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OPEN BADGES AS EMPOWERMENT TOOLS FOR INHABITANTS OF A WORKING-CLASS NEIGHBOURHOOD

- Grégory Celo, director of the Jacques Prévert Social Centre in Dieppe

Acting for social inclusion in the light of recognition in a working-class neighborhood

SUMMARY

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Triple question of support for the public / inhabitants, for their recognition within a working-class and digital district.

The public/inhabitants accompanied or supported within a social centre have knowledge, but their place in society is questioned and the recognition of their skills is invisible to economic and social actors.

How does the valorisation of this experiential knowledge participate in a dynamic of social inclusion of the holders of this knowledge? In an attempt to provide answers to this question, this article presents feedback and avenues for reflection via a digital tool: "open badges" as a vector of empowerment in a working-class neighborhood.

The main objective of this approach is to try to understand the link between "valorisation" of experiential knowledge and action in my neighborhood and / or in the professional career of each individual.

PRELIMINARY
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We are at a pivotal moment when the dematerialization of many services, especially public services and the rapid diffusion of technologies (data, artificial intelligence, etc.) require to build in each territory solutions to guide those who can towards autonomy and to maintain human support for those who need it. Building these solutions first involves realizing the importance of the issues of empowerment[1] but also digital inclusion[2] as well as dealing with new forms of social and professional exclusion linked to the mastery of digital tools. , and the non-recognition of non-formal and informal knowledge within working-class neighborhoods.

Internet use, which was growing rapidly within households during the first decade of the 21st century, would have almost obscured the fact that more than 20% of French **people** have neither a computer nor Internet access.

Digital inequalities and social inequalities combine and reinforce each other, accentuating the difficulties for people in precarious situations to access a form of autonomy. In the field of employment, for example, 80% of the vacancies identified by Pôle emploi (Public Employment Service) are now published on the Internet, of which a third are visible only online and therefore inaccessible to "non-connected". The reactivity allowed by the Internet media offers a significant advantage in job search and the race for candidates. Conversely, not knowing how to use a computer, send an e-mail or find information online has become a major difficulty for professional integration.

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[1] Marie-Hélène Bacqué, Carole Biewener L'empowerment, une pratique émancipatrice La Découverte, 2013, 175 p.,

[2] L'inclusion numérique s'entend comme le développement des compétences numériques (au-delà de l'accès seul) garantissant l'accès à l'ensemble des services et supports d'expression disponibles via les réseaux.

"Fighting against the social divide also supposes fighting against the digital divide"

EXPERIENCE
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The Maison Jacques Prévert (MJP, popular education association) is both one of the oldest and one of the most developed in the field social and cultural in Dieppe. It is at the same time a home for all, a social center, a place of reception for children and parents, a theater and a "Micro-Folie". The MJP has for many years included digital in heart of its strategy for social good. In its stated missions, the ambition of the MJP is "to support everyone in a real sense of their usefulness", which it involves work, learning, caring for others or volunteering, and "to develop a strong feeling of belonging." The MJP implements various activities in favor of the inhabitants in, within the working-class Janval district and its places of "mobilization[3]": initiatives around animation social life, health and well-being, parenthood, activities for young and old, social support, educational and cultural leisure activities….

Active member of the ACSAD network and of the group of actors "Badgeons la Normandie", "Reconnaître" for recognition via open badges.

The MJP displays a strong desire to promote digital inclusion. Digital inclusion is understood as the development of digital skills (beyond access alone) guaranteeing access to all the services and expression supports available through networks. Over the years, these digital inclusion projects have evolved from an approach of facilitating access to the network to focus on an approach aimed at strengthening the "empowerment" and empowerment of individuals (empowerment).) via digital tools and networks.

Work around digital technology ranges from developing access to networks, to integrating digital technology into social development projects. In order to meet network access needs, the **MJP has signed up for the MIRVA pilot project**[4]. This project combines an innovative approach with open badges and the social dimension on the recognition of non-visible abilities.

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[3] Pour en savoir plus sur cette démarche innovante d'intervention sociale, consulter les Cahiers du CRISES, notamment les articles de Jean-Marc FONTAN, créateur de l'incubateur social de Montréal et de cette forme de mobilisation citoyenne.

[4] Making Informal Recognition Visible and Actionable (Rendre la reconnaissance informelle visible et exploitable)

MOBILIZED SUPPORTS
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1 Youth Collective (MJP): lever for the participation of young people in the life of their neighborhood and their community

The "youth collective" is an educational process of mobilization, training, capacity building for initiatives and experiments by young people from a working-class district - Political district of the city (QPV) around social, socio-economic, socio-ecological and technological issues.

We start from the observations commonly accepted in the formal and non-formal fields, namely: a virtual absence of vulnerable audiences in response to the cultural and educational offers of actors acting in the field of youth policies and an inadequate response to the needs of youth in the field of non-formal and informal knowledge.

