

Following is a competence framework developed based upon a best practice collection and focus group results in partners countries and with reference to the Post Human Architecture methodology and New European Bauhaus goal and values (EU, 2022):

The New European Bauhaus is a creative and interdisciplinary initiative that connects the European Green Deal to our living spaces and experiences. The New European Bauhaus initiative calls on all of us to imagine and build together a sustainable and inclusive future that is beautiful for our eyes, minds, and souls.

(New European Bauhaus, 2022)

Prior to focus group organisations each partner selected and presented two best practices from each country followed up by stakeholder analysis and engagement presenting best practices as an example of Post Human Architecture in practices. A stakeholder matrix was designed, and relevant stakeholders then participated in focus group discussions to further define competencies necessary for the application of the Post Human Architecture approach in project management, focusing on soft skill.

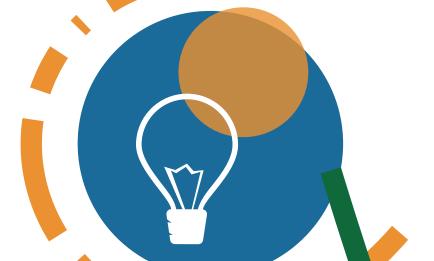
The objective of the skills and competence framework was to create a self-assessment grid that can both be applied in training and self-learning. The framework includes definition and descriptors for each competence defined further elaborating on the necessary knowledge, skills and attitudes relevant for this competence.



FOCUS GROUP ORGANISATION AND PARTICIPANTS

The competence framework for post human architecture was developed based upon identified skills of 5 focus groups in 5 partner countries. Participants in the focus group included architects, interior architects, cultural managers, academics, designers, Phd and masters' students of different disciplines, UX design experts, natural scientists, trainers/teachers, anthropologists, archaeologist, community, tourism and environmental managers, students in creative sustainability and community members, counsellors, technical experts, engineers etc. The selection of stakeholders was based upon Byrson and Humphrey stakeholder matrix involving stakeholders with different function, approach and involvement in project development and use of project results, see the picture below (Byrson, J. & Humphrey, H.H., 2004).

Stakerholders approach by which means						
Inform	Consult	Involve	Collaborate	Empower		
Promise	Promise	Promise	Promise	Promise		
will inform	We will keep	We will work with	We will	We will imple-		
you			in-corporate	ment what you		
	•	'	1	will decide		
	•		and			
			recom-men-			
	•	•	dations to the			
	your input	feedback on how	maximum			
	influenced our	your input influ-	extent.			
	decisions.	enced our decisions.				
	Inform Promise will inform	Inform Consult Promise will inform you Promise We will keep you informed, listen to you and provide feedback to you on how your input influenced our	Promise will inform We will keep you informed, listen to you and provide feedback to your on how your influenced our will inform you brownise We will keep We will work with you to ensure that your concerns are considered in alternatives considered and provide feedback on how your input influenced our	InformConsultInvolveCollaboratePromise will inform youPromise We will keep you informed, listen to you and provide feedback to you on how influenced ourPromise We will work with you to ensure that you to ensure that your concerns are considered in alternatives consid- recom-men- dations to the maximum your input influ- extent.		



FOCUS GROUP ORGANISATION AND PARTICIPANTS

Participants	Contact list						
	Inform	Consult	Involve	Collaborate	Empower		
Creating Ideas for strategic interventions (skills, challenges, designs, and solutions)		Organisa- tions / experts involved in defining skills for PHA?	Key stakeholders, public bodies involved on strategic and local level.				
Building a winning coalition (around PHA, training and community design and adoption)				Participating organisa- tions in PHA pilot train- ing.			
Implement- ing, monitor- ing and evalu- ating (training and support)					Participants in PHA pilot training		



The groups included both potential participants in PHA training, possible trainers, professionals, researchers as well as policy makers and engaged community members.



THE TOP 10 COMPETENCIES FOR POST HUMAN ARCHITECTURE

Results from each focus group were analysed by coding, themes were constructed and based upon them, 10 skills and competences for Post Human Architecture project managers were defined. These themes were then reviewed by the partnership and final selection made. Based upon the final selection, a description of each skill was drafted to be used for self-reflection and as a basis for developing training methodologies and content.



