



Recognition Practices Occupational Framework



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Introduction

Overall objective of the recognition system

To enable explicit, contextualised and interoperable **recognition of practices, skills, achievements and contributions** across micro (individuals and small groups), meso (organisations, communities, networks) and macro (society, public policy, professional bodies, sector skill councils,...) contexts, by making non-formal and informal recognition practices visible and integrating them with formal practices.

Functional analysis levels

The functional analysis is structured around the following levels⁴ :

1. **Purpose**
2. **Key Roles / Functions**
3. **Major Functions**
4. **Key activities** / Elements of Competence
5. **Performance Criteria & Range Statements**

Developing a complete functional analysis

- Identify **the skills required** in each context.
- Describe **the expected elements of performance** (e.g. "can build an open recognition system in a community environment").
- Mapping the **interdependencies between contexts** (how the micro feeds the meso, the meso the macro, and vice versa).
- Incorporate **real-life scenarios or use cases**: for example, a local association, a company, a local authority, a professional network.

NB: In the tables below:

- **Micro** = the *recogniser* is an individual (professional, citizen, community leader, expert, customer, etc.).
- **Meso** = the *recogniser* is a group or organisation.
- **Macro** = the *recogniser* is a sectoral, societal, or national body.

⁴ c.f. Mansfield B., Mitchell L. (1996) *Towards a Competent Workforce*, Gower Publishing

	Purpose	Impact	Key functions	Examples of main functions
Macro	To support systemic dynamics of recognition that foster a more just, inclusive, and learning-oriented society, capable of valuing the diversity of knowledge, pathways, and contributions.	Social recognition, inclusion and cohesion; cognitive justice,...	To structure and support a distributed, inclusive and interoperable recognition infrastructure across territories, sectors and institutions.	• Develop open and evolving recognition frameworks and policies • Linking local practices to shared and multiple reference systems • Guaranteeing the transparency , validity, trustworthiness, inclusivity, legibility, portability and interoperability of large-scale recognition systems
Meso	To foster collective recognition dynamics that strengthen cooperation, trust, and learning within communities and organisations.	Commitment, inclusion, innovation, development,...	Design, develop and run open, connected and scalable local recognition ecosystems.	• Design recognition practices and processes adapted to collective contexts • Implement participatory recognition systems (e.g. recognition circles, shared badges) • Supporting the documentation and promotion of professional and collective practices
Micro	To enable each individual to feel legitimate, visible, and valued in their learning, experiences, and contributions.	Emancipation, empowerment , identity-building,...	Building and enhancing a personal ecosystem of recognition	• Identify and document experience, skills and contributions • Issuing, receiving and promoting recognition (badges, testimonials, stories) • Use recognition in different contexts (learning, employment, commitment)

Multi-level structuring of a recognition ecosystem

	Actors	Informal	Semi-formal	Formal
Macro	Institutions, professional bodies, sector skill councils, government	Endorsement — citation in a professional publication	Sectoral or public validation — statement of competence	Institutional certification — diploma, qualification, accreditation
Meso	Collective bodies, organisations, networks	Endorsement — invitation as expert or speaker	Organisational validation — reference letter, statement of competence	Organisational certification — certificate, status, promotion
Micro	Individuals, peers	Endorsement — thank-you letter	Peer-issued validation — documented testimony	Certification by a recognized or designated expert — formal attestation
Action	All	Value, endorse, approve	Validate, attest, credit	Accredit, certify, license

Recognition Contexts and Modalities

Typology of Recognition Modalities

The table **Recognition Contexts and Modalities** (previous page) offers a cross-analysis of recognition practices according to **three contexts of action** (micro, meso, macro) and **three modalities** (informal, semi-formal, formal). It is grounded in the understanding that recognition is a **relational, social, and political practice** that can be expressed and structured in diverse ways — from the most spontaneous to the most regulated.

Three Contexts of Anchoring

- In the **micro context**, recognition is first and foremost **experiential**: it concerns people in their uniqueness, lived experience, and immediate interactions. This is often where the **need for recognition emerges**, linked to personal, identity-related, or emotional dynamics.
- In the **meso context**, recognition is anchored in **structured collectives**: organisations, communities, networks. It acts as a **lever for cohesion, collective learning, and the circulation of trust**. Here, recognition takes more visible and shareable forms, often linked to internal processes (endorsements, recommendations, attestations, etc.).
- In the **macro context**, recognition is embedded in **institutional or societal frameworks**. It produces effects of **regulation and redistribution** — whether symbolic (prestige) or material (access to rights, jobs, mobility). It can also serve **policies of social justice, diversity, and inclusion**.

Three Modalities of Recognition

- **Informal recognition** relies on **everyday, implicit, or relational gestures**: a thank-you, a citation, an invitation, a testimonial. It is **flexible, contextual, often invisible**, yet foundational to one's sense of value.
- **Semi-formal recognition** occupies a **strategic in-between space**: it **formalizes without institutionalizing**. It makes visible contributions or competences that do not fit into conventional validation frameworks. Examples include **open badges, community-issued attestations, recommendation letters, or peer-validated portfolios**. This type of recognition is usually **documented and shareable**, but not regulated by any legal or administrative authority.
- **Formal recognition** requires a **normative, legal, or institutional framework**. It often structures educational and professional pathways (e.g., access to employment, mobility, status progression). It relies on **stabilized mechanisms** such as diplomas, certifications, and accreditations.

What This Typology Reveals

This framework **avoids establishing implicit hierarchies** among recognition modalities. It highlights that:

- Each context has its own **specific purpose and function**;

- Each **modality of recognition** can exist in all contexts, though it may take different **forms and produce different effects**;
- Modalities can be **articulated**: an endorsement in the micro context can become the starting point for mesoor macro contex validation;
- **Semi-formal forms are essential** to bridge the gap between formal validation and lived recognition. They allow for **individual emancipation** to be **anchored in collective dynamics**, without having to wait for top-down institutional approval.

An Invitation to Action

This typology can be used as a **diagnostic and design tool** to:

- **Map existing forms of recognition** within a territory or organisation;
- **Identify blind spots or underutilized spaces** in recognition ecosystems;
- **Design open, progressive, and inclusive recognition practices** that articulate informal, semi-formal, and formal recognition — serving individuals, communities, and society as a whole.

Overall Recognition System Functional Map

Level 1: Definition of the General Purpose

Overall objectives

To empower individuals, groups, and organisations to recognise and be recognised for their skills, knowledge, experiences, and contributions—across all forms of recognition (informal, semi-formal, formal) and at all levels (micro, meso, macro). The framework promotes a logic of individuation, agency, interconnection, and interoperability, ensuring recognition is meaningful, inclusive, and actionable.

