



**FORWARD
TOGETHER**

CESBA Conference 2024

December 4-5

CELEBRATING 25 YEARS

**AVANCER
ENSEMBLE**

Conférence de CESBA 2024

4-5 décembre

CÉLÉBRONS NOS 25 ANS

Integrating Open Badges and RPL Assessment for Professional Development

Empowering Skills Recognition in Professional Development

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Welcome!

WORKSHOP GOALS

- In today's workshop, we'll explore how Open Badges can play a powerful role in professional development by recognizing prior learning and acquired skills.
- We'll also show you how combining badges with a competency framework can provide meaningful support for your professional growth.



Agenda

- What are Open Badges?
- Recognizing previously acquired skills with Open Badges.
- Overview of COFA's competency framework and badging process.
- Key benefits of Open Badges in professional development
- Success stories, challenges, and future directions.
- Q&A.

What is an Open Badge?

OPEN BADGES:

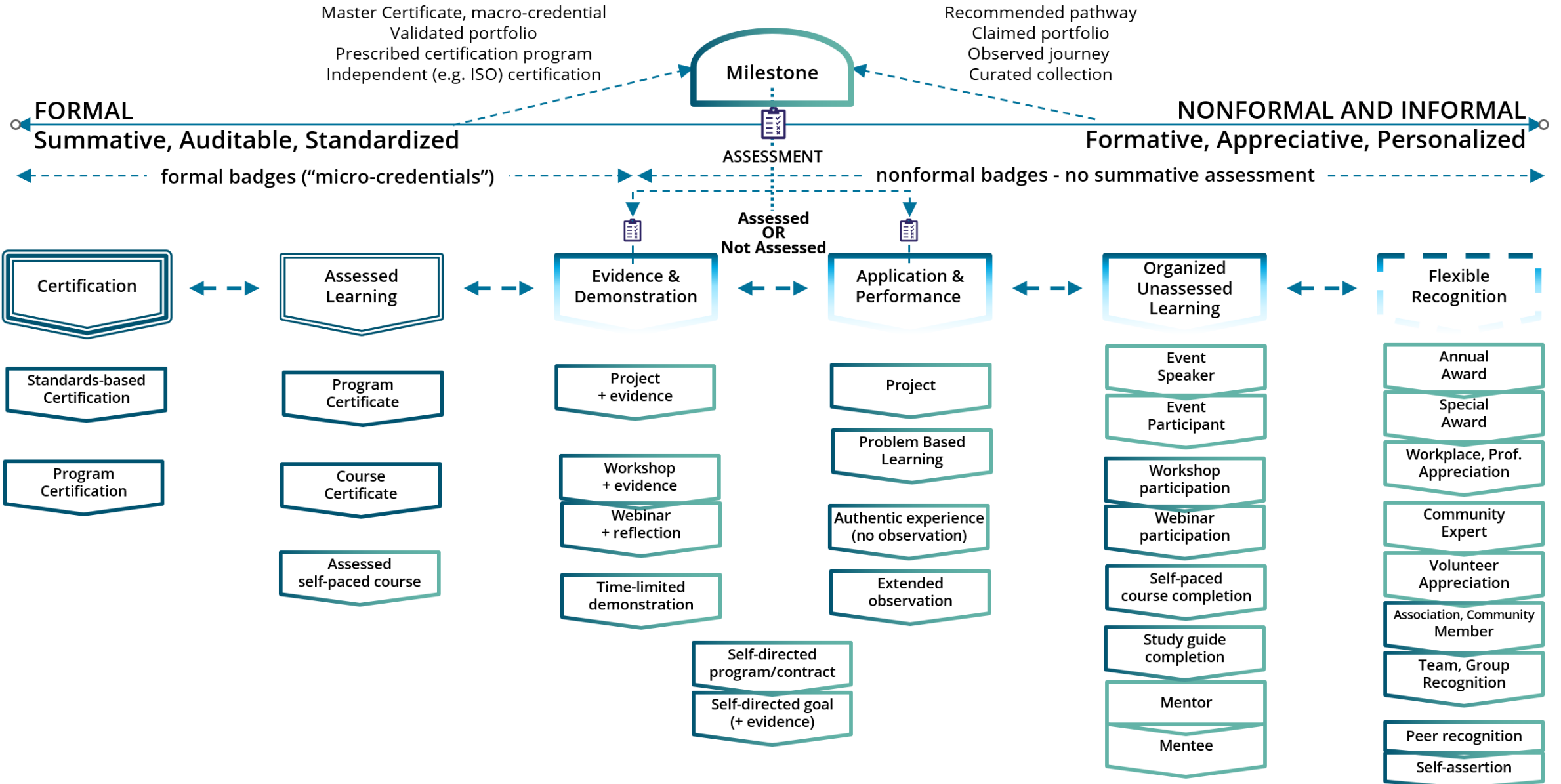
- Are digital files
- Contain metadata that is unique to you (detailed information about your achievement)
- Are portable (can be shared across different platforms)
- Follow a standardized format
- Can represent various levels of skills or achievements



