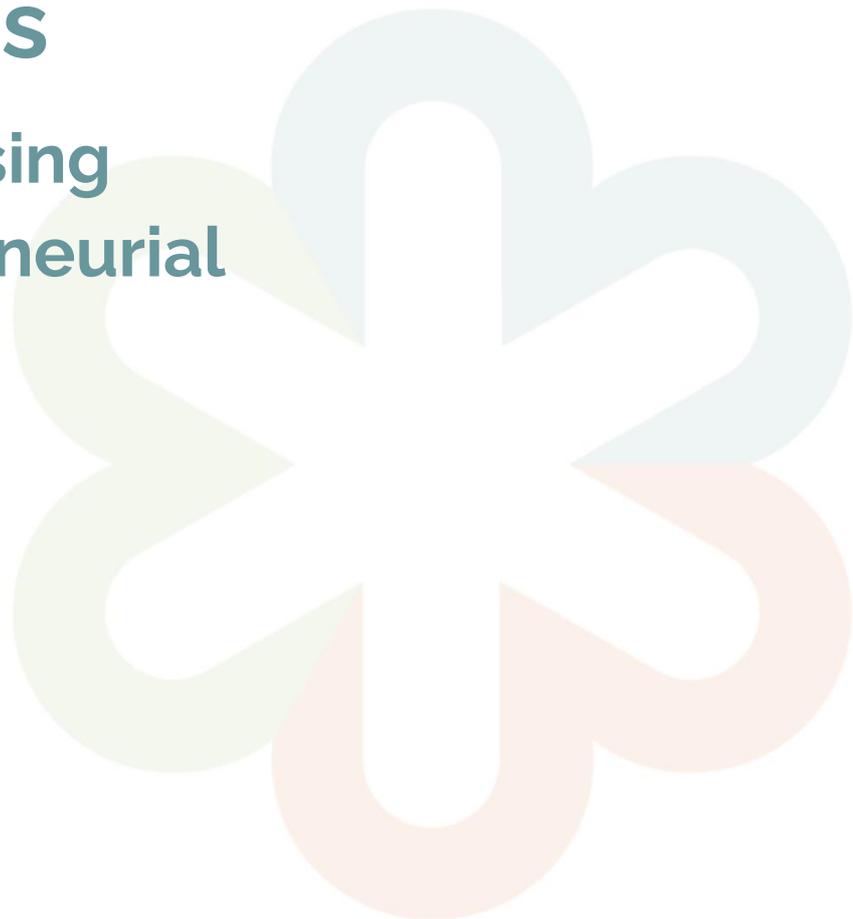




**EntreComp**  
Europe

## EntreComp Open Badges

Recognising  
Entrepreneurial  
Practice



## September 2021

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# PREFACE

This guide was authored by Serge Ravet, Annabelle Favreau, Elin McCallum, and Hazel Israel through the EntreComp Europe project, supported by the inputs of project partners. This work is co-funded by the EntreComp COSME programme of the European Union.

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# ABOUT

[EntreComp Europe](#) aims to drive the implementation of EntreComp as a tool for lifelong learning, to place a focus on the transversal skills needed to be entrepreneurial citizens creating social, cultural, and economic value for others through their actions. The project shares knowledge across three key practice pillars: Youth Work & Education, Employability & Enterprise, and Assessment & Digitalisation. A three-year project, EntreComp Europe is an initiative co-funded by the [COSME](#) programme of the European Union.

During the first years of the EntreComp Europe project, the project team worked for the **design of assessment and recognition pathways** to enable the recognition of the EntreComp competences

- in education and youth-work through EntreComp aligned open badges;
- in employment services and enterprise, to **make EntreComp competences more visible and actionable** for, through and in the workplace;

A series of **open badges** to recognise EntreComp-based learning pathways that will help bridge formal and non-formal learning will be further developed.

The aim of this guide is **to inform the wider public** (lifelong learning organisations, schools, youth-work, VET, university, practitioners, as well as employment/enterprise support organisations) **on how to assess and recognise the EntreComp competences**, and to inspire organisations using and/or promoting the EntreComp framework and more generally someone interested in supporting the development of entrepreneurial practices to seek, design, and implement the EntreComp Framework. The publication is available on the [EntreComp Europe website](#).

## HOW CAN THE ENTRECOMP COMPETENCES BE RECOGNISED?

# WHO IS THIS GUIDE FOR?

If you are a person or an organisation using and/or promoting the EntreComp framework and more generally someone interested in supporting the development of entrepreneurial practices, this guide has been designed for you.

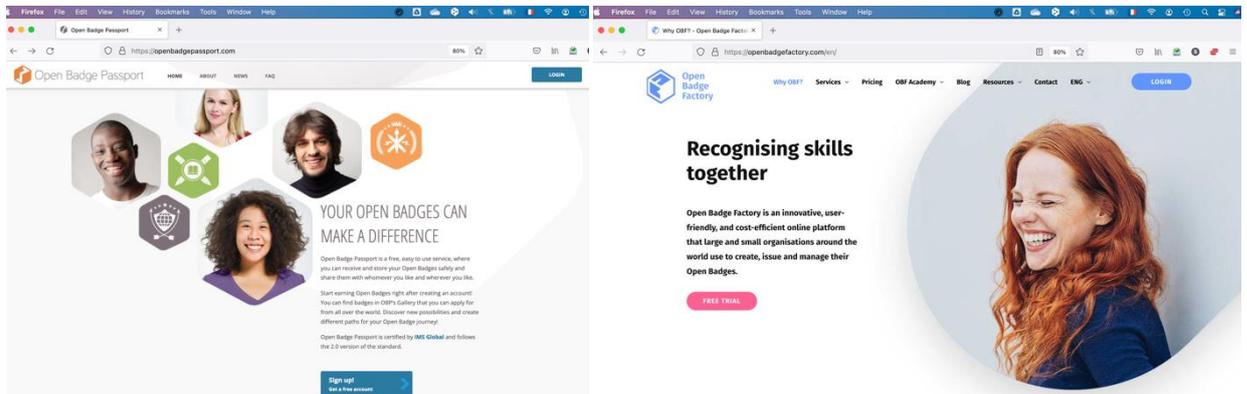
In this guide you will find the response to questions such as:

- What are entrepreneurial competences?
- How do you recognise entrepreneurial competences?
- What are Open Badges?
- How to create an Open Badge?
- What is the life cycle of an Open Badge?
- What is an Open Badge ecosystem?
- Why and how to use open badges to recognise entrepreneurial practices (and competences)?