Level 2: Key functions

Main functions of the recognition system

Code	Key function	Synthetic definition
R1	Activating recognition at individual level	Enabling individuals to understand, document, send, receive, recognitions
R2	Facilitating recognition in communities	Developing collective and distributed recognition practices within groups or organisations
R3	Ensuring the clarity and value of recognitions	Enabling trust, interpretation and mobility of recognitions between contexts
R4	Supporting interoperability between contexts ⁵ and systems	Linking local recognition practices to wider reference systems or infrastructures
R5	Guaranteeing the openness, transparency and ethics of the system	Maintaining the principles of equity, autonomy, inclusiveness and emancipation in recognition processes

Level 3: Competence Units

- R1 Activating recognition at individual level
- R2 Facilitating recognition in communities
- R3 Ensuring the clarity and value of recognitions
- R4 Supporting interoperability between contexts and systems
- R5 Guaranteeing the openness, transparency and ethics of the system

⁵ micro-meso-macro

Level 4: Key activities (skill elements)

For each main function, we describe observable activities that can be used in a variety of contexts.

R1 Activating recognition at individual level

Main function	Key activities
R1.1 Identify what you have learnt (recognise yourself)	1. Carry out a self-analysis of your experiences 2. Describe significant learning or contribution situations 3. Identify the skills or qualities used
R1.2 Recognise others (peers, mentors, colleagues, etc.)	1. Define the reasons for recognition (quality, competence, contribution) 2. Use clear, constructive language 3. Create symbolic or documentary recognition (badge, message, story, artefact, etc.)
R1.3 Receive and understand recognitions	1. Reading/interpreting the recognition received 2. Identify the personal or social value of this recognition 3. Integrate recognition into your career path (portfolio, narrative, etc.)
R1.4 Organise and enhance one's recognition portfolio	1. Choosing the right recognition for the context in question (employment, commitment, apprenticeship, etc.) 2. Linking recognitions together to produce meaning 3. Present your recognition in a variety of environments

R2 Facilitating recognition in communities

Main function	Key activities
R2.1 Co-design recognition practices	1. Leading discussions on values and recognition criteria 2. Collectively defining the types of recognition required 3. Produce a community charter or protocol
R2.2 Set up recognition rituals or artefacts	1. Design appropriate formats (badging, ceremonies, shared stories, etc.) 2. Organise moments of recognition (rituals, reviews, presentations) 3. Ensuring accessibility and equitable participation
R2.3 Collectively document recognition criteria	1. Identify the elements deemed important for recognition 2. Create grids, community reference frameworks or standard narratives 3. Adjust criteria according to context and feedback
R2.4 Ensure quality and trust through shared mechanisms	1. Co-analysing the recognitions produced (peer review) 2. Implement distributed validation mechanisms 3. Supporting collective self-reflexivity

R3 Ensuring the clarity and value of recognitions

Main function	Key activities
R3.1 Describing reconnaissance	1. Structuring recognition with comprehensible metadata 2. Combine evidence (documents, stories, feedback, etc.) 3. Use relevant visual or narrative formats
R3.2 Linking to existing frameworks	1. Identify compatible reference systems or grids (professionals, citizens, associations, etc.) 2. Making connections without losing the singularity of practices 3. Translating recognition into several languages (e.g. storytelling + repository)
R3.3 Support cross-recognition	1. Facilitating exchanges between groups, networks and institutions 2. Setting up mutual recognition agreements 3. Co-building bridges between spheres (work, commitment, learning, etc.)

R4 Supporting interoperability between contexts and systems

Main function	Key activities
R4.1 Ensuring portability	1. Use open and sustainable formats (Open Badges, JSON-LD, etc.) 2. Guarantee traceability of recognition 3. Setting up technical or organisational gateways
R4.2 Documenting and sharing	1. Produce reusable guides, tutorials and common resources 2. Open resources in accessible formats 3. Contribute to open databases or observatories
R4.3 Being part of a distributed architecture	1. Participating in trusted networks 2. Align with interoperable principles (e.g. DARE, Open Recognition) 3. Contributing to the governance of recognition commons

R5 Guaranteeing the openness, transparency and ethics of the system

Main function	Key activities
R5.1 Ensuring inclusiveness	1. Involving stakeholders in co-design 2. Adapting materials and approaches to the diversity of audiences 3. Remove barriers to participation (language, time, access, etc.)
R5.2 Respect ethical principles	1. Ensuring explicit consent 2. Protecting personal and contextual data 3. Avoiding hidden or top-down assessment approaches
R5.3 Strengthening agentivity	1. Allowing everyone to choose what they want to recognise or share 2. Supporting the construction of multiple and evolving identities 3. Valuing minority or invisible voices

FOCUS

This section analyses the different contexts of recognition and their inter-relations:

- Micro—individuals
- Meso—organisation, communities
- Macro—society

We will start with the definition of the practices specific to the *meso* level, which is at the centre of the recognition practices space.

MESO FOCUS: Recognition within communities and organisations

Meso-level objectives

Create **distributed recognition ecosystems**, supported by collectives, networks or organisations, enabling everyone to contribute, to have their knowledge recognised and to recognise others within a shared, ethical, contextual and living framework.

Reformulation of key and principal functions applied at meso level

R1 Activating individual recognition in a collective context

Main function	Examples of meso activities
R1.1 Identify what you have learnt	Hold storytelling or shared portfolio workshops Use self-positioning templates developed by the community
R1.2 Issuing recognitions	Facilitate "recognition circles" where everyone recognises a peer Allow members to freely issue badges (with a shared meaning)
R1.3 Receiving recognition	Creating a public space for recognition Organising digital or physical "recognition walls"
R1.4 Enhancing your portfolio	Helping members to structure their credentials with a view to external opportunities (jobs, missions, etc.) Linking personal portfolios to collective projects

R2 Facilitating recognition in communities (central function at this level)

Main function	Examples of meso activities
R2.1 Co-constructing practices	Organise workshops to co-define recognition criteria Collectively draw up a "recognition charter" Involve members in the creation of recognition typologies or families

R2.2 Set up systems	Develop an open badge system managed by the community Organise rituals (parties, recognition ceremonies, symbolic votes) Create a space (physical or digital) dedicated to recognition
R2.3 Document criteria	Build simple or narrative recognition grids together Use stories from practice to illustrate the criteria Revise the criteria with feedback from use
R2.4 Ensuring quality	Deploy peer validation processes Train "recognition facilitators" within the group Set up ethics guardians or open monitoring committees

