**WORK PACKAGE 4 – CAPACITY BUILDING**

**WG 3: Innovative ways of learning key competences**

**TEMPLATE FOR COLLECTION OF GOOD PRACTICES**

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| **Name of the best practice** | **RECOGNIZING AND CREDENTIALING 21ST CENTURY SKILLS & OPEN BADGES****TDA – Albeda** |
| **Country** | Netherlands |
| **Description** | COMPASS21In 2019 [KOMPAS21](https://www.youtube.com/watch?v=cFS9SQfP16s" \l "action=share) (COMPASS21) was released. COMPASS21 is a digital reflection instrument that provides insight into the qualities and growth potential of VET-students.  The instrument is based on a selection of ten skills: entrepreneurship, social & cultural skills, creativity, collaboration, communication, learning to learn, media literacy, problem-solving ability, critical thinking and self-regulation.  With these skills VET-students are able to cope with the dynamics of the current labor market and society.  COMPASS21 helps students gain insight into their 21st-century skills and shows, just like a real compass, where they are now and where they want to go. Open badges and microcredentialingIn January 2020 Albeda made the connection between COMPASS21 en open badges being the first school in the Netherlands to recognize and credentialize 21st century skills of VET-students acquired in nonformal (extracurricular) learning settings.Learn more about open badges: <https://www.youtube.com/watch?v=HgLLq7ybDtc> |
| **Who is involved? How were they motivated to participate?** | COMPASS21In the period 2017-2019 twelve Dutch VET-schools including Albeda, VET-students, companies and the Dutch VET centre of expertise (ECBO) developped KOMPAS21 (COMPASS21). Open badges[SURF](https://www.surf.nl/en), the Dutch collaborative organisation for ICT in Dutch education and research. A pilot (2019) open badges and microcredetialing in cooperation with 17 Dutch educational institutions (8 universities, 7 higher VET-schools and 2 VET-schools: Albeda and Deltion).Albeda: The use case is Albeda Next. Albeda Next is an extracurricular movement in Albeda for students to acquire and credentialize 21st centry skills to give them a kick start on the dynamic labour market and in society.  |
| **Benefits**  | Combining the 2 novel developments mentioned above - COMPASS21 and open badges - lead to a a break through innovation for recognizing en credentializing 21st century skills in the light of life long learning and the flexibilisation of vocational edcucation (microcreditialing). Open badges offer new ways of motivating students and scaffolding the learning process, formal and nonformal. |
| **Challenges and how they were overcome** | COMPAS21- The dissemination of the digital tool COMPASS21 in the school and the proper use of the tool in combination with appreciative coaching. Solution: Organizing a train-the-trainer workshop and course for teachers and study councelorsOpen badges - Privacy policy: Solution: advice legal department- Define badge hierarchy; Solution: using the master rubric of COMPASS21 (10 skills, each with 3-4 underlying categories and 3 levels)- Dissemination. Solution: starting a larger follow-up project in 20-21 including the colleges - Open badges and formal learning settings. Solution 1: focus in the pilot use case on nonformal (extracurricular) learning . Solution 2; involving the Dutch Foundation for Co-operation on VET and Labourmarket (SBB) to work out a pilot microcredentialing and formal learning |
| **Step by step for the implementation of the good practice (transferability to other VET college)** | For the Network of Network-project the first phase of ‘EXPLORING’ will be sufficient. EXPLORINGIs your VET-college interested in experimenting with recognising and credenitialing key competences of students acquired in various learning settings?1. Learn more about open badges: <https://openbadges.org/get-started/>
2. Find out if there are good practices with open badges for VET in your country?
3. Find out which organisation(s) in your country issues open badges
4. Are open badges a possible solution for your college? Define the question and problem.

VISIONING1. Outline the vision of your college regarding on the use of open badges for recognising and credentialing key competences (f.e. in the light of life long learning)
2. Define a specific use case. A use case focusing on nonformal learning is likely to be easier

PROTOTYPING1. Find a project ‘owner’ and work out a project proposal for the chosen use case (or vice versa)
2. Start a small pilot. Steps:
	1. Define role hierarchy; who has what role (f.e. super user, administrator, issuers, user)
	2. Define badge strategy; creating a master rubric of categories and skills levels
	3. Creating the metadata
	4. Creating a badge class in the chosen platform issuing open badges
	5. Instructing students
	6. Awarding badges to students

SCALING1. Dissemination plan
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| **Target group** | COMPASS21 is intended for VET students (EQF 1-4), VET-professionals and the professional field. Open Badges are for everyone to recognize key competences gained through a variety of experiences, regardless of age or background. |

**Useful links:**

**COMPASS21**

<https://www.kompas21.nl/>

<https://www.youtube.com/watch?v=cFS9SQfP16s#action=share>

**Open badges**

<https://openbadges.org/get-started/>

<https://www.youtube.com/watch?v=HgLLq7ybDtc>