Indirectly, it is a question of contributing modestly to building the capacities of the youths of this weakened territory and to supporting the initiatives of this weakened public. This approach aspires to arouse, make visible, strengthen hidden skills and citizen agility, recognize them while determining a network of neighborhood actors likely to promote socio-educational activities and innovations in these neighborhoods and territories.

The main objective of this project is to transform consumerist leisure practices into that of a life project in the territory. To build and carry out adapted projects, activities in autonomy and that in spaces of consultation with the collective.

Through the collective and its cooperative organization, we promote the acquisition of social skills. Understanding the reality that surrounds them, by means of the collective: this is the general objective which turns out to be a fundamental exercise in learning citizenship. This translates into the following points:

- Supporting young people in understanding their daily environment and the issues that cross them.

- Leave a great deal of freedom, at the initiative of young people, in order to develop their autonomy, within the framework of the activities offered, and more generally in their daily life.

- Encourage young people to act on the world around them by offering them a space for questioning through their participation in the collective.

- Contribute to the fight against school failure and inequalities.

- Demystify Youth and Adult relationships.

- Promote exchange, collaboration and respect between young people.

- Create a framework for intergenerational and intercultural activities through the implementation of actions of social utility.

 # 2 Citizen Embassies (MJP, ACSAD)

The various experiences carried out within the Acsad network, and with its partners, both associative and institutional, for nearly 14 years, testify that giving each citizen his place at the heart of the Republic is a major stake in social work. This place, this reconquest often, is only possible through the intermediary of peers, in a long and patient work of pedagogy and respect for equal opportunities and the knowledge and skills of each.

It is with this in mind that the "ABC of the Republic" action was considered and co-constructed with various partners; Citizen Embassies "whose main pillar is to mobilize, support, train and expand the capacity to act of citizens of our territories. In turn, they will then accompany other people whom they will mobilise.

Through this mobilisation tool, it is about:

• Promoting the citizen initiative of the inhabitants.

• Develop the know-how and the formal and informal skills of the inhabitants.

• Allow residents to really steer their initiatives.

SYLVIE ET NATHAN'S JOURNEY

At a time when robotisation and artificial intelligence are tending to disrupt the job market, recruiters seem to be increasingly interested in so-called "human" or "soft skills".

While these skills based on knowing how to be people are not or little valued in the context of school or training courses, we wanted to bring together different actors: employment actors, local mission, community, young people and adults involved or participants actions within the social center to make them think together about their needs, their expectations and make them co-construct a recognition of knowledge and potentially prepare the public as well as possible (adults excluded from employment, young people for training, employment and its developments.).

Several entries thus determined:

• AOB # 1- Workshop meeting with the "open badges"

• AOB # 2- Workshop determination and construction of a micro ecosystem "open badges"

Nathan

Starting point: the experiences of projects with different dimensions and temporality developed within the "youth collective" such as "shopping portages for seniors", the holding of a refreshment area during the city game festival "or" the organisation of a solidarity reception of a group of young Palestinians "are so many stimulators, it's great to develop a whole lot of behavioral skills! BUT for it to be really effective, for there to be a progression, a highlighting of the skills worked on, you have to do several with remediation in between

Workshops open badges - AOB # 1 & AOB # 2

The workshops allowed a real time of exchange between the different members of the group of the youth collective, on the paths and the experiences of each one. som I particularly asked the question of the essential skills to have for the job. We also agreed on the fact that the "soft skills" or "transversal skills" interesting for the job or the training could vary according to the position concerned. The whole group agreed that mixing the levels of "experience" was something that "worked well".

Content:

- Experience/ individual assessment
- International
- openness Mixity Scenario
- (project) with a deliverable /at the end (concrete)
- feedbackfeedbackPeer assessment on defined assessment criteria / reflected together
- Over a few days / intense pace (eg: during the holidays)
- No more than 10 participants / group
- Structure the team / schedule with deadlines
- Autonomous distribution of tasks
- Brainstorming to promote creativity

We were thus able to determine an open badges micro-ecosystem "Place aux jeunes".

In conjunction with the workshops, this is about setting up recognition of the career path and skills of young people. These digital badges are a tool for recognising the skills of young project actors.

The "place aux jeunes" badge is the recognition of an approach and a well-developed method allowing young people to express their desires and wishes and to be supported in their collective projects, to encourage them to become autonomous and to take responsibility. The badge is thus available in 3 versions 1- I support, 2 - I test, I explore (I am embarking on the "place for young people" experience) 3 - I act, I know how to do (I have acquired the skills described in the Place aux jeunes badge)

The challenge of this project enables young people aged 12 to 21 to develop a capacity for organisation, expression and mobilisation. Through the implementation of different activities, both creative and recreational, groups of young people are invited to get involved in the development of local life.

