Open Recognition Framework

Discussion Paper

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Lead Authors / Editors	Dominic Orr, Serge Ravet
Contributors	

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Disclaimer

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1   Purpose of this document

This working document describes the structure and suggests content for a framework to promote *open recognition*. It is also the basis for an action plan, which should run parallel to other activities during the MIRVA project with the aim of increasing awareness and practice of open recognition in a multitude of social settings.

The aim of this document is to encourage:

- A strategic response of a community of practitioners to the environment need for new forms of competencies (the combination of skills, knowledge, attitudes and values) and experience.
- Building a common alignment and commitment between social groups wishing to experiment with and use open recognition.
- The development of milestones and clear objectives within this community, which will assure progress during the MIRVA project lifecycle and beyond.

MIRVA stands for: Making Informal Recognition Visible and Actionable. It is a 3 year project (2017-2020) coordinated by Espace Mendès France, with 8 partners in the consortium from 6 countries. It is funded by Erasmus+.

It aims to study the conditions necessary for establishing an informal recognition environment through the exploration of the following 4 domains:
- The potential benefits of Open Endorsement as proposed by the Open Badge 2.0 specification.
- The conditions (technical, educational, political, etc.) for the successful implementation of Open Endorsement.
- The services that could emerge from the information generated through Open Endorsement.
- The conditions for creation of an effective continuum between informal and formal recognition.

2   What do we want to achieve?

The objective of the Open Recognition Framework is to support individuals and organisations willing to actively contribute towards the emergence of an Open Recognition ecosystem as one of the foundations for an open society. It is a framework oriented towards action, i.e. towards empowering individuals and their communities to become active contributors in the recognition of others, rather than simply being "in search of recognition". While the Framework will include recommendation on practices, technologies and policies, as well as on ethics (an ethical framework), we wish to make it actionable, an opportunity for all individuals and communities to speak with their own voices and decide on their own actions to make Open Recognition a reality.

It is why, one of the mottos underpinning this Framework could be:

we have the power to recognise and we are taking it!

3 Why focus on recognition (and not just on Open Badges)?

This is a first draft of a common understanding of the purpose of recognition and the problem open recognition hopes to solve. It should be further developed and elaborated during the project lifecycle.

With learning at the centre of modern society, new ways of recognising learning are being sought that are more flexible, more inclusive and more transparent than the current forms of official certification. Formal recognition only ever covers a small sector of the total population – i.e. those in education and training programmes with certification aligned to national qualification frameworks (European Commission, 2006). However, participation in society, social mobility and indeed innovation in the workplace are dependent on recognition and communication of learning achievements in terms of the skills, knowledge and experiences people have acquired in various settings. Informal recognition does occur, for instance, when an employee receives higher wages due to their experience (e.g. number of years) in a particular workplace (Bessen, 2015) or when an employee asks for an official reference from a previous employer to be used in an application for a new job. However, these instruments are not transparent and not easily scaled.

The problem can be sketched as follows:

1) We need people to further develop their competencies and acquire new ones, but
2) many who already do this, informally, are generally not recognised in any visible, transparent manner which would allow this informal learning to have a unequivocal transactional value outside of the place it has been learnt (i.e. sometimes it is recognised, sometime not).
3) Those seeking (formal) recognition for their learning and achievements usually have to go through institutionalised processes (i.e. pass formal examinations, which often prescribe attendance of courses) that act as bottlenecks, whereas
4) approaches to (informal) recognition with no (or wider/different) bottlenecks exist and are expanding with the development of digital technologies and social networks.

4 What is open recognition?

This is a first draft of a common understanding of open recognition. It should be further developed and elaborated during the project lifecycle.

