ENTRE4ALL:

OPEN BADGES REPORT

Partner organisations:

INFORMATION ABOUT OUTPUT

OUTPUT:

IO3 DIS-ENPRENEURSHIP WEB PORTAL/APP FOR COMMUNITY CENTRES: THE OPEN BADGES ECO-SYSTEM

ACTIVITY:

IO3-A2: DESIGN THE ECO-SYSTEM FOR THE IMPLEMENTATION AND OF THE OPEN BADGES

PROJECT INFORMATION

PROJECT:

ENTRE4ALL

PROJECT TITLE:

ENTRE4ALL COMMUNITY SUPPORT CENTRES: AN INNOVATIVE OUTREACH PROGRAMME TO EQUIP ADULTS WITH DISABILITIES WITH KEY COMPETENCES (SOCIAL, ENTREPRENEURIAL AND DIGITAL)

ACRONYM:

ENTRE4ALL

PROJECT NO.:

2019-1-S101-KA204-060426

PROJECT COORDINATOR:

CENTER PONOVNE UPORABE (CPU), Slovenia

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1. Introduction – Aims and Activities of IO3

IO3 corresponds to the 'ENTRE4ALL inclusive eco-system for teaching, learning and assessment of entrepreneurial skills through the digital badges'. In this Intellectual Output 3, the eLearning platform will be developed including the design of the learning assessment and the design of the open badges. The previous activity refers to the benchmark survey to identify the current state of each partner country, the Competence Framework and the EDUCATIONAL PACK. Therefore, the main aims of IO3 are to:

- Create an interactive map where social entrepreneurship practices will be presented
- Design the eco-system based on the Competence Framework in order to identify, recognise and validate the skills to be obtained by disabled asults;
- Develop the eLearning platform which will include related tools, resources and teaching material to enable the implementation of the ENTRE4ALL programme.
- Design and intergrate the ENTRE4ALL Open Badges on the eLearning platform

This guide provides more information regarding the following:

- Theoretical background of the methodology used.
- Description of the ecosystem designed here in relation to the structure, criteria and description for issuers, graphic design, technological integration with the e-platform and endorsement procedure
- Practical guidelines for issuing an OPEN BADGE by using the open platform developed.

2. Open Badges

Open Badges are a digital representation of skills, learning outcomes, achievements or experience such as:

- Hard skills: knowledge, competences, etc.
- Soft skills: critical thinking, communication, etc.
- Participation and community involvement
- Official certification
- Authorization

An Open Badge is an innovative system used in the USA and many EU countries for the validation and recognition of learning, using the OB technology offered as an open educational resource. It is a technology which promotes open access and participation of all stakeholders involved in badges process, while allowing the creation of synergies between the learners-earners, the issuers (i.e. schools, stakeholders, enterprises, NGOs including trainers/ volunteers as facilitators) and the badge consumers (i.e. formal education, public authorities, official bodies, (potential) employers). This will lead to the endorsement process leading to a transparent, transferable, valid and credible validation of a body of skills and knowledge related to a set of competences.

The Open Badges system is a very inclusive solution: it enables anyone to get actively involved in designing, testing, implementing and promoting the learning outcomes and achievements. This is what major European documents on Recognition are calling for, as well as Erasmus+ in emphasizing the "transparency and recognition of skills and qualifications to facilitate learning, employability and labour mobility: priority will be given to actions promoting permeability across education, training and youth fields as well as the simplification and rationalisation of tools for transparency, validation and recognition of learning outcomes. This includes promoting innovative solutions for the recognition and validation of competences acquired through informal, non-formal, digital and open learning" (Horizontal Priorities).

An Open Badge is visual verified evidence of achievement. It has a visual part (image) and meta-data, which is encoded in the image. Each digital badge must comply with the required standard data fields, such as: issuer, date of issue, description of the badge, link to assessment criteria, link to evidence of what a badge owner is claiming, link to a specific competence framework and tags, which puts an Open Badge in relation to specific context.