After going through this guide, you should be able to decide on:

- What kind of badges are relevant to your context?
- How to find or create them if they don't exist?
- How to make them valuable to the different stakeholders?

You should also feel confident to use existing or create new badges with the support of the environment provided by EntreComp Europe: Open Badge Passport and Open Badge Factory.



## QUICK SELF-REFLECTION

### Where are you on recognition using open badges?

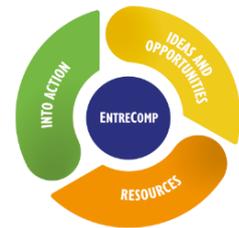
- Have you heard of open badges?
- Does your organisation use them?
- Do you have one or more?
- Have you created/issued one or more?
- Do you think that open badges could be useful to EntreComp?
- If YES, how?
- If NO, why?

# WHY OPEN BADGES TO SUPPORT THE USE OF ENTRECOMP ACROSS LIFELONG LEARNING?

“EntreComp is now an established and well-known feature of the entrepreneurship education landscape and is used by stakeholders in education and beyond to develop entrepreneurial capacity among citizens and young people” ([Futurelearn](#)).

How can we acquire and make those entrepreneurial capacities visible? The traditional way would be to deliver a certificate after the successful completion of a course or demonstrating a certain capacity in practice. The certificate would generally be issued by the course provider or an institution.

One powerful idea that guided the development of the EntreComp framework is that there are many ways to acquire entrepreneurial competences, so many that it is impossible to list all of them or even suggest what would be the better ways to acquire them. So, instead of defining a curriculum to acquire entrepreneurial competences EntreComp has captured what would be the indicators of the acquisition of those competences, their list, and descriptors. Using those indicators, it would be possible to know whether a person has or not acquired entrepreneurial competences.



While EntreComp provides a list of entrepreneurial competences, this list is organised along three dimensions, the three dimensions of any entrepreneurial practice: ideas, resources, and action. It is the capacity to combine the competences identified in those three dimensions, ideas+resources+action, that makes an entrepreneurial practice and makes a competence an entrepreneurial competence.

So, if we take the competence “working with others” (dimension “into action”, to be recognised as an entrepreneurial competence, it must be activated simultaneously with competences from the two other dimensions (ideas and resources). Said otherwise: in order to recognise an entrepreneurial competence, it must be the result of an entrepreneurial practice, a practice in an entrepreneurial space defined by three dimensions: ideas+resources+action.

Moreover, entrepreneurial practices do not exist in a vacuum, but in an ecosystem that can be more or less conducive to their development. This is

what the “EntreComp Pathway” has captured, representing the different pathways for individuals, groups, organisations, and communities to develop and recognise entrepreneurial practices.

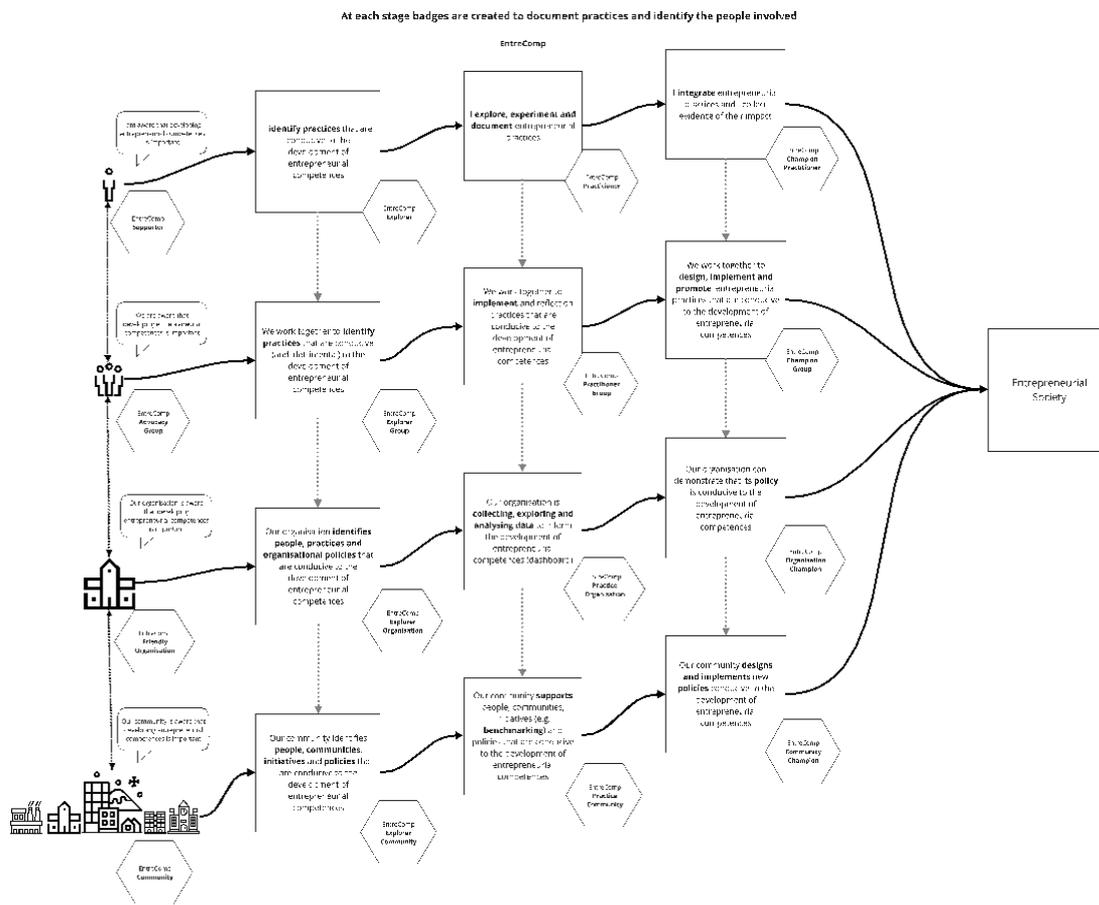


Figure 1 - The EntreComp Pathway

At each stage of the pathways, examples of Open Badges have been provided. Those badges are a means to make visible people, practices and policies that are contributing to the development of entrepreneurial practices and therefore entrepreneurial competences. They are just examples as many other badges could be created, something that will be discussed in this guide.