For the practice of recognition, a four-field matrix can be drawn between traditional and non-traditional and formal and non-formal recognition – see Figure 1. Open recognition focuses particularly on non-formal forms of recognition, i.e. those which are community-based, where the endorser has the justification to endorse based not on formal status, but on their knowledge of the person they are endorsing. The recognition may be either based on past achievements (traditional) which is likely to be the most common use-case, but also ex-ante on expected achievements in the future (non-traditional).
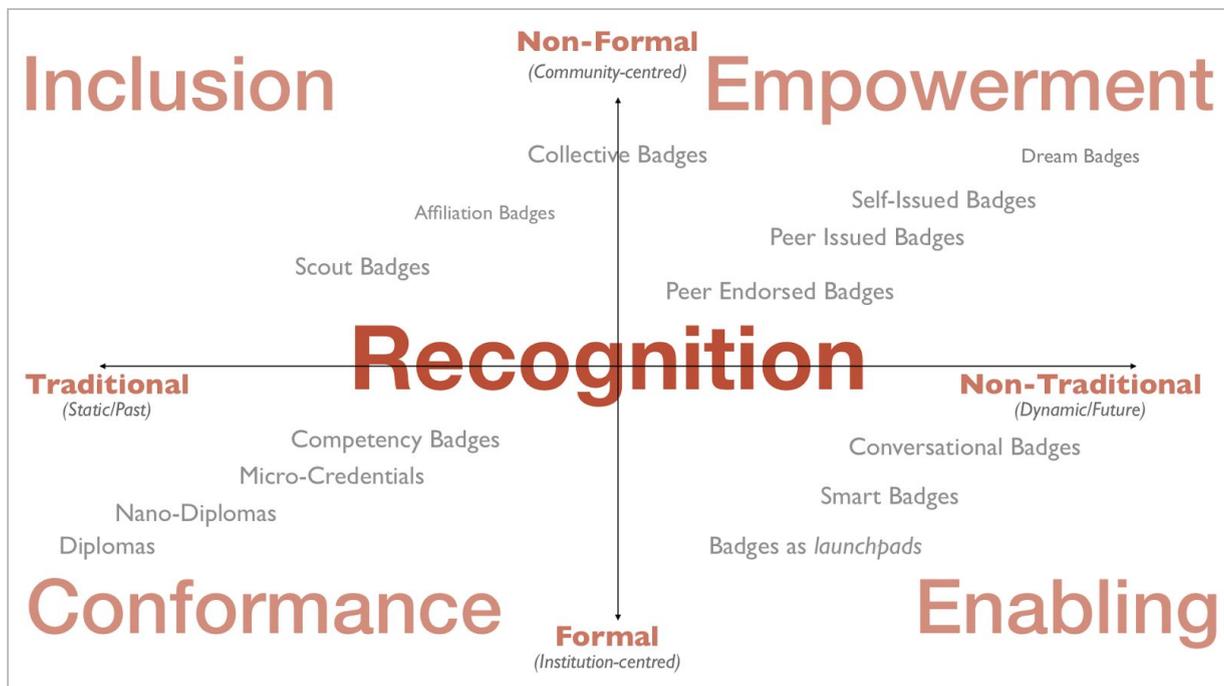
Figure 1: Open Recognition Plane—Source: Serge Ravet.

Institution-focussed formal recognition is also an important instrument. However, it should be borne in mind that formal recognition coupled with a traditional focus on static knowledge or skills acquisition can lead to conformance to predefined norms. In educational circles this is referred to as 'back-wash', whereby the form of examination of knowledge or skills used to attest a potential graduate affects the type of learning encouraged (e.g. multiple choice examinations encourage learning by memory with little engagement) [REF – curriculum alignment/backwash].

Furthermore, traditional forms of formal knowledge recognition are only appropriate, where a consensus exists on what should be learnt or known. The more the object of recognition relates to a specific context, the greater the need for more flexible, context-emergent forms of endorsement and recognition.

The focus of MIRVA will be on using digital badges as instruments of endorsement and recognition and the use-cases will span traditional and non-traditional forms of endorsement. The project will particularly focus on empowering communities of peers and/or like-minded people to engage in endorsement and recognition.

One promising avenue for spanning the traditional-versus-non-traditional divide is to explore how standardised classification systems like the new ESCO scheme from the EU [https://ec.europa.eu/esco/portal/news/cd353d95-e8b0-4036-87a1-cdd352755ab3] can be used to provide standardised meta-data, which means that various badges acquired in very different settings can be made stackable, providing evidence of the acquisition and use of specific skills in different contexts (e.g. problem-solving skills at work and for a private parent-initiative to support pre-school learning).

