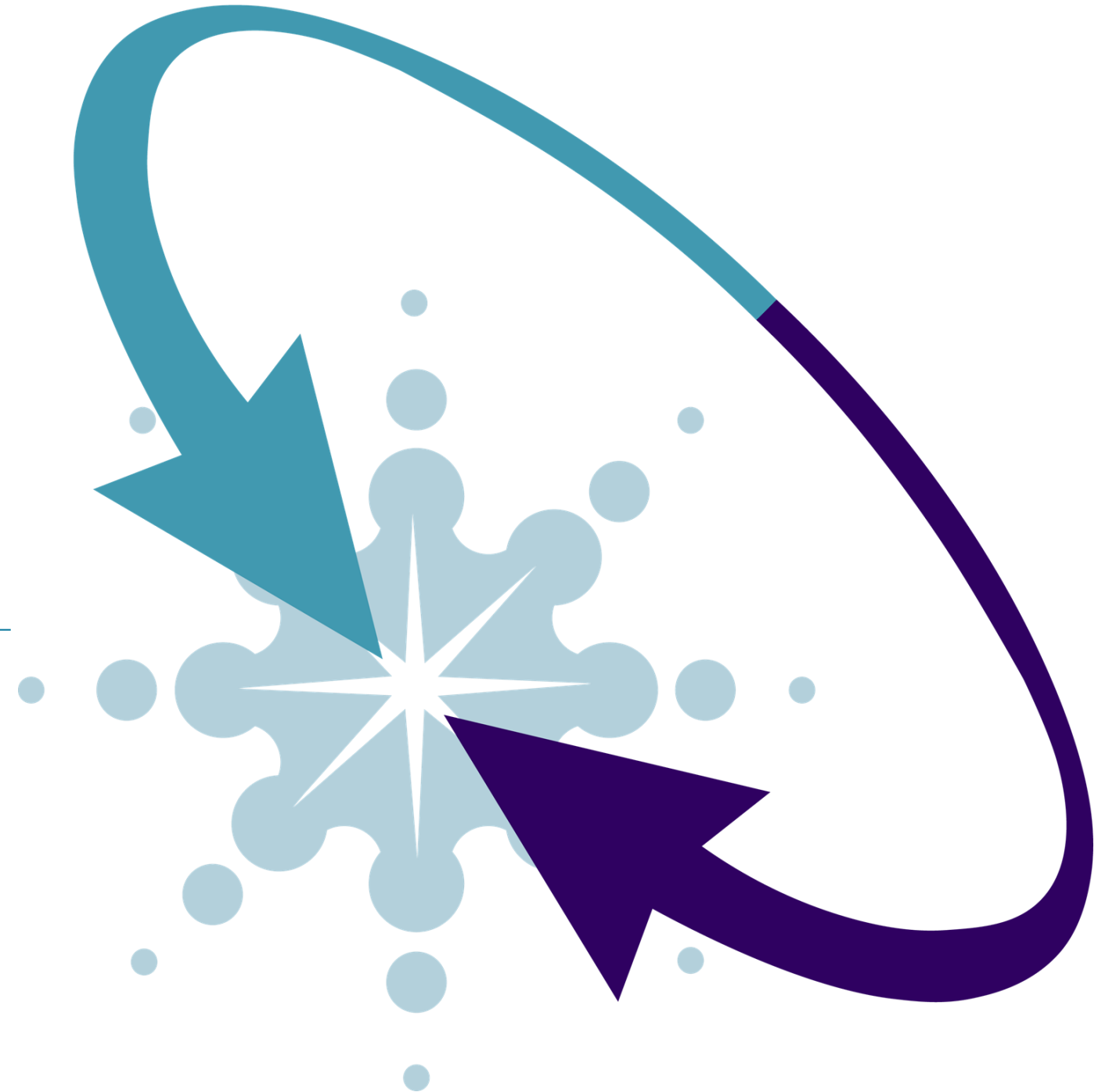


# Open Recognition for Better Skills Intelligence

Balancing human values with scale

Don Presant, Learning Agents





# Performance and Learning at speed...

## **Volatile**

Speed and amplitude of change  
Difficulty of remaining current

## **Uncertain**

Uncertain present, unpredictable future  
Understanding is retrospective

## **Complex**

Cause and effect → interdependence  
Too many moving parts

## **Ambiguous**

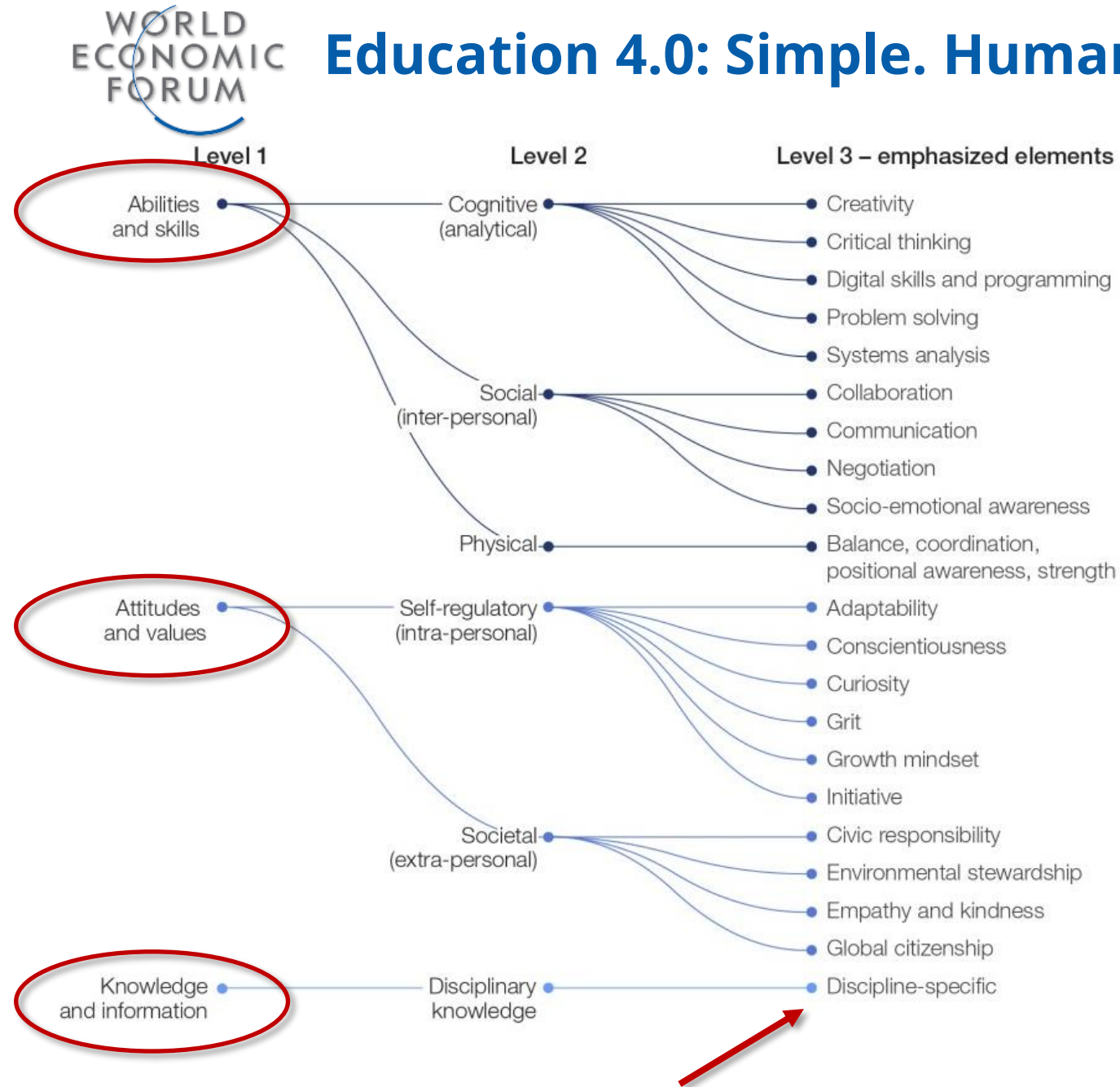
Conflicting signals  
A confusion of multiple sources