Je soutiens Place aux jeunes

Les différentes expériences menées au sein du réseau de l'Acsad, et avec ses partenaires, tant associatifs qu'institutionnels, témoignent

Je teste, J'explore - Place aux jeunes

Ce badge est attribué à toute personne qui s'inscrit dans le parcours « Place aux jeunes ». Ce badge est attribué à toute personne qui est inscrite et/ou

J'agis Place aux jeunes

Ce badge est attribué à toute personne qui a engagé et réalisé une démarche de projet « Place aux jeunes » au sein d'un secteur jeunesse d'un

Sylvie

Starting point: the experiences of projects with different dimensions and times developed within the "citizen embassies" such as "group speaking engagements", the holding of a manual workshop "let's make with wire mesh" or in the organising a solidarity lottery or participating in the solidarity stock market approach are all stimulators. All these experiences have made it possible to highlight "hidden" knowledge and allow us to take a new look at oneself. BUT it is necessary to recognise your knowledge and for it to be recognised by other bodies - employment center, employer, public institution. -

Open badge workshops - AOB # 1 & AOB # 2

The workshops allowed a real time of exchange between the different members of the group, on the paths and experiences of each.

The idea for the public speaking and coaching workshops came from the women themselves, participants in citizen embassy actions. They were based on the transverse competence "oratory arts".

For her, it is necessary to speak in public to develop this skill, and this spontaneously in various events. For example, by presenting personal projects, their CV or by making short presentations. They find that they are not allowed to speak often enough. They also want to work on other methods to be more comfortable.

To develop this skill (oratory), we have set up theater workshops. The idea is to learn to develop and argue your ideas, tell stories, position yourself, change your posture while multiplying the opportunities for speaking in a fun way. These workshops constituted a "program" bringing together both theater workshops, role plays, etc. which, among the creation of skits around the issue of intra-family violence, as well as the establishment of a group of women for the realisation of a campaign to promote youth in order to fight against the prejudices and stereotypes developed by young people from working-class neighborhoods.

Content:

- Experience/ individual assessment

- Mixity Scenario

- (project) with a deliverable /at the end (concrete)

- feedbackfeedbackPeer assessment on defined assessment criteria / reflected together

- Over a few days / intense pace

- No more of 10 participants / group

- Structure the team / schedule with deadlines

- Distribution of tasks autonomously

- Brainstorming to promote creativity

- Improv theater workshop

- Learning to present

- yourself Debate without taking a personal position> Games for / against - yes / no

- Telling / Narrating stories

- Multiply speaking opportunities

Je soutiens - L'ABC de la République

Les différentes expériences menées au sein du réseau de l'Acsad, et avec ses partenaires, tant associatifs qu'institutionnels, témoignent

J'explore -ABC de la République

Ce badge est attribué à toute personne qui s'inscrit dans le parcours de l'ABC de la République mis en oeuvre par le réseau de l'Acsad..

J'agis- l'ABC de la République

Ce badge est attribué à toute personne qui a engagé un parcours de l'ABC de la République mis en oeuvre par le réseau de l'Acsad. Il

EFFECT (S), IMPACT (S)
-

Professional Actors

Work with professional actors via AOB # 3 - Professional actor meeting "open badges" versus "soft skills". It appeared the need for the development of actions to meet the needs of each one with regard to transversal human skills or "soft skills".

Time to disseminate the approach and principle of open badges to economic players in order to make this recognition readable and visible to all via open badges.

It is also noted that the digital revolution transforms social administrations and gradually penetrates part of social categories. However, it is also pregnant with a fracture, even a gap in digital uses and in the recognition of the knowledge of audiences weakened, invisible and fractured by an increasingly excluded society.

The workshops led to avenues for reflection on different ways of highlighting and working on non-formal and informal knowledge.

At first, it seemed important for us to be able to identify and position ourselves in relation to different non-formal and informal knowledge and more specifically on transversal human skills or "soft skills",

2 ideas emerged: to

- allow everyone to have an assessment of its transversal human skills or "soft skills"; indeed it is important to know them in order to know what to aim for.
- Positioning on a skills grid.

Secondly, the question that arose was the following: how to improve and work on your transversal human skills or "soft skills"?

Indeed, for professional actors the definition of transversal human skills is characterised as follows:

"general know-how - know-how to be with others or together"

While for Nathan or Sylvie the definition is this: *"transversal skills acquired during life experiences. Skills that can be developed or be innate. Independent (s) of the CV, technical skills, it makes it possible to stand out by his personality. The added value that one person can bring over another ".*

INFOGRAPHIC - "open badges" schematic representation

The ideas that have emerged are mainly based on the fact that the confrontation with different environments allows each young or adult to put into play and work their skills outside the traditional school framework, training.