Badges provide a flexible, yet transparent form of recognition, which can be applied to many settings. Their digital transparency, including cataloguing of meta-information along with the actual 'badge',

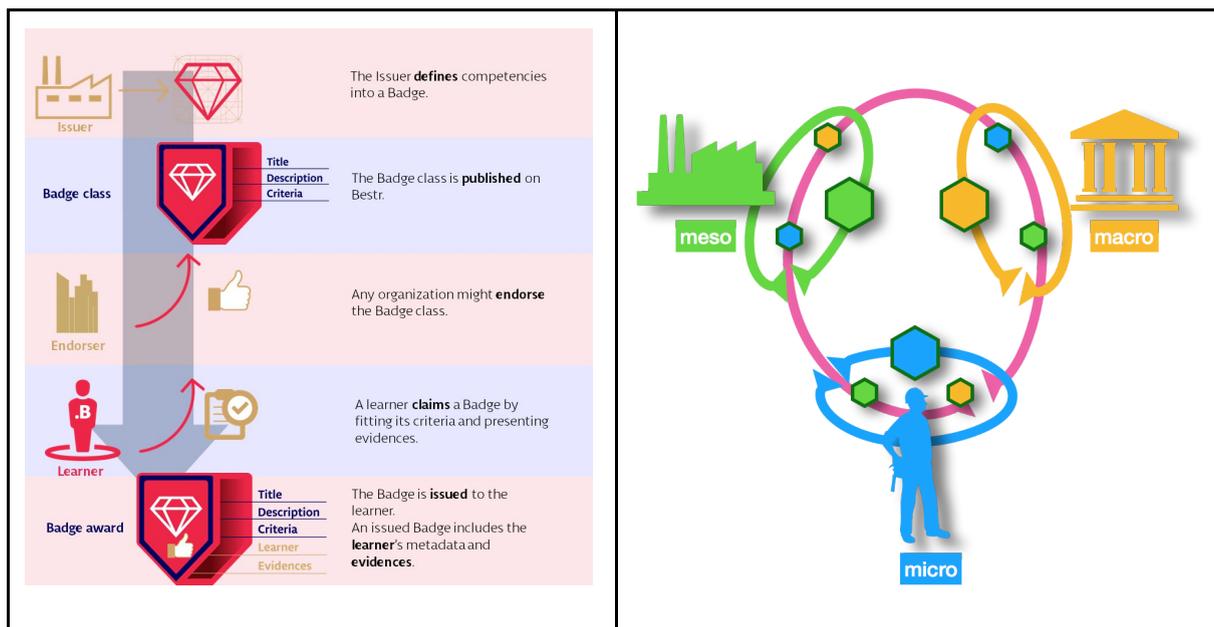provides an appropriate instrument for recognition of both the endorsed and the endorsing organisation.

The figures above elicits recognition flows: the Bestr. Model (left) is based on the traditional, top-down approach used by most Open Badge initiatives, where the recognition tokens are designed and issued by well known institutions. The interesting addition of Open Badges to traditional tokens of recognition (diplomas and certificates) is the *endorsement* of the Badge Class by organisations (e.g. employers). This way, to the prestige of the university delivering a diploma, can be attached that of the endorsers, giving more value to the delivered recognition. While Bestr. flow of recognition is probably the most prevalent in the world of formal education, it is only one flow within an ecosystem of recognition flows. As it will be discussed below, while the original Open Badge Infrastructure was designed to support traditional approaches of recognitions, with the institutions at the centre, as the sole entities with the power to issue recognitions, in an Open Recognition ecosystem there is no centre; instead, there are recognition flows connecting different layers and their agents.

The figure to the right, *Flows of recognition*, elicits the different flows of recognition within and across the different strata of the ecosystem (micro, meso and macro, c.f. below). In this space, the Bestr. model is one sequence within a larger recognition flow. And one important element that is too often overlooked is that the value of formal qualifications is mostly provided through the *informal recognition* of those formal qualifications — now that they can be *endorsed,* they would become *formally recognised* by their endorsers!

The flow of recognition does not stop at the delivery of the recognition token but continues beyond its delivery—and starts before! The informal recognition of formal qualifications contributes to the value of the formal qualifications themselves. One could even state that without informal recognition of formal qualifications, those qualifications would probably be worthless.

The MIRVA[1] projects aims to go beyond this model by not just making informal recognition visible, but to treat individuals as "recognisant agents" and not just as agents in search of recognition by an institutional authority. In this, it is not trying to simply replace existing structures of formal recognition with new forms via badges. That would be a duplication of what already exists. Instead it aims to recognise and make transparent existing forms of informal recognition of formal, non-formal and informal learning.