R3 Ensuring legibility and value

Main function	Examples of meso activities
R3.1 Describing reconnaissance	Create recognition sheets with stories, criteria, evidence and social meaning Add metadata that can be understood by others (in or outside the group)
R3.2 Linking to existing frameworks	Create "correspondence maps" between local recognition and reference systems for professions, citizens and associations Produce semantic bridges between free and institutional recognition
R3.3 Cross-recognition	Conclude mutual recognition agreements between organisations (pacts, alliances, etc.) Exchange badges or symbols between partner collectives

R4 Interoperability

- R4.1 Enable the portability and reuse of recognitions (technical and semantic interoperability)
- R4.2 Document practices and create common recognition systems
- R4.3 Contribute to a distributed recognition architecture

Main function	Examples of meso activities
R4.1 Portability	Use open badges with transferable proofs and descriptions Allow a badge to "travel" between several contexts
R4.2 Documenting common areas	Publish collectively-created recognition user guides Capitalise on recognition practices in a community wiki
R4.3 Distributed architecture	Participate in a network of open recognition organisations (e.g. Open Recognition Network) Contribute to the distributed governance of recognition (meta-practices, reflective practices)

R5 Ethics and openness

Main function	Examples of meso activities
R5.1 Inclusiveness	Ensure that all voices are represented in recognition decisions Offer a variety of methods (oral, written, visual, etc.) for recognition
R5.2 Ethics	Remind people of the principles of consent, justice and respect in every act of recognition Have an ethics watch group within the group
R5.3 Agentivity	Enable members to create their own badges or forms of recognition Support individual self-recognition initiatives

Typical players at meso level

- **Embedded Recognition Practitioner (ERP):** facilitates, connects, regulates.
- **Facilitation group/recognition unit:** drives the process.
- **Community / members:** co-producers and beneficiaries of the recognition.

Let's move on to the **micro level**, that of **individuals and their peer-to-peer interactions** where recognition takes root in everyday life, in gestures, attentions, exchanges of knowledge, practices, emotions and stories.

MICRO FOCUS: Recognition between individuals and within small teams or informal groups

Purpose at micro level

Enabling everyone **to give, receive and ask for recognition** in their living, working, learning and commitment environments in a way that is fluid, autonomous, personal and meaningful.

Reformulation of key and principal functions applied at micro level

R1 Activate individual recognition (central function at this level)

Main function	Examples of micro activities
R1.1 Identify what you have learnt	Keeping a personal diary Becoming aware of your contributions through stories or feedback Taking part in moments of shared reflection (buddy, peer coaching)
R1.2 Issuing recognitions	Saying "thank you" in a contextualised and profound way Giving a badge, a letter, an audio capsule, a post-it note, a vocal or visual message of recognition Sharing a positive anecdote by highlighting the action or quality recognised
R1.3 Receiving recognition	Take the time to read, listen and receive without devaluing yourself Ask for feedback or specific recognition (e.g. "What progress have you seen me make?") Archive or collect recognition received for yourself
R1.4 Enhancing your portfolio	Create a notebook, a digital or visual portfolio of recognitions Collect badges, letters, evidence or testimonials Tell the story of your career based on recognitions (rather than diplomas)

R2 Recognition in small groups (peers, pairs, families, teams, etc.)

Main function	Examples of micro activities
R2.1 Co-constructing practices	Define together what we want to recognise and how (e.g. in a project team) Set up micro-rituals (round of compliments, end of sprint recognition, closing circle, etc.)
R2.2 Informal systems	Use a physical or digital "recognition wall" (such as Trello, Miro, Google Slide, etc.) Put a badge or post-it box in a common room Create a mini-ritual at the end of a meeting or workshop
R2.3 Emerging criteria	Formulate together what is important in our interactions: helping each other, listening, taking the initiative, reliability, etc. Set simple, human criteria, rather than external grids.

R2.4 Peer-to-peer quality	Rereading with peers before producing recognitions Creating a space of trust in which to give honest feedback, without judgement or evaluation
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R3 Legibility and value (on its own scale)

Main function	Examples of micro activities
R3.1 Describe recognition	Use words that convey the impact ("you helped me to...", "thanks to you...") Add an image, a sound, a short story to embody the recognition
R3.2 Link to a frame (optional)	Situate recognition within a project, a role, a commitment Use a pre-existing badge or create one in your own language
R3.3 Mobilising recognition	Use your recognitions in an interview, cover letter or personal project Share your recognitions as proof of commitment or transformation

R4 Portability and interoperability (in its life transitions)

Main function	Examples of micro activities
R4.1 Personal portability	Keep your credentials in a trusted space (notebook, cloud, application) Be able to show them or not, depending on the context
R4.2 Personal documentation	Write or record narratives based on recognised moments Use hybrid formats (text, audio, video, mindmap)
R4.3 Linking	Share recognition with a wider network (organisation, alumni network, commitment group, etc.) Join a more structured recognition community

R5 Ethics and individual agentivity

Main function	Examples of micro activities
R5.1 Personal inclusiveness	Recognising people who are less visible or marginalised Avoiding bias in recognition (gender, status, role, etc.)
R5.2 Personal ethics	Respect the right not to be recognised or to keep recognition private Do not use recognition as an instrument (no disguised reward)
R5.3 Autonomy and power to act	Create your own forms of recognition (poem, drawing, video, etc.) Choose to present yourself through your recognition rather than your CV

Typical players at micro level

- **Individuals** (everyone)
- **Peers** (pairs, friends, colleagues...)
- **Small groups** (project teams, affinity groups, learning circles)

MACRO FOCUS: Recognition at the level of institutional, territorial, political and systemic frameworks

Macro objectives

Create an **enabling, supportive, readable and interoperable** environment for distributed recognition practices without rigidly standardising them, but ensuring **consistency, openness, trust and large-scale interconnection**.

Reformulation of key and principal functions applied at macro level

R1 Recognition of the individual in public policy

Main function	Examples of macro activities
R1.1 Recognition beyond the diploma	Integrating informal recognition into policies on guidance, employment and citizenship Accepting evidence of community recognition as part of a file
R1.2 Control of personal data	Promote individual digital sovereignty over recognition (portability, deletion, transparency) Guarantee the right to silence or non-recognition
R1.3 Equal access to recognition	Reduce inequalities in access to symbolic and institutional recognition Identify and support those who are invisible in the traditional system (migrants, precarious workers, young people without qualifications, etc.)

R2 Supporting communities (on a large scale)

Main function	Examples of macro activities
R2.1 Supporting ecosystems	Fund, train and support local recognition communities (e.g. neighbourhood groups, associations, ERP networks) Create "open recognition learning territories".
R2.2 Empowerment	Develop a public training and support offer for open recognition (MOOCs, workshops, labs, etc.) Deploy public or open-source tools for creating and managing recognitions
R2.3 Strategic alliances	Participate in international initiatives on open recognition (e.g. Open Recognition Alliance, DARE, Badge Europe, etc.).

