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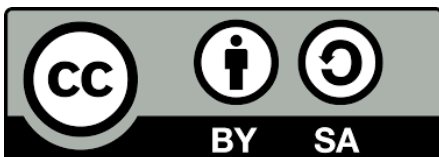
ENTRE

@ V E T S C H O O L S

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# Erasmus+ KA2 Strategic Partnership for VET

## IO3 – The Eco-System of the Open Badges GUIDE



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## 1. Introduction - Aims and Activities of IO3

Based on the development of the benchmark research, in order to map out the current scene in each of the participating countries in terms of the development of the Competence Framework (IO1) and the Learning Back Pack accompanied with the campaign (IO2) the 3rd Intellectual Output was developed.

The specific aims of this I.O. are:

- The design of the eco-system where the open-badge system (based on IO1), will be developed in order to identify, recognise and validate the new skills acquired by the VET students.
- To set the levels/quizzes for each of the ENTRE@VETSCHOOLS AWARDS to be gained for each main entrepreneurial module.
- To promote the use of an innovative, simple and rational ASSESSMENT tool for transparency, validation and recognition of the various competences, to be acquired through the synergies between various organisations in an open and digital setting (Erasmus+).
- To initiate the creation of synergies between NGOs, labour market, institutions, schools, stakeholders, authorities etc. for the endorsement and accreditation of the ENTRE@VETSCHOOLS programme and the new competences of students.
- To design the dynamic and interactive e-platform to be used for the purposes of the project which will function as an Open Learning Environment.
- To take all technological actions to link the Open Badges eco-system to the platform in terms of taking the quests - challenges, issuing OB and exhibiting OB on VET students and trainers' profiles.
- To design an e-Manual with instructions for the use of the platform.

The activities for IO3 are:

**A1** – The design of the eco-system for the implementation of the Open badges. (Emphasys Centre will prepare it and it will reviewed amongst the consortium)

**A2** – The preparation of the ENTRE@VETSCHOOL guide. (Emphasys will prepare the guide)

**A3** – The development of the INTERACTIVE PORTAL and ASSESSMENT tool. (Emphasys will lead the interactive tool and 2EK Peiraias will provide the consortium with procedures and guidelines regarding the functionality of the platform).

## 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: collaboration, communication, etc.
- Participation and community involvement
- Official certification
- Authorization

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 (i.e. young people, students), the issuers (i.e. VET Schools, stakeholders, enterprises, NGOs including the VET trainers/ Volunteers as facilitators) and the badge consumers (i.e. employers, formal education, public authorities, official body). 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, such as coding skills for VET students and teachers.

Open Badges 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).

Open Badge is a visual verified evidence of achievement. It has 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 badge owner is claiming, link to 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 soft skills)
- Badges can be used in professional 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

### 4.1. 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 being done by a diverse range of organizations and communities, including:

- Schools and universities
- Employers
- Community and nonprofit organizations
- Government agencies (including NASA)
- Libraries and museums
- Event organizers and science fairs (Including Intel)
- Companies and groups focused on professional development (such as the ENTRE@VETSCHOOLS consortium)

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

### 4.2 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.

### 4.3. Earner

Open Badges help to 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.

#### 4.4. 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 artifacts the learner has produced can be used as evidence for claiming a badge.

#### 4.5. 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 from the earner's Mozilla Backpack (using the email address account), 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 organization 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.

### 6.1. 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 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 Center 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 in the 21st century which should be further explored in the field of formal and non-formal education.

## 6.2. 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, 2016c).

## 7. Open Badges for ENTRE@VETSCHOOLS

Open Badges provide portable and verifiable information about digital skills and achievements. Students 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 ENTRE@VETSCHOOLS project.