- Cross-disciplinary interdisciplinary projects during which it would be necessary to identify the transversal human skills or "soft skills" which are involved.

This schematic representation is the photograph at the end of the period of experimentation. It is the result of an interview (45 minutes), with the aim of positioning oneself individually on the evolution of one's "agility, knowledge, etc.".

The limit of this representation lies in taking into account a perception with subjective indicators.
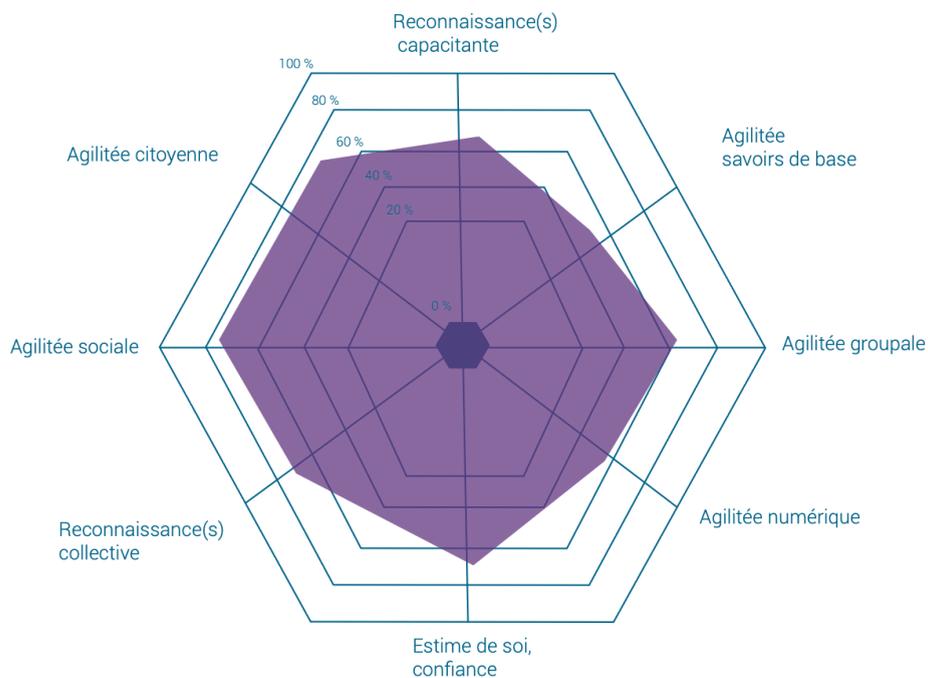
AREA (S) FOR REFLECTION (S) AND ACTION (S)
-

SHARED CONVICTIONS

IN THE SERVICE OF THE PUBLIC
-

Acting for inclusive digital technology requires adopting a **pragmatic stance,** to offer operational solutions on a daily basis. Thus, they should be oriented initially towards 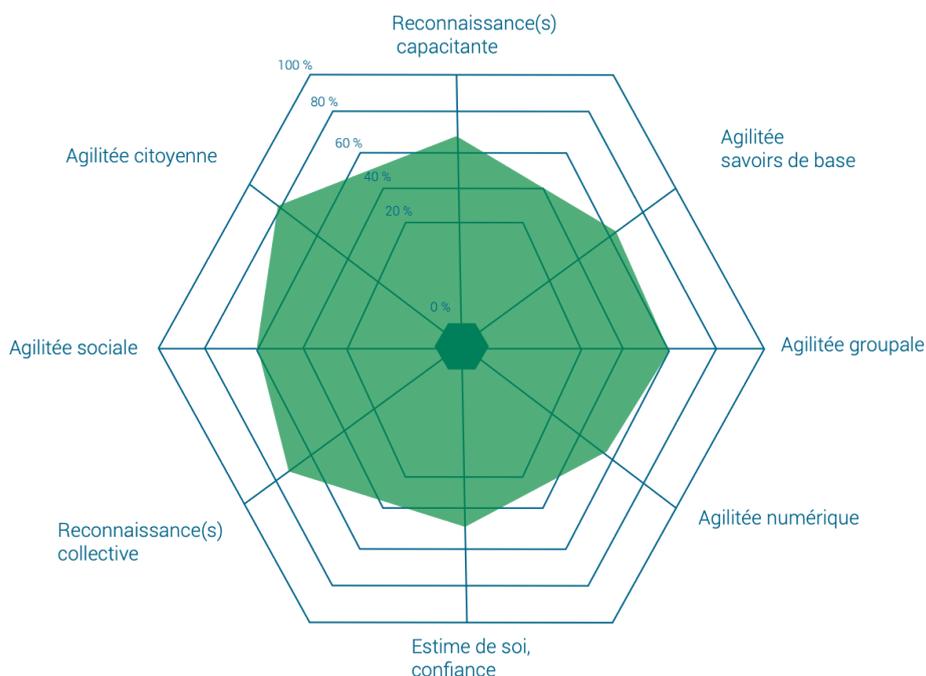the users most in difficulty with digital technology, who express for example an immediate need for access to their rights and, more broadly, to public services. Digital mediation is therefore only a means, not an end in itself.