R3 Legibility and value in the public space

Main function	Examples of macro activities
R3.1 Legible description	Support recognised metadata frameworks (e.g. Open Recognition Metadata, ESCO, EQF) Publish narrative or semi-structured recognition standards
R3.2 Correspondence and cross-recognition	Create mechanisms for mutual recognition between territories, sectors and countries Build bridges with existing qualifications (without absorbing them)
R3.3 Public value	Integrate recognition into employment, training, youth and citizenship policies Encourage recognition in calls for projects, recruitment, grants, etc.

R4 Support interoperability (central function at this level)

Main function	Examples of macro activities
R4.1 Systemic portability	Define open formats and standards (e.g. Open Badges, W3C VC, DARE, etc.) Develop APIs and interfaces to enable recognition to flow between platforms
R4.2 Open communal areas	Fund and maintain digital and documentary resources (shared repositories, glossaries, toolkits, etc.) Support multi-stakeholder experimentation spaces
R4.3 Distributed architecture	Co-build a multi-level recognition infrastructure (territories, sectors, networks, etc.) Set up distributed, open and inclusive governance of recognition (open source or digital commons type)

R5 Ethical, inclusive and sustainable framework

Main function	Examples of macro activities
R5.1 Structural inclusiveness	Adopt a proactive policy of including minority voices in the governance of recognition Support recognition practices arising from social, cultural and citizen movements
R5.2 Ethical regulation	Draw up a charter or ethical framework for recognition (non-coercion, respect for diversity, non-appropriation of community knowledge) Protect the rights of issuers and recognised persons (portability, confidentiality, consent)

R5.3 Support for empowerment	Formally recognise emerging practices (self-recognition, peer-to-peer recognition, community badges) Create frameworks that encourage social and educational innovation through open recognition
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Typical macro-level players

- **Public institutions** (ministries, local authorities)
- **Transversal networks** (pacts, alliances, coalitions of players)
 - **Platform or infrastructure operators**
 - **Standards bodies, certification agencies**
 - **Citizen groups with a political scope**

Summary of links between levels (micro, meso, macro)

Level	Main focus	Key players	Relationships with other levels
Micro	Recognition experienced, expressed and received by individuals	Individuals, peers, small groups	The micro feeds the meso through contributions The macro recognises or ignores individual experiences
Meso	Collective construction of shared recognition practices	Collectives, communities, organisations, ERP	The meso translates and links the micro to the macro It stabilises practices while maintaining their vitality
Macro	Political, technical, ethical and institutional frameworks that make recognition possible, visible and interoperable	Institutions, networks, infrastructure, public policy	The macro supports, frames or guides meso practices It can give or withdraw value from micro recognitions

These levels form a **living**, non-hierarchical but interdependent **ecosystem**:

- The **micro** is the source of human wealth.
- The **meso** is where the community is shaped and validated.
- The **macro** is the space of political, institutional or interoperable recognition.

3. Illustrative use case: a cross-level project

Example: A local authority creates a programme to recognise young people's civic involvement in local associations

Level	Key actions
Micro	Young people get involved in a local association They receive badges of recognition from their peers or referees They build a portfolio of their commitments
Meso	The association is part of a local recognition network An ERP helps to structure recognition practices (badging, rituals, documentation) A youth council co-constructs recognition criteria with the associations
Macro	The municipality adopts a charter for the open recognition of citizens' commitments The badges are integrated into an interoperable system (public platform, local e-portfolio) The region supports the initiative and links the badges to enhancement schemes (mobility, employment, training)

Result:

- Young people can make the most of their commitments when looking for a work placement.
- An association sees its practices recognised and equipped.
- A community develops a learning and recognition territory.

Units of Competence (TBD)

The units of competence listed below refer to the skills of a recognition practitioner integrated into a work or social unit: association, company, service, etc.

Area 1 Foundations and frameworks for open recognition

Code	Competence unit	Purpose
D1.1	Understanding the social, cultural and political dimensions of recognition	Acquire a critical and systemic vision of the issues at stake
D1.2	Identifying recognition forms and technologies	Explore tools (badges, stories, feedback, etc.)
D1.3	Situating practices within political and regulatory frameworks	Acting with knowledge of reference systems (DARE, Open Recognition, etc.)
D1.4	Deconstructing the exclusionary logic of traditional systems	Enhancing the value of invisible knowledge

D1.1 Understand the social, cultural and political dimensions of recognition

Unit objective :

Describe the skills and knowledge required to perform this function in the context of open, distributed and contextualised recognition.

Competence elements and performance criteria

Skill element	Performance indicators	Possible context
Identify the needs and aspirations for recognition within the community	Actively gathers feedback from members through listening sessions, surveys and workshops	Participatory diagnosis, neighbourhood assembly, inter-association meeting
Facilitating the co-design of recognition forms, criteria and tools	Leads collective design workshops; produces frameworks or prototypes with members	Co-design sprint, co-creation seminar, running a living lab
Putting in place a common recognition framework that is inclusive and scalable	Formulate a charter, protocol or open recognition typology with the community	Collective drafting of a protocol, adoption of a charter by consensus
Ensuring the legitimacy of the scheme among members	Actively involves sub-group representatives, validates clarity, fairness and local roots	Peer validation, group feedback session, usability testing
Anchoring the scheme in the dynamics of the community	Links the system to existing events, rituals and practices; avoids	Annual celebration, living wall of recognition,

	"one-size-fits-all" approaches	integration into ritual meetings
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Conditions of use :

To be adapted according to the context (organisation, group, region, etc.).

Assessment procedures :

Observation of practice, reflective interview, production of a deliverable or portfolio.

D1.2 Identify recognition forms and technologies

D1.3 Situate practices within political and regulatory frameworks

D1.4 Deconstructing the exclusionary logic of traditional systems

Area 2 Facilitating and supporting recognition processes

Code	Competence unit	Purpose
D2.1	Facilitating recognition in the workplace	Integrating recognition into professional practices
D2.2	Co-constructing systems with communities	Mobilising collective intelligence and local values
D2.3	Leading recognition workshops or rituals	Encouraging participation, creativity and the expression of recognition
D2.4	Supporting the identification of learning outcomes	Helping everyone to become aware of their skills, roles and contributions
D2.5	Supporting reflexivity and self-recognition	Encouraging the agentivity of individuals and groups

D2.1 Facilitate recognition in the workplace

This unit describes the skills and knowledge required to prepare, plan and facilitate the **recognition of people, skills, contributions and learning in the workplace**. It includes adapting and implementing existing recognition approaches, tools or frameworks or those derived from recognised frameworks, as well as analysing and continuously improving one's own practice.