**VUCA**

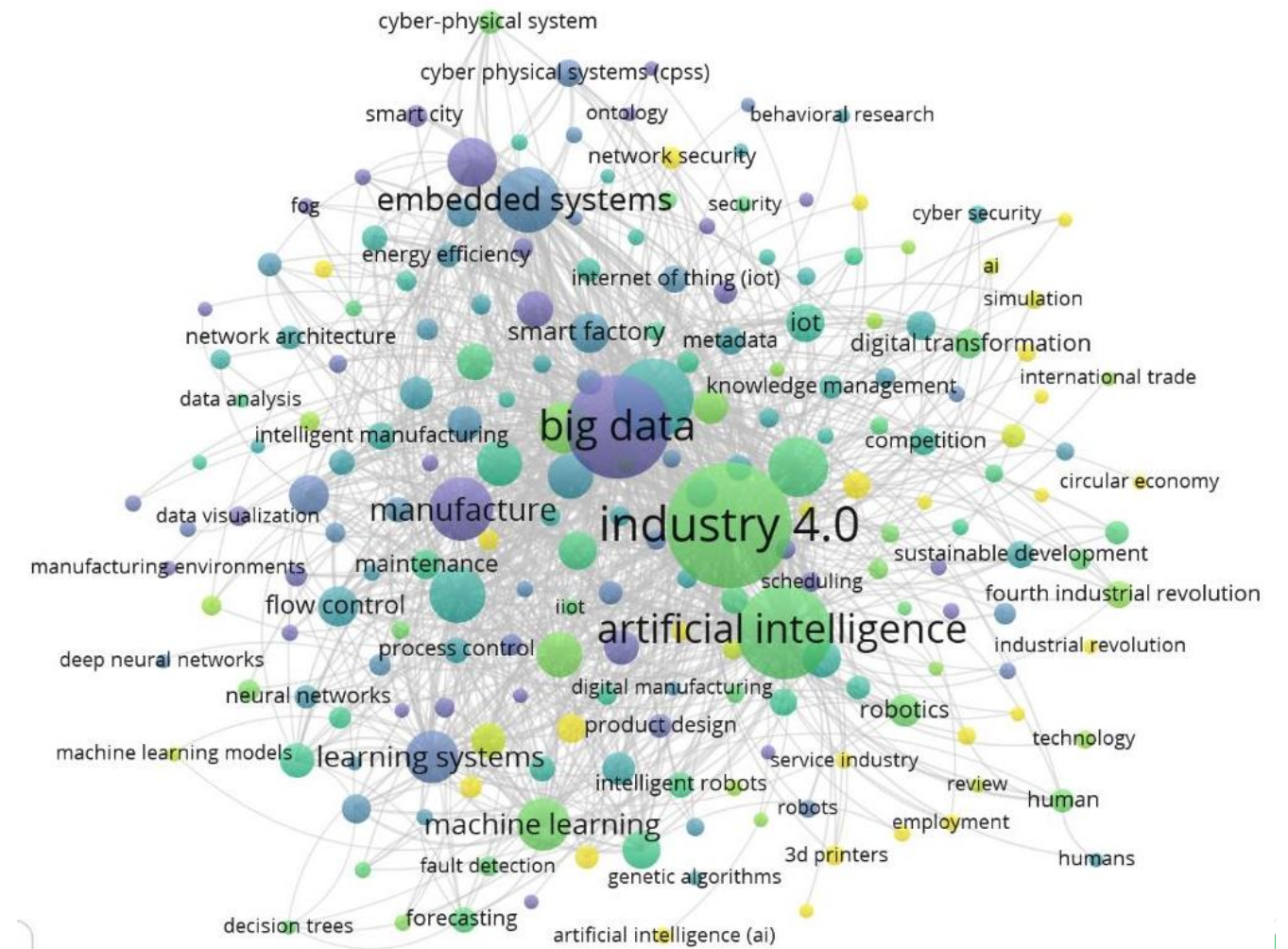


# Durable, “messy” human skills & capabilities are what’s needed

# Education 4.0: Simple. Human.