ADOPT AN APPROACH RESOLUTELY COLLECTIVE
-

Acting for inclusive digital technology involves **federating and uniting all stakeholders** (State including decentralised actors, public service operators, communities, actors of social action, solidarity, proximity and integration , digital support professionals including digital public spaces, libraries and media libraries, third places, economic players, foundations) in a common action.

PROVIDE A COMMON FRAMEWORK
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Acting for inclusive digital technology requires **a coordinated and shared response** to better support users and their growing needs while guaranteeing the equality of territories.

CONSOLIDATE AND DEVELOP
-

Acting for inclusive digital technology requires intervening with stakeholders in a dual dynamic:

both to **consolidate and give new impetus** the digital mediation sector, a key player in a new social and territorial dynamic;

and also to **bring out new capacities,** in terms of reception, resources and cooperation.

ACCESS TO CULTURE AND KNOWLEDGE, A FACTOR IN THE EMANCIPATION OF POPULAR CLASSES
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Popular education does not lend itself to the methods of accounting evaluation favored by public action managers. To perceive its effects, it would be necessary to examine over a relatively long time the transformations of a territory or a population and to try to measure how it modified the trajectories, opened up social horizons hitherto blocked or simply allowed to escape. to a destiny conceived as inevitable. Even if one can never quite identify the factors involved, one can claim a positive effect. It is often when one of the services is eliminated that we deplore the vacuum left and that we become fully aware of the effect of the action, which remained immeasurable.

Popular education is reviving its old practices by targeting an adult audience. Thus, it is less for a "supervision" of the popular youth that its new promoters intend it than for a questioning of the social and economic order by the transmission of knowledge and the establishment of bodies of participation and of dispute. From this perspective, popular education consists of a practice of social and political transformation through culture. If popular education indeed represents one of the possible ways among others, such as school or trade unionism, of emancipation, the fact remains that, to fully achieve this objective, it is still necessary to reach the working classes as much as the educated middle classes which too often constitute the bulk of its public.

IF PROGRESS HAS BEEN MADE, WHAT ARE THE NEXT STEPS TO BE TAKEN?

The observation of the open badges action can be formulated as follows: support for people, a prerequisite for access to recognition of human transversal skills.

Beyond the question of identifying transversal human skills or "soft skills", it appeared necessary to put in place a strategy to limit or reduce social inequalities.

The means to counter them (exclusion) or to promote them (inclusion). The inclusion in question here goes beyond social integration and is based on two essential components: recognition and redistribution. Indeed, real social inclusion can only be embodied when we recognise the public (s) / inhabitant (s) as having a social value equal to ours, and when we give them access to the necessary powers and resources. so that their voices are heard and taken into account.

Indeed, the finding is overwhelming. The inhabitants and more particularly the young people of the working-class neighborhoods undergo a triple penalty: a significant school failure, an unemployment rate twice higher than the average and now added to this inequality of treatment of the territories consisting in giving more to those who have already a lot and to endow sparingly those who would require increased and permanent interest.

How can these inhabitants of working-class environments, often with multiple difficulties, be given access to knowledge and skills, in short to this essential background for their civic and professional integration? How can we make sense of the ambition of a common base of knowledge and skills for all pupils if we do not tackle educational inequalities head-on?

Promoting e-inclusion in priority neighborhoods of city policy is an imperative given the other fractures from which these neighborhoods already suffer (socio-economic, geographic, etc.).

A territorial strategy centered on the needs of the inhabitants in a logic of learning social network.

PERSPECTIVES
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An approach in line with a logic taking into account 3 elements

- Looking at the other
- Environment
- Policies - device

These observations commit us to placing in the foreground the concept of recognition of informal, non-formal knowledge and beyond question of trust. Our approach is fully in line with the dimension of Popular Education, an approach which induces before doing for a public, to reflect with the public.

The emphasis today is the notion of recognition is linked to widely accepted changes: acceleration of economic, technical, legal, digital processing, increased uncertainty, increasing the information available ...

The challenges are many:

- The digital only not just about programming. Uses also generate jobs. It is necessary to reduce the divide in uses, and solidify the potential for a return to employment.
- Recognising and promoting the individual skills of each person strengthens the employability, and in particular that of vulnerable groups, who are failing.
- Identify transversal, emerging skills. And recognise individual potential, starting from a presumption of competence; and no longer identify deficits with regard to expectations and therefore no longer simply position oneself with regard to pre-existing benchmarks.
- Know how to articulate strategic skills (required for employability) and individual skills (required for adaptation to the socio-economic world).
- Adapt the field of social animation, currently in full transformation, and more particularly with digital issues (mobilisation tools, support support, digital practice in the fields of socio-cultural animation). It is necessary to have actors trained and informed of the issues to be able to support this transition.
- Support social animation professionals with knowledge and reflection on digital technology and its challenges.