3. Benefits of Open Badges

The following are some of the benefits of Open Badges:

- Badges can demonstrate a wider range of skills and achievements of a learner acquired through formal, non-formal and informal learning methods and activities.
- Badges are portable and verifiable digital objects. All this information may be packaged within a badge image file that can be displayed via online CVs and social networks.
- Each Badge includes the description of the achievement: i.e., it describes the particular path a learner undertook for his or her achievement, accompanied by the evidence to support the badge award.
- Each Badge includes information about the earner's identity, a link to information about the issuer and a link to a description of what a badge represents.
- Badges can be used to unlock learning and career pathways. They can be used to support individuals to achieve learning goals, to provide routes into employment; and to nurture and progress talent within organizations.
- Badges can represent personal attributes that matter to employers (such as digital literacy)
- Badges can be used in a professional or educational context. Thousands of organizations, including non-profit organizations, major employers or educational institutions, issue badges in accordance with the Open Badges Specification.

4. Key Elements

5.1. Issuer

The issuer defines a competence that could be acquired by a user, designs the learning material for it and assesses the users with regards to the acquisition of the competence. The issuer then creates a relevant badge and makes it available for earning by any user. For each badge, the issuer should make available details of the criteria that an earner must meet in order to be awarded the specific badge. The reviewer of an assessment compares the evidence provided by the earner against the specific badge criteria.

Any individual or organization can create an Issuer profile and begin defining and issuing Open Badges. This is done by a diverse range of organizations and communities, including:

- Schools and universities
- Employers
- Community and non-profit organizations
- Government agencies (including NASA)
- Libraries and museums
- Event organizers and science fairs (Including Intel)
- Companies and groups focused on personal development (such as the ENTRE4ALL consortium)

An entity that can be described with a name, a description, a URL, an image, and an e-mail address is a potential candidate to become an issuer. Furthermore, it needs a technology platform that supports the Open Badges Specification in order to issue Open Badges.

5.2 Badge Issuing Platforms

Many companies have badge issuing platforms, compliant with the Open Badges Specification. They provide a wide range of services which allow non-technical users to issue Open Badges credentials. The platforms used for issuing Open Badges offer a variety of custom services including online badge designers, badge discovery, issuing, assessment workflow, display, user profiles, social sharing and tools to integrate with existing learning systems. All Open Badges issuing platforms allow recipients to export their badges to other online options. This allows users to stack and share their badges earned on different platforms and to choose their own spaces to establish their identity on the web.

5.3. Earner

Open Badges help recognize skills gained through a variety of experiences, regardless of the age or background of the learner. They allow earners to get awards for following their interests and passions, and to unlock opportunities in life and work by standing out from the crowd. Earners have to register on the organization's platform and can claim a badge when the pre-defined criteria have been met during the evaluation phase.

5.4. Evaluation

There are different options for the assessment process:
- Asynchronous assessment: learners seek out the assessment when it is convenient for them instead of being required to take an exam at a pre-determined time.
- Stealth assessment: assessment and awarding badges can happen automatically and provide immediate feedback.
- Portfolio assessment: work samples, projects and other artefacts the learner has produced can be used as evidence for claiming a badge.

5.5. Displayer

Open Badges are designed to be shared. By sharing them, individuals exhibit their achievements to others and turn them into a valuable currency to unlock new opportunities. Displayers can utilize the Displayer API for retrieving earner badges from the Mozilla hosted Backpack. Mozilla set up the first Backpack in 2011. Most issuing platforms provide users with the ability to connect and store their badges to this Backpack. When retrieving badges form the earner's Mozilla Backpack

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of the European Union

(using the account connected to the email address), the displayer will only be able to access those badges that the earner has chosen to be public.