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 or not 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*

Therefore, while the MIRVA project was designed to address populations that do not have access to formal qualifications the framework we are developing (with this document) should also be beneficial to those holding formal recognitions (as formal recognition does not exist without strong informal recognition).

By focusing on *making visible informal recognition of informal learning* we are applying some of the lessons learned from *design for all* or *universal design* which is about designing services, products and ecosystems equally accessible to people independently from their abilities (physical or social)

5   Who is involved in recognition?

Considering a recognition ecosystem means thinking about recognition operating within and across three 3 levels:

- **Micro** (individual): recognition of and by *individuals*;
- **Meso** (organisational): recognition of and by *communities* formal and informal—networks, groups, organisations, businesses, local and regional authorities, etc.;
- **Macro** (societal): recognition of and by *law*—and the institutions enforcing the law at local, national and international levels—and by extension, market, culture and other societal/global systems.

The following table proposes a view of the different components of a recognition ecosystem.

Recognition	Micro (Individual)	Meso (Organisational)	Macro (Societal)
Source[2]	Love, friendship	Solidarity	Law
Impact	Self-confidence	Self-respect	Self-esteem

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[1] Making Informal Recognition Visible and Actionable http://mirva.openrecognition.org
[2] C.f. Axel Honneth.

Entity	Relative, friend, neighbour, peer, colleague…	Enterprise, association, school university, network…	Government, judicial system, market, culture, ecosystem…
Nature	Informal	Informal and formal	Formal
Agent	Person	Member, employee, resident…	Citizen
Trust	Hyperlocal, interpersonal	Local + interorganisational	Global + interinstitutional
Rules	Tacit	Tacit & explicit	Explicit
Relationship	Connecting	Belonging, contracting	Including/Excluding
Artefact	Like, comment, retweet, endorsement…	Membership card, contract, certificate…	Law, regulation, passport…

*table ?: **The components of a recognition ecosystem**—Source: Serge Ravet*

As recognition operates within and across three 3 levels, we should explore recognition as *flows* and *emerging properties* rather than states:

- An individual recognises a community she wants to join, conversely a community recognises a person who is worth becoming one of their members
- A community seeks a formal recognition by law as a "not-for-profit" or "of public interest" which then increases its chances to be recognised by the people and communities willing to support its mission
- …

The table below elicits how each component of a recognition ecosystem interacts within and across levels where each level can be simultaneously the source (*recognisant*) and the target (*recognised*) of the recognition. For example, an individual can be *in search of recognition* by other individuals (I-I), organisations (O-I) or society (S-I) while *recognising* other individuals (I-I), organisations (I-O) or (the need to change the) law (I-S).

Recognition		**Target** (recognised)		
		Macro	**Meso**	**Micro**
Source (recognisant)	**Macro**	S-S	S-O	S-I
	Meso	O-S	O-O	O-I
	Micro	I-S	I-O	I-I

*table ??: **Relationships within and across levels** (I:Individual O: Organisational S: Societal)—Source: Serge Ravet*

We can then elicit *recognition flows*:

- O1-I1...I1-I2...I1-O2...S-O2 could represent an organisation that has recognised an individual who consequently was recognised by another individual leading to the recognition by another organisation and the contribution of the individual to that organisation led to social recognition
- I1-In...O1...I1-O1, I2-O2, I3-O2, etc. could represent a group of people who have recognised the need to be recognised and organise themselves for mutual recognition that led further

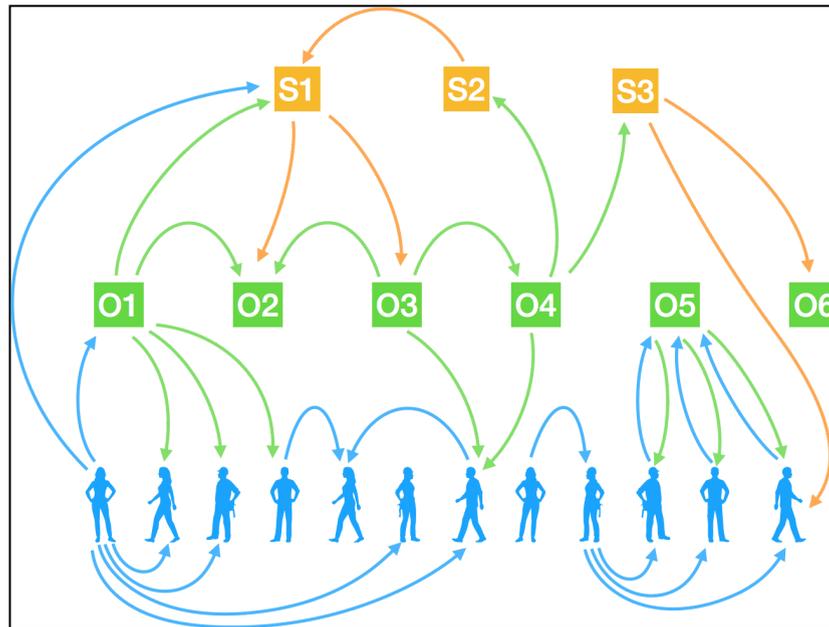recognition by different organisations (get a job, join a training programme, join a cultural group, etc.).