- Create bridges, currently too loose, between the fields of social action and those of support towards employment, training and businesses.

AFTER MIRVA
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1 Implementation of an "open badges" workshop within the framework of a call for projects - ANCT, fight against discrimination - September 2020 to March 2021

OPEN B @ DGE *by MAISON JACQUES PRÉVERT*

An approach serving the recognition of informal and non-formal knowledge serving the employability of everyone.

FOR whom? Open to all, however, we pay particular attention to ensuring that our action is aimed at the "invisible", vulnerable audiences. Typology of target audiences Adults aged 18 to 45 and particularly adults in a situation of social isolation, the so-called "invisible" adults. The public accompanied by the leader of the "Local Mission" or "PLIE" device.

Quantitative objectives 8 to 24 Adults Targeted area ‣ Dieppe ‣ Janval district ‣ QPV zone - Ferme des Hospices, Cité des Bruyères

#MOBILISATION TOOLS ?

The "OpenBadge" Workshop - session with a digital mobiliser - 3h Workshop "soft skills" exhibition (transversal social and human) skills - session with a digital mobiliser and associated actor - 3h Mobilisation framework 1 course = "soft skills" exhibition workshop + 3 "Open Badge" workshops Implementation of 3 "Open Badge" courses for a group of 8 people, ie 24 people in total mobilised. Either for the implementation of 3 courses 9 "Open Badge" workshops 3 "soft skills"

workshops # 2 Implementation of "open badges" workshops in the framework of "Garantie Jeunes" in connection with the local mission of Dieppe - September 2020 in June 2021

Determination of an open badges ecosystem

Deployment within the various group sessions guarantee young people

3 Implementation of "open badges" workshops in connection with the Dieppe Côte d'Albâtre agglomeration with economic actors, and social workers
- From October 2020

4 response Call for Manifestation PRIC Normandie-October 2020
"open badges, CHEMIN (S) DE RECONNAISSANCES" MJP / ACSAD

CONCLUSION
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In conclusion, the key points of the digital inclusion action projects: digital inclusion, a key component of social inclusion, brings together the issues of access to the network, development of digital skills but also support for collective projects.

Local development stakeholders must consider digital inclusion not as an end in itself but as a resource available to enrich their projects and possibilities for action. Finally, it can be seen that digital inclusion projects take time to develop.

It is therefore advisable to set them up on a small scale first, so as to be able to identify what works, before considering their deployment on a larger scale.

AN ENABLING DIGITAL TECHNOLOGY

Digital technology must build human capacity, develop the power to create and act, rather than alienate or subjugate.

While digital technology holds considerable promise for access to knowledge, social lift and redistribution of power, it seems to be of particular benefit to a "homo numericus" with a high social and cultural capital.

Taking little account of socio-economic inequalities and cultural diversity, it turns most of us into obsessive consumers, to the point of making us negotiate our desires at the price of our freedoms and our private lives.

Since digital technology has become established, the question of the social inequalities it can reinforce or reduce has most often been raised in terms of catching up and bridging the digital divide. Many social prejudices surround this vision according to which the majority would be "inside" and a minority of latecomers, poorer, older, less educated, would be "outside".

However, people who are homeless, disabled or illiterate find support in the digital world to help them become more independent. Conversely, well-off people make little or poor use of digital technology, or have difficulty with their documents and their use of digital services.

The digital choices of our societies have consequences, which can create new dependencies as well as unleash potentials. They influence spatial planning, open access to knowledge, forms of employment and work. Digital technology can reduce our horizons, it is potentially very normative, even alienating, for those who undergo it, whereas it can be emancipating and a vector of autonomy and capacities for those who practice it in an active and collaborative way. As users of devices that we are not trained in and often do not have control over, can we draw the paths of a digital system that is a vector of capacities and power to act?

AN INCLUSIVE DIGITAL TECHNOLOGY

A digital environment that allows everyone to be actors in society, that promotes diversity, rather than reproducing social inequalities and discrimination.

UNESCO rightly points out that "education must be a means of giving children and adults alike the opportunity to become active participants in the transformation of the societies in which they live". In order to achieve a non-discriminatory society, it is necessary to integrate new elements in the programmes/tracks: digital tools, of course, to be able to understand.

Each time that the digital intervenes as a substitution rather than in articulation with the pre-digital or the non-digital, there is an increased risk that it will be destructive.