Main characteristics of the ENTRE@VETSCHOOLS Open Badges eco-system:

- The ENTRE@VETSCHOOLS consortium has designed the framework, syllabus and teaching - learning material for the following modules (which are presented in IO2) namely:
  - Spotting Opportunities & Creativity (The objective is to obtain the Ideas and Opportunities badge)
  - Mobilising Resources & Motivation and perseverance (The objective is to obtain the Resources badge)
  - Taking the Initiative & Learning through experience (The objective is to obtain the Into Action badge).
- The ENTRE@VETSCHOOLS consortium has created the corresponding badges (see Figure 1). There are 6 badges for each of the modules (1 per topic), 3 badges for the competences (1 per section as proposed in the Entrecomp framework) and 1 overall Badge (ENTRE) for the Completion of all Modules. In order for the student to acquire the ENTRE Badge, they first need to complete all topics of the specific modules. These badges are made available for earning via the e-tool, which has been designed specifically for the learning and assessment purposes of the ENTRE@VETSCHOOLS project.
- Students are invited to register in the platform and take the course(s) of the ENTRE@VETSCHOOLS project.
- The e-platform specifies to students the criteria for earning each of the badges shown below. These criteria will be elaborated in the following section.
- Students 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 issuer (ENTRE@VETSCHOOLS Consortium) will provide the user with the opportunity (through the e-tool) to create an account in the Badge Backpack in order to display the earned badges there as well.

The ENTRE@VETSCHOOLS 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.

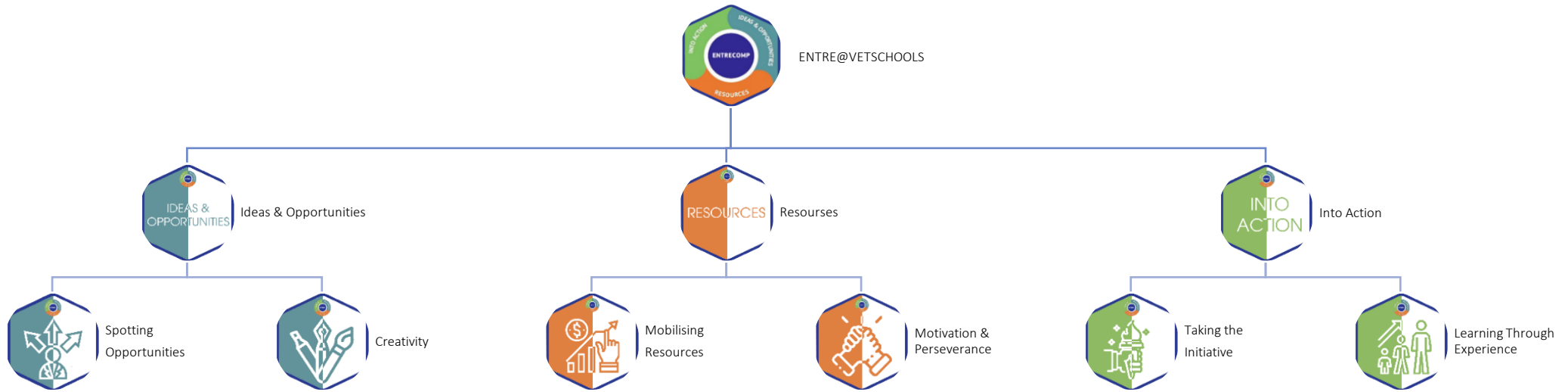


Figure 1: Tree Structure of the Open Badges



The ENTRE@VETSCHOOLS consortium has decided to divide the 6 modules into three (3) topics according to the Entrecomp framework. Students can therefore achieve a maximum of two (2) Open Badges for one module (e.g.: Resources). An additional Open Badge (the Overall Module Completion) will be awarded to students once they have completed all topics. Completing all of the offered modules, rewards the student automatically with the ENTRE@VETSCHOOLS Badge. Thus, in total 10 Open Badges will be developed and awarded.

Each Open Badge is described by the following aspects:

1. Name of the Open Badge: The name of the Open Badge comprises the name of the Module and the level of difficulty description (e.g.: Introduction, Basic, and Expert)
2. Design of Open Badge: The Visualization (image) of the Open Badge for Module (see Figures 2 and 3)
3. Main Objective: A description of the Open Badge related to the main objectives of each Level.
4. Learning Outcomes: A list of the learning outcomes to be acquired. In the document IO2 "ENTRE@VETSCHOOLS Competence Reference Framework - Benchmarks and Indicators" the learning outcomes are presented per level. The theoretical learning outcomes are related to the Component 2 of the Framework and will be examined with exercises. The practical learning outcomes are related to the Component 3 of the Framework and they will be examined using practical based assessment statements.
5. 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 students. The criteria and the assessment methods that have to be followed in order to receive a badge are described in the following sections.
6. Evidence: 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.
7. Issued by: In this section the issuer of the Open Badge is specified, which in this case is the ENTRE@VETSCHOOLS Consortium.

