



<div><div><div><div>SUSTAINABLE LEARNING</div><div>BRIDGING THE GAP</div></div></div><div>Skills rubric sustainable learning - COLLABORATION</div><div><div>Co-funded by the European Union</div></div></div>									
Skill	Entry educator	Entry youngster	Basic educator	Basic youngster	Advanced educator	Advanced youngster	Assessment educator	Assessment Youngster	Validation
Name of the skill	What does the educator do before starting	What does the youngster do before starting	What does the educator do to coach towards (self) awareness and self esteem	What does the youngster do to grow towards (self) awareness and self esteem. A youngster at a basic level should have practiced but still need coaching to perform independently.	What does the educator do to coach towards master the skill	What does the youngster do to master the skill. I A youngster at this level can perform the skill independently in different situations. A youngster at this level can perform independently and reflect on their abilities.	What does the educator do to assess the skill?	What does the youngster do to get the skill assessed	
Collaboration	The educator delves into the skill collaboration and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill communication in a learning activity.	1. Think about what do I know about collaboration. 2. How am I with collaboration ? 3. What do i want to know/learn?	The educator looks, after the activity at which collaboration abilities he has seen in the youngster. What can a youngster already do? He discusses this as concretely as possible with the youngster. This does not mean that a youngster should already be able to do everything, but that the educator focuses on which collaboration skills he has already seen.	Reflect after the activity. Do you have a better idea of what collaboration is and how you deal with collaboration? What can you do and what are you good at?	The educator knows which behavior goes with each ability of collaboration. He can discuss with a youngster what he/she has to do to achieve a skill. He uses the abilities as described in the Skills grid for collaboration. The educator uses the following basics: the youngster understands the different abilities of the skill collaboration. He has applied the different abilities in different situations. The youngster is able to reflect on his own actions.	Look at the different abilities of this skill and determine for yourself what you can already do and what you still need to learn. If necessary, discuss with your educator how you can work on an ability. Collect evidence of your acquired ability. This can be done in different ways.	Using the pre-established criteria per objective, see what evidence you want to see to determine whether a young person has mastered the skill. This involves: - Does a young person understand what it is about? - Has he applied the skill in different situations? - Can the young person reflect on his learning process and how he applies this skill?	Provide evidence of your proficiency. You may choose how you demonstrate that you are able to: - understand what collaboration is about and what abilities you need to master. - apply de abilities of collaboration in different situations. - reflect on your learning process and how you did this.	The abilities belonging to collaboration are described in BadgeCraft. The educator and the youngster have had instruction on how to use Badge Craft. When a Youngster thinks he has mastered the ability, he goes to Badgecraft and provides proof of his acquired skill. The educator checks whether this is enough to award the badge or gives additional instruction.
1. Teamwork & Group Participation	Collect information on: The ability to take on different roles within a group, whether as a leader, organizer, or contributor. The ability to stay focused on shared objectives and work toward a common purpose. The ability to actively participate, share ideas, and support others in a group setting. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity	1. Think about what do I know about Teamwork & Group Participation 2. How am I doing with Teamwork & Group Participation? 3. What do I want to know/learn about Teamwork & Group Participation?	Have you seen that a youngster is able to take on different roles within a group, whether as a leader, organizer, or contributor? Is he able to stay focused on shared objectives and work toward a common purpose? Is he able to actively participate, share ideas, and support others in a group setting? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Teamwork & Group Participation? During the activity (or in other situations) have you been able to take on different roles within a group, whether as a leader, organizer, or contributor? Been able to stay focused on shared objectives and work toward a common purpose? IBeen able to actively participate, share ideas, and support others in a group setting? What can you already do? Requirements: Taking on Different Roles – Can attempt leadership, organization, or contribution but may need support in adapting to different responsibilities. Focusing on Shared Objectives – Understands group goals but may need reminders to stay on task and work toward a common purpose. Active Participation – Tries to contribute ideas and support others but may need encouragement to engage consistently.	Discuss with the youngster how he can practice with the ability to take on different roles within a group, whether as a leader, organizer, or contributor. The ability to stay focused on shared objectives and work toward a common purpose. The ability to actively participate, share ideas, and support others in a group setting. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to take on different roles within a group, whether as a leader, organizer, or contributor. Your ability to stay focused on shared objectives and work toward a common purpose. Your ability to actively participate, share ideas, and support others in a group setting. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Taking on Different Roles – Confidently steps into leadership, organizer, or contributor roles as needed, adjusting based on group dynamics. Focusing on Shared Objectives – Maintains a strong commitment to team goals, stays focused, and helps guide the group toward a common purpose. Active Participation – Engages consistently, shares ideas effectively, supports teammates, and fosters a positive group environment.	Did the youngster show the ability to take on different roles within a group, whether as a leader, organizer, or contributor. The ability to stay focused on shared objectives and work toward a common purpose. The ability to actively participate, share ideas, and support others in a group setting. Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Teamwork & Group Participation. Show that you understand what it entails. That you have applied these skills in different situations: the ability to take on different roles within a group, whether as a leader, organizer, or contributor. The ability to stay focused on shared objectives and work toward a common purpose. The ability to actively participate, share ideas, and support others in a group setting. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this base (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.