Figure ??: Flows of recognition within and across levels —Source: Serge Ravet.

In the figure above, each arrow indicates the recognition source and target where O and S stand for 'Organisational' and 'Societal' entities i.e. the entities populating the meso and macro levels. Individuals recognise and are being recognised, and their recognition of/by other levels influence their recognition at the micro level, that in turns influence the meso and macro levels.

One systemic failure of the current recognition ecosystem is that individuals are typically being denied the right to recognise. It starts at school where the only forms of recognition are gold stars, prizes, grades and diplomas (and since recently, Open Badges!), all of which issued by institutions or their representatives. The idea that a pupil has the capacity to *recognise* is alien to most formal educational systems. This systemic failure was reinforced by the first generation of the Open Badge Infrastructure where individuals were provided by Mozilla with a Backpack that could only store and display badges issued by institutions and "natural authorities" and did not give individuals the power to issue their own badges. Thanks to the new Open Badges specification, it should now be easy for individuals to issue their own tokens of recognition ('endorsements', in Open Badge parlance), creating thus the conditions to move from a world dominated by top-down recognition systems to one where bottom-up recognition flows are made possible, recognised and welcomed.

The most novel approaches to recognition are likely to be found in the interaction within and across the micro and meso[3] levels, i.e. associations and their 'members' (however formal membership is):

● Within the micro level: individuals can recognise other individuals; being recognised by certain groups might increase the value of certain recognitions, e.g. if someone is a member of the Chartered Accountants community, her endorsement of an apprentice accountant will have more value than coming from someone not affiliated to any group

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[3] Organisations can also seek the recognition at macro level or influence to change the law in their favour.

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- Within the macro level: organisations can recognise other organisations; being recognised by 1 million people might increase the value of certain recognitions, e.g. to establish a partnership with another organisation.

It is with that in mind that we suggest the exploration of the potential of *Open Recognition Circles*, or 'open recognition hubs' (the final term to be chosen at a later stage).

6   Open Recognition Circles

Open Recognition Circles, or *recognition hubs*, are groupings of people involved in the recognition of skills, capabilities, values, achievements of their members. They are to recognition what study circles are to discussing an issue.

> "A study circle is a small group of people who meet multiple times to discuss an issue. Study circles may be formed to discuss anything from politics to religion to hobbies. They are differentiated from clubs by their focus on exploring an issue or topic rather than on activities or socializing." Source: Wikipedia

The grouping can be temporary (e.g. during a hackathon) or permanent (e.g. an association for social integration or an enterprise), focused on a specific sector or cross-sector. The point is that *recognition happens anytime, anywhere*, and the goal of the *hubs* is to make it visible. And what more relevant than exploiting the infrastructure of existing businesses, associations and institutions[4]? At the same time, individuals should have the possibility to create their own *Open Recognition Circles* to implement their own recognition schemes, independently from existing super- and infra-structures.

While some *hubs* would have a legitimacy of their own (think of IBM delivering hundreds of thousands of Open Badges), or through their affiliation (e.g. accredited business schools) or the qualities of some of their key members (who are recognised by other established communities), what legitimacy for a group of long term unemployed people, refugees or professionals in an emerging domain (e.g. data scientists) ? This could be achieved by having those *hubs* endorsed by other entities or *hubs*, therefore establishing a network of networks.