## 8. Badges Awarding Criteria

The ENTRE@VETSCHOOLS e-tool offers 10 badges in total. The criteria for earning the badges for the modules, differ from the criteria for the awarding of the last ENTRE@VETSCHOOLS Badge.

### 8.1. Award Criteria for the Badges

To obtain the **Ideas and Opportunities** badge, the student needs to acquire the **Spotting Opportunities** and **Creativity** badges, both with at least 70% overall mark.

To obtain the **Resources** badge, the student needs to acquire the **Mobilising Resources** and **Motivation & Perseverance** badges, both with at least 70% overall mark.

To obtain the **Into Action** badge, the student needs to acquire the **Taking Initiative** and **Learning Through Experience** badges, both with at least 70% overall mark.

### 8.2. Award Criteria for Overall Course Completion Badge

Finally, the criterion, for the awarding of the final ENTRE@VETSCHOOLS Badge will be the successful completion of all topics of the course. Successful completion of a module means earning the corresponding module badge, which can be achieved with an overall mark 70% or over. Therefore, once users receive all module badges, the e-platform will automatically award them the final Overall Course Completion Badge (ENTRE@VETSCHOOLS Badge) (Figures 2 & 3).




**Figure 2:** Criteria to obtain the ENTRE@VETSCHOOLS badge



**Figure 3:** Overall ENTRE@VETSCHOOLS badge


## 9. Open Badges for all Modules and Topics


The following section present the details of the open badges developed based on the modules (IO2).


Name of OB	Design of OB	Learning Outcomes	Assessment Criteria	Evidence	Issued by
Spotting Opportunities		<ol style="list-style-type: none"> <li> <b>Identify, Create and Seize Opportunities</b> <ul style="list-style-type: none"> <li>- I can explain what makes an opportunity to create value.</li> <li>- I can describe different analytical approaches to identify entrepreneurial opportunities.</li> <li>- I can find opportunities to help others.</li> <li>- I can use my knowledge and understanding of the context to make opportunities to create value.</li> <li>- I can recognise opportunities to create value in my community and surroundings.</li> </ul> </li> <li> <b>Focus on challenges</b> <ul style="list-style-type: none"> <li>- I can recognize challenges in my community and surroundings that I can contribute to solving.</li> <li>- I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.</li> <li>- I can identify opportunities and challenges ideal to maintain competitive advantage.</li> <li>- I can recognise challenges and investigate alternative opportunities to address them.</li> <li>- I can recognise and define opportunities where I can maintain a competitive advantage using my focus and spotting opportunities.</li> <li>- I can cluster different opportunities or identify synergies among different opportunities and options to make the most out of them in a positive way.</li> </ul> </li> <li> <b>Analyse Context/ Uncover Needs</b> </li> </ol>	<p>70% of Marks should be achieved for the student to earn the "Spotting Opportunities" Badge.</p> <p>This breaks down as 7 out of the 10 questions related to the topic.</p> <p>*For more details, please refer to the Badges Award Criteria Section above.</p>	<p>The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded.</p>	<p>ENTRE@VET Consortium</p>