This pathway is built from the EntreComp Maturity Matrix (see below) that suggests 4 levels of maturity for the adoption of the EntreComp framework and entrepreneurial practice (leading to the development of entrepreneurial competences):

- Awareness Raising
- Experimenting
- Integrating
- Transforming

For each of the levels, the EntreComp Maturity Matrix elicits their main elements, in particular Badges that are the main subject of this guide.

	<b>Awareness Raising</b>	<b>Exploring Experimenting</b>	<b>Integrating</b>	<b>Transforming</b>
<b>Definition</b>	Individual members of staff and learners understand the value of entrepreneurial practices	Experimenting with entrepreneurial practices	Entrepreneurial practices are an integral part of the establishment	Entrepreneurial practices have transformed the way the institution operates
<b>Positioning question</b>	What is the level of EntreComp awareness in the institution?	Are there entrepreneurial initiatives, practices? Are they encouraged and supported?	Is there a policy for systematic integration of <i>entrepreneurial practices</i> in the curriculum or extra-curricular activities	Is there an impact on the organisation and the educational community (e.g. cross-discipline collaboration, new assessment methods, etc.)?
<b>Action</b> (examples leading to)	Seminars, webinars, workshops	Workshops, engaging students, and staff in entrepreneurial practices	Create a dashboard to measure the level of "entrepreneurial activities"	Benchmark across establishments
<b>Tools</b> (supporting )	Leaflets, learning resources	knowledge base	Documented processes ad hoc software	(ibid.)
<b>People</b> (supporting )	<i>EntreComp Ambassadors</i> teachers, entrepreneurs, ...	<i>EntreComp Mentors</i> (ibid.)	Educational team, parents, associations, and members of the ecosystem	(ibid.)
<b>Indicators</b> (success)	Number of participants in the seminars	Number and impact of projects	Progress indicators	Network effect
<b>Badges</b> (how it is made visible)	Participation Support <i>"I want to be an entrepreneur"</i> <i>"EntreComp Ambassador"</i>	Documenting projects Documenting practices <i>"I am an entrepreneur"</i> <i>"EntreComp Mentor"</i>	Documenting organisational practices <i>"Here we value entrepreneurship"</i>	"EntreComp Leader"
<b>Impact</b> (of visibility)	Raise awareness beyond institutional borders Create a community	Share practice Expand the community	Resilience, sustainability	Transformation

Table 1 - EntreComp Maturity Matrix

Experience shows that "raising awareness" is too often akin to "spray and pray," hoping that something will happen afterwards. But that "something" should precisely be about moving to the next stage, i.e. starting to explore and experiment. True awareness is not about repeating to oneself "I am aware", true awareness is not about contemplation but contemplation (add a 'c'), reflection turned into action, which, by the way, is the key message of EntreComp: the combination of ideas + resources + action.

So, if the act of raising awareness is the starting point, it is essential to provide the audience with the tools to move from awareness to experimenting/exploring.

More generally this matrix can be used to:

- Position your organisation
- Organise a benchmark across organisations
- Identify and share relevant practices
- Identify what could be done to move to the next level—assuming that you are not already at the top!

- Define your own indicators of success for the adoption of entrepreneurial practices
- ...

# ENTREPRENEURIAL COMPETENCES

## WHAT ARE ENTREPRENEURIAL COMPETENCES?

*Entrepreneurial competences* are the competences required, developed, and activated during *entrepreneurial practices*. Those competences have been identified and organised in the EntreComp framework.



Figure 2 - The EntreComp Framework

## HOW DO YOU RECOGNISE ENTREPRENEURIAL COMPETENCES?

To recognise the *entrepreneurial competences* of a person, the prime condition is for that person to be involved in *entrepreneurial practices*. For example, “working with others” is one of the competences required to be entrepreneurial, but there are many different ways to “working with others” and some of them have nothing to do with being *entrepreneurial* e.g. when a teacher gives an exercise to a group of students, they obviously will have to work together, but can that be recognised as “working with others” in the context of *entrepreneurial practice*? This probably depends on the degree of autonomy allowed in the initial brief (agency). On the other hand, if a group of students takes the initiative to create an association to “make the school greener”, the “working with others” is clearly situated within the context of an entrepreneurial practice.

The point we want to make here is that a person doesn't become an entrepreneur by developing a set of competences described in the EntreComp framework independently from actual *entrepreneurial practices*. A person could have all the competences identified in EntreComp and yet not be an entrepreneur. Said otherwise, an entrepreneur (the outcome) is not created by adding a set of decontextualised competences, it is the *entrepreneurial practice* that is at the source of the development of *entrepreneurial competences*.

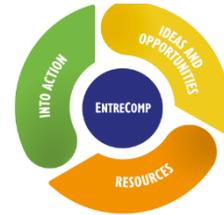
**“C’est en forgeant qu’on devient forgeron!”**

(French saying, slightly lost in translation as “Practice makes perfect!”)

## RECOGNISING ENTREPRENEURIAL COMPETENCES VS. ENTREPRENEURIAL PRACTICES?

As mentioned above, an entrepreneurial practice is an organised combination of:

- Ideas & opportunities
- Resources and
- Action



The positioning within this three-dimensional space, *idea/opportunity*, *resources*, and *action*, is necessary to recognise a practice as an *entrepreneurial practice* during which *entrepreneurial competences* are activated. “Creativity” can be recognised as an *entrepreneurial competence* only and only if it is combining an idea (or opportunity) with resources that are put into action.

### **ENTREPRENEURIAL PRACTICE:**

Putting into **action** the **resources** required to achieve an **idea** or seize an **opportunity**

Of course, there are different levels of entrepreneurial practices, they can differ in scope, difficulty, people, and resources involved etc. A central element to take into consideration to discriminate between an *entrepreneurial practice* and other practices is the *agency* of the participants, their *empowerment* and freedom of *initiative*.