Community engagement

active listening, engagement, awareness and understanding of community values



Embody sustainability values

natural processes and protection, economic sustainability, circular economy, recycling and consumption



Active Leadership for sustainability

self-sufficiency, collaboration and facilitation skills, openness and lobbying for change



Ecology

knowledge on ecosystems, biology and biological diversity, circular economy, inter-speciesism, harmful materials (chemistry) and the non-human perspective



Cultural sensitivity

history, storytelling, anthropology, community identity and culture





THE TOP 10 COMPETENCIES FOR POST HUMAN ARCHITECTURE



Embracing complexity in sustainability

cross sectoral and multidisciplinary approaches, interactive approaches, political insight, problem solving attitude, stakeholder engagement system and transversal thinking



Technology literacy

technology, application of technology for sustainability



Design thinking

aesthetic skills/attitudes, design thinking method, human oriented egocentric design approaches



Foresight – Envisioning sustainable futures

creativity, futuristic or visionary perspective, social innovation mindset and solution orientation



Inclusion

bottom-up approaches, emotional intelligence, empathy, equality, ethics, ethnography/observations skills, humility (humble), respectful, flexible and awareness of social needs and values

Of the 10 competencies defined in PHA focus groups 4 are closely related to the European sustainability competence framework (GreenComp) or; valuing sustainability (no. 2), active leadership for sustainability (no. 3), embracing the complexity of sustainability (no. 6) and foresight for sustainability (no. 9) (GreenComp, 2022, pp. 15-16).

GreenComp is designed to be a non-prescriptive reference for learning schemes fostering sustainability as a competence. Post Human Architecture is closely correlated with sustainability as it means prioritising the needs of all life forms and the planet by ensuring that human activity does not exceed planetary boundaries.



A self-reflection grids were designed based upon the findings from the focus groups and related to the best practices defined as well as the New Bauhaus ideology. The framework is elaborated and designed based upon a best practice from the Erasmus+ SOSTRA (Soft skills Training and Recruitment of Adult Educators) framework with the aim of creating a common ground for a shared competence framework approach on European level (SOSTRA, 2022).

Each competence is further elaborated by examples of learning descriptors presenting knowledge (K), skills (S) and attitudes (A) or KSA's.







COMMUNITY ENGAGEMENT

A good level of community engagement competences means that you can engage with community and community members that you are genuinely interested in, and you understand underlying values of the community you are working for or within and how they are related and possible align or conflict with your own and community members values.

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge and understanding about community character and history (K)
- Knowledge and understanding of personal and community values (K).
- Skills of an active listener, able to concentrate and pick up information and insights from a conversation (S).
- Skills to summarise what you hear and discover in your engagement (S).
- Skills to make sense and meaning from your engagement and listening (S).
- Attitude of being Interested in people and what they have to say (A).

On scale 1-10 to what extent have you developed this specific competency?



2. EMBODY SUSTAINABILITY VALUES

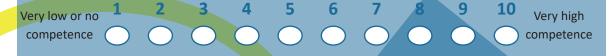
Sustainability means prioritising the needs of all life forms and the planet by ensuring that human activity does not exceed planetary boundaries. Having this competence means to embody and understand sustainability values by ((GreenComp, 2022, pp. 17-19):

- reflecting on personal values and their alignment with sustainability values.
- supporting fairness, equity, and justice to current and future generations as well as learning from previous generations for sustainability.
- promoting nature, respect needs and rights of other species and nature itself to restore and regenerate healthy and resilient ecosystems.

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge on main views on sustainability: human-centric, technology-centric (ecological problems) and nature-centred, and how they influence assumptions and arguments (K).
- Knowledge on ethics and justice for the wellbeing of current and future generations depended on nature wellbeing (K).
- Skills to articulate and negotiate sustainability values and principles objectively (S).
- Skills to apply equity and justice as criteria for environment preservation and sustainable use of natural resources (S).
- Skills to assess own impact on nature and design steps for individual contribution to sustainability (S).
- Attitudes that enhance sustainable actions and behaviour (A).
- Attitudes of care about harmony of nature and human existence (A).
- Attitudes of respect to interests of future generations (A).







3. ACTIVE LEADERSHIP FOR SUSTAINABILITY

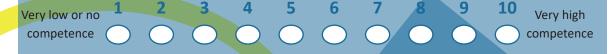
A good level of leadership and active engagement for sustainability for practitioners in post human architecture initiatives and projects include (GreenComp, 2022, pp. 25-28):

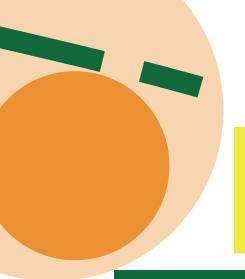
- Political agency to navigate and understand political systems and effectiveness of policies, responsibility, and accountability of behaviours for sustainability.
- Taking initiative and/or taking part in collective action for change in collaboration with others.
- Lead by an example by taking individual initiative and contributions to sustainability

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge on interdisciplinary and intercultural nature of sustainability problems as well as divergent views to initiate systemic change (K).
- Knowledge on policies and political responsibility related to nature wellbeing (K).
- Knowledge on how and who to work with to create vision for a sustainable future (K).
- Knowledge on preventive actions or inactions to protect wellbeing of all life forms (K).
- Skills to identify social, political and economical stakeholders related to sustainability (S).
- Skills to synthesise interdisciplinary data and information on sustainability (S).
- Skills to create transparent, inclusive and community driven processes (S).
- Skills on how to contribute and act promptly in face of uncertainty for sustainability (S).
- Attitudes of commitment in looking at sustainability challenges from different angles (A).
- Attitudes demanding political accountability for sustainability (A).
- Attitudes of engaging with others to challenge status quo (A).
- Attitudes of confidence in one's ability to anticipate and influence sustainable changes (A).