		<ul style="list-style-type: none"> <li>- I can identify needs in my community and surroundings that have not been met.</li> <li>- I can promote a culture within my organization that is open to spotting the weak signals of change, leading to new opportunities for creating value.</li> <li>- I can identify challenges related to the contrasting needs and interests of different stakeholders.</li> <li>- I can carry out a need's analysis involving relevant stakeholders.</li> <li>- I can tell the difference between different areas where value can be created (for example, at home, in the community, in the environment, or in the economy or society).</li> <li>- I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market).</li> <li>- I can identify the boundaries of the system that are relevant to my (or my team's) value-creating activity.</li> <li>- I can monitor relevant trends and see how they create threats and new opportunities to create value.</li> </ul>			
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Name of OB	Design of OB	Knowledge (Learning Outcomes)	Assessment Criteria	Evidence	Issued by
Creativity		<ol style="list-style-type: none"> <li>1. Develop Ideas <ul style="list-style-type: none"> <li>- I can find creative inspiration in existing sources.</li> <li>- I understand how creativity can benefit entrepreneurial endeavours.</li> <li>- I can find existing examples of how creativity has benefitted entrepreneurial endeavours.</li> <li>- I can develop ideas that solve problems that are relevant to me and my surroundings.</li> <li>- I can describe different techniques to test innovative ideas with end users.</li> </ul> </li> <li>2. Define Problems <ul style="list-style-type: none"> <li>- I can identify existing and potential barriers and issues that require creative strategies to overcome.</li> <li>- I can identify and learn from existing examples of creative problem-solving.</li> <li>- I understand that I must test my creative solutions to ensure they will be successful.</li> </ul> </li> <li>3. Design Value <ul style="list-style-type: none"> <li>- I can find creative inspiration in existing sources and apply it to my own projects for valuable effect.</li> <li>- I can improve existing products, services and processes so that they better meet my needs or those of my peers and the community.</li> <li>- I can identify the basic functions that a prototype should have to illustrate the value of my idea.</li> </ul> </li> </ol>	<p>70% of Marks should be achieved for the student to earn the “Creativity” Badge.</p> <p>This breaks down as 7 out of the 10 questions related to the topic.</p> <p>*For more details, please refer to the Badges Award Criteria Section above.</p>	<p>The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded.</p>	<p>the ENTRE@VETSCHOOLS Consortium</p>

Name of OB	Design of OB	Knowledge (Learning Outcomes)	Assessment Criteria	Evidence	Issued by
Mobilising Resources		<ol style="list-style-type: none"> <li>1. Manage Resources <ul style="list-style-type: none"> <li>- I can experiment with different combinations of resources to turn my ideas into action.</li> <li>- I can develop a plan for dealing with limited resources when setting up my value-creating activity.</li> <li>- I can allocate enough resources to each step of my (or my team's) action plan and for the value-creating activity (for example, time, finances, and my team's skills, knowledge and experience).</li> </ul> </li> <li>2. Use Resources Responsibly <ul style="list-style-type: none"> <li>- I can describe how resources last longer through reuse, repair and recycling.</li> <li>- I can choose and put in place effective resource-management procedures (for example, life-cycle analysis, solid waste).</li> <li>- I can identify the opportunities that using resources efficiently and the circular economy bring to my organisation.</li> </ul> </li> <li>3. Get Support <ul style="list-style-type: none"> <li>- I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors).</li> <li>- I can find support to help me take advantage of an opportunity to create value (for example, advisor or consultancy services, peer or mentor support).</li> <li>- I can develop a network of flexible and responsive providers from outside the organisation who support my value-creating activity.</li> </ul> </li> </ol>	<p>70% of Marks should be achieved for the student to earn the "Mobilising Resources" Badge.</p> <p>This breaks down as 7 out of the 10 questions related to the topic.</p> <p>*For more details, please refer to the Badges Award Criteria Section above</p>	<p>The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded.</p>	<p>the ENTRE@VETSCHOOLS Consortium</p>

Name of OB	Design of OB	Knowledge (Learning Outcomes)	Assessment Criteria	Evidence	Issued by
<p>Motivation and Perseverance</p>		<p>1. Stay Driven</p> <ul style="list-style-type: none"> <li>- I am driven by the possibility to do or contribute to something good for me or others.</li> <li>- I can anticipate the feeling of achieving my goals that motivates me.</li> <li>- I see tasks as challenges to do my best.</li> </ul> <p>2. Be determined</p> <ul style="list-style-type: none"> <li>- I can recognize different ways of motivating myself and others to create value.</li> <li>- I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others.</li> <li>- I can use strategies to stay motivated.</li> <li>- I can reward initiative, effort, and achievement appropriately within my team and organization.</li> <li>- I can tell the difference between personal and external factors that motivate me or others when creating value.</li> <li>- I can use strategies to keep my team motivated and focused on creating value.</li> <li>- I can design effective ways to attract talented people and keep them motivated.</li> </ul> <p>3. Be resilient</p> <ul style="list-style-type: none"> <li>- I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others.</li> <li>- I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress).</li> </ul>	<p>70% of Marks should be achieved for the student to earn the “Motivation and Perseverance” Badge.</p> <p>This breaks down as 7 out of the 10 questions related to the topic.</p> <p>*For more details, please refer to the Badges Award Criteria Section above</p>	<p>The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded</p>	<p>the ENTRE@VETSCHOOLS Consortium</p>