2. Effective Communication & Active Listening	Collect information on: The ability to express ideas confidently, respectfully, and concisely. The ability to interpret body language, tone, and facial expressions for better understanding. The ability to listen attentively, ask clarifying questions, and summarize discussions to ensure mutual understanding. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Effective Communication & Active Listening? 2. How am I doing with Effective Communication & Active Listening ? 3. What do i want to know/learn about Effective Communication & Active Listening?	Have you seen that a youngster is able to express ideas confidently, respectfully, and concisely. Is he able to interpret body language, tone, and facial expressions for better understanding. Is he able to listen attentively, ask clarifying questions, and summarize discussions to ensure mutual understanding. If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Effective Communication & Active Listening? During the activity (or in different situations) have you been able to express ideas confidently, respectfully, and concisely? Been able to interpret body language, tone, and facial expressions for better understanding? Been able to listen attentively, ask clarifying questions, and summarize discussions to ensure mutual understanding? Requirements: Expressing Ideas – Can share thoughts but may need support to do so confidently, respectfully, and concisely. Interpreting Nonverbal Cues – Recognizes basic body language and tone but may struggle with subtle cues or deeper meanings. Active Listening & Clarification – Tries to listen attentively and ask questions but may need guidance to summarize discussions accurately.	Discuss with the youngster how he can practice with the ability to express ideas confidently, respectfully, and concisely. The ability to interpret body language, tone, and facial expressions for better understanding. The ability to listen attentively, ask clarifying questions, and summarize discussions to ensure mutual understanding.. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to express ideas confidently, respectfully, and concisely. Your ability to interpret body language, tone, and facial expressions for better understanding. Your ability to listen attentively, ask clarifying questions, and summarize discussions to ensure mutual understanding. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Expressing Ideas – Communicates confidently, respectfully, and concisely, adapting speech to different audiences and contexts. Interpreting Nonverbal Cues – Accurately reads body language, tone, and facial expressions to understand emotions and underlying messages. Active Listening & Clarification – Listens attentively, asks thoughtful questions, and summarizes discussions effectively to ensure clear understanding.	Did the youngster show the ability to express ideas confidently, respectfully, and concisely? The ability to interpret body language, tone, and facial expressions for better understanding? The ability to listen attentively, ask clarifying questions, and summarize discussions to ensure mutual understanding? Does he knows what the ability is about? Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Effective Communication & Active Listening. Show that you understand what it entails. That you have applied these skills in different situations: the ability to express ideas confidently, respectfully, and concisely. The ability to interpret body language, tone, and facial expressions for better understanding. The ability to listen attentively, ask clarifying questions, and summarize discussions to ensure mutual understanding. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.