Badges can also be shared:

- On blogs, websites, e-Portfolios, and professional networks
- In job applications
- On social media sites - Twitter, Google+, Facebook, LinkedIn
- In an e-mail signature

5. Technical Aspects

An earnable badge is defined as a badge class, using a variety of data items including descriptions, criteria and information about the issuing organization. When an issuer decides to award that badge to a specific earner, he or she creates a badge assertion. A badge assertion describes the data for an awarded badge. It includes the earner's identity and a link to the generic badge class, which in turn is linked to information about the badge issuer. All the data for the badge is defined using JSON structures. To award a badge to an earner the issuer creates a badge assertion in JSON.

The image for a badge should be a square PNG (or SVG). The file size should be a maximum of 256KB and should not be smaller than 90 px square.

Things you can verify and explore in a badge:

- Details about the organisation issuing the badge
- What the individual has done to earn the badge
- The criteria that the badge has been assessed against
- That the badge was issued to the expected recipient
- The badge earner's unique evidence (optionally included)
- When the badge was issued and whether it expires

6. Institutional Endorsements

Badges are like commercial products that have to be endorsed by a certain celebrity or institution in order to be promoted in a wider sphere and to gain the support of the consumer. In this section, institutions from public and private sectors, which are endorsing open badges as a recognition tool and the importance of endorsing a badge within the ecosystem will be highlighted.

7.1. Governmental Institutions

The Council of the European Union is one of the intergovernmental institutions which have expressed their support to the open badges as one of the nonconventional approaches to recognize someone's work. In a conclusion made by the Council and the Representatives of the Government of the Member States released in November 23, 2016, it was stated that "To appeal to young people and to ensure greater impact on their lives, new settings where young people spend their time, such as modern city infrastructure and virtual space, as well as new approaches using innovative online and offline tools (such as gamification, GPS based activities, learning badges or design thinking), should be reflected upon and taken into account in the further development of education and training of youth workers." (Council of the European Union, 2016). This statement affirms that learning badges such as open badges are one of today's trends in recognizing learners' skills and knowledge acquired by training.

Within the EU, the Lithuanian National Commission for UNESCO together with the Lithuanian Association of Non-Formal Education recommend the use of open badges to other UNESCO affiliated schools in the country (Lithuanian National Commission for UNESCO, 2016).

Aside from these EU bodies, in 2013 the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), funded a study which "explores the feasibility of developing and implementing a system of digital badges for adult learners and the implications for policy, practice, and the adult education delivery system" (Finkelstein, Knight, & Manning, 2013). In the US, the following institutions have a long tradition implementing the open badges system as a recognition tool:
- EDUCAUSE- a leading association in the field of information technology focusing on higher education.
- The Society for Science and the Public administers the Intel International Science and Engineering Fair (Intel ISEF), - the largest precollege science completion in the world.
- The American Association for State and Local History
- The Yale Centre for Emotional Intelligence

These institutional endorsements from various governmental bodies show that open badges are a legitimate tool to be considered and one of the trends of the 21st century which should be further explored in the field of formal and non-formal education.

7.2. Private Sector's Endorsement

Aside from Mozilla Foundation which started with the idea of open badges, various entities in the private sector have been using open badges. For instance, the American company Microsoft "developed a badge system for the Partners in Learning Network (PiLN) of educators and school leaders to promote technological competencies and relevant skills in today's digital age." (Chow, 2014). On its official website, the company explains why they are offering badges: "Your digital badge allows you to easily share the details of your skills in a way that is trusted and verifiable" (Microsoft, 2016). One of the well-known institutions which is using open badges is the National Aeronautics and Space Administration (NASA). In 2012, NASA together with Project Whitecard and the Wheeling Jesuit University collaborated to convince the California Academy of Science to implement Mozilla's open badges system in "recognizing life's achievements" (NASA, 2016). Aside from companies, formal education institutions have been also using open badges as a recognition tool. In Europe, some of these institutions include Beuth University of Applied Sciences in Berlin, Germany, Newcastle University in the United Kingdom and Universitat de les Illes Balears in Spain (Mozilla Foundation, 2016).