- |  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <ul style="list-style-type: none"><li>- I can reward initiative, effort, and achievement appropriately within my team and organization.</li><li>- I can tell the difference between personal and external factors that motivate me or others when creating value.</li><li>- I can use strategies to keep my team motivated and focused on creating value.</li><li>- I can design effective ways to attract talented people and keep them motivated.</li></ul> |  |  |  |
|--|--|---|--|--|--|

Name of OB	Design of OB	Knowledge (Learning Outcomes)	Assessment Criteria	Evidence	Issued by
<p>Taking Initiative</p>		<ol style="list-style-type: none"> <li>1. Take responsibility <ul style="list-style-type: none"> <li>- I can delegate responsibility appropriately.</li> <li>- I can carry out the tasks I am given responsibly.</li> </ul> </li> <li>2. Work Independently <ul style="list-style-type: none"> <li>- I can work independently in simple value-creating activities.</li> <li>- I can help others work independently.</li> <li>- I can initiate value-creating activities alone and with others.</li> </ul> </li> <li>3. Take Action <ul style="list-style-type: none"> <li>- I can have a go at solving problems that affect my surroundings.</li> <li>- I can value others taking the initiative in solving problems and creating value.</li> </ul> </li> </ol>	<p>70% of Marks should be achieved for the student to earn the “Motivation and Perseverance” Badge.</p> <p>This breaks down as 7 out of the 10 questions related to the topic.</p> <p>*For more details, please refer to the Badges Award Criteria Section above</p>	<p>The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded</p>	<p>the ENTRE@VETSCHOOLS Consortium</p>

Name of OB	Design of OB	Knowledge (Learning Outcomes)	Assessment Criteria	Evidence	Issued by
<p>Learning Through Experience</p>		<p>1. Reflect</p> <ul style="list-style-type: none"> <li>- I can find examples of great failures that have created value.</li> <li>- I can reflect on failures (mine and others) identify their causes and learn from it.</li> <li>- I can help others reflect on their achievements and failures by providing honest and constructive feedback.</li> </ul> <p>2. Learn to learn</p> <ul style="list-style-type: none"> <li>- I can reflect on the relevance of my learning pathways for my future opportunities and choices.</li> <li>- I can find and choose opportunities to overcome my weaknesses and develop my strengths.</li> <li>- I can help others develop their strengths and reduce or compensate for their weaknesses.</li> </ul> <p>3. Learn from Experience</p> <ul style="list-style-type: none"> <li>- I am able to identify what I have learnt from taking part in value-creating activities.</li> <li>- I can filter the feedback provided by others and keep the good from it.</li> <li>- I can help others reflect on their interaction with other people and help them learn from this interaction.</li> </ul>	<p>70% of Marks should be achieved for the student to earn the “Motivation and Perseverance” Badge.</p> <p>This breaks down as 7 out of the 10 questions related to the topic.</p> <p>*For more details, please refer to the Badges Award Criteria Section above</p>	<p>The proof and the evidence of the acquired skills are the grade marks. This process is fully automatized on the e-tool where the assessment tests are automatically graded</p>	<p>the ENTRE@VETSCHOOLS Consortium</p>



## 10. Practical Guidelines for Issuing Open Badges

In this section you can find practical guidelines on how to issue Open Badges through our interactive learning platform:

- First step is to click on your Course (this one is from the Professional Development Course (EN)), and then click the symbol 'Badges' on your left hand side and then 'Add a New Badge'.