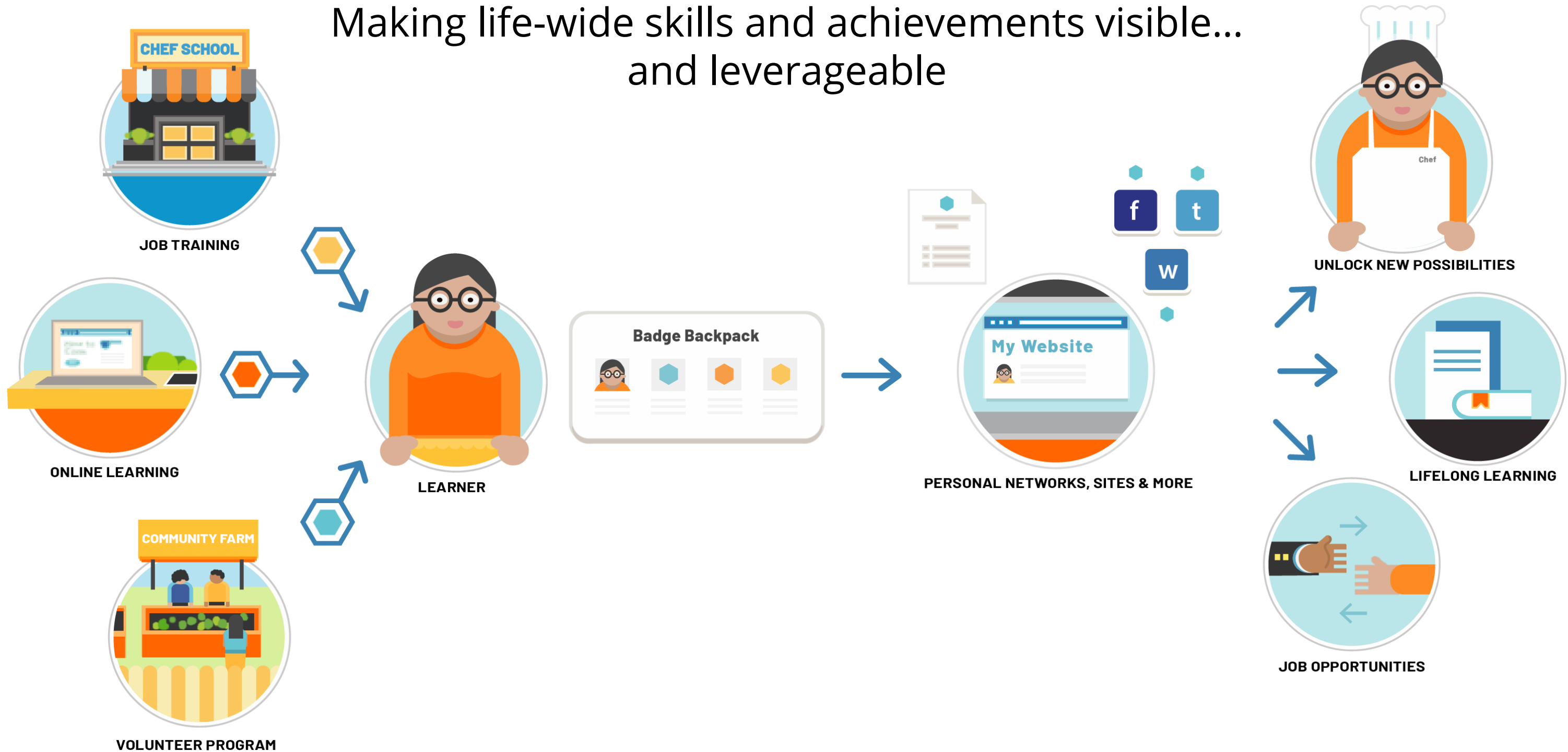
# Big Data: Complex. Messy.



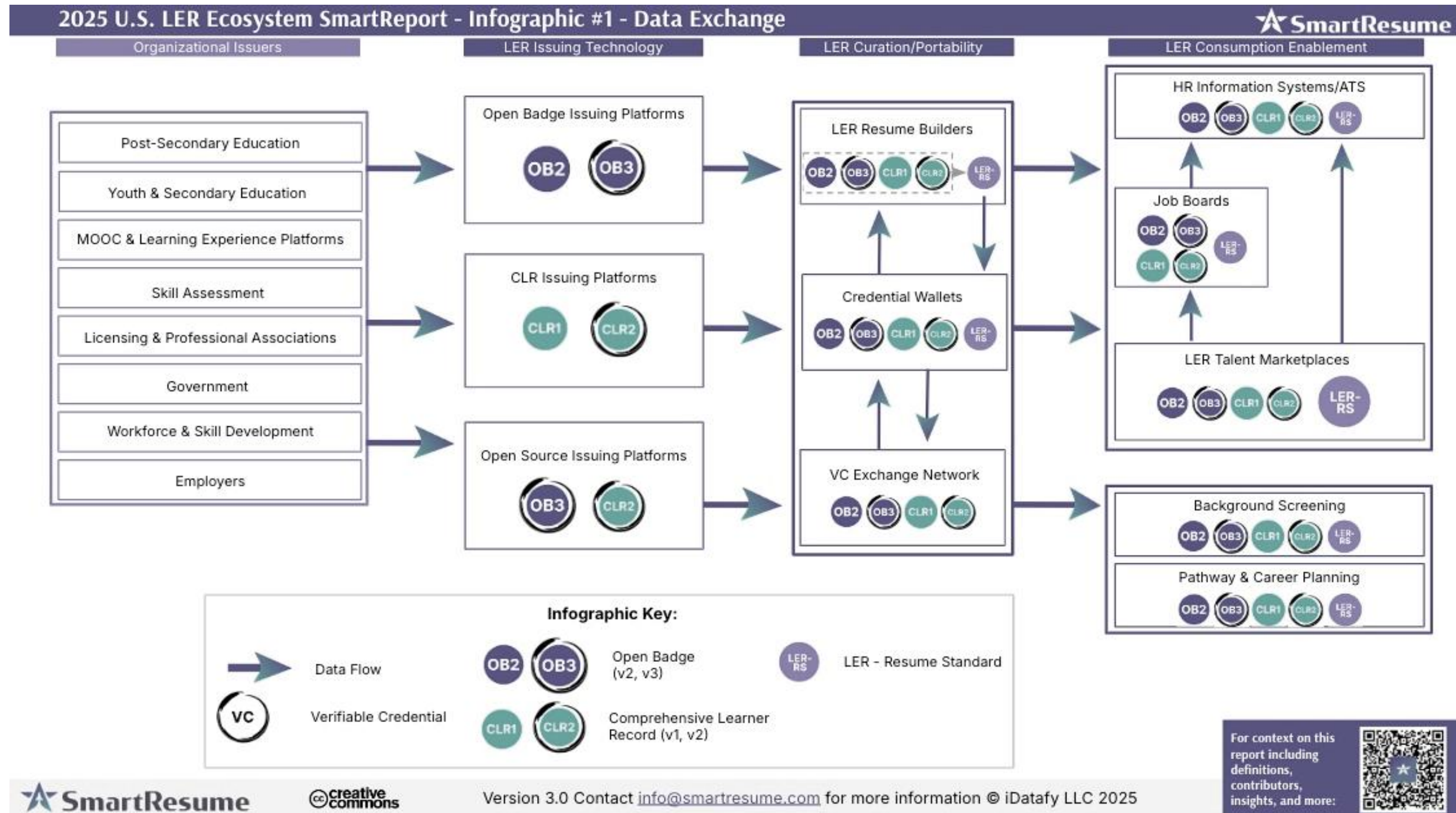
[González-Sarmiento et al, 2021](#)