The unit applies to recognition professionals or facilitators (formal or informal), HR managers, managers, tutors, peers or integrated recognition practitioners who wish to implement **open, participative and contextualised recognition practices in a professional setting**.

No regulatory or legal requirements apply to this unit at the time of publication.

Sector of activity

Recognition Facilitating and enhancing learning in organisations

Competence elements and performance criteria

Skill element	Observable performance indicators	Possible contexts
1. Preparing for the recognition process	1. Clarify objectives and intentions with the team or stakeholders 2. Identifies relevant forms of recognition (feedback, badges, narration, etc.) 3. Identifies the players involved (peers, supervisors, HR, etc.) and their roles 4. Creates a favourable environment: trust, visibility, ethical framework	• Launch of an innovative HR approach • Supporting a change in management culture • Intergenerational or inter-departmental project
2. Designing a contextualised system	1. Integrating recognition into daily practices, events and projects 2. Identify opportunities for recognition (deliverables, post-projects, observations, testimonials, rituals, etc.) 3. Plan the necessary support (leadership, digital tools, team awareness-raising) 4. Design a plan that is flexible, scalable and tailored to the specific needs of employees 5. Secure the commitment of stakeholders to implement the plan	• Onboarding or tutoring system • Developing a group project or end-of-assignment project • Meeting a need expressed by employees

Skill element	Observable performance indicators	Possible contexts
3. Establish a relationship of recognition	1. Conduct an initial interview to clarify expectations, preferences and recognition needs 2. Co-define explicit or implicit recognition criteria with the people concerned 3. Select and present relevant forms of recognition (badges, stories, feedback, letters, etc.) 4. Identify the specific needs for support or assistance to enable fair recognition Put in place a caring support system that guarantees the listening, autonomy and psychological health of recognised people	• Annual review revisited • Listening time in a project group • Time of professional transition or departure
4. Implement recognition practices	1. Prepare reconnaissance material or environments (spaces, platforms, supports) 2. Managing issues of confidentiality, consent and justice in recognition 3. Actively facilitate acts of recognition (celebrations, testimonies, claiming/issuing of badges or symbolic signs, sharing of stories, etc.). 4. Encouraging links between individual recognition and collective contribution	• End of sprint or project review • Organising an internal event • Telling the story of a collective initiative
5. Cultivating momentum	1. Observing reactions and adjusting approaches to strengthen the scope of recognition 2. Encouraging people to reflect on the recognition they have received and given 3. Encouraging people to initiate their own acts of recognition	• Leading a monthly ritual of recognition • Development of a "recognition wall" • Setting up a network of "internal facilitators"

Skill element	Observable performance indicators	Possible contexts
6. Evaluating and improving practice	1. Use relational and ethical techniques to conclude a recognition cycle 2. Gather feedback on perceived value from recognised individuals and stakeholders 3. Assessing the impact of recognition on the individual, the group and the organisation 4. Reflect on your own role as a recognition facilitator 5. Suggest improvements to workplace recognition processes, tools and culture	• Post-pilot feedback • Continuous improvement workshops • Participation in a community of practice on recognition

Acquisition level	Meaning
Beginner	Needs close support to implement the approach
Under development	Implements the actions, making any necessary adjustments
Autonomous	Acts fluidly, adaptively and reflectively in a variety of contexts
Referrer / facilitator	Helps develop recognition in its environment and beyond

D2.2 Co-constructing systems with communities

D2.3 Lead recognition workshops or rituals

D2.4 Supporting the identification of learning outcomes

D2.5 Support reflexivity and self-recognition

Area 3 Documentation, legibility and interoperability

Code	Competence unit	Purpose
D3.1	Produce recognitions that are readable and interpretable	Making learning and contributions visible
D3.2	Linking recognition to existing frameworks	Encourage cross-recognition without formatting
D3.3	Use open, sustainable formats	Ensuring the portability and transparency of accreditations
D3.4	Guaranteeing people's sovereignty over their data	Protecting the recognised rights of individuals

D3.1 Produce legible and interpretable reconnaissance images

D3.2 Linking recognition to existing frameworks

D3.3 Use open and sustainable formats

D3.4 Guaranteeing people's sovereignty over their data

Area 4 Ecosystem deployment and distributed architecture

Code	Competence unit	Purpose
D4.1	Mapping existing practices	Identify existing recognition dynamics
D4.2	Designing a systemic strategy	Linking the micro, meso and macro levels
D4.3	Acting as an inter-level mediator	Facilitating bridges between different players
D4.4	Participating in a distributed architecture	Contribute to open and interoperable networks

D4.1 Map existing practices

D4.2 Devising a systemic strategy

D4.3 Act as an inter-level mediator

D4.4 Participate in a distributed architecture

Area 5 Posture, ethics and professional development

Code	Competence unit	Purpose
D5.1	Adopting an ethical, inclusive and critical stance	Guaranteeing fair, respectful and conscious recognition
D5.2	Respecting confidentiality, consent and diversity	Protecting people and their stories
D5.3	Documenting and sharing your practice	Participating in a common recognition
D5.4	Contribute to an ERP community of practice	Exchanging, learning and co-constructing with peers

D5.1 Adopt an ethical, inclusive and critical stance

D5.2 Respect confidentiality, consent and diversity

D5.3 Documenting and sharing practice

D5.4 Contribute to an ERP community of practice

Opening Quality Assurance in Recognition Practices

Reclaiming Trust, Embracing Diversity, Sustaining Meaning

1. Introduction

Opening Quality: From Control to Confidence

Introducing quality assurance (QA) into recognition practices is both necessary and delicate. Necessary, because the credibility, reliability, and communicability of recognition practices—whether informal, semi-formal, or formal—depend on trust, consistency, and transparency. Delicate, because most—if not all—existing QA frameworks are designed for—and by—the logic of formal systems: institutions, qualifications, standards, and compliance procedures.

If we are to remain faithful to the **spirit of open recognition**, then QA cannot be reduced to a mechanism for **standardisation and control**. Instead, it must become a **process of trust-building, transparency, and mutual intelligibility**—a quality approach that **adapts to the nature and context** of recognition, rather than forcing all forms of recognition to adapt to an institutionalised QA model.

This requires a fundamental shift:

From **submitting recognition practices to pre-existing QA systems**,
to **opening QA systems to diverse recognition practices**.

Differentiating Recognition Modalities

To that end, it is essential to **clearly distinguish between informal, semi-formal, and formal recognition practices**, not as a hierarchy, but as **diverse expressions of value attribution**, each with their own logic, legitimacy, and ecosystem of actors.

- **Informal recognition** emerges spontaneously in peer-to-peer or everyday contexts; it is often interpersonal, affective, and situated.
- **Semi-formal recognition** involves structured but non-institutional mechanisms—rituals, badges, community endorsements—that are socially legible and locally governed.
- **Formal recognition** is embedded in institutional systems (diplomas, accreditations) and is governed by codified standards and processes.