Links, sociability, cooperation: digital technology can have a role to play in strengthening the social links of the territory. It can divide, it can segment, and it does so when it turns us into simple "profiles", clients of the territory. On the contrary, it can foster cooperative and contributory dimensions, solidarity and even resilience in the event of crises. The vitality of social networks and conversation in the territory, but also the dynamics of collaborative consumption and exchanges between individuals (carpooling, barter), or even local solidarity (social, daily life, intergenerational) are very disparate but often prove to be a reflection, or even a reinforcement of local exchanges.

By putting these indicators into perspective, we can sketch out the perspective of an empowering territory. Digital technology is not pure technology, but devices with technological, social and economic components; and these are uses, socialised practices. In part, these devices and uses are territorialized towards a chosen, empowering digital, giving the power to change one's life as an individual, in a collective framework that favours personal trajectories, but also in an approach of collective action, solidarity, proximity, or even in a more political conception, favouring a real power to act on society.

The Open Badge, a factor in the increase of social capital

The potential of open badges in training and increasing social capital is very important. Social capital is understood both in its individual dimension (in the Bourdieusian sense) as the set of resources that an individual can draw from his or her knowledge network, and in its collective dimension, as social cohesion. The role of open badges in increasing these two dimensions of social capital is one of the fundamental aspects of empowerment, of people's ability to recognise themselves and to envisage their power to act.

Social capital is an essential ingredient in the ability to act on one's life and the world, both individually and collectively. However, with Open Badges, individuals have additional means at their disposal to strengthen the extent, density and intensity of a network of relationships. The diversity of ways in which interpersonal relations and communication are made possible by digital tools (synchronous or asynchronous; independent of distance or, on the contrary, relying on the benefits of proximity, including in situations of mobility; of a degree of publicity that can be modulated to infinity) potentially makes it possible to free oneself from the structures within which networks of individual sociability are traditionally formed (family, school, work, neighbourhood).

With Open Badges, sociability logics based on the sharing of common interests and affinities built up in networks through forums, blogs and social networking sites can be reinforced. These new forms of sociability do not, however, eclipse the old forms of networking, based more on proximity and belonging to common socialisation structures, but they enable them to be enriched and supplemented.

In its individual dimension, social capital varies according to the place individuals occupy in the social space. Depending on their income, level of education, social background, etc., individuals can activate their network of relationships more or less easily in order to access resources.

The "digital badge" has many advantages: it is easy to use, intuitive, dynamic, portable on all approved platforms, and above all, it allows a much finer and broader recognition of knowledge and skills compared to traditional diplomas.

Our experience shows that these Open Digital Badges have a crucial value, particularly for "low-skilled" populations.

Today, "low-skilled" still means "with few diplomas", and by extension "with few skills", which is not necessarily true given a person's professional experience, especially in new professions such as digital technology. Badges thus make it possible to enhance experience and formal or informal skills recognised by authorities and peers alike.

The digital badge can thus be used by both workers and companies, as a motivational tool but also as an electronic certificate for an activity carried out or a skill acquired.

So how does the power to act, redefined by a capability-based approach, come to life within our action?

The bias being to favour an approach based on abilities, as conceptualised by Bénédicte Zimmermann, which does not reduce the power to act to "what a person is capable of doing - his or her skills -", but which also takes into account "the possibilities offered to him or her to develop these skills - the opportunities and social supports - and his or her preferences".

ANNEXES

The following document features two fictional characters, Nathan and Sylvie, representative of some members of the Jacques Prévert social centre. They serve to illustrate the hypotheses developed in the reference framework for open recognition produced by the Erasmus + MIRVA project.

The Jacques Prévert social centre was asked to test some of them and to report on what it has been able to experience.

Validation of the guide for individuals and communities

Persons responsible :

Grégory Celo, Director of the Centre Social Maison Jacques Prévert, member of the ACSAD network

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Presentation of the Social center Jacques Prévert and the ACSAD network.

The association "Maison Jacques Prévert", approved as a Social Centre and Popular Education since its creation, aims, within the framework and the limits of the Dieppois and Seine-Maritime territory, to promote, to administer and run the "Maison Jacques Prévert" Socio-Cultural Centre and the "Petit Prévert" spaces (located in the working class district of Janval and the QPV Ferme des Hospices, cité des Bruyères), placed at its disposal to promote all educational, cultural and leisure activities, and to satisfy all the needs expressed by the inhabitants of the district. This is done through its main and transversal axis: "Make the (inhabitants) Actors of the Projects that concern them".

In this orientation, it proposes to

- Satisfy all the needs and aspirations expressed by the inhabitants, whatever their age, while encouraging their involvement in the life of the association and in local life.
- Contribute to the training, information, civic, economic and social, cultural development of the inhabitants.
- To encourage public participation in actions and activities, taking into account the diversity of social and economic situations.
- To support and enhance the parental function by promoting actions and activities that take into account the needs of all the components of the family.