Note: competences are what is elicited through reflective practice: the practice comes before the reflection and therefore putting names on the competences. The recognition of (entrepreneurial) practices comes before the recognition of competences. Without the recognition of (entrepreneurial) practice the competences are not situated.

For a teacher the recognition of entrepreneurial practices can be multidimensional:

- Recognising his/her entrepreneurial practice(s) — then *competences*
- Recognising her ability to support entrepreneurial practices of her students and other teachers (mentor, coach)
- Recognising her students' own entrepreneurial practices
- Getting recognition from others of her entrepreneurial practices

What appears from the list above is that there is a connection between the development of entrepreneurial practices and that of a *recognition culture*. We could, in relation to the EntreComp Maturity Matrix develop a Recognition Maturity Matrix.

	Awareness Raising	Exploring Experimenting	Integrating	Transforming
<b>Definition</b>	Individual members of staff and learners understand the value of opening the access to recognition	Experimenting with new practices to <i>open recognition</i>	The organisation has developed a recognition culture	Recognition practices have transformed the way the organisation operates
<b>Positioning question</b>	What is the level of awareness of the need to make recognition more open and accessible?	Are there initiatives and practices opening access to recognition?	Is there a policy for systematic integration of <i>open recognition practices</i> ?	Is there an impact on the organisation and the educational community (e.g. cross-discipline collaboration, new assessment methods, etc.)?
...	...	...	...	...

Table 2 - Reflections on a Recognition Maturity Matrix

# OPEN BADGES

## WHAT ARE OPEN BADGES?

Open Badges were invented in 2011 by the Mozilla Foundation (Firefox) and the MacArthur Foundation to address one issue: *how to make informal learning visible?* Most of the things we learn outside formal initial or continuing education remain invisible: there is no certificate or diploma to show for them. Your family, friends, peers, or colleagues might know about your knowledge and skills, but beyond? Open Badges solved that problem by giving every community and individual a simple tool to capture that information and share it with... the world!

**OPEN BADGE**

An Open Badge is a means to make visible something that wouldn't be visible without it and, by making that thing visible, creates the conditions for something new to happen

An Open Badge is an image with a set of metadata describing how an entity (issuer) recognizes another entity (recipient) for something according to certain criteria

An Open Badge is a particular type of *verifiable claim* i.e., a piece of information that is tamper proof and verifiable

**WHAT IS THE LIFE CYCLE OF AN OPEN BADGE?**

The life cycle of an Open Badge is as follows (c.f. Figure 5 below):

Starting from a recognition opportunity, the information necessary for the creation of a badge is collected:

- What is being recognised—the *title* of the badge?
- Who is being *recognised*—the future *recipients* of the badge?
- Who will recognise—the *issuers* of the badge?
- How will it be recognised—the criteria and the documentation/evidence
- How will it look like—the picture that will hold that information when the badge will be issued

The next stage is to decide how the badge could be obtained. A badge can be

- Issued directly by the issuer, or
- Claimed by the recipient

If badge can be *claimed*, it is obtained either:

- Automatically, without verification, or
- After submitting information that will be reviewed by
  - peers (people having already the same badge) or
  - designated reviewers

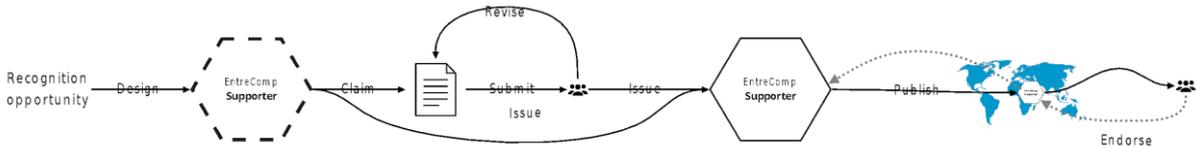


Figure 3 - The Open Badge Workflow

Once the recipient has received a badge, it can be published to make it visible to the people who might be interested and possibly willing to *endorse* it— an

endorsement is a means to recognise that the owner of the badge truly deserves it.

To support that process, EntreComp Europe is using *Open Badge Factory* to create and manage badges and *Open Badge Passport* to make those badges public so they can be claimed and published so they can be exploited by their recipients. Moreover, with Open Badge Passport, the users can issue badges to the members of their community and create *Selfie Badges* i.e. a badge about oneself that can then be discovered and endorsed by others, e.g. "I teach chess."

## WHAT IS AN OPEN BADGE ECOSYSTEM?

The process to create a badge as described above could take as long as a few minutes up to several days or even weeks depending on the context and context and the intention.

Should the badge be designed *for*, *with* or *by* the future recipients?

- **For:** a badge to recognise the participation to an event can be done in a few minutes, the main part being probably the design of the image.
- **With:** working with a group of students to define the criteria and the delivery method for a badge "team player"
- **By:** invite the participants to create a *selfie badge* of their project (to document it) and ask for the endorsement of their peers.

If the specification of a badge needs to define the issuers and recipients, there is an important element that is not part of the specification: those who will be interested in the badge. If it is relatively easy to create badges, it is more difficult to create badges that will have an audience, find the people who will be interested.

So for an operational definition of a badge, it is necessary to define:

- Who will *recognise*—the future badge *issuers*?
- Who will be *recognised*—the future badge *recipients*?
  - How will they know that they can be recognised?
  - How desirable is that recognition
- Who will be *interested*—the future badge *consumers* i.e., readers, endorsers?
  - How will they find the badges?
  - How desirable is that recognition to them?
  - How could they contribute to that recognition, e.g. endorsement?

When designing a badge, it is a good idea not to stop at the badge recipient, but to the badge consumer, as without *consumers* the badge will have no audience. Imagine that when someone claims a badge, it might be just for herself, but the probability is high that it is to share it with others, and it is that *others* who will give the badge its full value.

In other words, a badge is created and lives within an ecosystem:

- Designed for/with/by participants in the ecosystem to
- Claim, issue and endorse badges that will be



- Consumed by actors central or peripheral to the ecosystem

Without an ecosystem, the badge will be short-lived.