Each of these modalities **requires different forms of assurance**—not to enforce uniformity, but to **support credibility in context**.

Toward an Open Model of Quality Assurance

Rather than imposing a unified QA model that risks flattening this diversity, the *Recognition Practices Occupational Framework* proposes to develop a **modular, open, and relational approach to quality assurance** that:

- **Recognises the legitimacy of multiple sources of validation:** individuals, peers, organisations, and institutions;
- **Supports transparency through documentation and narrative,** not only through measurement;
- **Encourages reflexivity and continuous improvement,** not rigid compliance;
- **Values community governance and co-construction** as quality markers in their own right;
- **Makes quality visible** across different recognition modalities without demanding they conform to the same criteria.

This approach opens the possibility of **interoperability without homogenisation** — recognition systems that can communicate across boundaries without erasing their contextual specificity. It also strengthens the professionalisation of recognition roles by offering guidance on how to **assess quality within and across diverse contexts**, whether one is facilitating peer recognition in a local community or validating complex learning outcomes in a professional setting.

In doing so, we move from a vision of QA as **gatekeeping** to a vision of QA as **sense-making**—an infrastructure of **trust, transparency, and mutual recognition** that serves the practices, not the other way around.

Excellent! Here’s a **structured outline** for the QA section of the *Recognition Practices Occupational Framework*, followed by a draft of the first sub-section. Each part will expand the core idea of “opening quality” in alignment with the values of Open Recognition.

2. Quality Markers Across Modalities

Recognition occurs in diverse modalities—**informal, semi-formal, and formal**—each with its own forms of legitimacy and validation. Rather than applying the same QA model indiscriminately, we propose a differentiated, contextualised approach:

Modality	Examples	Quality Markers
Informal	Peer recognition, thank-you notes, acts of trust	Reciprocity, authenticity, consistency of patterns over time, alignment with values
Semi-formal	Open Badges, community ceremonies, endorsements	Clear criteria, participatory design, traceability, meaningfulness to community
Formal	Diplomas, professional certifications	Alignment with standards, auditability, legal validity, institutional accountability

Each modality invites its own QA logic. Formal QA systems should not be “lowered” to fit informal practices—nor should informal practices be “elevated” to meet formal expectations. Instead, quality should be made visible in ways that respect the modality’s own grammar of recognition.

3. The Role of Recognition Professionals in Quality Assurance

In this open QA model, recognition professionals play a key role as **quality facilitators**, not quality enforcers. Their tasks include:

- **Mediating between different recognition modalities**, ensuring that informal recognitions can be interpreted by formal systems without distortion;
- **Supporting communities** to articulate their own quality markers and recognition criteria;
- **Documenting and narrativising** recognition practices to ensure their intelligibility and communicability;
- **Facilitating reflexive practice**—helping actors ask: What makes this recognition meaningful? To whom? Under what conditions?

This role may be enacted by educators, HR professionals, community facilitators, or embedded recognition practitioners. What unites them is the **commitment to openness, contextual validity, and relational integrity**.

4. Examples of Open QA Practices

Context	Practice	Open QA Mechanism
Community association	Peer-awarded badges	Criteria co-designed by members; badges linked to testimonies
SME	In-house recognition ceremony	Feedback loops from peers, alignment with organisational values
Learning ecosystem	Distributed badge system	Endorsements + public metadata + community review board
Arts collective	“Invisible College” practice	Narrative curation, open portfolios, collective assessment through dialogue

Each example illustrates a form of QA that is:

- **Co-constructed**
- **Transparent and traceable**
- **Appropriate to context**
- **Geared toward meaning and trust, not control**

5. Risks of Formalism – and How to Mitigate Them

When QA systems are imposed without regard for context, they risk:

- **Erasing informal or emergent forms of value**
- **Creating a false hierarchy of legitimacy**
- **Discouraging innovation and participation**
- **Shifting recognition from being lived to being certified**

To mitigate these risks:

- **Adopt a principle of subsidiarity:** quality should be evaluated as close as possible to where recognition happens;
- **Encourage multi-voice governance:** include peers, learners, and communities in QA decisions;
- **Recognise narratives as valid evidence:** not everything needs to be reduced to metrics;
- **Support translation, not transformation:** enable practices to be read across contexts without forcing them to change their form.

Appendices

Recognition Officer – Overview

The Recognition Referent is a designated resource person responsible for initiating, supporting, and documenting the implementation of open and contextualized recognition practices within their organisation.

This role evolves over time and can expand and/or specialize as both the individual and the organisation progress in the maturity of their recognition practices:

- **Distribution:** several referents or shared roles depending on projects, teams, territories...
- **Specialisation:** differentiation of roles such as recognition system design, facilitation of recognition collectives, evaluator, verifier, director of recognition...
- **Institutionalisation:** recognized functions embedded in HR and management processes, job descriptions, etc.

Four maturity levels of the Recognition Referent role are defined:

1. Being Aware
2. Exploring
3. Practicing
4. Supporting

Level 1 – Being Aware

The organisation becomes aware of the challenges of recognition. The aim is to foster shared attention and a culture of recognition.

Objectives:

- Raise awareness of recognition as a lever for motivation, inclusion, and development.
- Identify and highlight existing practices (often implicit or informal).
- Open spaces for dialogue about recognition needs and effects.

Responsibilities:

- Act as a lookout or ambassador for recognition dynamics.
- Initiate monitoring of internal or external initiatives.
- Report needs, expectations, and weak signals.

Typical Tasks:

- Facilitate or co-facilitate exchange sessions (workshops, focus groups, interviews).
- Collect testimonies and stories of recognition.
- Map existing recognition practices (even informal).

- Present the foundations of open recognition (e.g., recognition vs. reward, recognition vs. validation).

Level 2 – Exploring

The organisation experiments with emerging or alternative practices, often informally or led by a few individuals.

Objectives:

- Support concrete recognition experiments (e.g., badges, rituals, celebrations).
- Engage other actors in recognition practices.
- Document experiments to foster collective learning.

Responsibilities:

- Act as a facilitator and connector of initiatives.
- Coordinate one or more pilot recognition projects.
- Ensure traceability of experiments: contexts, methods, results.

Typical Tasks:

- Co-design initial systems (badges, rituals, testimonials).
- Train or support colleagues in attribution, endorsement, or claiming.
- Write case stories or interim reports.
- Set up an initial “recognition space” (physical or digital).
- Identify internal obstacles and drivers of recognition.

Level 3 – Practicing

The organisation structures its recognition practices and begins to integrate them into its internal processes (HR, training, projects). Recognition becomes an identified lever for both individual and collective development.

