



# IO1 - Definition of DiversCult Competences

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# **DIVERS-CULT**

## **Promoting Cultural diversity in primary and lower-secondary schools**

**IO1 - Definition of DiversCult Competences**

**A1 - Competence Framework Architecture Methodology**



## Introduction

Divers-Cult Intellectual Output 1 aims at defining a Multicultural Competences Framework to support teachers, trainers and educators of formal/non-formal education addressing multiculturalism in primary and lower-secondary schools' classes (6 - 16 years old).

The document is aimed at defining and presenting the methodology to be applied to build the Divers-Cult Competence Framework.

The abovementioned framework will have a relevant effect, not only making Multicultural Competences fully accessible and easily usable by teachers, but also facilitating and promoting Multicultural Competences among children and youth in the target group. These will involve competences to interact in class with their peers from different countries/cultures/social backgrounds within a safe and inclusive environment, characterized by exchange, respect, friendship and understanding.

The definition of a set of Multicultural Competences at primary and lower-secondary school level (EQF 1-3) is projected to have a relevant positive impact:

1. Promoting and contributing to the integration policies at European and national level;
2. Preparing teachers to address diversity and value it, making them more confident in teaching and assessing cultural diversity;
3. Enriching classroom cohesion and integration.

## Competence Framework methodology

The Multicultural Competences will be identified through a methodological approach consisting in a matrix composed by three different dimensions:

- Personal dimension, aimed at investigating the cognitive domain (how students perceive and see the world), the intrapersonal domain (how students see themselves) and the interpersonal domain (how students relate to others);
- Scholastic dimension, aimed at investigating the different phases through which the school system goes (Banks, 2013; Nieto, 2008):
  - Monocultural school: it represents the interests and identities of the dominant group;
  - Tolerant school: multicultural needs start to be assimilated by slightly aligning the curriculum through adding statements about respecting and recognizing the differences of others;
  - Respectful school: multicultural needs are accepted and become part of the curriculum;
  - Supportive school: complexity and craft experiences are taught to make students struggle together, learn together and develop empathy to naturally respect other cultures.
- Systemic dimension, aimed at investigating the different multicultural maturity levels (King and Magolda's developmental framework and Banks' (2013) model of multicultural education and approaches to multicultural curriculum reform):
  - Initial level of awareness, sensitivity, and ability to adapt to distinctions across cultures (EQF level 1);
  - Intermediate level of awareness, sensitivity, and ability to adapt to distinctions across cultures (EQF level 2);
  - Mature level of awareness, sensitivity, and ability to adapt to distinctions across cultures (EQF level 3).



The scholastic and systemic dimensions should be a joint process where teachers, leaders, parents, students, and municipalities cooperate in developing a multicultural school.

Therefore, the Divers-Cult Framework will result in a model composed by **three dimensions** (personal, scholastic, and systemic); each dimension will be specified by 3 related **descriptors** (9 in total), one per **EQF level** (1-2-3). The descriptor indicates the **learning outcome** attributable to each level, in terms of **knowledge, skills and competences**, to be acquired. [Table 2](#) shows how the framework will look like.

For the Project:

- The **European Qualification Framework** (EQF) is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. The EQF covers all types and all levels of qualifications, and the use of learning outcomes makes it clear what a person knows, understands and can do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level.
- The **Descriptor** describes the skills and competences expected at different levels of qualifications. They make explicit the learning outcomes associated with each level and state what learners will typically know, understand and be able to do.
- The **Learning Outcome** is a statement of what a learner knows, understands, and can do on completion of a learning process, which are defined in terms of knowledge, skills and competences.
- The **Knowledge** is the body of facts, principles, theories, and practices, related to a field of work and studies, and assimilated through learning. It is described as theoretical and/or factual.
- The **Skill** is the ability to apply knowledge and use know-how to complete tasks and solve problems. It is described as cognitive (involving the use of logical, intuitive, and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools, and instruments).

The **Competence** is the proven ability to use knowledge, skills, and personal, social, and methodological abilities. It is described in terms of responsibility and autonomy.