# The conceptual **singularity** in 2011 : Mozilla Open Badges

Making life-wide skills and achievements visible...  
and leverageable



# Growing complexity: the “Skills First” LER ecosystem



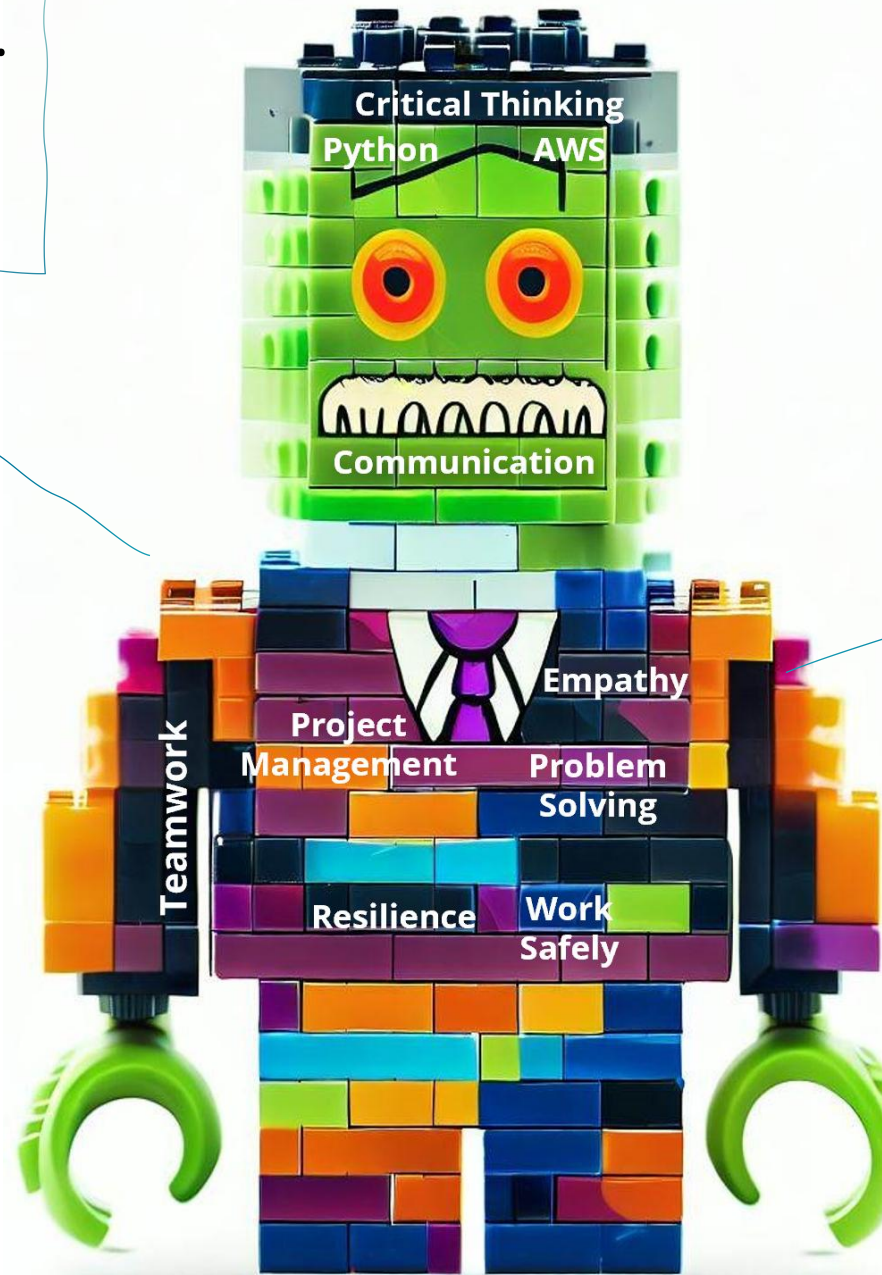


# Some issues with “Skills First” and transactional “human capital”

Skills frameworks are tidy.  
But skills embodied in humans are not.

**PEOPLE ARE NOT  
PROGRAMMABLE ROBOTS**

**CONTEXT and APPLICATION**  
provide holistic meaning:  
→ **PERFORMANCE** in real life  
→ authentic **ACHIEVEMENTS**  
  
... and “**LESSONS LEARNED**”