Objectives:

- Formalize and structure open recognition systems and processes.
- Ensure the quality, coherence, and accessibility of recognition practices.
- Embed recognition into organisational functions (training, management, HR development).

Responsibilities:

- Design recognition systems adapted to contexts and audiences.
- Train, support, and sustain recognition actors in their practices.
- Implement tools for monitoring, evaluation, and traceability of recognitions.

Typical Tasks:

- Design or improve recognition pathways (badges, portfolios, practice reviews).

- Define frameworks and methods for evaluation, endorsement, or validation (grids, referents, processes).
- Lead working groups or communities of practice around recognition.
- Establish indicators or dashboards to track uses and impacts.
- Contribute to consolidating the recognition culture in the organisation.

Level 4 – Supporting

The organisation becomes a recognized actor in the field of open recognition. The referent acts as an expert resource, both inside and outside the organisation, to ensure the quality, ethics, and relevance of recognition practices in diverse contexts.

Objectives:

- Develop a comprehensive and sustainable recognition strategy.
- Serve as a point of reference, mentor, or advisor for other actors or organisations.
- Contribute to the sharing and capitalisation of knowledge on recognition.

Responsibilities:

- Advise management on recognition-related policies and strategic directions.
- Participate in the development or evaluation of frameworks, charters, or quality standards.
- Represent the organisation in networks, alliances, or inter-organisational projects.

Typical Tasks:

- Produce analyses, frameworks, guidelines, or publications on recognition.
- Act as trainer, evaluator, or verifier in various contexts.
- Support other organisations or territories in implementing recognition systems.
- Implement continuous improvement processes for recognition practices.
- Contribute to innovation (methods, tools, indicators, narratives) and strategic foresight.

Distributed recognition architecture" type modelling

Conceptual diagram of this architecture :



Key principle

Each level can **send, receive, transform and link** recognitions, in a **horizontal, open and adaptive** logic.

Example of a competency sheet AFNOR (ISO French Chapter)

Title of Unit: Facilitating recognition in the workplace

Area / Sector: Recognition of Professional Practices Developing people and organisations

General objective of the skill :

To enable people in professional situations to **implement, facilitate and structure open, contextual and participative recognition practices** in their workplace, in line with actual activities, individual and collective contributions, and human and organisational development objectives.

Scope of application :

This unit applies to :

- Recognition facilitators,
- HR and CSR managers,
- Tutors, supervisors, team leaders,
- Integrated Recognition Practitioners (ERP),
- Managers wishing to develop a culture of recognition.

It can be used in: companies, associations, government departments, public or semi-public structures, third places, local authorities, etc.

Possible references :

- Open Recognition Framework
- Open Badges / EBSI / Microcredentials frameworks
- DARE Distributed Architecture for the Recognition of Experience
- Open Recognition Manifesto

Target skill :

Facilitating the implementation, management and evaluation of open recognition initiatives within a professional environment.

Competency components and performance criteria

Skill element	Performance criteria (observable indicators)	Possible context
1. Preparing for the recognition process	1. Clarify recognition objectives with stakeholders 2. Identifies the forms and levels of recognition appropriate to the context 3. Identifies the people involved and their roles 4. Creates favourable conditions for the expression of recognition	
2. Designing a contextualised system	1. Suggests appropriate times, tools and spaces for recognition 2. Integrate practices into the day-to-day running of the team 3. Drafts a flexible, jointly-constructed recognition plan 4. Gains the commitment of the players involved	
3. Establishing recognition relationships	1. Sets up a framework of listening, trust and respect Clarifies people's expectations and preferences 2. Presents the recognition methods chosen 3. Integrates specific needs (language, accessibility, foundations, etc.)	

4. Implementing recognition	1. Facilitates individual and collective acts of recognition Ensures that recognition is clear, inclusive and legible 2. Uses a variety of formats (badges, stories, feedback, etc.) 3. Encourages links between recognition and missions/projects	
5. Cultivating momentum	1. Adapts its approach according to reactions 2. Encourages reflexivity and self-recognition 3. Helps teams to become more autonomous	
6. Evaluating and improving practice	1. Gather feedback on the effects of recognition 2. Analyses the impact on individuals, groups and structures Reflects on its own posture 3. Suggest ways of developing or perpetuating the business	

Conditions of use :

- Real or simulated organisational context (private, public, voluntary)
- Existence of a team, collective or professional environment
- Access to communication tools, badges, testimonials and other forms of recognition

Expected quality indicators :

- Relevance, sincerity and legibility of the recognitions produced
- Involving the people concerned in the process
- Clear ethical framework (consent, respect, non-commoditisation)
- Traceability or capitalisation of recognitions (if desired)

Assessment methods (to be adapted)

- Observation of a real or simulated situation
- Analysis of a contextualised recognition plan
- Assessment of a portfolio of recognitions created or animated
- Reflective interview on the effects produced and the stance adopted

Observation grid Facilitating recognition in the workplace

Objective: To observe a candidate's ability to use the skill in a contextualised situation (real or simulated).

Skill element	Expected observable behaviour	Comment (Yes / Partially / No)	Comments / Examples
1. Preparing the process	Clarify intentions and objectives with stakeholders	☐ / ☐ / ☐	
	Identifies the relevant forms and moments for recognition	☐ / ☐ / ☐	
	Builds a climate of trust and listening	☐ / ☐ / ☐	
2. Designing a suitable system	Proposes a realistic approach based on existing practices	☐ / ☐ / ☐	
	Involves stakeholders in building the system	☐ / ☐ / ☐	
	Takes account of contextual constraints and opportunities	☐ / ☐ / ☐	
3. Establish a relationship of recognition	Initiates a constructive dialogue with the person concerned	☐ / ☐ / ☐	
	Co-construct or make explicit the recognition criteria	☐ / ☐ / ☐	
	Takes account of specific needs	☐ / ☐ / ☐	
4. Implementing recognition	Facilitates a recognition act or sequence	☐ / ☐ / ☐	
	Promotes inclusiveness and diversity	☐ / ☐ / ☐	
	Uses one or more recognition formats appropriately	☐ / ☐ / ☐	

5. Maintaining the momentum	Adapts its posture according to reactions and situations	☐ / ☐ / ☐	
	Encourages people to recognise and recognise themselves	☐ / ☐ / ☐	
	Builds on existing feedback or rituals	☐ / ☐ / ☐	
6. Evaluating and improving practice	Gathers feedback in an open and structured way	☐ / ☐ / ☐	
	Takes a step back from its own posture and its effects	☐ / ☐ / ☐	
	Propose concrete avenues for improvement	☐ / ☐ / ☐	

How to use :

- To be completed by a trainer, peer assessor or reflective self-observation.
- Can be adapted to different levels of requirement (ERP beginner/advanced/referent).