An Open Recognition Circle would therefore benefit from a double recognition: from the individuals, who will contribute to the recognition of their peers (micro level) and the organisations that recognise the *hub* as a legitimate space to produce recognition tokens, Open Badges or others. A specific recognition flow may or may not be dependent on the recognition from the macro level — e.g. the legal recognition as 'not-for-profit association' or 'foundation of public interest' etc. This may allow more flexible and context-specific recognitions, than would be possible at the more standardised / bureaucratic national level.

One key element of Open Recognition is to establish that everybody, independently from their social situation, can be active recognisant agents and not just in need of recognition. The need "to be recognised" starts with the need "to be recognised as capable of recognising." There is no such sequence as: Step 1: I am recognised; Step 2: now that I am recognised, I can recognise. How could I recognise that I am recognised if I don't recognise the entity recognising me? Therefore, whatever

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[4] Such groupings, who might be open to this can be found in this list:
http://mirva.openrecognition.org/2018/01/23/open-recognition-as-transformative-social-innovation

the level of autonomy of a person, her own recognition implies her ability to recognise the recognisant agent, therefore one could say:

> **My recognition *by* others is preceded by my recognition *of* others of their ability to recognise me as capable of recognition.**

Recognition is an emerging, organic and reciprocal process. This point is particularly important if we want to avoid any form of patronising. To understand that point, let us identify what would be a sensible and sensitive approach for an educator willing to make someone realise her ability to learn:

1. **Patronising**: give an easy problem to solve, if not solved find an easier one until…
2. **Empowering**: ask the person "teach me something[5]" and in doing so, recognise the person as an equal—*I am a teacher and I want you to be my teacher too! If you can teach me something, that means that you have learned it. How did you learn it? etc.*

Contrary to the patronising approach where the educator maintains a strict statutory distance from the learner, the empowering approach leads to immediate recognition, does not entail the use of gimmicks nor the risk of subsequent failures. Among the additional sub-texts to the empowering approach are: "you can't fail," "I trust you," "I want to know more about you."

Educators like Claire Héber-Suffrin, a French educator, have known for a long time that one of the key problems in education is *recognition*: recognising a pupil as a potential teacher is a more powerful game changer than many didactical methods — that are mostly useless at addressing the issues created by an initial lack of recognition. Therefore, to transpose Claire Héber-Suffrin's message into the space of recognition one could advise as an empowering approach to recognising people who suffer a lack of recognition: "recognise me," make that person understand that she has the ability to recognise and that her recognition is valuable. In telling "recognise me" the implicit message is "I recognise you as capable of recognition," "I trust you" and "I recognise you unconditionally."

While the recognition of skills and competencies are an important element, the recognition process should not be limited to those, or in other terms, it not limited to *conditional recognition*: I recognise you if you can do this or that. There is also room for *unconditional recognition*, i.e. precisely what happens when one utters: "teach me something" or "recognise me."

The stakeholders that can contribute to making informal recognition visible and bridge the gap between traditional forms of recognition through establishing a network of 'recognition hubs' are:

- **Individuals**[6]—establishing and contributing to recognition hubs;
- **Professionals**—as catalyst of recognition flows (educators, psychologists, social workers, etc.)
- **Associations and common-interest groupings** (from sports clubs to fab-labs)—as recognition hubs;
- **Local communities/authorities**—as recognition hubs such as *learning cities*, *learning regions*;
- **Employers—as** recognition hubs, sectoral and cross-sectoral;
- **Technology providers**—to provide the underpinning technologies making informal recognition seamless, visible and actionable;
- **Education and training providers, awarding bodies**—to recognise informal recognition as a path to formal learning and recognition;

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[5] c.f.Claire Héber-Suffrin, *Apprendre par la réciprocité* (reciprocal learning)
[6] including vulnerable groups, such as people with low-qualification, long term unemployed, refugees, etc.

In various constellations, these groups can work together to provide open recognition environments for their own interests through the processes of endorsement and recognition.

7 Open Recognition: Maturity levels

We can identify different levels of maturity for the development of an Open Recognition Ecosystem:

1. **Awareness**: there is an understanding of the need for and the benefits of Open Recognition but nothing concrete has yet happened;
2. **Exploring**: Open Recognition is explored through local and pilot initiatives at one or more levels (micro, meso or macro);
3. **Developing**: Key stakeholders across different levels (micro, meso and macro) are committed to supporting and implementing Open Recognition initiatives;
4. **Integrated**: Open Recognition is an integral part of the ecosystem across micro, meso and macro levels. Practices, technologies and policies are regularly reviewed and updated;
5. **Transformative**: Open Recognition practices, technologies and policies have a global impact on social transformation.