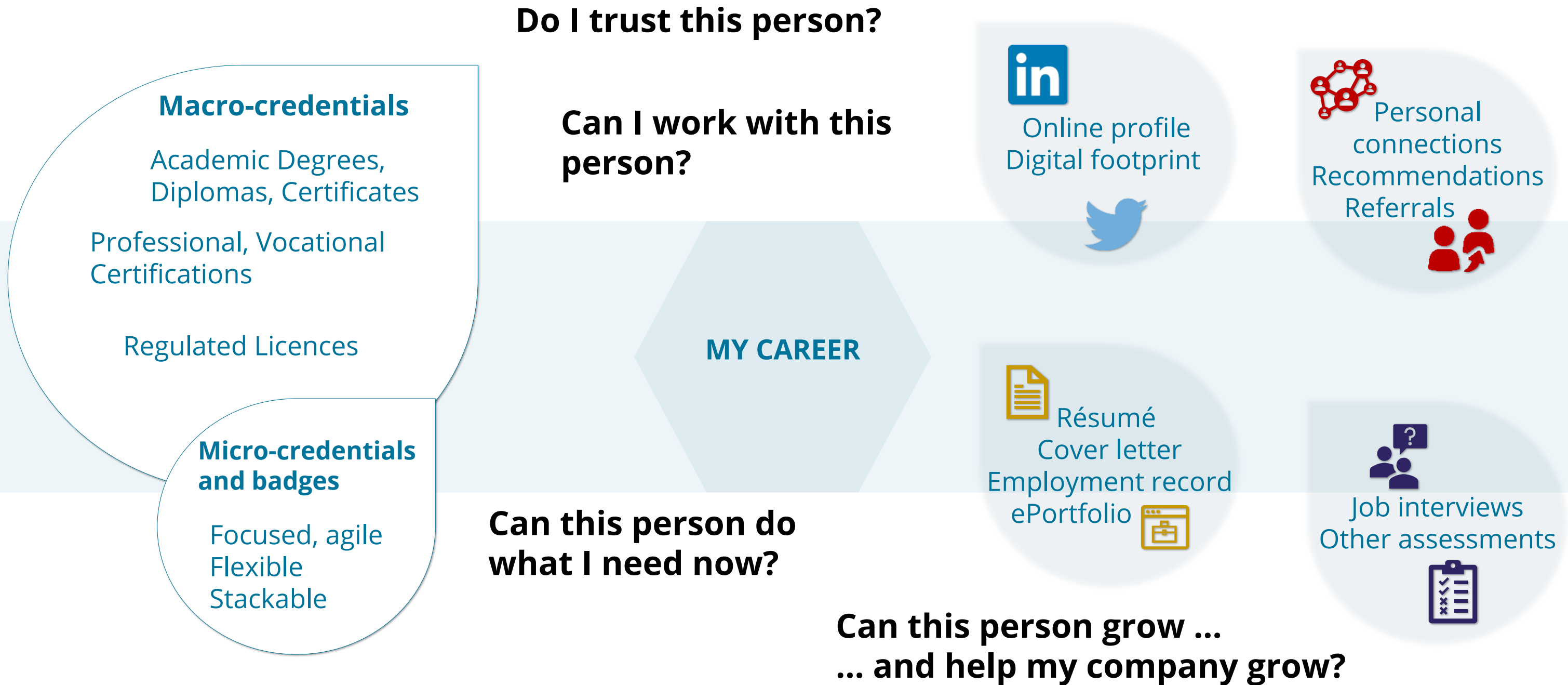
Content delivery ≠ skill acquisition

True competency development requires  
**CO-CREATION & APPLICATION**  
with an **ACTIVATED** learner

It's about more than  
**SKILLS** for **INDIVIDUALS**:  
→ **TEAM** performance, productivity  
→ **COMPANY** strategy/systems  
  
... and **REGIONAL** skills ecosystems



# REALITY CHECK: Verifiable Credentials



Degrees and certificates can help... but are never enough!



# Recognition – what does it mean?

... beyond admission and credit



# Why be recognized?

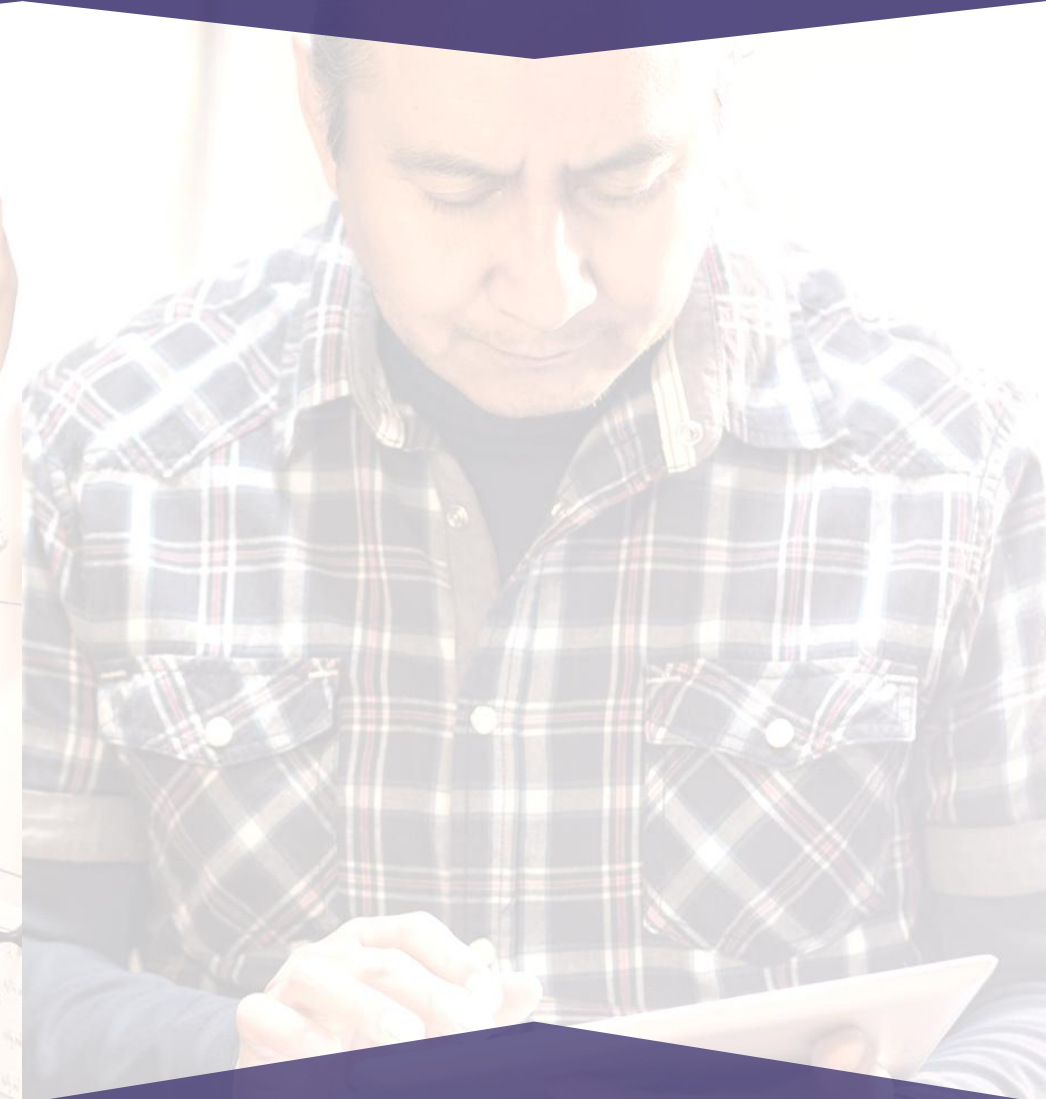
education



workplace



personal life



PLAR for credit/admission?

Course/program credential articulation and transfer (CAT)?

Learner development, retention?

Current and future learning?

Employment?

Career and workforce development?

Professional education?

Lifelong learning?

Community standing?

Identity, empowerment?