HAVE YOU EARNED A BADGE BEFORE?



Flexible, Transparent Spectrum of Recognition



Recognizing Prior Acquired Skills with Badges

SKILLS ASSESSMENT

- Identify and document skills gained through work, life experiences, or informal learning.
- Align these skills with **competency frameworks** or organizational goals.

EVIDENCE SUBMISSION

- Collect **proof of skills**, such as portfolios, project reports, or endorsements from peers or supervisors.
- Use **peer validations** to ensure accuracy and credibility.

BADGE ISSUANCE

- Award badges based on **clearly defined criteria** that reflect the demonstrated competency.
- Ensure the process is transparent and **accessible to all participants**.

Got Skills?

A close-up photograph of a person's hand holding a black marker. The hand is positioned at the end of a thick, black, curved underline that spans across the bottom of the text 'Got Skills?'. The background is a plain, light-colored surface.

What is a skill you've gained through experience or workplace practice?

How has this skill benefited your work or team?

Can you recognize similar skills in your colleagues?



Building a Competency Framework for LBS Practitioners

- Recognize and value LBS practitioners' skills
- Support organizational development
- Professionalize the network

How we Designed the Framework

Collaborative Approach

- To ensure accuracy and relevance, the Framework was **created by LBS practitioners**. Their input shaped a structure that truly reflects their roles and responsibilities.

Dynamic and Evolving

- We have formed a committee to oversee the Framework, which will be continuously updated in line with developments in the LBS sector.



Key Features of the Framework

MANAGEMENT ROLE

Function 1: Governance and accountability

Skills	Levels of professional tasks related to the competency		
<p>Support for the Board of Directors</p> <p>Able to support the Board of Directors in its decision-making.</p>	Simple task	Intermediate task	Advanced task
	Identify and clearly express to the Board of Directors the issues the organization is facing.	Explore/justify potential solutions with the Board of Directors' members following the emergence of new needs or new contexts.	Design a consultation/co-development process with the Board of Directors to develop the outline of a strategic plan considering trends and conditions specific to the organization's environment, vision and values.
	<p>Typical activities:</p> <ol style="list-style-type: none"> 1. List issues regularly to the Board of Directors' meetings. 2. Provide the information needed to support the Board of Directors in its decision-making. 3. Share with Board members the documents they need to make informed decisions. 	<p>Typical activities:</p> <ol style="list-style-type: none"> 1. Experiment with adaptations of internal governance processes with the Board of Directors. 2. Study the best practices and solutions adopted by other organizations in similar contexts with the Board of Directors' members. 	<p>Typical activities:</p> <ol style="list-style-type: none"> 1. Analyze issues the organization is facing and explain or discuss them with the Board of Directors. 2. Assess opportunities and actions with the Board of Directors in a consultation or co-development session. 3. Develop program objectives and structure action plans and work plans, and share/review/validate them with the Board of Directors.
	<ul style="list-style-type: none"> → Ease of communication → Ease of persuasion → Organizational skills → Sense of responsibility 	<ul style="list-style-type: none"> → Ease of communication → Ease of persuasion → Sense of responsibility 	<ul style="list-style-type: none"> → Creativity → Resourcefulness → Problem-solving skills → Easy to set goals → Ease of persuasion