**Table 1. EQF Learning Outcomes**

EQF Level	Learning Outcome		
	Knowledge	Skills	Competence
1	<b>Basic general</b> knowledge	<b>Basic skills</b> required to carry out simple tasks	Work or study <b>under direct supervision</b> in a structured context
2	<b>Basic factual</b> knowledge of a field of work or study	<b>Basic cognitive and practical</b> skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study <b>under supervision with some autonomy</b>
3	Knowledge of <b>facts, principles, processes, and general concepts</b> , in a field of work or study.	A range of <b>cognitive and practical</b> skills required to <b>accomplish tasks and solve problems</b> by selecting and	Take <b>responsibility</b> for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems



		applying basic methods, tools, materials and information	
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Source: [http://ecahe.eu/w/index.php/European\\_Qualifications\\_Framework#The\\_levels\\_in\\_the\\_EQF](http://ecahe.eu/w/index.php/European_Qualifications_Framework#The_levels_in_the_EQF)

The 9 different descriptors will be built on the **good practices** previously collected by the Partners during a preliminary analysis phase, which are crucial to give a clear overview of the current situation of multicultural school environments, and the related needs and gaps to be filled.

Each collected Good Practices should allow the identification of a specific knowledge, skill, and competence, possibly for a specific EQF level (1-2-3). The identification of the learning outcomes through the Good Practices should allow the Partnership to select the descriptors to be included in the framework.

Therefore, after the identification of the descriptors, taking into consideration the good practices collected, a **first draft** of the framework will be prepared. The draft will be reviewed and agreed upon by the Partnership during a dedicated online meeting.

The Partnership will present the draft Competence Framework during 3 National and 1 European Workshops to Associated Partners and Experts - in the fields of pedagogy, school education, multiculturalism, diversity management, teacher training - to gain feedback, comments, and suggestions, so as to further improve the Framework. The National Workshops will be organized in Iceland, Lithuania and Romania and will be attended by 6 participants each; the European Workshop will be organized in Italy and will be attended by 15 participants. **UI, CNAOB and KSDP** oversee designing instructions and templates for the conduction of the workshops and for the reporting and comparison of results.

Once the proposal is discussed and assessed through the workshops, the gained comments and suggestions will be included to develop the **final version** of the Competence Framework.

## Partners' roles and responsibilities

Based on a collaborative approach, roles and responsibilities will be distributed as follows:

Partner Organization	Role	Tasks and Responsibilities
UI	<ul style="list-style-type: none"> <li>Project Coordinator</li> <li>IO1 Coordinator</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences. Reviewing, coordinating, and finalizing competence framework.
CRES	<ul style="list-style-type: none"> <li>Partner</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences.
KSDP	<ul style="list-style-type: none"> <li>Partner</li> <li>IO1 Supporter</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences.
CNAOB	<ul style="list-style-type: none"> <li>Partner</li> <li>IO1 Supporter</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences.
HESO	<ul style="list-style-type: none"> <li>Partner</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences.

## DIVERS-CULT COMPETENCE FRAMEWORK

*Table 2. Divers-Cult Competence Framework*

DIVERS-CULT COMPETENCE FRAMEWORK			LEARNING OUTCOME		
DIMENSIONS	PROGRESSION LEVEL	DESCRIPTORS	KNOWLEDGE	SKILLS	COMPETENCES
	EQF 1-2-3				
PERSONAL					
SCHOLASTIC					
SYSTEMIC					



## **IO1 - Definition of DiversCult Competences**

### **A2 - Competence Framework Definition**





DIVERS-CULT COMPETENCE FRAMEWORK

Table 2. Divers-Cult Competence Framework

DIVERS-CULT COMPETENCE FRAMEWORK			LEARNING OUTCOME		
DIMENSIONS	PROGRESSION LEVEL EQF 1-2-3	DESCRIPTORS	KNOWLEDGE	SKILLS	COMPETENCES
PERSONAL	1	Students understand being a part of universe and are capable to see and understand how strongly everything is interconnected.	Students learn responsibility and understanding. Students learn about their cultural background and feel proud about who they are.	Students develop basic skills in communicating with people from different cultures. Students develop empathy and positive, non-discriminatory attitude towards others.	Students participate in various activities involving interaction with students from different ethnic groups, under direct supervision
		Students know that everyone carries with him/her a particular piece of “mental software” that derives from the way they were brought up.	Students recognize and understand the importance of the strong cultural influence on everyone’s behaviour and thoughts.	Students are able to appreciate the enriching which comes from the cultural exchange between different “mental software”.	Students are capable to confront other students characterized by different cultural influences, feeding their own “mental software”.
	2	Students learn to value diversity and to respect fundamentally different cultural values. They understand and	Students learn to value diversity and to respect fundamentally different cultural values.	Students understand and support other cultures. Students have knowledge about different cultures and know how to	Students participate in numerous international activities <b>under supervision with some autonomy.</b>