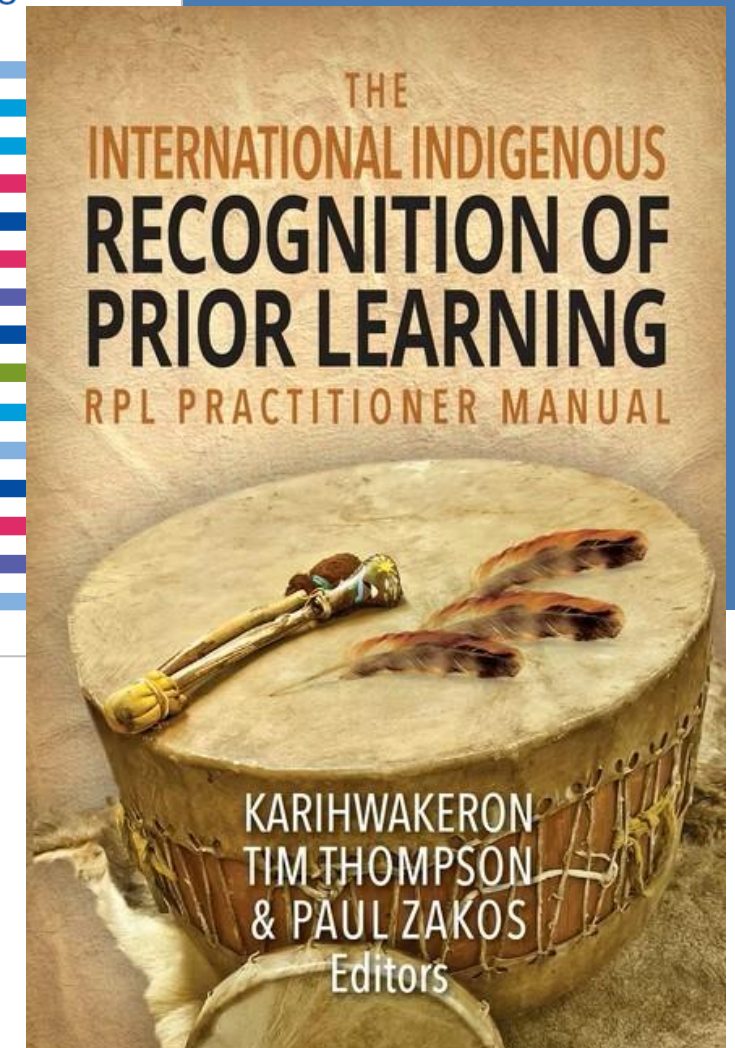
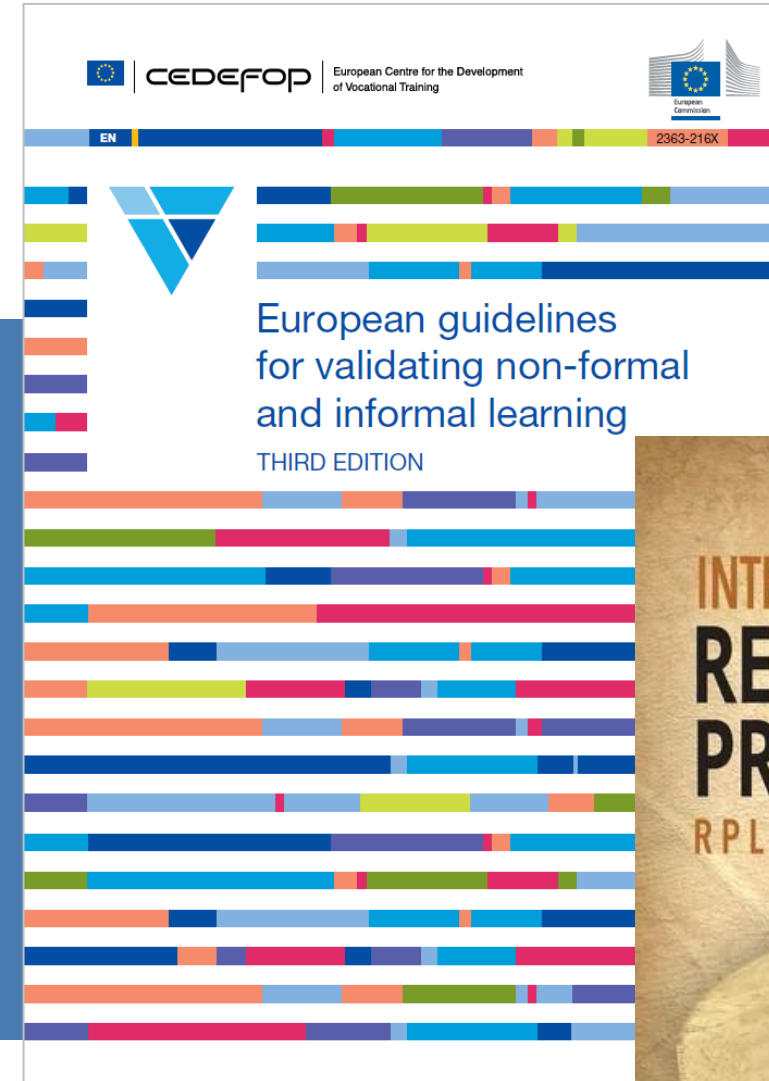
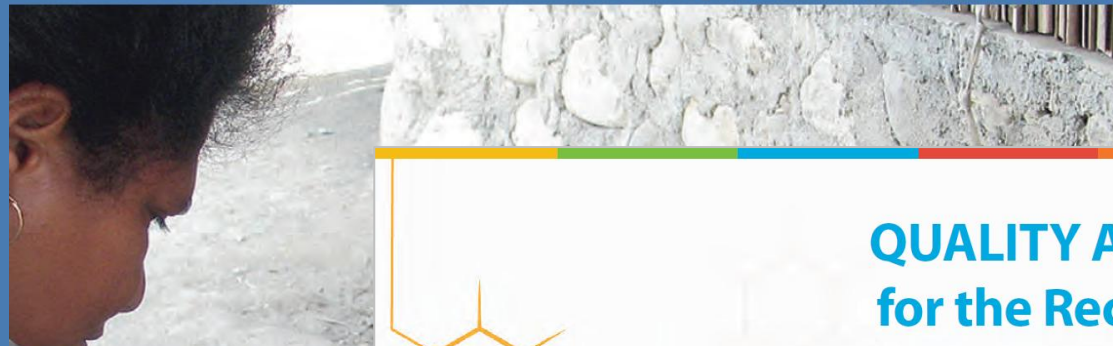


# Being recognized for what you already know...

Jin Yang



## Recognition, Validation and Accreditation of Non-formal and Informal Learning in UNESCO Member States



*“When individuals feel valued...”*



# DÉCLARATION DE PARIS

## SUR L'ÉGALITÉ DES RECONNAISSANCES

La Déclaration de Paris sur l'Égalité des Reconnaissance postule l'égalité des pratiques de reconnaissance : de même que les apprentissages informels ne sont pas une forme inférieure d'apprentissage, les reconnaissances informelles ne sont pas une forme inférieure de reconnaissance.

