

Knowledge	Skills	Attitude
The learner can identify the main stakeholders on tourism and heritage in the city	The learner is able to... motivate stakeholders to participate in the workshop	The learner can... create confidence among various stakeholders
The learner knows about team building and conflict management	identify each participant's strengths and weaknesses	keep a discussion focused, while remaining flexible
	encourage all participants to take part to the discussion	stimulate discussion
	facilitate communication between participants	
	prevent and manage conflict between participants	

Competence 1.3: Inventory and diagnostic of the 'hidden' Cultural Heritage

Knowledge	Skills	Attitude
The learner knows about... techniques of inventory and diagnostic	The learner is able to... observe and share observation	The learner demonstrate curiosity
collecting data	register and organize information from different sources	The learner can be attentive to different points of view

transcribing audio into text	organize a field visit	the learner demonstrates analytical skills
	collect oral testimony	
	synthesis information from different sources	

Module 2: Development of new discovery tours

Competence 2.1: Build a tourism offer based on discovery tours to visit this heritage

Knowledge	Skills	Attitude
The learner knows... about the touristic potential of the local heritage of the port	The learner is able to... set the objective of the new tourism product (Tour)	The learner is open to the variety of publics
about the current / new trends of cultural tourism	define the visit priorities according to the local economic and social benefit potential of the tourism product	flexible and can adapt
about the strengths and weaknesses of our territory	develop a story around a theme	The learner has organizational abilities
about the local economic and social priorities of the port	detail the Discovery tour (duration, stops, possible adaptations, etc.)	
about the main practical elements of a Discovery tour	check and organise the route modalities	

Competence 2.2: Promote sustainable tourism

Knowledge	Skills	Attitude
The learner understands... the concept of Sustainable development	The learner is able to... integrate local sustainability on the new tour	The learner is able to... speak about sustainable development
how sustainable tourism relates to local heritage	promote traditional know-how through the tourism product (tour)	The learner is willing to engage the visitors in a sustainable approach
The learner knows about local development and local socio-economic context	consider the potential ecological impact of the new tourism product on the other sectors and stakeholders of the port	The learner is open to self-assessment
	identify possible sustainable mobility	The learner is able to identify and consider progress needed and improvement
	monitor and evaluate tourism product (tour)	The learner demonstrates critical thinking

Competence 2.3: Management and coordination strategy

Knowledge	Skills	Attitude
The learner knows... about the main elements of an action plan	The learner is able to... set goals for a project	The learner demonstrates... organizational ability

about slow tourism concept	involve stakeholders and locals in the implementation of the Tour	strategic thinking
	define common strategic lines with the main stakeholders	project management ability
	elaborate the main elements of an Action plan	ability for collaborative work
	define specifications of a sustainable discovery Tour	

Competence 2.4: Monitoring the tourism product

Knowledge	Skills	Attitude
The learner knows...	The learner is able to...	The learner demonstrates...
the most important sustainability indicators divided by criteria and indicators	develop a monitoring system based on ETIS	critical thinking
about the European Tourism Indicators System	read and analyze indicators	project management ability
How to use a spreadsheet to create indicators and charts	write a monitoring report	problem solving ability
	review and improve the action plan for the Tour implementation	

Module 3: Heritage interpretation & Heritage Ambassadors

Competence 3.1: Use Heritage interpretation technics

Knowledge	Skills	Attitude
Learners should be able to... explain what Heritage is	Learner is able to... identify tangible and intangible heritage in the harbor	Learner is able to... share with other his/her view on local heritage
outline the difference between tangible and intangible heritage	Classify local tangible and intangible heritage	evaluate and review their own appreciation/opinion on local heritage
list elements of the harbour heritage that could be highlight for visitors	Identify some “hidden” heritage in the harbor that could be valued	The learner is willing to use new way to share knowledge
The learner should know the objective of Heritage interpretation	propose experiences to visitors	The learner has the curiosity to learn more about a multi-perspective view.