The screenshot shows the ENTRE platform interface. On the left, a dark sidebar contains a menu with items: Course sections, Participants, Badges (highlighted with a red circle), Competencies, Grades, Dashboard, Site home, Calendar, My courses, Private files, Professional Development Course, and Add a block. At the bottom of the sidebar is an 'Accessibility settings' button. The main content area is titled 'Professional Development Course (EN)' and includes a breadcrumb trail: Dashboard > My courses > English > Professional Development Course. Below the title, there are sections for 'Announcements' and 'LEARNING MATERIAL'. The 'LEARNING MATERIAL' section contains a 'Handbook' entry with a description: 'This handbook aims to make the activities and material, carried out by the Entre@VETSchools project, visible and accessible to inspire teachers and guidance counselors in the VET sector to take a step forward in developing and planning courses and providing support for the students - fostering entrepreneurship in VET schools. The role of the Entre@VETSchools project is to understand the current situation in the VET sector, which focuses on entrepreneurship. Moreover, to research and develop tools that aim at helping teachers, guidance counselors and professionals to develop new approaches in which leads to new teaching methods and courses having entrepreneurship at the core. Therefore, this handbook aims at supporting curricular and teaching orientation to develop entrepreneurial skills in VET schools.'

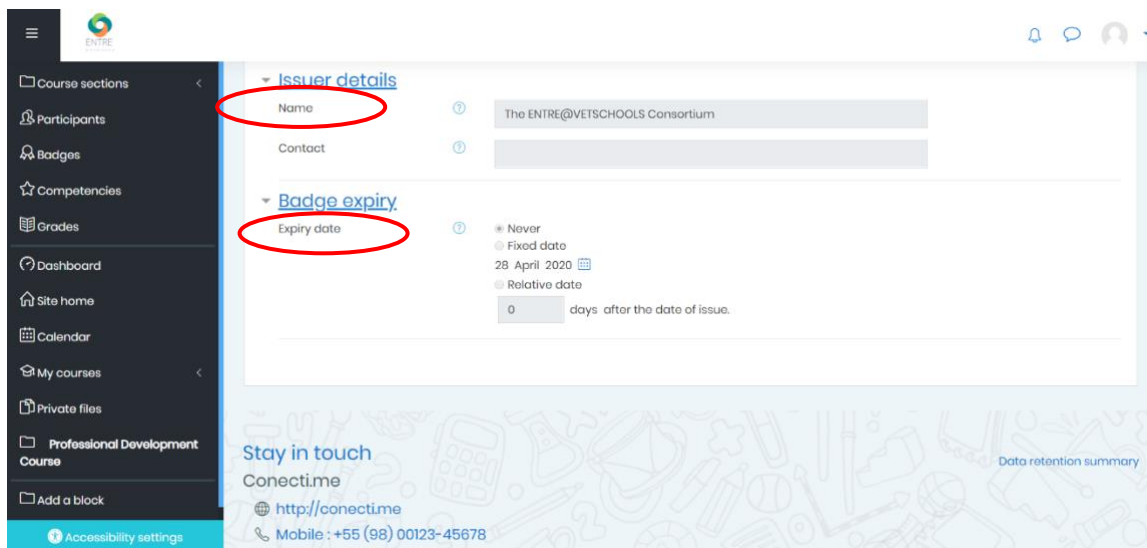
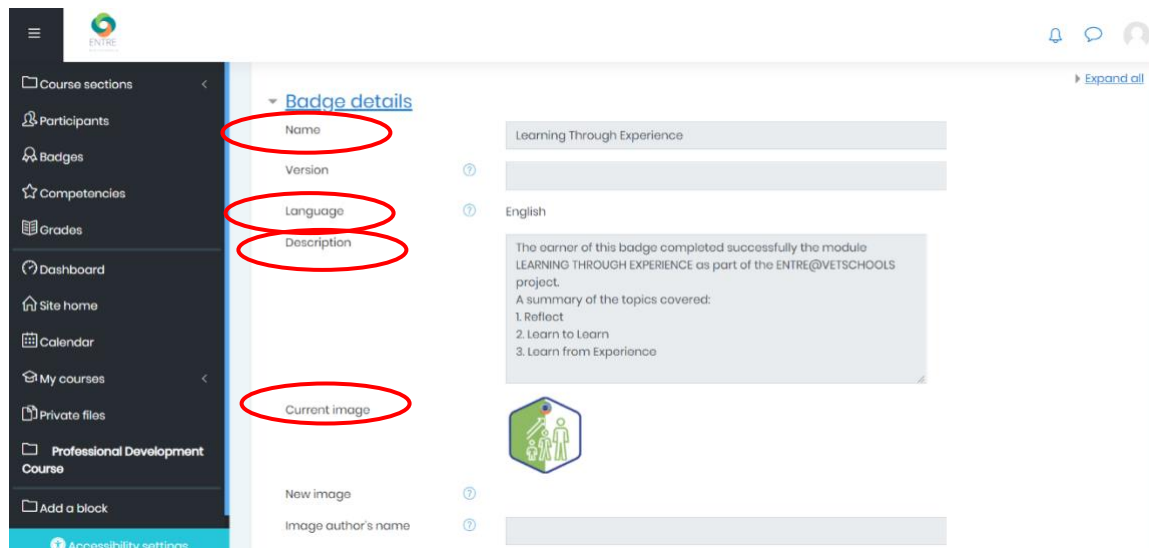
- Now you can see the settings for the BADGE to be added
- Please add to the 'BADGE DETAILS':
- Name of the Badge (e.g. Learning through Experience)
- Language (choose your language)
- Description: Add a brief description of your badge, more specifically what the users will earn with this badge. Please add the following and revise it accordingly to your module and the topics: (you will find the topics for each module into the framework)