On scale 1-10 to what extent have you developed this specific competency?







ECOLITERACY

A good level of ecoliteracy competencies includes knowledge about biological diversity, ecosystems, inter-speciesism, circular economy, waste-management, recycling, climate changes and nature protection and policies.

Following descriptors, knowledge, skills and attitudes are developed from Daniel Colemans, Lisa Bennett and Zenobia Barlow article "Five Ways to Develop Ecoliteracy" (2013).

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge and understanding of natural systems that make life on earth possible (K).
- Knowledge and comprehension of ecological and social crises we face and their interdependencies (K).
- Knowledge and understanding on how nature sustains life and learn from it (K).
- Skills to explore and experience the far reaching implications of our modern society, actions, like use of fossil fuels, on climate change (S).
- Skills to forecast and anticipate environmental crises of our current and future actions (S).
- Attitude of empathy for all forms of life (A).
- Attitudes of embracing sustainability as a community practice (A).

On scale 1-10 to what extent have you developed this specific competency?





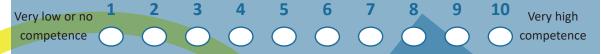
5. CULTURAL SENSITIVITIES

A good level of cultural sensitivity or awareness is the knowledge, awareness and acceptance of other cultures and cultural identity. Developing cultural competence is a process where you learn about other cultures and constantly reflect on your own biases and prejudices in your communications with people from different cultural backgrounds than your own (Guzman, R.M.T., Durden, T.R. Taylor, S.A. Guzman, J.M, Potthoff, K.L., 2016).

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge and understanding on global and cultural norms, diversity, and historical and ethnic background (K).
- Knowledge and understanding on the implications and effects of dominant culture (your own) on your perspective, racism, stereotyping, discrimination, and xenophobia (K).
- Skills to engage in cultural self-assessment to understand how one's actions affect others and what is accepted in social interactions in different cultures (S).
- Skills in intercultural communications and engagement with people from different backgrounds, cultures, minority, and marginalised groups (S).
- Attitudes of tolerance and empathy towards differences in cultures (A).

On scale 1-10 to what extent have you developed this specific competency?





6.

EMBRACING COMPLEXITY IN SUSTAINABILITY

SA good level of competence in embracing complexity in sustainability is demonstrated in competences in (Bianchi, G., Pisiotis, U., Cabrera Giraldez, M., 2022, pp. 19-22):

- System thinking considers all sides of sustainability problems and how elements interact within and between systems.
- Critical thinking to assess information, identify assumptions, challenge status quo, reflect how personal, social, and cultural backgrounds influence thinking.
- Problem framing related to sustainability, people involved, time and geography, to identify approaches to anticipate, mitigate and prevent problems.

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge that every human action has environmental, social, cultural, and economic impact (K).
- Knowledge and understanding of greenwashing or unproven sustainability claims (K).
- Knowledge and understanding in just, fair and inclusive sustainability actions from different stakeholder perspectives (K).
- Skills to describe sustainability as a holistic concept for environmental, economic, social, and cultural issues (S).
- Skills to analyse arguments, ideas, actions, and scenarios to determine their credibility (S).
- Skills in transdisciplinary approaches in framing challenges (S).
- Attitude of concern about long- and short-term impact of personal actions on others and the planet earth (A).
- Attitude of trust in science even when not completely understanding scientific claims (A).
- Attitude of empathy and engagement in framing and understanding potential sustainability challenges (A).



Very low or no 1 2 3 4 5 6 7 8 9 10 Very high competence Competence



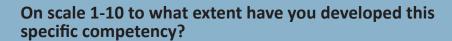


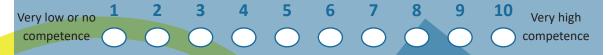
TECHNOLOGY LITERACY

A good level of technology literacy competent individuals understands what technology is, how it is created, and how it shapes society, and in turn is shaped by society. A technologically literate person is comfortable with an objective about technology (ITEEA - International Technology Education Association, 2007).

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge about what technology is, how it is created and shapes and is shaped by society (K).
- Knowledge on functionality, processes and ethical concerns related to digital content and technology (K).
- Skills to evaluate technological information, processes, and context (S).
- Skills to use and maintain technological products and systems (S).
- Skills to diagnose and troubleshoot operating systems and understand designing principles behind them (S).
- Attitude of openness and self-reliance in their relationship with technology (A).
- Attitude of patience and optimism in relation to technology, both in relation to challenges and potential in current and future usage (A).