TBD (c.f. a model of maturity matrix: link)

8 Open Recognition: Ethical framework

An ethical framework is a set of codes that an individual uses to guide his or her behavior. Ethics are what people use to distinguish right from wrong in the way they interact with the world.

The use of the qualification of *openness* can be misleading. For example, Open Educational Resources (OER), are primarily defined as a modality for accessing and licensing educational content. The definition does not say anything about the "openness" of the content itself. To have OER teaching creationism, neo-nazi or ISIS ideology, one only has to add a Copyleft or Creative Commons license to their mediocre and nauseating publications. Therefore, OER can be the vehicles to carry the ideologies of the enemies of an Open Society.

Similarly, Open Badges, that are recognition tokens are not innocuous. They can heal or kill, empower or control, enable or disable, recognise or exclude. While there are many examples of Open Badge practices that are aligned with the values of Open Recognition, there are others (c.f. link) where badges are used to divide, exclude and control.

In the perspective of Open Recognition, it is critical to define an ethical framework to which those in search of good practices or struggling against discriminating and excluding practices will be able to refer to.

One of the questions we need to address is: should every recognition lead to the generation of a recognition token, i.e. should a person get a badge for being *open* or *trustworthy*. What would happen to those people who are open and don't want to ask or receive this kind of endorsement? Aren't we taking the risk of moving into a world where every one of our character traits should be made explicit by default, a world where we will assume that a person is not *open* or *trustworthy* because she does not have the " I am open*"* or "I am trustworthy" badge? Is there anything more suspicious than someone who would state "you can trust me" or "I am the least racist person you have ever interviewed" — even if this statement is being endorsed by many?

How to provide a positive (or negative) answer to the question "can I trust that person" without having to check whether that person has a "Trust Badge Level 3" — which should not be mistaken with "Badge Security Clearance Level 3" as trust and security are not the same thing and are inversely correlated (c.f. [Open Badges: the deleterious effects of mistaking security for trust](#))

Related questions are:

- Should we always try to formalise the informal, make explicit the implicit?
- Should we define a set of criteria, behavioural indicators to assess the implicit in order to make it implicit?
- Are there alternatives to standardisation?
- Do we have to formalise (in the sense of linking to a formal framework) to make the informal visible? What other indicators can we use to make inferences?
- What are the associated risks with (over-/lack of) formalisation?
- The relationship between the recognition process and the tokens of recognition and how to avoid the risk of the token taking over the process and its 'natural' outcome?

We should also address the consequences of the lack of recognition and the risks for the people being denied recognition, from benign to life threatening conditions — from Rwanda to the Balkans, questions of 'identity' have fuelled campaigns for ethnic cleansing and even genocide (Nancy Frazer)

TBD

9   How? Action lines supported through MIRVA

This is a first draft of a common understanding of the action lines that MIRVA should undertake. It should be further developed and elaborated during the project lifecycle.

Currently 4 actions lines are envisaged.

9.1   Developing a community

Who should be involved? What are their ideas for future developments? MIRVA should play a role in developing and supporting an active community, which itself is active in developing and implementing open recognition practices.

The community can be developed and their engagement strengthened through common events, such as:

- events like "summer of coding" for badges (e.g. ESCO badges), which take a problem and try to solve it through recognition solutions.
- online events / workshops / 'bar camps', which facilitate exchange between community members and other interested stakeholders, who might not yet know how open recognition could be relevant to them.
- holding online polls, executing short questionnaires and consultations on key issues.
- recognising champions and experts on open recognition and disseminating their expertise.

9.2   Developing recognition and badging standards

What should be the object and content of a badge? MIRVA should provide guidance on the types of badging standards that might be applied – ranging from generic standards for badging competencies to specific context-emergent documentation of achievements.

- Collating and describing central initiatives which are used for recognition of prior learning and could provide stimulus for open recognition (e.g. APL procedures for entry into higher education).
- Collating and describing portfolio instruments, which could provide stimulus for open recognition (e.g. taking account of the redevelopment of the Europass).
- Collating and describing descriptive schemes, which could provide stimulus for open recognition (e.g. ESCO).