At the level of its approach, it is a tool for research and experimentation enabling the population to become active and active in its education and emancipation through actions and activities, particularly community activities, carried out by and for the interest of each of the participants and for the benefit of the greatest number. Respect for the know-how, know-how and skills of the voluntary public in the creation and participation of projects is part of an evolving approach that places them as co-developers and co-managers of the action and activity. This approach, the relevance of which has been verified with users, is the guiding principle of its action. It is a member and actor of the ACSAD network.

ACSAD, created in 2004 under the name of Association des Centres Sociaux de l'Arrondissement de Dieppe (ACSAD) by the Social Centres of this territory in partnership with the local CAF, the association has adapted its organisation following recent territorial and institutional reforms.

The associative project, which has now been broken down into an Association for Social Cooperation, Action and Development, brings together some fifteen social project leaders, mainly social centres and social living spaces. The association's field of activity is that of its members, who carry out projects in the field of social and solidarity action and popular education, while respecting republican values.

In practice, Acsad is an association of mutualisation and cooperation between its members for the inhabitants of their territories. Generally speaking, the association is a partner in the social policies conducted by the various local authorities and institutions: it is a player likely to contribute its technical and operational cooperation to their implementation.

Case 1: Nathan

Nathan finds recognition within an association and develops skills that restore his self-confidence and enable him to find a place in a collective.

Nathan is 19 years old. He did not complete his schooling at high school for various reasons. He has a somewhat isolated life in his village near Dieppe. His social life consists of hanging out with a few friends and going for walks in the centre of Dieppe. He still lives with his mother and spends a lot of time playing video games. He does not have a specific career plan.

Nathan is going to follow a path in a social centre that implements the principles of open recognition with Open Badges.

Individual

He joins a social centre and gets involved in activities such as :

- Learning the technical management of a web radio station
- Contributing to the organisation of events

He passes on his computer skills to older people

He asks for the associated badges

He documents them with photos and simple texts

He receives endorsements

- of its peers
- of the management
- during an internship

He gives endorsements to thank his peers

Community

The social centre has co-created badges with local employers and endorsed by local institutions and partners (town hall, other associations, local mission, department...).

The members of the social centre are also accompanied to create their own badges.

Institutions/Other communities

Institutions and other communities endorse the badge classes created by the social centre.

Work is done with them to make the badges of the beneficiaries useful (actionable).

Examples :

- facilitating the obtaining of an internship
- access to responsibilities (facilitator, organiser...responsible for a workshop...)
- resume a training course

Hypotheses to be validated in the field

Nathan becomes aware that he has skills

- insufficiently or not recognised
- it develops new ones through its activities at the social centre

Nathan finds his place in the collective

- He feels useful
- He learns to pass on his know-how to other members

The recognitions obtained are recognized outside the community.

- to facilitate access to a job, an internship or a training course.
- to access other learning opportunities

The social centre makes visible the skills developed by its members

Case n°2 : Sylvie

Sylvie, 47 years old, lives in a district of Dieppe, 2 children, without a diploma, has taken part in a social and professional integration project for people far from employment without success, attends a social centre through her two children. She is now a volunteer.

Sylvie is following a "citizen ambassador" course in a social centre that implements the principles of open recognition with Open badges.

She joins a social centre and gets involved in the following activities

- she learns the technical management of "speaking", "acting in a group".
- she learns the technical management of "shooting" and "video editing".
- she actively participates in sewing, cooking and walking workshops
- she is an ambassador for the social centre
- she contributes to the organisation of events
- she passes on her skills in papier-mâché modelling and wire netting to young people and socio-cultural facilitators.

She asks for the associated badges

- documents them with photos and simple texts
- she obtains badges - kitchen, abc of the republic, citizen embassy, etc.

She receives endorsements

- of her peers
- of the management
- during an internship

She gives endorsements

- to thank his peers

Hypotheses to be validated in the field

Sylvie becomes aware that she has skills and abilities

- insufficiently or not recognised
- it is developing new ones through its activities at the social centre

Recognition obtained through Open badges and endorsements are recognised outside the community.

- to facilitate access to a job, an internship or a training course.
- to access other learning opportunities

The social centre makes visible the skills developed by its members

Sylvie finds her place in the collective

- she feels useful
- she passes on its know-how to the other members

Sylvie finds her place as a wife and mother

- she feels recognised within her family unit
- she allows herself to practice and/or participate in activities alone or among women
- she allows herself to take care of herself and her health

Expected returns from these two use cases

What feedback from stakeholders (endorsers)?

Was it difficult to understand and implement?

Technically and pedagogically, what needs to be improved?

How did the badge recipients feel?

What should be improved in terms of technology to facilitate use?

Are the Open badges adapted to this use case?

Were the badges created suitable or did they need to be modified?

Resources

Video presentation of the Social Centre and testimonials from members

https://youtu.be/NteQxunYJh4