		<p>support other cultures.</p> <p>Students learn to be sympathetic and to relate to others without stereotypes, prejudices and biases.</p>	<p>Students learn sympathy and empathy and what stereotype, prejudice and bias stand for.</p>	<p>solve routine problems.</p> <p>Students are able to not have mistrust, suspicion and rejection attitudes.</p>	<p>Students are capable to be sympathetic and empathetic towards individuals with different cultural background.</p>
	3	<p>Developing a positive, non-discriminatory attitude among students, to increase knowledge and appreciation of ethnic diversity among secondary school students.</p> <p>Students know that each person has his/her own <i>reason for being</i> in his/her diversity and unrepeatability.</p>	<p>Students increase knowledge about the ethnic diversity among children from secondary school.</p> <p>Students increase their knowledge about the relevance of diversity and unrepeatability and learn what the respect for different cultures stand for.</p>	<p>Students have communication skills, they know how to deal with different types of problems and understand the value of collaboration.</p> <p>Students are able to respect and interact with different cultural groups</p>	<p>Students work together, manage to accomplish together the tasks, know how to face various challenges.</p> <p>Students are capable to understand that the meeting of different cultures and the sharing of different values positively contribute to the common good.</p>
SCHOLASTIC	1	<p>Schools valorises the courses held during the year on topics such as Social Education, Intercultural Education, Civic Education.</p>	<p>Schools promote disciplines such as Social Education, Intercultural Education, Civic Education.</p> <p>Schools are convinced in the value of</p>	<p>Through these courses, students develop basic skills regarding tolerance, solidarity, collaboration, acceptance of diversity.</p>	<p>Various activities involving ethnic and cultural diversity are carried out in the school, under direct supervision.</p> <p>School main priority is to</p>



		<p>Schools biases its strategic activities on the quality organization of the personality's growth process, develops the change-oriented culture of organization and organizes educational process interestingly, striving to integrate problem-based education</p>	<p>international education for students because they believe that the intercultural dialogue in a more open international learning environment makes them aware of being European citizens. They aim to develop an international, flexible curriculum.</p>	<p>Schools believe in “a school without borders” concept and implement project based learning into curricula. Students become creative, open minded and brave citizens of an intelligent society.</p>	<p>develop a personality's ideal and abilities as well as to assure a constant need to learn, to build understanding of cultural values and to develop cultural, social and political awareness, to encourage honesty and responsibility.</p>
		<p>Schools recognizes the positive value of a constructive coexistence between pupils from different cultural backgrounds.</p>	<p>Schools know how to promote the fruitful management of cultural, linguistic and religious diversity.</p>	<p>Schools are able to reformulate training programmes taking into consideration the intercultural factor.</p>	<p>Schools are committed in including educational pathways that are oriented towards studies and research about different cultures and places.</p>
	2	<p>The school, as an institution, encourages intercultural experiences, exchange of experience and international competitions.</p>	<p>The school, as an institution, supports intercultural experiences, exchange of experience and international competitions.</p>	<p>Both students and teachers learn and practice the collaborative interaction with people from different countries and the best way to address challenges.</p>	<p>All these activities are supervised by the principal of the school and the coordinator of the team but each person has its own contribution during the activities.</p>