L'égalité des pratiques de reconnaissance, informelles ou formelles, ne se justifie pas par la comparaison de la valeur intrinsèque de chaque type de reconnaissance. Au contraire, il s'agit de reconnaître la richesse et la complémentarité des différentes pratiques de reconnaissance et de leur contribution unique au développement des individus et des collectifs auxquels ils contribuent. C'est une question fondamentale d'équité.

### **La reconnaissance est une pratique humaine fondamentale**

Apprendre à reconnaître est aussi important, individuellement et collectivement qu'apprendre à apprendre.

### **Tout le monde a le pouvoir de reconnaître**

L'acte de reconnaissance n'est pas le seul privilège des institutions ou des autorités accréditées ni des personnes disposant d'une position de pouvoir.

### **L'acte de reconnaissance est un acte potentiellement émancipateur**

La reconnaissance, lorsqu'elle est authentique et réciproque, agit comme un acte émancipateur, à la fois pour la personne qui initie la reconnaissance et pour celle qui l'accepte.

### **La confiance est intrinsèque à la reconnaissance**

La reconnaissance crée des relations de confiance qui, tissées ensemble, forment la trame de réseaux de confiance propices à l'émancipation de leurs participants.

### **La reconnaissance est une éthique**

Les pratiques de reconnaissance peuvent être sujettes à des préjugés fondés sur l'origine, le sexe, le milieu socio-économique ou d'autres facteurs. Il est crucial de développer des systèmes de reconnaissance qui soient justes, équitables et inclusifs.

### **L'acte de reconnaissance est un acte social**

La reconnaissance mutuelle au sein de groupes, de réseaux professionnels, organisations et communautés favorise la cohésion sociale, le partage d'expériences et la construction de savoirs collectifs.

### **La reconnaissance a un impact individuel et collectif**

La reconnaissance d'un membre d'un collectif contribue à la reconnaissance du collectif.

## ON THE EQUALITY OF RECOGNITIONS

The Paris Declaration on the Equality of Recognitions postulates the equality of recognition practices: just as informal learning is not an inferior form of learning, informal recognition is not an inferior form of recognition.

The equality of recognition practices, whether informal or formal, is not justified by comparing the intrinsic value of each type of recognition. On the contrary, it is a question of recognising the richness and complementarity of the different recognition practices and their unique contribution to the development of individuals and the collectives to which they contribute. This is a fundamental question of equity.

### **Recognition is a fundamental human practice**

Learning to recognise is as important as learning to learn.

### **Everyone has the power to recognise**

The act of recognising is not the sole privilege of accredited institutions or authorities.

### **The act of recognising is a potentially emancipatory act**

Recognition, when it is authentic and reciprocal, acts as an emancipatory act, both for the person who initiates the recognition and for the person who accepts it.

### **Trust is intrinsic to recognition**

Recognition creates trust relationships, which, when woven together, form the fabric of trust networks conducive to the empowerment of their participants.

### **Recognition is an ethic**

Recognition practices can be susceptible to bias based on race, gender, socioeconomic background, or other factors. It's crucial to develop recognition systems that are fair, equitable, and inclusive.

### **The act of recognising is a social act**

Mutual recognition within groups, professional networks, organisations and communities fosters social cohesion, the sharing of experience and the construction of collective knowledge.

### **Recognition has an individual and collective impact**

The recognition of a member of a collective contributes to the recognition of the collective just as the recognition of a collective contributes to the recognition of its members.



The background of the slide features a stylized, semi-transparent globe. Overlaid on the right side of the globe is a complex circuit pattern consisting of numerous blue lines and dots, resembling a microchip or a network diagram. A solid dark teal horizontal band spans the width of the slide, serving as a backdrop for the main title.

# Opening up recognition

... balancing inclusion and practicality



# Balancing values in a larger ecosystem with a “messy middle”

## Lifelong Learners

- ▶ Building identity, confidence
- ▶ Upskilling/reskilling in smaller chunks
- ▶ Joining communities
- ▶ Building professional profiles
- ▶ Demonstrating life-wide learning & achievement
- ▶ Navigating learning, career and life pathways
- ▶ Connecting to opportunities

## Employer Organizations

- ▶ Developing talent pipelines, recruiting
- ▶ Developing workforce performance
- ▶ Fostering 70:20:10 learning: WIL, WBL
- ▶ Learning organisations, change management

Human potential  
narratives

**SUPPLY** →

**CONNECTING**

← **DEMAND**

Scalable capability  
development

## Educators and Trainers

- ▶ Improving the quality & relevance of learning
- ▶ Providing modular learning pathways
- ▶ Attracting, retaining learners
- ▶ Developing new business models: B2C, B2B...

## Governments and Funders

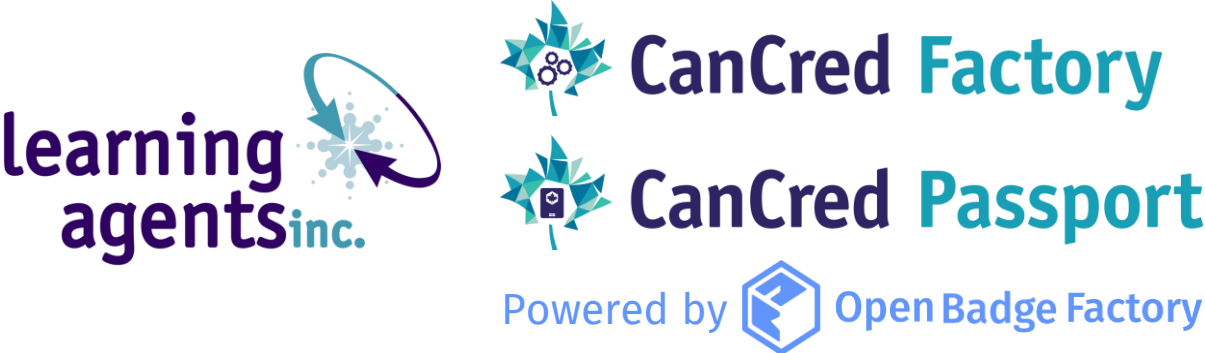
- ▶ Monitoring and evaluation for QA
- ▶ Analyzing impact of funded programs
- ▶ Making policy & funding goals visible, trackable