7. Open Badges for ENTRE4ALL

Open Badges provide portable and verifiable information about various skills and achievements. Adults can unlock opportunities by sharing collections of badges representing desired skill sets in a dynamic, evidence-based way. Open Badges represent legitimate, authenticated achievements described within the badge and linked to the ENTRE4ALL project.

Main characteristics of the ENTRE4ALL Open Badges ecosystem:

The ENTRE4ALL consortium has designed the framework and teaching - learning material for the following modules (which are presented in IO2) based on the survey results targeted to the needs of disabled adults (IO1:

- Module 1: Entrepreneurial Competences
- Module 2: Digital Competences
- Module 3: Financial Competences
- Module 4: Social Competences

The ENTRE4ALL consortium has created badges for the CORE modules (Figures 1). Each core module is divided into three levels: Bronze, Silver and Gold, and for each level one badge is considered. An additional badge will be awarded to learners who will successfully completed all the core ENTRE4ALL modules.

Thus, 13 badges in total are made available for earning via the e-tool, which has been designed specifically for the learning and assessment purposes of the ENTRE4ALL project.

➢ Users are invited to register in the platform and complete the courses and the assessments designed by the ENTRE4ALL project.
➢ The e-platform specifies to users the criteria for earning each of the badges shown below (see Section 9). These criteria will be elaborated in the following section.
➢ Users have to provide evidence to meet the badge criteria in order to claim a specific badge. This process is automatized on the e-tool.
➢ The badges will be awarded automatically through the e-platform based on certain criteria, which are presented in the next section.

The ENTRE4ALL consortium plays a critical role in developing the ecosystem. Open Badges can support learners to achieve new collaborations, jobs, internships and richer connections between lifelong learners.
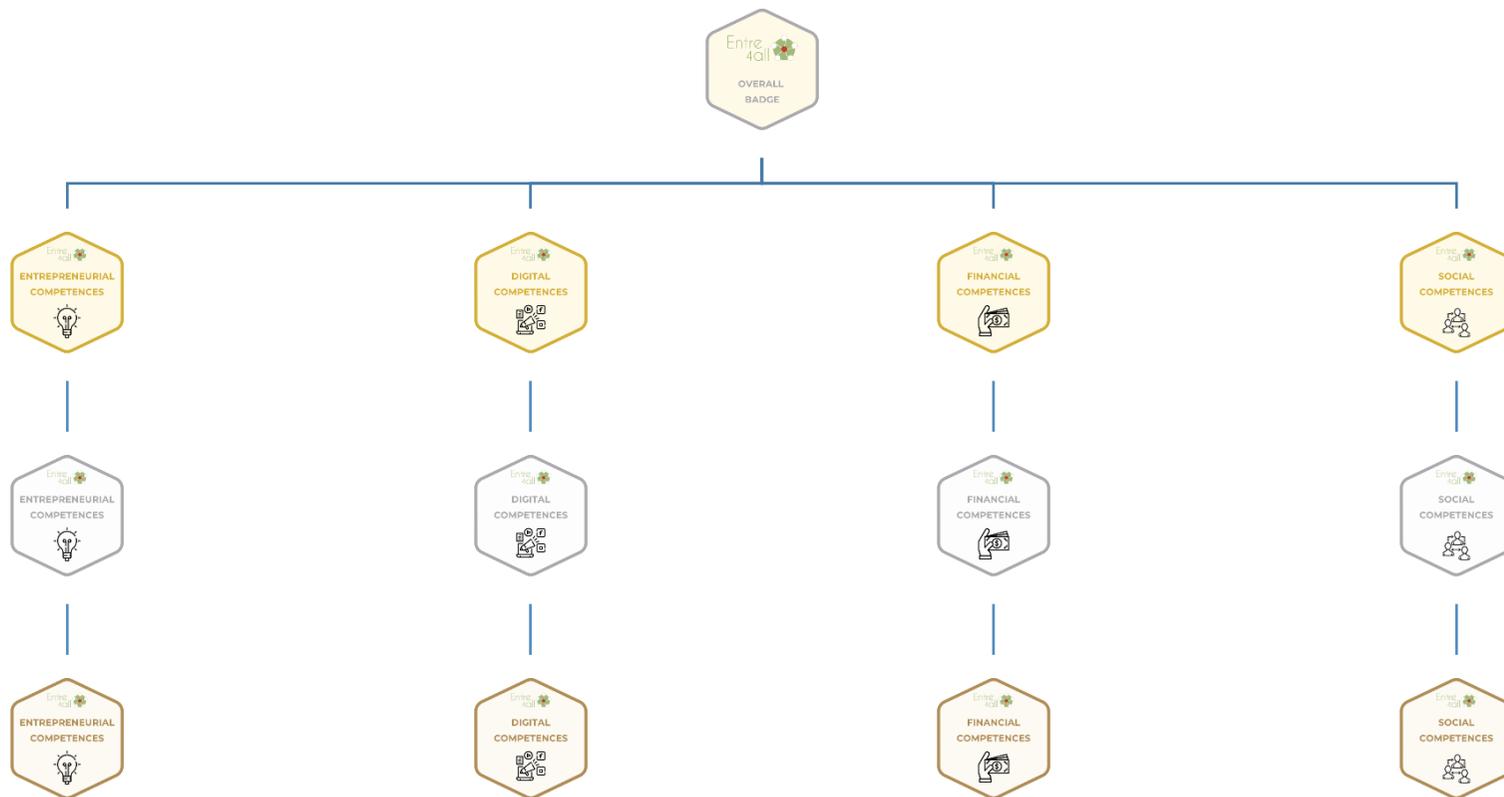
Figure 1: Tree Structure of the Open Badges