		Schools assure the removal of discrimination in all its forms and aspects through fostering relational and dialogue skills.	Schools promote updated methodologies aimed at increasing everyone's self-awareness, which allow the acknowledgment of prejudices and cultural biases.	Schools are able to promote open-mindedness, thus boosting dialogue opportunities among different cultures.	Schools are capable to give rise to the appreciation of the encounter with diversity: knowing the different in order to know the self.
	3	<p>Schools are committed in creating a friendly, inclusive and stimulating learning climate.</p> <p>Schools promote the development of educational activities and learning approaches involving pupils' languages and cultures of origin, so that intercultural dialogue and knowledge are nurtured.</p>	<p>Schools promote the creation of a friendly, inclusive and stimulating learning climate.</p> <p>Schools know that learning intercultural competences is a significant factor for the improvement of pupils' cognitive, personal and emotional development.</p>	<p>The knowledge gained in classes helps students and teachers to establish a positive, open and interactive climate in and outside the school.</p> <p>Schools are able to valorise languages and cultures of origin by promoting the creation of knowledge and attitudes leading to dynamic relationships between cultures.</p>	<p>Teachers, activity coordinators and students are involved in creating a positive climate, based on the knowledge gained in the classroom and the activities carried out through the school.</p> <p>Schools are capable to set up two different learning approaches:</p> <ul style="list-style-type: none"> <li>• "disciplinary " (teaching interculture as a specific content in curricular subjects e.g., history, geography, social sciences etc.).</li> <li>• "transversal " (intercultural e as an</li> </ul>



					integrating background, as an atmosphere which encourages relationships exchange in classrooms and school).
SYSTEMIC	1	<p>Teachers of the school are involved in self-development, participating in different internal and international conferences.</p> <p>Schools encourage a positive relational atmosphere both in classrooms and in extracurricular spaces, that is conducive to strengthening everyone's cultural identity, in view of mutual change and enrichment.</p>	<p>Teachers participate in conferences and know the trends of the age in terms of acceptance and promotion of diversity.</p> <p>Schools know how to promote dialogue, understanding and cooperation among people with different cultural backgrounds.</p>	<p>Teachers develop basic skills in communicating with people from different cultures.</p> <p>Schools are able to convey to pupils the importance of accepting and respecting ideas and values of other cultures, which lead to the cultural identity strengthening.</p>	<p>The school, as a part of a national system, promotes and fosters different activities that involves intercultural connections</p> <p>Schools are capable to organize socializing activities (such as organizing events, shows, parties and games) purposed at engaging all pupils, allowing them to mutually exchange their unique ideas and values.</p>
	2	<p>All the schools are interconnected and participate in many projects.</p>	<p>Schools are interconnected and participate in special diversity courses.</p>	<p>Based on the knowledge acquired, teachers from different schools make teams and participate in</p>	<p>Under the supervision of the coordinator, teams solve tasks that needs tolerance, solidarity and</p>



		Schools know how to communicate with students and families characterized by cultural diversity.	Schools know how to bring out both matters and expectations of students and families with different cultural backgrounds.	many cultural projects.  Schools are able to create moments of discussion not only among students, but also among parents from different cultures.	cultural cooperation.  Schools are capable to communicate with students and parents through listening desks, especially built to allow the interconnection flow.
	3	<p>Schools promote cultural exchanges, collaboration and change of experience. Many of the projects implies cultural diversity, different perspectives of life, a variety of ethnical groups and needs to exert tolerance and acceptance.</p> <p>Schools know the importance of an updated and comprehensive <i>Welcome Protocol</i> to facilitate and support the integration process of foreign pupils, as far as cultural and social promotion, appreciation</p>	<p>Schools are involved in European exchanges, take part in many projects about history and cultural heritage and learn how to deal with ethnical conflicts.</p> <p>Schools recognize the needs of foreign pupils and, indirectly, of their families by encouraging the construction of a favourable context for welcoming, participation and sharing.</p>	<p>Teachers and students are able to identify possible problems, to face them and solve properly.</p> <p>Schools are able to overcome the integration management and the necessary pedagogical response.</p>	<p>Each member of the teams involved in international activities has a distinctive role and are able to fulfil it.</p> <p>Schools are able to define shared administrative, educational and teaching practices and also the roles, functions, tools and resources available.</p>



		and participation are concerned.			
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Legend:

CNAOB: blue colour

CRES: green colour



## **O1 - Definition of DiversCult Competences**

### **A3. Open Badge System design**





## Introduction

The Badges created within the Divers Cult Competence Framework will offer informal recognition of the knowledge acquired and of the activities performed, to Teachers and other Educators of primary education who have successfully completed a series of activities from the Divers Cult Toolkit.