## HOW TO USE OPEN BADGES TO RECOGNISE ENTREPRENEURIAL PRACTICES (AND COMPETENCES)?

The EntreComp Pathway (Figure 1 p. ) provides a global view of how Open Badges could contribute, not just to recognise entrepreneurial practices (and competences) but to create the condition for the adoption of the EntreComp framework with as starting points individuals, groups, organisations and communities understanding the need to develop entrepreneurial practices and move the actors from awareness up to what we could call an *entrepreneurial society* i.e., a society where its members are empowered to develop ideas and mobilise resources to put them into action.

In the picture above, the initiative to develop entrepreneurial practices can come from individuals, groups, organisations, or communities, progressing from identifying peers in their group as well as resources (practices, policies), putting them into action, collecting data to reflect on their impact to planning and defining new actions.

Open Badges can be used to

- making visible the participants in the EntreComp ecosystem,
- making visible (recognise) the practices and policies conducive to the adoption of entrepreneurial practices
- Making visible the level of adoption and impact of the adoption of the EntreComp framework

The Badges listed in the figure are just examples as many other ones could be created by the actors of the ecosystem.

### HOW TO RECOGNISE?

To understand how to recognise, what are the different modalities of recognition, it might be helpful to explore the similarities (and differences) between

- Assessment and recognition
- Learning and recognition

## ASSESSMENT AND RECOGNITION

If you are familiar with the distinction between different forms of assessment, you should understand that a similar distinction applies to recognition.

Assessment *of* learning tends to be oriented towards the past (what you have learned) while assessment *as* learning looks at assessment as a form of learning, learning about learning. There is no learning on the one side/time and assessment on the other, but an organic approach. Assessment *for* learning as opposed to assessment *of* learning is oriented towards the future, it is not limited to tell what you have learned but it is a guide for where to go from here.

Learning and Assessment	Learning and Recognition
<ul style="list-style-type: none"> <li>● Assessment <i>of</i> learning</li> <li>● Assessment <i>for</i> learning</li> <li>● Assessment <i>as</i> learning</li> </ul>	<ul style="list-style-type: none"> <li>● Recognition <i>of</i> learning</li> <li>● Recognition <i>for</i> learning</li> <li>● Recognition <i>as</i> learning</li> </ul>

Figure 4 - Assessment vs Recognition

Replacing Assessment with recognition and looking at the *space of recognition* proposed earlier, recognition *of* learning is oriented towards the past, while recognition *for* learning is oriented towards the future, recognition is the starting point for a *future* (further) learning journey.

Axel Honneth, a German-philosopher from the Frankfurt school of sociology explains that "recognition precedes knowledge" („*Anerkennen geht dem Erkennen voraus*"), i.e. that recognition is an integral part of knowing, that there is no knowing without recognition.

Understanding and exploiting those different positioning of recognition will be important to make the best possible use of Open Badges:

- Badges *of* learning: a badge issued at the end of a course or after demonstrating of competences within a certain practice — "I can install an Ikea Kitchen"
- Badges *for* learning: a badge claimed to plan a learning journey or a commitment — "I want to become a doctor", "I am committed to support Gender Equality"
- Badges *as* learning: a badge used to document a learning journey, like a portfolio — it is possible to update badges adding new documents, collecting endorsements from peers, clients, etc.

Perhaps educators might look at recognition as something that comes at the end of a process – this is the more traditional approach taken in formal education: learning is followed by an assessment (summative) that leads to the delivery of a grade, certificate, diploma, qualification, etc. The *visible* part of learning comes at the end of the learning process. With Open Badges, learning can be made visible at any stage, from the commitment to achieve

something, to the endorsement of an achievement by peers, friends, clients, colleagues, etc.



Figure 5 - The Space of Recognition

The figure above proposes a representation of a “Space of recognition” defined by two axes:

- Formal / non-formal — institution / community centred
- Traditional / non-traditional — past / future, static / dynamic

The two axes split the “Space of Recognition” into four quadrants:

- **Conform** — the focus is on the alignment to institutional standards, curricula, frameworks, ...
- **Include** — the focus is on alignment to community norms
- **Equip** — the focus is on providing dynamic recognition instruments that, unlike traditional diplomas and certificates are not static, are oriented towards the future
- **Empower** — the focus is on providing individuals and communities the means to have a say in the design, implementation and running of open recognition ecosystems.

When defining badges relevant to EntreComp, it would be most useful to decide in which quadrant you would like to position them.

## LEARNING AND RECOGNITION

If you are familiar with the distinction between *formal*, *non-formal* and *informal* learning (c.f. box), you might be less familiar with the distinction between *formal*, *non-formal* and *informal* recognition.

### FORMAL, INFORMAL, AND NON-FORMAL LEARNING

**Formal learning** is always *organised* and *structured* and has *learning objectives*. From the learner's standpoint, it is always *intentional* i.e., the learner's explicit objective is to gain knowledge, skills and/or competences.

**Informal learning** is *not organised*, has *no set objectives in terms* of learning outcomes and is *not intentional* from the learner's standpoint. Often it is referred to as learning by experience or just as experience.

**Non-formal learning** is generally *organised* and can have *learning objectives*. It may occur at the initiative of the individual but also happens as a by-product of more organised activities, whether the activities themselves have learning objectives. In some countries, the entire sector of adult learning falls under non- formal learning; in others, most adult learning is formal.

*source: OECD, Recognition of Non-formal and Informal Learning*

Understanding the distinction between *formal*, *non-formal* and *informal* recognition is essential if you want to use Open Badges to maximise the opportunities for the adoption of EntreComp and entrepreneurial practices.

The table below draws a parallel between the different modalities of *learning* and *recognition of learning* to elicit one specific element: *agency*. While formal and non-formal education are not really under control of the learners, it is in the informal space that individual agency is more likely to find a space to exist, creating one's own learning opportunities, achievements, and recognition visible to others (using Open Badges!).

	Learning			Recognition		
	Provision	Place	Need Trigger	Outcome	Issuer	Individual Agency
<b>Formal</b>	<b>Planned Structured Learning Objectives</b> (curriculum)	Formal Education institutions Awarding bodies	Mandatory education	Diploma Qualification	Formal Education Institutions Awarding Bodies	Weak
<b>Non-Formal</b>	<b>Planned Structured Learning Objectives</b>	Training provider Association	Employer Personal	Certificate	Training Providers	Weak
<b>Informal</b>	<b>Naturally occurring learning opportunities</b>	<b>Workplace Social Cultural Family Personal</b>	Life Experience Opportunities	Endorsement	Individuals Communities Self Peers	Strong

NB: Open Badges (like paper!) can be used to carry any kind of recognition, diploma, certificate, macro- as well as micro-credentials.