Each Open Badge consists of the below:

1. **Name**: The name of the Open Badge is comprised by the name of the Module and the description of the level of difficulty.
2. **Learning Outcomes**: A list of the learning outcomes to be acquired. In the document IO1-A3 "ENTRE4ALL Competence Framework" the learning outcomes are divided into Knowledge, Skills and Responsibility & Autonomy.
3. **Level**: The level of difficulty of the assessment that needs to be done to achieve the Open Badge.
4. **Design of Open Badge**: The Visualization (image) of the Open Badge for Module (see Figures 1)
5. **Main Objective**: A description of the Open Badge related to the main objectives of each Level.
6. **Assessment Criteria**: The criteria to be used to assess whether the learning outcomes of all levels have been achieved and whether the set of skills and competences of all levels have been acquired by the learnes. The criteria and the assessment methods that have to be followed in order to receive a badge are described in the following sections.
7. **Evidenc**e: The proof and the evidence of the acquired skills i.e. quiz grades, etc. This process is fully automatized on the e-tool where the assessment tests are automatically graded.
8. **Issued by**: In this section the issuer of the Open Badge is specified, which in this case is the ENTRE4ALL Consortium.

8. Badges Awarding Criteria

The ENTRE4ALL offers 13 badges in total – the specific criteria for all the badges provided can be found below.

Award Criteria for the Module Badges

BRONZE BADGE

To obtain the **Bronze Badge** the learners needs to complete the 50-59% of correct questions with a minimum grade of 50%.

SILVER BADGE

To obtain the **Silver Badge** the learners needs to complete the 60-69% of correct questions with a minimum grade of 60%.

GOLD BADGE

To obtain the **Gold Badge** the learners needs to complete the 70-100% of correct questions with a minimum grade of 70%.

OVERALL BADGE

To obtain the **ENTRE4ALL Overall Badge,** the learners needs to complete the Gold Badge of all the modules. In other words, the learners who will receive the 4 Gold badges (one for each module), they will be awarded with the ENTRE4ALL Overal Badge.

Mentor BADGE

At the end of the short-term staff training (C1) all participants will be given the **MENTORING BADGE** that gives proof of their ability to support and manage disabled adults participation in the programme.