Can list the main principles of Heritage interpretation	develop a narrative: connect local heritage to local history & culture	Willingness to include different perspectives in the presentation of heritage.
The learner understands how each item/heritage is connected to multiple stories	Be able to develop a narrative: connect local heritage to local history & culture	
The learner knows about European cultural diversity	provoke resonance in visitors and connect local heritage to European history & culture	

Competence 3.2: Guide a new discovery tour

Knowledge	Skills	Attitude
The learner knows... basic elements of local culture and history.	The learner is able to... ask people about their views	The learner is... interested in different views & perceptions, to be keen to know more about it.
how to link local history and culture to national history and culture	adapt the tour to possible change	Curious and eager to learn more about a multi-perspective view.

how to link local history and culture to European history and culture	manage time	The learner find to present a multi-perspective view of local heritage asset(s).
various cultural background leading to different perception	discuss about different point of views	
	identify and analyse terminological misunderstandings related to a specific cultural background	Find important
	self-evaluate the guided tour and improve it	

Competence 3.3: Mentor a group of 'resource persons'

Knowledge	Skills	Attitude
The learner is able to... Understand the notion of "ambassador" (resource persons)	The learner is able to... communicate easily with the ambassadors	The learner is willing to... communicate with locals and is open minded
identify local ambassadors	identify the need for new skills and training of the ambassadors	The learner is able to prevent or manage conflict within a team
identify all tasks and responsibilities to run the tour	manage a team and allocate tasks and responsibilities	The learner is willing to improve and progress

	coordinate and implement the tour within an agreed plan (timescale, participants, etc.)	
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Module 4: Promotion and marketing of a new tour

Competence 4.1: Define priorities and create a marketing plan

Knowledge	Skills	Attitude
The learner knows about... the difference between communication and marketing	The learner is able to... define criteria to develop the identity of the Tour	The learner demonstrates... Creativity
different approaches of marketing	become a “treasure seeker” – to recognize potentially interesting stories	Confidence and ability to support heritage promotion.
the basics of communication and marketing technics	implement knowledge on communication to promote harbor heritage	Willingness to bring people closer to heritage by pulling them in by interesting and “catchy” stories.
	produce an original presentation of the Tour on different media	

Competence 4.2: Create a visual identity

Knowledge	Skills	Attitude
The learner knows... what is a visual identity	The learner is able to... identify the most appropriate elements that are to become a part of the visual identity	The learner is willing to... tell story on heritage through graphic design elements and other visuals
the main characteristics of different media	create content for different media (social networks, web site, newspaper...)	transfer a message and knowledge to greater number of people
	adapt the content according to different media	
	cooperate with graphic designers.	

Competence 4.3: Identify and develop channels of promotion

Knowledge	Skills	Attitude
The learner is able to... identify promotional channels	The learner is able to... research the best promotional channels for the Discovery tour	The learner is willing to... reach the widest possible audience.
The learner knows about social networks, radio and TV promotion, flyer dissemination.	find the most effective ways to effectively use different channels.	dig deeper into different formats, get to know them and identify different relations between format and content.

	adapt to different media and make content suitable for different media	satisfy curiosity
	back up the marketing input with results and reactions of the audience	

Module 5: Transversal basic competences

Competence 5.1: Intra-personal skills

Knowledge	Skills	Attitude
The learner knows... What can be intra-personal skills & soft-skills	The learner is able to... keep the focus and concentration on a specific task	The learner is willing to... give the best of her/himself for the interest of the higher aim of the project
The learner is aware of the importance of personal development	keep in touch with the whole project and is aware of her/his own position in the process.	strive to develop personal knowledge, capabilities and skills
The learner understands how intra-personal skill development helps enhance the quality of life and work	proceed to self-evaluation and self-reflection	better understand others

The learner understand that intrapersonal skills are to a certain extent related to the culture and the environment		
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Competence 5.2: Inter-personal skills

Knowledge	Skills	Attitude
The learner knows about different audiences having different interests in a common project	The learner is able to... communicate clearly	The learner is willing to communicate with others
interaction in a group	manage her/his time	cooperate with others
intercultural knowledge	cooperate within a group	The learner is open to different audiences
	The learner has ability for public speech	The learner is willing to create a pleasant working atmosphere that will encourage and develop one's creativity
	The learner is able to adjust her/his own steps in the process	



Harbor Heritage Story Telling