Working on the Framework and the Badges Simultaneously

MANAGEMENT ROLE			
Function 1: Governance and accountability			
Skills	Levels of professional tasks related to the competency		
	Simple task	Intermediate task	Advanced task
Support for the Directors NAME Able to support decision-making.	DESCRIPTION Identify and clearly express to the Board...	DESCRIPTION Explore/justify potential solutions with the Board of Directors' members following the emergence of new needs or new contexts.	DESCRIPTION Design a consultation/co-development process with the Board of Directors to develop the outline of a strategic plan considering trends and conditions specific to the organization's environment, vision and values.
DESCRIPTION	EVALUATION CRITERIA Typical activities: 1. List issues regularly to the Board of Directors' meetings. 2. ... 3. ... documents they need to make informed decisions.	Typical activities: 1. Experiment with adaptations of internal governance processes with the Board of Directors. 2. Study the best practices and solutions adopted by other organizations in similar contexts with the Board of Directors' members.	Typical activities: 1. Analyze issues the organization is facing and explain or discuss them with the Board of Directors. 2. Assess opportunities and actions with the Board of Directors in a consultation or co-development session. 3. Develop program objectives and structure action plans and work plans, and share/review/validate them with the Board of Directors.
ALIGNMENTS	→ Ease of ... → Ease of ... → Or ... → Se ...	→ Ease of ... → Ease ... → Ser ...	→ Creativity ... → Resou ... → Proble ... → Easy t ... → Ease ...

Developing the framework and the badges simultaneously allowed us to ensure complementarity and cohesion between the two projects.



Create a badge for the skill you identified earlier.

What does it recognize?

What evidence is required to earn it?

Balancing Quality and Accessibility

COFA'S VALIDATION PROCESS

- ✓ Self-recognition
- ✓ Submission of evidence
- ✓ Involve qualified assessors to evaluate the applications
- ✓ Validation by one professional peer

The badge application process was designed to meet high standards while remaining accessible for our practitioners who have limited time and resources to dedicate to it.

Other Elements that Enhance a Badge's Value

- ✓ The quality of the issuer
- ✓ The quality of the content
- ✓ Endorsement of the badge or the issuer



Réseau pour le développement
de l'alphabétisme et des compétences



- ✓ Alignment with frameworks relevant to Canadians



Key Benefits of Open Badges in Professional Development

Visibility

Credibility

Accessibility

Motivation

Lifelong learning

Employer Benefits

Initial Results

202 Badges Issued

- CanCred Passport Key badges
- Annual Conference Participation badges
- Recognition badges (COFA annual prizes)
- Competency badges

84

Competency Badges Issued

27

Unique Applicants

52

CanCred Passport Members

- Building awareness and implementing the project
- The majority of the feedback is positive
- Time and resources constraints

“These initiatives will help strengthen the quality of the services offered by our centre and raise the standards of LBS as a whole. By having better trained and qualified professionals, we will be able to respond more effectively and efficiently to the needs of the beneficiaries of our services.”

– Emma de Lanoy, Coordinator, Adult Employment and Training Services, La Clé.

“ Given that there is no diploma or credited certification to be recognized as an LBS Adult Educator, the digital badges allow me to showcase my experience acquired over the years and my professional background, transforming them into tangible proof. ”

– Nancy Rivard, Trainer and Programming Officer, Programme de formation à distance (FAD)

Next Steps

BADGING LEARNERS

- Builds Confidence
- Makes Skills Visible
- Enhances Employability
- Encourages Lifelong Learning
- Supports Goals
- Portable Credentials
- Promotes Inclusivity



Q&A



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CanCred.ca
Canada's recognition solution

Don Present
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Earn a Badge!

What have you learned today?



Tell us what you think!

Visit:

www.cesba.com/2024surveys

or use the QR code to share feedback on this workshop.



Thank you

Merci



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