Figure 2: The ENTRE4ALL Mentoring Badge

9. Open Badges for all Modules

MODULE 1

LEARNING OUTCOMES FOR MODULE 1		
KNOWLEDGE	SKILLS	COMPETENCES
√ To understand the meaning of social entrepreneurship	√ Define the different areas and activities of social entrepreneurship	√ Be able to define *social* entrepreneurship
√ To define and recognize types of social entrepreneurship in general and within the EU	√ Understanding the basics of management	√ Be able to define meaning of management
√ To understand the meaning of management	√ Understanding the meaning of teamwork	√ Be able to work in a team
√ To understand the meaning of human resources	√ Understanding the meaning of customer needs	√ Be able to use social media, FB and Instagram
√ To understand how to communicate with customers	√ Show creativity skills	√ Display creative thinking
√ To understand the meaning of innovation	√ To understand the definition of social entrepreneurship	√ Display creative thinking

ASSESSMENT CRITERIA FOR MODULE 1			
NAME OF BADGE	DESIGN OF BADGE	ASSESSMENT	ISSUED BY
BRONZE ENTRE		50-59% of correct questions with a minimum grade of 50%.	ENTRE4ALL CONSORTIUM
SILVER ENTRE		60-69% of correct questions with a minimum grade of 60%.	ENTRE4ALL CONSORTIUM
GOLD ENTRE		70-100% of correct questions with a minimum grade of 70%.	ENTRE4ALL CONSORTIUM

MODULE 2

LEARNING OUTCOMES FOR MODULE 2		
KNOWLEDGE	SKILLS	COMPETENCES
√ Use of ICT technology	√ Setting up a mobile office	√ Be able to define *social* entrepreneurship
√ Information and Data Literacy	√ Reliability of information √ Browsing, searching and filtering data, information and digital content	√ Selection and usage of appropriate hardware and software √ Autonomous choices regarding software √ Autonomous set up of a mobile office
√ Communication and Collaboration	√ Netiquette √ Interaction through social media √ Reliability of information	√ Ways to check data integrity √ Select data, information and content in order to organise, store and retrieve in a routine way. √ Organise retrieved data in a routine way in a structured environment.
√ Web planning	√ Planning a web page	√ Elements and content of a web page √ How to choose software
√ Basic visual identity √ Elements of visual identity √ Creation of basic visual identity	√ Elements of content of visual identity √ Basic graphic programmes	√ Purpose of visual identity √ Creation of logo
√ ICT marketing tools	√ Use of ICT in marketing √ ICT marketing strategies √ Advantages of ICT marketing	√ Know the advantages and usage of online marketing √ Plan and create an ICT marketing strategy √ Possible application of marketing strategy

ASSESSMENT CRITERIA FOR MODULE 2			
NAME OF BADGE	DESIGN OF BADGE	ASSESSMENT	ISSUED BY
BRONZE DIGITAL		50-59% of correct questions with a minimum grade of 50%.	ENTRE4ALL CONSORTIUM
SILVER DIGITAL		60-69% of correct questions with a minimum grade of 60%.	ENTRE4ALL CONSORTIUM
GOLD DIGITAL		70-100% of correct questions with a minimum grade of 70%.	ENTRE4ALL CONSORTIUM