Integration into a business repository ERP (Integrated Recognition Practitioner)

ERP expertise	Competence unit	Business descriptor
D2 Facilitating recognition within the organisation	D2.1 Facilitate recognition in the workplace	ERP designs and implements contextualised approaches to recognition in the workplace, involving employees in the co-construction, dissemination and evaluation of recognition, using an inclusive, ethical and distributed approach.

Transferable knowledge :

- Theories and practices of recognition (social, professional, symbolic)
- Types of recognition (formal/informal, individual/collective)
- Facilitation methodologies (active listening, co-construction, participative design)
- Recognition tools (Open Badges, notebooks, stories, recognition walls, etc.)

Expected skills :

- Identifying opportunities for recognition in everyday working life
- Creating a climate conducive to the expression of recognition

- Choosing methods and tools appropriate to the context
- Implementing reflective and inclusive practices
- Assessing the effects of recognition on individuals and groups

Key attitudes :

- A facilitative, non-intrusive and horizontal stance
- Respect for diversity and individual preferences
- Ethics of recognition (non-coercive, benevolent, sincere)
- Curiosity, adaptability, economic acumen

Advanced Maturity Matrix based on the Open Recognition Manifesto

This new version is based on a **4-dimensional framework** for identifying, analysing and co-constructing recognition practices:

1. **Maturity levels** (Aware → Transform)
2. **Forms** (Informal Semi-formal Formal)
3. **Modalities / logic** (Reflexive, Distributed, etc.)
4. **Contexts** (Micro Meso Macro)

Recognition contexts

Micro	Recognition at an individual or interpersonal level : between peers, within a small group, in a support or learning relationship. It draws on lived experience, daily interactions and concrete actions.
Meso	Recognition at organisational or community level : internal mechanisms, recognition circles, shared governance, ERP, collective projects. This is the area of ownership and the intermediary institution.
Macro	Recognition at institutional, sectoral, territorial or societal level : diplomas, public policies, open standards, symbolic or regulatory legitimisation. This is the level of systemic recognition.

Forms of recognition (relational register)

Type	Description
Informal	Spontaneous, interpersonal or contextual recognition: looks, gestures, words, feedback.
Semi-formal	Organised but not institutional recognition: collective narrative, recognition circles, social commitments.
Formal	Recognition regulated by standards or institutions : diplomas, certifications, official validations, established legitimacies.

Levels of maturity (of a process that evolves over time)

Level	Description
Aware	The organisation has become aware of the importance of recognition. New attention is being paid to the acts, needs and effects of recognition.
Explore	The organisation is experimenting with emerging or alternative forms of recognition, often in an informal way, supported by pioneers.
Develop	Recognition practices are structured and consolidated . Tools, roles and resources are identified, sometimes at departmental or project level.
Integrate	Recognition is cross-cutting, institutionalised and visible in culture, policies and systems. It is co-constructed and supported.
Transform	The organisation acts as a transformative player in its ecosystem of recognition: openness, contribution to the commons, shared governance, empowerment.

Recognition methods/regimes (functional logic)

Modality	Description
Reflective	This involves self-recognition, self-narration , introspection, taking ownership of one's journey and one's values.
Distributed	Multiplied and decentralised recognition, issued by various players (peers, communities, regions, etc.), not centralised or exclusive.
Mutual / reciprocal	Based on relationships of equality and reciprocity , often peer-to-peer or in horizontal circles of recognition.
Narrative	Based on the recounting of experiences , active listening, collective or autobiographical narration.

Political / transforma tive	Aims to change representations, structures and inequalities through recognition. It links recognition and empowerment.
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Maturity Matrix

Domain	Raising awareness	Exploration	Consolidation	Integration	Transformation
Common recognition	Recognition is recognised as a shared social process that goes beyond institutional control.	The organisation is exploring practices that encourage mutual recognition beyond hierarchy and formal validation.	Recognition is cultivated through shared spaces, tools and rituals that enable community attribution.	The governance of recognition is co-managed with stakeholders to ensure openness, access and shared responsibility.	The organisation acts as a guarantor of a distributed common recognition, resisting commodification and promoting its social, professional and civic circulation.
Recognition capital	Recognition is seen as a form of social value.	The organisation explores how to make this capital visible through stories, returns, objects and symbolic acts.	The development of recognition capital is consciously addressed through dedicated projects (badges, stories, feedback loops).	Recognition capital is integrated into HR, education and community strategy and policies.	Recognition capital circulates in ecosystems as a resource for individual, collective and organisational empowerment.
Epistemologies of recognition	Raising awareness of the diversity of ways of knowing (experiential, embodied, ecological, etc.).	Informal and semi-formal practices recognise and respect non-dominant epistemologies.	Inclusive frameworks legitimise this knowledge in recognition systems.	The tools, policies and validations incorporate multiple epistemologies.	The organisation promotes epistemic justice and the coexistence of knowledge systems in a distributed recognition ecosystem.
Recognition policies	The lack of recognition policies is acknowledged.	Fragmented or experimental policies are emerging, often linked to specific projects.	Clear policies for open and inclusive recognition are co-constructed with stakeholders.	Policies are fully integrated into HR, education and partnership strategies.	The organisation contributes to shared recognition frameworks at regional or inter-organisational level.

Teaching recognition	The need to learn to recognise is recognised.	Narrative and reflective approaches (diaries, portfolios) are being experimented with.	Tools and roles (facilitators, mentors) support learning through recognition.	Recognition is integrated into learning and development paths.	Learning ecosystems are structured around mutual recognition and empowerment.
Recognition technologies	The benefits of recognition technologies have been identified.	Digital tools (badges, portfolios, recognition logs) are being tested for informal or non-traditional learning.	The tools are integrated into coherent systems and mobilised by different players.	The data generated by the tools supports teamwork, complementarity and communities of practice.	The organisation co-develops open, ethical and interoperable technologies, and participates in their shared governance.
Recognition practices	The diversity of recognition practices is recognised.	Awareness of informal practices (peers, customers, communities) is growing.	Situated practices (narratives, peer endorsements, collective rituals) are facilitated and valued.	Recognition is an integral part of day-to-day work, collaboration and professional interaction.	Recognition becomes the cultural fabric of relationships, contributions, learning and collective dynamics.

Self-assessment grid

Domain	Maturity level (1-5)	Comments / Next steps
Common recognition		
Recognition capital		
Epistemologies of recognition		
Recognition policies		
Teaching recognition		
Recognition technologies		
Recognition practices		

Resources

Compilation of useful references for RPL: capla.ca/category/pla-resources/rpl-frameworks-competencies/