*Table 3 - Modalities of learning and recognition*

The natural tendency for those unfamiliar with the Open Badge culture is to use Open Badges as if they were the digital translation of traditional certificates, calling them "micro-credentials" — as opposed to "macro-

credentials" that diplomas and professional qualifications are. But Open Badges are first and foremost a medium, a vehicle to carry any type of credential, whether *micro* or *macro*, and some universities have started using them to deliver diplomas. One reason to do so is that Open Badges are *verifiable claims*, nobody can create a fake diploma from a university using a badge as a simple verification mechanism will show that it is a fake.

## FROM OPEN BADGES TO OPEN RECOGNITION

So, if Open Badges can be used in formal, non-formal and informal learning to support formal, non-formal and informal recognition, the real value of Open Badges lays in their ability to *Open Recognition*, to reduce the barriers to recognition.

Some of the ideas that have led to the formulation of *Open Recognition* are:

- There is a continuum between informal, non-formal and formal recognition
- *Formal recognition* is often the *formalisation* of a pre-existing informal recognition —midwives existed long before the creation of a midwife diploma
- *Informal recognition* is not an inferior form of recognition—just like *informal learning* is not an inferior form of learning
- People and communities have the power to recognise—not just institutions and authorities



Understanding the difference between the different forms of recognition is important to fully exploit the value of Open Badges to cover the whole spectrum of the "recognition space." If you can use them as *digital credentials*, replacing a paper with a digital token, you can also use them to

explore more innovative and agile ways of recognising learning, achievements, commitments, values, ideas, projects, *people* and more.

Wouldn't it make sense to develop an *entrepreneurial mindset* to recognise entrepreneurial competencies, considering and exploring the power of informal learning and informal recognition, the power of assessment as learning and recognition as learning?

Starting with the EntreComp framework, an *easy* way forward might look like:

- take the list of competences
- design learning activities, even a *curriculum*, to support the acquisition of those competences
- design assessments for each of those competences against a set of predefined criteria/outcomes
- Design badges that will be issued after successful assessment

This would be the *formal* approach. Everything is formalised ahead, including the assessment and badges will be delivered at the end of the process.

Yet, this is not inherent to using the EntreComp framework. Another approach, less formal could be

- Identify actual "entrepreneurs" and recognise them by inviting them to claim the badge "I'm an entrepreneur"
- Identify "entrepreneurial practices" (i.e., combining ideas/resources/action) and make them visible by creating badges that future *entrepreneurs* could claim
- Deliver badges through peer review of *entrepreneurs* — you need to have the badge "entrepreneur" to be part of the review
- ...

The approach described above is just one of many possible options when exploring how to expand the horizons of learning, assessment, and recognition beyond the borders of the formal. The natural tendency, as it is how formal education works, is to treat the informal with suspicion and therefore formalise as much as possible. Open Badges can be a powerful tool to explore beyond the formal—conversely, it can be just as powerful to formalise everything and in doing so, kill the informal.

When planning activities leading to the development and recognition of entrepreneurial competencies it is important to reflect on the place and role of the different actors:

	Target audience	Teacher, trainer, counsellor	Process
<b>Design</b>	for with by	by with	formal non-formal informal
<b>Recognition</b>	of with by	of with by	formal non-formal informal

Table 4 - Participation in the recognition ecosystem

Based on the table above, different configurations are possible:

	Target audience	Teacher	Process
<b>Design</b>	for	by	formal
<b>Recognition</b>	of	by	formal

The recognition ecosystem is designed *by* a teacher *for* the target audience and the recognition is performed by the teacher.

In the example below, a non-formal design process is used to create the recognition ecosystem and the recognition is performed by the target audience (it could be other members of a community of practice), and the teacher is also recognised by the target audience her peers for her work in the co-construction

	Target audience	Teacher	Process
Design	with	with	non-formal
Recognition	by	with	informal

One way to understand the nature of the recognition ecosystem being developed is to look for whether there is an asymmetry between the "target audience" or "beneficiaries" and the designers and decision maker regarding who and how will be recognised.

- Symmetry is when everyone participates in the recognition of each other
- Asymmetry is when the "beneficiaries" can only claim and not offer recognition

## THE ENTRECOMP OPEN BADGE ECOSYSTEM

The EntreComp Open Badge environment is composed of:

- Open Badge Factory: to create and manage Open Badges
- Open Badge Passport: to publish and exploit badges

The figure on the right lists a series of badges based on the EntreComp Pathway (Figure 3, p.) created in Open Badge Factory. Most of these badges can be claimed and the claim is currently reviewed by a panel of experts. With this series of badges, it is possible to recognize all the actors in the EntreComp ecosystem.

Those badges have been published in the EntreComp space in Open Badge Passport. This space is open to all the people who are member of the EntreComp community, whether a contributor to its adoption or someone looking for having his/her entrepreneurial practices recognised.



The way to join the EntreComp space is very simple, you just have to click on the following link:

[https://openbadgepassport.com/app/space/\\_/entrecomp](https://openbadgepassport.com/app/space/_/entrecomp)

The way to join Open Badge Factory is just as simple but limited to organisations that will be designing and delivering their own badges. For that send an email to <.....>

# CONTEXTUALISING ENTRECOMP: USING DIFFERENT LENS FOR THE RECOGNITION OF ENTREPRENEURIAL PRACTICES

There are many ways to be engaged in entrepreneurial practices and the recognition of those many ways is critical to the adoption of the EntreComp framework—and badges.

Starting from the definition of an entrepreneurial practice as a combination of ideas, resources, and actions, we have three components that allow to connect entrepreneurial practices with other practices, ideas, resources, and action.

Let's take the United Nation Sustainable Development Goals (SDGs) there are many ways to be *entrepreneurial* to address those challenges. One can choose one or a combination of SDGs, mobilise local or global resources and aim at a local or global impact. [Fridays For Future](#) is an entrepreneurial initiative which is a combination of local, regional, and global actions.