MODULE 3

LEARNING OUTCOMES FOR MODULE 3		
KNOWLEDGE	SKILLS	COMPETENCES
√ Understanding how to use products and services for payment and deposit √ Awareness of basic payment and deposit products and services for business √ Awareness that fees occur when payments are received from clients	√ Selecting suitable payment and deposit services √ Researching different financial providers and products √ Having separate accounts for personal use and business √ Evaluating the costs of starting a business √ Making informed decisions about financing the business	√ Ability to talk to providers of products and services about own requirements √ Ability to decide on suitable payment and deposit services
√ Being aware of existing businesses form √ Understanding advantages, disadvantages and consequences of business registration √ Understanding what taxes you have to pay	√ Evaluating and choosing the best legal form	√ Being focused and organised to keep track and respect legal deadlines
√ Understanding main components of business income and budget √ Being aware of revenues and expenses √ Understanding different nature of some costs	√ Keeping written records of financial transactions √ Monitoring revenues and costs √ Assessing if the business is making a profit or losing money √ Monitoring cash flow √ Comparing planned to real cash flow	√ Having persistence and patience to keep track of costs, revenue and profits √ Being focused, timely and organised to monitor cash flow regularly
√ Understanding why the separation of personal and business finances is important √ Understanding factors like equipment depreciation, customer payment terms and supply payment terms √ Understanding basic financial concepts and principles relevant for short-term management	√ Separating personal and business finance √ "Paying an income" to the entrepreneur √ Having funds for starting the business √ Managing finances in short term √ Knowing how to increase revenue and decrease costs	√ Having the determination and self-control to keep personal and business finances separate √ Having perseverance and patience if success does not matter as quickly √ Having endurance to implement planned tasks
√ Understanding basic business insurance √ Understanding basic SWOT analyses to facilitate risk management	√ Knowing how to seek expert help in topic of insurances √ Using a SWOT analysis	√ Knowing when you need external expertise from an insurance broker √ Being able to implement a SWOT

ASSESSMENT CRITERIA FOR MODULE 3			
NAME OF BADGE	DESIGN OF BADGE	ASSESSMENT	ISSUED BY
BRONZE FINANCIAL		50-59% of correct questions with a minimum grade of 50%.	ENTRE4ALL CONSORTIUM
SILVER FINANCIAL		60-69% of correct questions with a minimum grade of 60%.	ENTRE4ALL CONSORTIUM
GOLD FINANCIAL		70-100% of correct questions with a minimum grade of 70%.	ENTRE4ALL CONSORTIUM

MODULE 4

LEARNING OUTCOMES FOR MODULE 4		
KNOWLEDGE	SKILLS	COMPETENCES
√ To understand verbal and non-verbal communication	√ To define verbal and non-verbal communication	√ To present verbal and nonverbal communication technique √ To use non-verbal communication effectively
√ To recognise different kinds of emotional contexts √ To understand helpful behaviours (focus on social entrepreneurships	√ To identify different kind of emotions √ To define helpful behaviours	√ To be able to justify the use of helpful behaviours
√ To understand different styles of public presentation such as storytelling, visual etc.	√ To identify the elements of public speaking including verbal/non-verbal communication, body language, ideas	√ To support verbal and non-verbal communication in public presentation
√ To understand personal empowerment and self-confidence √ To define own strengths and weaknesses	√ To define the ability of one to identify strengths and weakness and be self-confident (Creative ability and creative power)	√ To support the use of self-empowerment and confidence in employment
√ To understand what it means to be accountable and a leader which behaviours help to demonstrate accountability	√ To use different behaviours that help demonstrate accountability	√ To identify the target behaviour that shows accountability through perspective sentences (how others behave)

ASSESSMENT CRITERIA FOR MODULE 4			
NAME OF BADGE	DESIGN OF BADGE	ASSESSMENT	ISSUED BY
BRONZE SOCIAL		50-59% of correct questions with a minimum grade of 50%.	ENTRE4ALL CONSORTIUM
SILVER SOCIAL		60-69% of correct questions with a minimum grade of 60%.	ENTRE4ALL CONSORTIUM
GOLD SOCIAL		70-100% of correct questions with a minimum grade of 70%.	ENTRE4ALL CONSORTIUM

10.   Practical assessments for Optional modules

Table 1: **EntreComp Progression model** (EntreComp: The Entrepreneurship Competence Framework, 2016, https://core.ac.uk/download/pdf/38632642.pdf)

Foundation		Intermediate		Advanced	
Relying on support[6] from others		**Building independence**		**Taking responsibility**	
Under direct super-vision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.
Discover	Explore	Experiment	Dare	Improve	Reinforce
Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	Level 2 focuses on exploring different approaches to problems, concentrating on diversity, and developing social skills and attitudes.	Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.	Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	Level 6 focuses on working with others, using the knowledge you must generate value, dealing with increasingly complex challenges.