9.3   Collecting use-cases and stories

Who needs and who uses open recognition? MIRVA should collect use-cases and stories in order to provide a convincing case for supporting open recognition. These cases should be collected as simple documentation of stories and used to develop specific scenarios of frequent use. They should also highlight common enablers and obstacles to implementing open recognition (such as overcomplexity and duplicity).

- Developing a standardised scheme for collecting information on well-known cases by the MIRVA team.
- Developing a standardised template, which can be used by the community to describe their own cases.

9.4   Developing elements of a competency framework for open recognition

This competency framework will be used to inform practitioners and policy makers. It will not be a competency framework for a specific group of professionals but a description of all the activities, skills, knowledge, behaviours and values required to create and nurture an open recognition ecosystem for all.

One approach, which can be further developed and specified for MIRVA during the project, has been proposed by the EC - shown below (Witthaus et al. 2016).
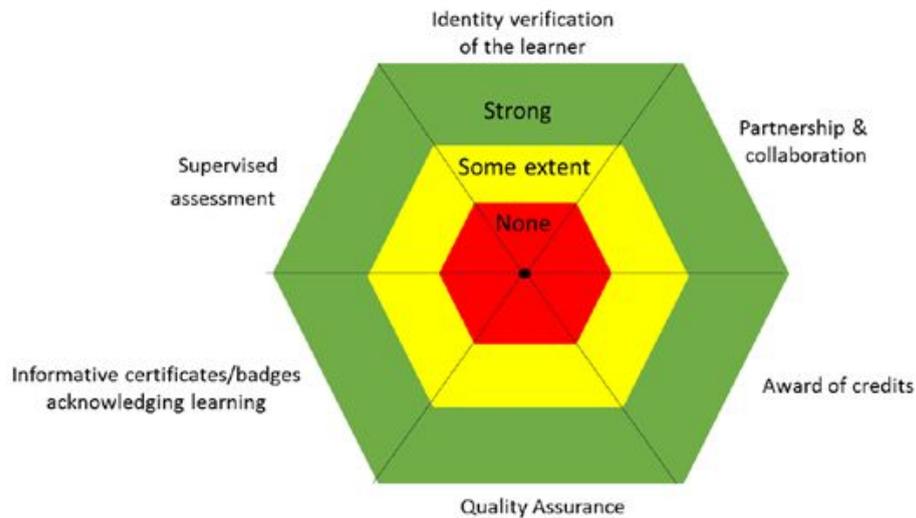
TBD (Example of a competency framework: Google Doc, pdf)

9.5   Developing guidelines on how to implement open recognition in various settings

These guidelines would make references to activities and insights gained in the previous steps. They would include responses to questions such as:

- What stages of development and implementation are necessary?
- Which party has which responsibility in an open recognition procedure?
- How to assure that an open recognition procedure is transparent and fair?
- How to encourage recognition in different settings?
- (…)

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- Open Recognition and its Enemies (1) — The genesis of Open Badges
- Open Recognition and its Enemies (2) — No Informal Learning without Informal Recognition
- Open Recognition and its Enemies (3) — Informal recognition in the Walhalla of Badges
- Open Recognition and its Enemies (4) — Quality Assurance
- Open Recognition and its Enemies (5) — Saved by Open Endorsement!
- Beyond Open Badges: #OpenSignatures — the power to act, rather than the power to pack!
- OpenBadges: the Milestones of a re-Decentralised Web
- The Open Badges Backpack: an obstacle to innovation?
- From #blockchain to #BadgeChain – Introduction
- From #blockchain to #BadgeChain (2) – the chained badge
- From #blockchain to #BadgeChain (3) — the trustworthy chain
- OpenBadges: the BOTOX of education? — #BeyondCredentials
- OpenBadges: formal vs. informal recognition — #BeyondCredentials part 2
- The Advent of the Personal Ledger — #ePortfolios and #OpenBadges Unite!
- Rebuilding Trust, the Currency of an Open Economy and Society — #OpenBadges, #badgechain
- Valuing human capital and social capital doesn't need "pretty pictures"
- Open Badges + #Blockchains = #BitofTrust ?
- Open Badges 'of' civic engagement vs. 'for' civic engagement
- Open Badges: "micro-credentials" vs. "progressive-credentials"
- What relationship between #OpenBadges and competencies?
- Open Badges for Holographic Identities
- For an Open Badge Conceptual Framework (green paper)