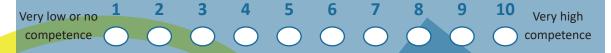
8. DESIGN THINKING FACILITATION

A good level of design thinking facilitation or coaching competences calls for understanding of the Design Thinking process in problem solving in different scenarios and disciplines. The main role of a coach or a facilitator is not to lead but to enhance and facilitate the creativity and contribution of the group or the team (Iverson, 2019).

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge on the Design thinking process, importance, and interactions of each step, empathise, define, ideate, prototype and test (K).
- Skills to be able to empathise, listen and analyse current and potential stakeholders and users to develop solutions that fits their needs, values, behaviour, and expectations (S).
- Skills to effectively use Design thinking tools like journey maps, integrative thinking, brain writing/storming, mind-maps and prototyping.
- Skills in interviewing and active listeners and designing surveys.
- Attitude of openness, active listening, and engagement in the creative process (A).
- Attitude of trusting the Design Thinking process (A).
- Attitude of being inclusive and trust in the ability of participants to contribute (A).

On scale 1-10 to what extent have you developed this specific competency?





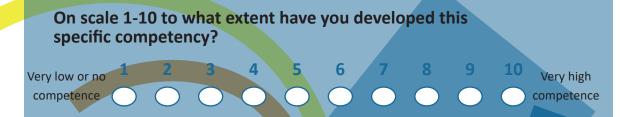
9. FORESIGHTS IN ENVISIONING SUSTAINABLE FUTURES

A good level of foresight or envisioning sustainable futures is demonstrated in alternative scenarios and identifying steps needed to achieve preferred sustainable futures. These competences include (Bianchi, G., Pisiotis, U., Cabrera Giraldez, M., 2022, pp. 23-25):

- Futures literacy by imagining scenarios and identifying steps for a sustainable future
- Adaptability to face and manage challenges, uncertainties, ambiguity, and risk.
- Exploratory and relational way of thinking, experiments and interdisciplinarity.

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge and understanding of the difference between expected, preferred, and alternative sustainable futures (K).
- Knowledge that consequences of human actions on the environment are often complex, unpredictable, and uncertain (K).
- Knowledge on the interdisciplinary nature of sustainability challenges and necessary disciplinary professions and divergent views needed to initiate systemic change (K).
- Skills to envisage alternative futures for sustainability, grounded in science, creativity, and sustainability (S).
- Skills to consider local circumstances in dealing with sustainability issues (S).
- Skills to synthesise information and data on sustainability from different disciplines (S).
- Attitude of being aware of the influence of actions on oneself and community (A).
- Attitude of aborting unsustainable practices and trying alternative solutions (A).
- Attitude of commitment to consider sustainability challenges from different angles and perspectives (A).



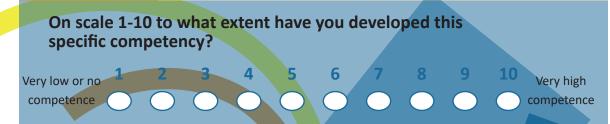


10. INCLUSIVENESS

A good level of inclusive excellent behaviour and competency is a person that actively seeks and engages with diverse perspectives, identifying and mitigating bias and barriers to personal, institutional or process level of inclusion (Keasley, 2019). Inclusiveness refers to creating an environment that genuinely, actively supports diversity, inclusion and belonging (Dwyer, 2021).

HAVING THIS COMPETENCE MEANS THAT YOU POSSESS:

- Knowledge and understanding on different cultures and cultural norms and the importance of cultural understanding and inclusion (K).
- Knowledge and understanding the meaning of inclusion and its application in communication between cultures and with marginalised groups (K).
- Knowledge about systemic inequities and system oppression, including mental models (K).
- Skills to listen and ask open ended questions to explore different cultures and perspectives, reframing and building up understanding and insight (S).
- Skills to look beyond your own point of view to consider how someone else might think or feel about something (S).
- Skills to understand and change systems and structures that work against inclusion (S).
- Attitude of openness and respect to a variety of ideas, personal styles, and practices (A).
- Attitude of wanting to build meaningful connections with people that are different from you, challenging our expectations (A).
- Attitude of courage to change your mind, challenge yourself and your personal biases (A).





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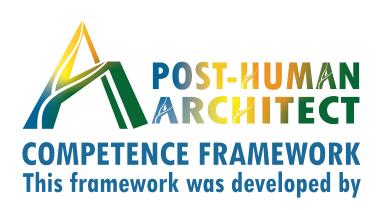
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FARM CULTURAL PARK













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