The main aims of the Divers-Cult Badges are:

- To design the ecosystem where Open Badges will identify, recognize, and validate certain skills of the users/ teachers/ educators.
- To define the metrics through which knowledge is validated
- To define the metrics through which implementation of activities is rewarded
- To promote the use of innovative multi-level tools in the form of e-resources and hands-on material for educational play.
- To implement all technological actions to link the Open Badges Framework to the Divers-Cult Toolkit

This document provides detailed information regarding the following:

- Theoretical background of the methodology used.
- Description of the ecosystem in relation to the structure, criteria and description for issuers, graphic design, technological integration, and endorsement procedure of Open Badges.
- Practical guidelines for issuing an Open Badge by using the learning portal developed.

The final Competence Framework will be integrated into the Divers-Cult Toolkit which will check conditions and will award the Divers-Cult Badges.

## Open Badges

Open Badges are a digital representation of skills, learning outcomes, achievements, or experience such as:

- Hard skills: knowledge, competences, etc.
- Soft skills: critical thinking, communication, etc.
- Participation and community involvement
- Official certification
- Authorization

An 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, the issuers (i.e. schools, stakeholders, enterprises, NGOs including trainers/ volunteers as facilitators) and the badge consumers (i.e. formal education, public authorities, official bodies, (potential) employers). 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 for students and teachers.

The Open Badges system is a very inclusive solution: it enables anyone to get actively involved in designing, testing, implementing, and promoting the learning outcomes and achievements.

An Open Badge is visual verified evidence of achievement. It has a 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 a badge



owner is claiming, link to a specific competence framework and tags, which puts an Open Badge in relation to specific context.

Some of the benefits of Open Badges are presented below:

- 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 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 (digital skills and soft skills).
- Badges can be used in a professional or educational context. Thousands of organizations, including non-profit organizations, major employers or educational institutions, issue badges in accordance with the Open Badges Specification.

## Key Elements

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

- Schools and universities
- Employers
- Community and non-profit organizations
- Government agencies (including NASA)
- Libraries and museums
- Event organizers and science fairs (Including Intel)
- Companies and groups focused on personal development

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

### Badge issuing platform

Many companies have badge issuing platforms, compliant with the Open Badges Framework. 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.

### Earners

Open Badges help 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.

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

### Displayers

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.

Badges can 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

### 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.

### Open Badges for the Divers-Cult Project

Open Badges provide portable and verifiable information about various skills and achievements. The users 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 Divers-Cult project.



The consortium has defined the Divers-Cult Competence Framework through the selection of best practices from the partner countries. The practices were reviewed, and the competencies promoted from each best practice were analysed and categorised in three main dimensions:

- Personal
- Scholastic
- Systemic

Each dimension includes examples of actions with the related competencies representing levels of the European Qualification Framework (EQF LEVELS) 1,2 and 3.

HeartHands Solutions has designed the badges to be linked with the implementation of activities and achievements in each EQF level of the above-mentioned dimensions.

### Personal Dimension

The badges will be three for this dimension of activities. These activities will reflect the cultivation of skills and competencies in the personal dimension of the children. There are three badges to be awarded representing the three EQF Levels.

For EQF Level 1 recognition of knowledge will be attributed to the badge of the “Beginner Personal Divers-Culter”.



For EQF Level 2 recognition of knowledge will be attributed to the badge of the “Competent Personal Divers-Culter”.



For EQF Level 3 recognition of knowledge will be attributed to the badge of the “Proficient Personal Divers-Culter”.



Scholastic Dimension

The badges will be three for this dimension of activities. These activities will reflect the cultivation of skills and competencies in the school environment. There are three badges to be awarded representing the three EQF Levels.

For EQF Level 1 recognition of knowledge will be attributed to the badge of the “Beginner Scholastic Divers-Culter”.



For EQF Level 2 recognition of knowledge will be attributed to the badge of the “Competent Scholastic Divers-Culter”.





For EQF Level 3 recognition of knowledge will be attributed to the badge of the “Proficient Scholastic Divers-Culter”.



### Systemic Dimension

The badges will be three for this dimension of activities. These activities will reflect the cultivation of skills and competencies related to educational systems in the school environment. There are three badges to be awarded representing the three EQF Levels.