While some of the practices involved in Fridays For Future is certainly entrepreneurial, would a badge “entrepreneur” have any value to those who actually are contributing that enterprise? Conversely, would the possibility to obtain the badge “entrepreneur” would be a motivation for someone to initiate a project in a specific domain? Shouldn't be the interest in a specific domain that should come first, the intrinsic interest and motivation.

The idea of “lenses” can be interpreted as:

- Taking the EntreComp framework and make it more appetising adding a layer of sugar coating or extra flavours
- Using the EntreComp framework to elicit, guide and recognise entrepreneurial practices in domains of interest to the stakeholders

The later interpretation sounds more open and places EntreComp as a means to multiple ends, not an end in itself, the former interpretation.

Here is a list of “lenses” that could be used to (elicit, guide and) recognise entrepreneurial practices:

- United Nations Sustainable Development Goals: there are 17 of them, and we need to be more *entrepreneurial* if we want to collectively achieve them
- Social and community entrepreneurship: creating and operating associations, clubs, youth work, etc.
- Cultural entrepreneurship: performances, events, exhibitions, etc.
- Civic entrepreneurship: creating value for society and contributing to the commons

- ...

Such an approach would multiply the number of Open Badges and the EntreComp message could get lost. There is a possible solution to that:

- First, recognise the practice that has mobilised entrepreneurial competencies
- Second, recognise the entrepreneurial competencies that have been mobilised.

So, if the EntreComp community believes that it would be a good idea to have an “entrepreneur” badge that would be delivered after providing evidence of the mastery of certain competencies, such a badge would gain in attractiveness and legibility if delivered after/in relation to/ a badge recognising the practice. If that seems like too much work, one option would be for the person being recognised to create a *Selfie Badge* of their project/initiative/achievement and endorse that *Selfie Badge*.

# FINAL REMARKS

This guide was designed to support the adoption of the EntreComp framework with the help of Open Badges. At this stage you should have an idea of:

- What are Open Badges (and recognition!)
- How they can be used to recognise entrepreneurial practices
- How to create Open Badges and their ecosystem

It is time to take the plunge and start to use the EntreComp Recognition Pathway for ourselves, to empower the use of open badges for open recognition of entrepreneurial practices for individuals, teams, organisations, and communities.

Once we see the value and relevance for this EntreComp Community, we can see the potential across different learning contexts and for all types of learners ...

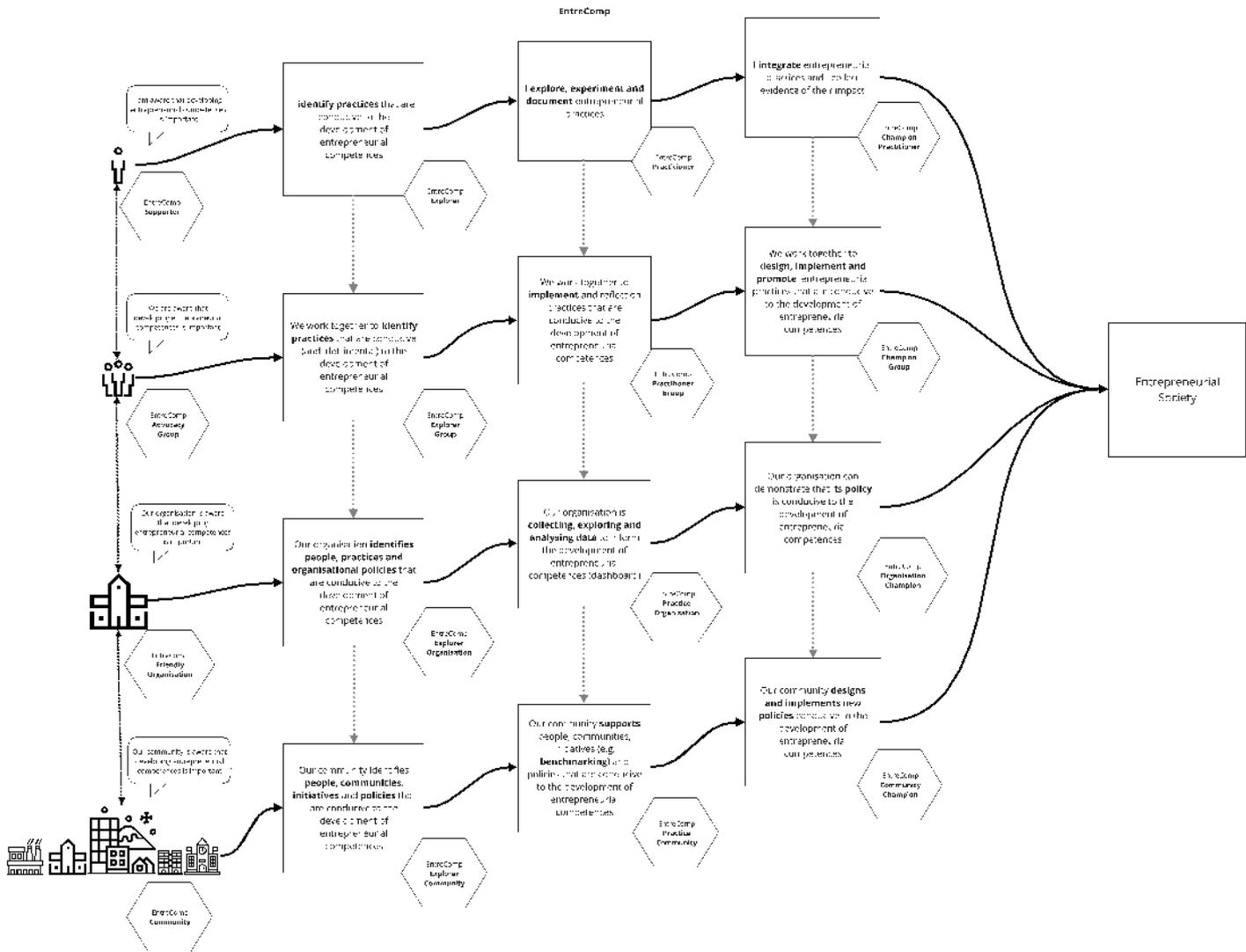
If you would like to know more visit [www.entrecompeurope.eu](http://www.entrecompeurope.eu) or write to: [info@entrecompeurope.eu](mailto:info@entrecompeurope.eu).