**STRUCTURED  
DATA**

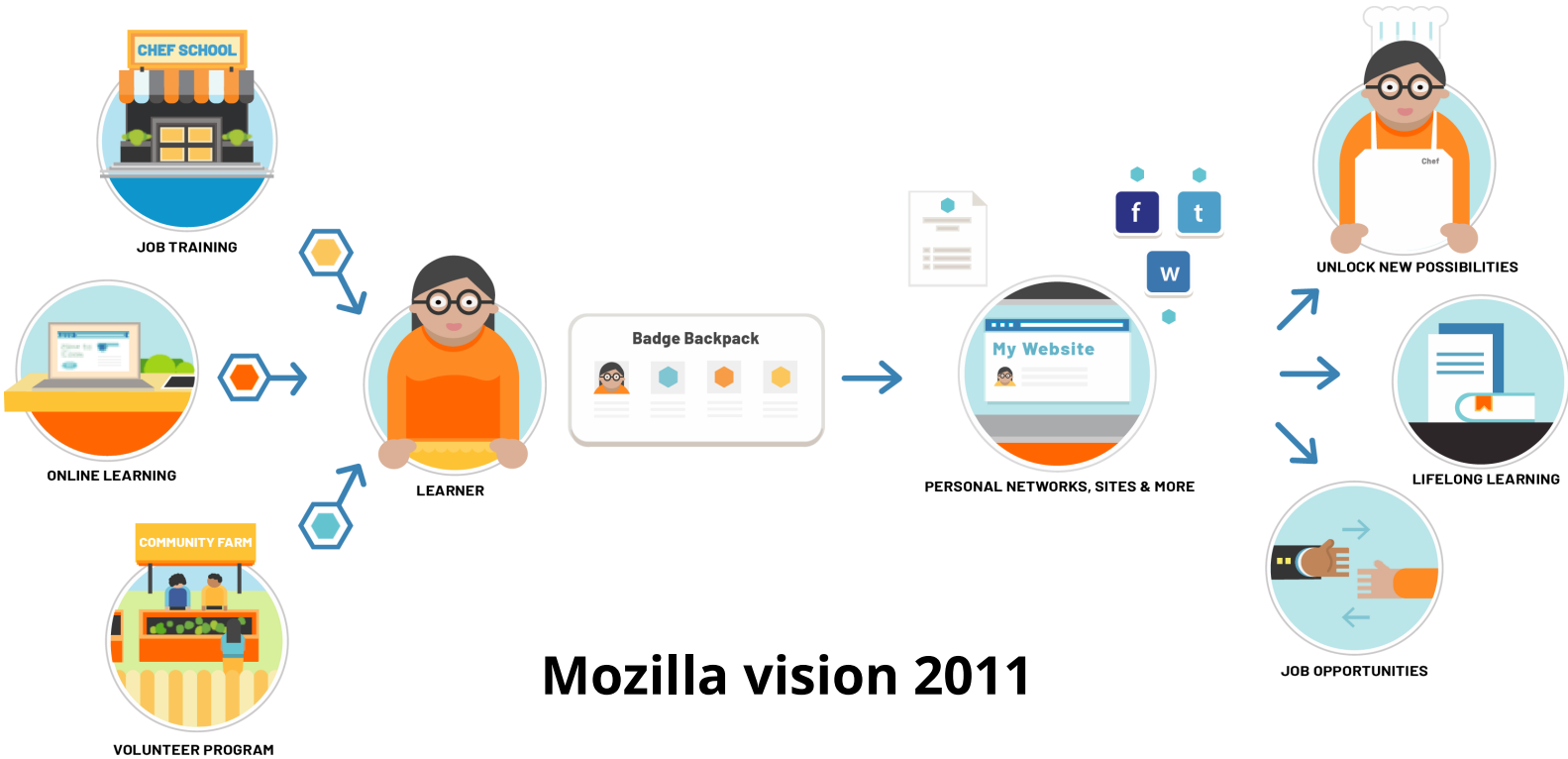
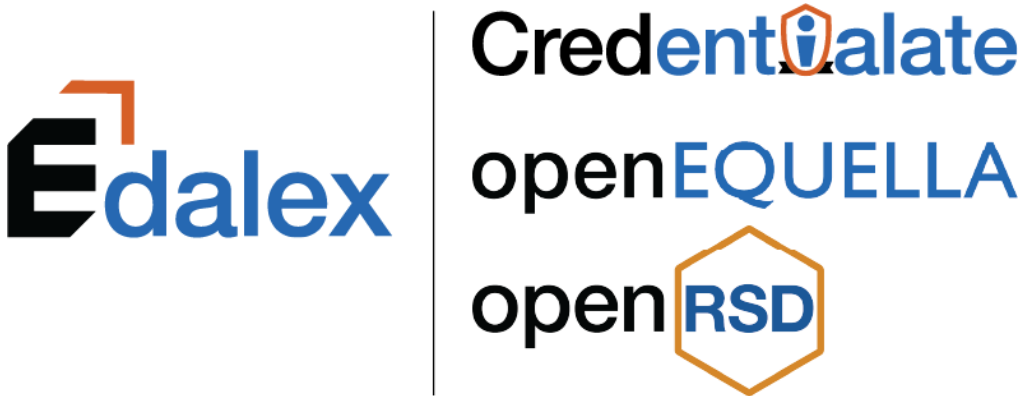
**UNSTRUCTURED  
DATA**



# Flexible system partnerships for “human first” ecosystems - CURRENT STATE



Open standards  
+ Open minds  
→ **Open Recognition**



**Mozilla vision 2011**



# Become part of the open recognition conversation



## ePIC 2025

### From Open Learning to Open Recognition

Join us at the 23rd  
international conference  
on open learning and recognition  
practices, technologies and policies



[epic.openrecognition.org](https://epic.openrecognition.org)

Paris, France  
October 21-23

ePIC 2025 welcomes participants and speakers from all continents and backgrounds to explore the expanding dimensions of a dynamic recognition culture inspired by the flexible power of Open Recognition — a vision that sees value across the spectrum of formal, non-formal and informal recognition.

Building on the 2024 **Paris Declaration on the Equality of Recognition**, ePIC 2025 will engage stakeholders and thought leaders to explore, debate and develop common understandings and effective solutions for inclusive recognition across communities, regions and states.

Submit a contribution  
NOW

Deadline is **July 31**



Recognition



Digital Credentials



Empowerment



Did you learn something?  
Capture it now!

[bit.ly/open-reco-exp](https://bit.ly/open-reco-exp)