OPTIONAL MODULE (NAME):

NAME AND SURNAME OF PERSON:

MENTOR:

		LEVELS OF PROFICIENCY					
Area	**Competence**	**Foundation**	**Mark** where you think the criteria is met	**Intermediate**	**Mark** where you think the criteria is met	**Advanced**	**MARK** WHERE YOU THINK THE CRITERIA IS MET
Ideas and opportunities	**Spotting opportunities**	Learners[1] can find opportunities to do something good for others		Learners can recognise opportunities to address unmet needs.		Learners can seize and shape opportunities to react to challenges and do something good for others.	
	Creativity	Learners can have many ideas.		Learners can test and improve ideas.		Learners can transform ideas into solutions.	

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[1] LEARNER IS A BROAD THE TERM USED TO INDICATE THE SUBJECT OF LIFELONG LEARNING. IT REFERS TO PUPILS, STUDENTS, JOBSEEKERS, EMPLOYEES, ENTREPRENEURS AND CITIZENS ALIKE

	Vision	Learners can imagine a good future.		Learners can build an inspiring vision.		Learners can use their vision to make decisions that they carefully think through.	
	Valuing ideas	Learners can understand and appreciate the value of ideas.		Learners understand that ideas can have different values and can be used in different ways.		Learners can develop plans to make the most of the idea.	
	Moral and long term thinking	Learners can recognise that their choices and behaviours influence the community and the environment.		Learners consider moral and the long-term consequences when making decisions.		Learners act to make sure that their moral and long term goals are met.	
Resources	**Self-awareness and capability**	Learners trust their own ability.		Learners can make the most of their strengths and weaknesses.		Learners can make good weaknesses by working with others and by developing their strengths.	
	Motivation and determination / stamina	Learners want to follow their passion.		Learners are willing to work hard and use resources to follow their passion.		Learners can stay focused on their passion and keep going despite setbacks.	

	Getting resources	Learners can find and use resources responsibly.		Learners can gather and manage different types of resources.		Learners can plan and organise the resources they need.	
	Financial and economic knowledge	Learners can create the budget for a simple activity.		Learners can find funding options and manage a budget.		Learners can make a financial plan to be able to do something good for others in the future.	
	Activating others	Learners can communicate their ideas clearly and motivated.		Learners can persuade, involve, and inspire others.		Learners can inspire others and get them to help to do something	
Into action	**Starting out**	Learners are willing to try and solve problems in their communities.		Learners can start to do something good for others.		Learners can look for opportunities to start to do something good for others.	
	Planning and management	Learners can define the goals for a simple.		Learners can create an action plan, with important tasks and milestones to achieve their goals.		Learners can improve their action plan and adjust it to changing situations.	

	Coping with uncertainty, lack of clarity and risk	Learners are not afraid of making mistakes when they try new things.		Learners can evaluate the benefits and risks of different options and make choices that fit their preferences.		Learners can analyse risks and make decisions if something is uncertain and unclear.
	Working with others	Learners can work in a team.		Learners can work together with different people and groups.		Learners can build a team and networks based on the needs of their social activity.
	Learning through experience	Learners can recognise what they have learnt by participating in social activities.		Learners can think about and judge their successes and mistakes and learn from these.		Learners can improve their abilities to do something good by learning from old experiences and interactions with others.

For each level participant must reach at least 80% to gain specific badge.

11. Practical Guidelines for Issuing OB

[to be completed after the platform is created]

12.   Conclusion – Next Steps

This document presented the theoretical background of the Open Badges system, in addition to its benefits and endorsements. Most importantly the ENTRE4ALL ecosystem of Open Badges was presented, with a detailed analysis of the benchmarks required to achieve each one.

By using the Open Badges system, the ENTRE4ALL project will not only help disables adults and adult learners to validate the skills they will acquire through this project, it also introduces them to the innovative practice of the Open Badges, which can be used throughout their lives to log their achievements, and potentially open new pathways for them in career and education.

13. References

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