## GLOSSARY

<b>Assessment</b>	The evaluation or estimation of the nature, ability, or quality of someone or something.
<b>Certification</b>	the action or process of providing someone or something with an official document attesting to a status or level of achievement.
<b>Recognition</b>	The identification, acknowledgement or appreciation of someone or something
<b>Recognition (Informal)</b>	A recognition offered or received informally; an endorsement to/by a peer or a community
<b>Recognition (Non-Formal)</b>	A recognition issued by an organisation, an association, an employer; a certificate, a credential
<b>Recognition (Formal)</b>	An official recognition issued by an institution of formal education or an awarding body; a qualification, diploma, or other official certificates
<b>Open</b>	In the context of that guide, Open is term used to refer to a product, service or system that is open to access and people, like open data, open learning, open badges, open recognition
<b>Open Badges</b>	<ol style="list-style-type: none"><li>1. An Open Badge is a means to make visible something that wouldn't be visible without it and, by making that thing visible, creates the conditions for something new to happen</li><li>2. An Open Badge is an image with a set of metadata describing how an entity (issuer) recognizes another entity (recipient) for something according to certain criteria</li><li>3. An Open Badge is a particular type of <i>verifiable claim</i> i.e., a piece of information that is tamper proof and verifiable</li></ol>
<b>Open Recognition</b>	A set of technologies, practices and policies aiming at opening the access to recognition for everyone. Open Badges is the technology that was developed to recognise informal learning

# THE ENTRECOMP COMMUNITY RECOGNITION PATHWAY

At each stage badges are created to document practices and identify the people involved



## THE SPACE OF RECOGNITION

The forms of recognition are multiple, so the "Space of recognition" was designed to reflect this diversity and even to imagine new forms.

The x-axis (vertical) reflects the difference between formal recognition centred on institutions and informal recognition centred on communities. The y-axis (horizontal) reflects the difference between recognition of something that has been linked in the past and will not change (static) and recognition that looks to the future (dynamic).

The intersection of the two axes thus defines 4 "types of recognition": normative, enabling, inclusive and emancipatory.



### Normative- Formal/**Traditional**

A diploma received at the end of a validated training course is a normative type of recognition, as it is associated with a predefined curriculum (and/or reference framework) implemented by an institution. Representing past learning, a diploma will not evolve over time (static).

### **Inclusive - Informal/Traditional**

A "Stewardship" badge sewn onto a Scout's shirt certainly highlights organisational and logistical skills, but above all it is a recognition that confirms membership of a community of practice, Scouting. Even if there were a "standard" to define this badge, it is above all an inclusive form of recognition.

### **Empowering - Formal/Non-Traditional**

One of the characteristics of recognition in formal education is that it comes at the end of a journey: you learn, then you are recognised (grade, certificate, diploma). Let's reverse this logic and imagine a form of recognition that takes place at the beginning of a course. This is precisely what agricultural education does with the "eco-responsible" recognition: students commit themselves as "eco-responsible", receive recognition for their initial commitment, and then document their practice.



### **Emancipatory - Informal/Non-Traditional**

When a person suffers from a lack of recognition, the solution could be to offer more recognition. Another would be for that person to make an offer of recognition, and if that recognition was accepted, the one who took the initiative to recognise would also be recognised (reciprocity). This is the idea of recognition as an emancipatory practice, that everyone has the power to recognise and it is by using it, by recognising the other, that one is emancipated - not simply by asking to be recognised.

## QUESTIONS TO ASK WHEN DESIGNING A RECOGNITION PROJECT

- What is the purpose of the recognition project?
  - To improve, correct, (re)mobilise, transform, ...?
- Educational, social, employment, cultural, ...?
- What would be the success indicators of the recognition project?
  - Quantitative: number of participants, recognition obtained, jobs found, ...
  - Qualitative: self-esteem, social cohesion, social promotion, ...
- Who are the stakeholders and their role in the recognition project?
  - Who initiated it?
  - Individuals, communities, organisations, institutions, local authorities, ...
  - Who are the primary beneficiaries?
    - § people and communities "in need" of recognition
  - Who are the secondary beneficiaries?
    - § employers, citizens, colleagues, local authorities
- What other stakeholders are mobilised and can be mobilised?
  - Employment service, social service, ...
  - Trainers, counsellors, funders, etc.
- Is it a shared project?
  - Is the project designed
    - § for,
    - § with or
    - § by the target audiences (people, territory, network, etc.)?
  - Is it an open project?
    - § Everyone participates in the recognition of each other (symmetrical/open).
    - § There are on the one hand the "beneficiaries" of the recognition, on the other hand those who design, implement, and recognise (asymmetric/closed).

These questions are important to ask before starting to instrument the project, especially with Open Badges.



# COMMUNITY

Do you want to be part of the EntreComp Europe Community? For more information about events and news from our national EntreComp Collaborative Communities, please visit the websites and Community groups listed below.

## **EntreComp Europe**

[Website](#) | [Community](#)

## **EntreComp Belgique**

[Website](#) | [Community](#)

## **EntreComp Italia**

[Website](#) | [Community](#)

## **EntreComp Moldova**

[Website](#) | [Community](#)

## **EntreComp España**

[Website](#) | [Community](#)

## **EntreComp Türkiye**

[Website](#) | [Community](#)

# PARTNERS

EntreComp Europe is a collaborative project bringing together partners across five European countries.

## **BELGIUM**

Bantani Education, Eurochambres, Service Public de Wallonie

## **ITALY**

Materahub, Matera, Camera di Commercio Della Basilicata (COCBasciliata)

## **MOLDOVA**

Chamber of Commerce and Industry of the Republic of Moldova (CCIRM), National Agency for Research and Development (NARD)

## **SPAIN**

Fundación UCEIF, SoderCan, Injuve, Junta de Extremadura Consejería de Economía, Ciencia y Agenda Digital, Spanish Chamber of Commerce

## **TURKEY**

The Union of Chambers and Commodity Exchanges of Turkey (TOBB), Turkish National Agency Turkishna



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