'The earner of this badge completed successfully the module LEARNING THROUGH EXPERIENCE as part of the ENTRE@VETSCHOOLS project.

A summary of the topics covered:

1. Reflect
2. Learn to Learn
3. Learn from Experience'

- Image: Upload the image of the badge
- Please add to the 'ISSUER DETAILS' settings:
- Name: The ENTRE@VETSCHOOLS Consortium
- Make sure the Expiry Date is set to 'Never'
- Then click 'Create a badge'





- Now it is the time to add our criteria (How users will earn the badge)
- After creating the badge, choose from the drop down list 'Activity Completion'
- Now you need to click in to the ' Learning through Experience Final Assessment' for your course. This means that when the user completed the final assessment he/she will earn the badge.
- Then click 'Save'
- Is important to click 'Enable Access' for the users to be visible to them.
- Click 'Continue' to confirm for the changes in badges settings
- Then you will see the badges into your modules

The screenshot displays the Moodle interface for managing a badge titled "Learning Through Experience". The left sidebar contains navigation options such as "Course sections", "Participants", "Badges", "Competencies", "Grades", "Dashboard", "Site home", "Calendar", "My courses", "Private files", "Professional Development Course", and "Add a block". The main content area shows the breadcrumb trail: "Dashboard > My courses > English > Professional Development Course > Badges > Manage badges". Below this, there's a sub-section for "Learning Through Experience" with a green notification bar stating "Badge criteria successfully created". A yellow warning bar below it says "This badge is currently not available to users. Enable access if you want users to earn this badge." with an "Enable access" button circled in red. Below the warning bar are tabs for "Overview", "Edit details", "Criteria", "Message", "Recipients (0)", "Endorsement", "Related badges (0)", and "Alignments (0)". Under the "Criteria" tab, there's an "Add badge criteria" section with a dropdown menu showing "Choose..." circled in red. Below this, the "Activity completion" section is visible, indicating that an activity must be completed.

## 11. Conclusion – Next steps

To sum up, this document provided a detail analysis of the eco-system for the implementation and use of the Open Badges. By completing the design of the eco-system for the implementation and use of the Open badges, the preparation of the ENTRE@VESCHOOLS Guide and the development of the interactive platform, means the completion of Intellectual Output 3.

The next Intellectual Output (IO4) entails the setting up of the ENTRE@VETSCHOOLS HUBS in VET Schools, which includes the design and development of the TOOL KIT, Translations and finalization of all materials and the implementation of the programme. The implementation will take place in each partner country after the C1 – Short term staff training.

## References

1. Proposal for ENTRE@VETSCHOOLS – Project Number: 2018-1-DE02-KA202-005130
2. <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>
3. <https://www.openbadges.org/>