For EQF Level 1 recognition of knowledge will be attributed to the badge of the “Beginner Systemic Divers-Culter”.



For EQF Level 2 recognition of knowledge will be attributed to the badge of the “Competent Systemic Divers-Culter”.



For EQF Level 3 recognition of knowledge will be attributed to the badge of the “Proficient Systemic Divers-Culter”.



Each Open Badge consists of the below:

- Name: The name of the Open Badge is related to the separate dimensions of activities and the description of the level of difficulty (EQF Levels 1,2,3).
- Learning Outcomes: A list of the learning outcomes to be acquired.
- Design of Open Badge: The Visualization (image) of each Open Badge
- Main Objective: A description of the Open Badge related to the main objectives.
- Assessment Criteria: The criteria to be used to assess whether the learning outcomes have been achieved and whether the set of skills and competences have been acquired by the users. The criteria and the assessment methods that must be followed in order to receive a badge are described in the following sections.
- Evidence: The proof and the evidence of the acquired skills for example quiz grades, etc. This process will be automated through the final toolkit.
- Issued by: In this section the issuer of the Open Badge is specified, which in this case is the Divers-Cult consortium.

### Awarding Criteria

The learners will acquire the badges based on the activities published. The activities may refer to one of the following categories (digital board, AR game, card game). The levels are defined as shown below:

- Personal dimension
  - EQF Level 1
  - EQF Level 2
  - EQF Level 3
- Scholastic dimension
  - EQF Level 1
  - EQF Level 2
  - EQF Level 3
- Systemic dimension
  - EQF Level 1
  - EQF Level 2
  - EQF Level 3







Open Badges for all Dimensions


Name of OB	Learning Outcomes	Design of OB	Assessment criteria	Evidence	Issued by
<b>Beginner Personal Divers-Culter</b>	Personal Dimension EQF LEVEL 1		Publish at least 1 activity that correlates with Personal Dimension (EQF Level 1)	Activity published on the CultApp	Divers Cult consortium
<b>Competent Personal Divers-Culter</b>	Personal Dimension EQF LEVEL 2		Publish at least 1 activity that correlates with Personal Dimension (EQF Level 2)	Activity published on the CultApp	Divers Cult consortium
<b>Proficient Personal Divers-Culter</b>	Personal Dimension EQF LEVEL 3		Publish at least 1 activity that correlates with Personal Dimension (EQF Level 3)	Activity published on the CultApp	Divers Cult consortium
<b>Beginner Scholastic Divers-Culter</b>	Scholastic Dimension EQF LEVEL 1		Publish at least 1 activity that correlates with Scholastic Dimension (EQF Level 1)	Activity published on the CultApp	Divers Cult consortium





<p><b>Competent Scholastic Divers-Culter</b></p>	<p>Scholastic Dimension EQF LEVEL 2</p>		<p>Publish at least 1 activity that correlates with Scholastic Dimension (EQF Level 2)</p>	<p>Activity published on the CultApp</p>	<p>Divers Cult consortium</p>
<p><b>Proficient Scholastic Divers-Culter</b></p>	<p>Scholastic Dimension EQF LEVEL 3</p>		<p>Publish at least 1 activity that correlates with Scholastic Dimension (EQF Level 3)</p>	<p>Activity published on the CultApp</p>	<p>Divers Cult consortium</p>
<p><b>Beginner Systemic Divers-Culter</b></p>	<p>Systemic Dimension EQF LEVEL 1</p>		<p>Publish at least 1 activity that correlates with Systemic Dimension (EQF Level 1)</p>	<p>Activity published on the CultApp</p>	<p>Divers Cult consortium</p>
<p><b>Competent Systemic Divers-Culter</b></p>	<p>Systemic Dimension EQF LEVEL 2</p>		<p>Publish at least 1 activity that correlates with Systemic Dimension (EQF Level 2)</p>	<p>Activity published on the CultApp</p>	<p>Divers Cult consortium</p>



<p><b>Proficient Systemic Divers- Culter</b></p>	<p>Systemic Dimension EQF LEVEL 3</p>		<p>Publish at least 1 activity that correlates with Systemic Dimension (EQF Level 3)</p>	<p>Activity published on the CultApp</p>	<p>Divers Cult consortium</p>
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