3. Conflict Resolution & Problem-Solving	Collect information on: The ability to manage emotions and stay calm during disagreements. The ability to find fair compromises and resolve conflicts effectively. The ability to give and receive criticism positively without defensiveness. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Conflict Resolution & Problem-Solving? 2. How am I doing with Conflict Resolution & Problem-Solving? 3. What do i want to know/learn about Conflict Resolution & Problem-Solving?	Have you seen that a youngster is able to manage emotions and stay calm during disagreements? Is he able to find fair compromises and resolve conflicts effectively? Is he able to give and receive criticism positively without defensiveness? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Conflict Resolution & Problem-Solving? During the activity (or in different situations) have you been able to manage emotions and stay calm during disagreements? Been able to find fair compromises and resolve conflicts effectively? Been able to give and receive criticism positively without defensiveness? What can you already do? Requirements: Managing Emotions – Tries to stay calm during disagreements but may struggle with frustration or impulsive reactions. Finding Fair Compromises – Understands the importance of compromise but may need support in negotiating balanced solutions. Giving & Receiving Criticism – Can attempt to give and accept feedback but may react defensively or struggle with constructive responses.	Discuss with the youngster how he can practice with the ability to manage emotions and stay calm during disagreements. The ability to find fair compromises and resolve conflicts effectively. The ability to give and receive criticism positively without defensiveness.. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to manage emotions and stay calm during disagreements. Your ability to find fair compromises and resolve conflicts effectively. Your ability to give and receive criticism positively without defensiveness. What have you already mastered and what do you need to practice? Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Managing Emotions – Stays calm and composed during disagreements, using emotional regulation techniques to maintain a constructive approach. Finding Fair Compromises – Negotiates effectively, seeks win-win solutions, and resolves conflicts in a balanced and respectful manner. Giving & Receiving Criticism – Offers constructive feedback thoughtfully and accepts criticism with an open mind, using it for self-improvement.	Did the youngster show the ability to manage emotions and stay calm during disagreements. The ability to find fair compromises and resolve conflicts effectively. The ability to give and receive criticism positively without defensiveness. Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Conflict Resolution & Problem-Solving. Show that you understand what it entails. That you have applied these skills in different situations: The ability to manage emotions and stay calm during disagreements. The ability to find fair compromises and resolve conflicts effectively. The ability to give and receive criticism positively without defensiveness. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.
	Collect information on: The ability to think on your feet – Respond quickly and effectively to new challenges. The ability to adapt solutions – Find alternative ways to overcome obstacles. The ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Problem-Solving & Creative Thinking? 2. How am I doing with Problem-Solving & Creative Thinking? 3. What do i want to know/learn about Problem-Solving & Creative Thinking?	Have you seen that a youngster is able to think on his feet – Respond quickly and effectively to new challenges. Is he able to adapt solutions – Find alternative ways to overcome obstacles. His ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure. If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Problem-Solving & Creative Thinking? During the activity (or in different situations) have you been able to think on your feet – Respond quickly and effectively to new challenges? Been able to adapt solutions – Find alternative ways to overcome obstacles? Been able to make decisions in uncertain situations – Weigh options and make sound judgments under pressure? What can you already do? Requirements: Thinking on Their Feet – Can attempt to respond to new challenges but may hesitate or need coaching to react quickly and effectively. Adapting Solutions – Tries to find alternative approaches but may struggle to think creatively without guidance. Making Decisions in Uncertain Situations – Can weigh options but may need help assessing risks and making confident choices under pressure.	Discuss with the youngster how he can practice with the ability to think on his feet – Respond quickly and effectively to new challenges. The ability to adapt solutions – Find alternative ways to overcome obstacles. The ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to think on your feet – Respond quickly and effectively to new challenges. Your ability to adapt solutions – Find alternative ways to overcome obstacles. Your ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Thinking on Their Feet – Reacts quickly and effectively to unexpected challenges, staying calm and focused. Adapting Solutions – Finds creative and flexible ways to overcome obstacles, adjusting strategies as needed. Making Decisions in Uncertain Situations – Weighs options, assesses risks, and makes confident, well-reasoned judgments under pressure.	Did the youngster show the ability to think on your feet – Respond quickly and effectively to new challenges? Show the ability to adapt solutions – Find alternative ways to overcome obstacles? Show the ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure? Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Problem-Solving & Creative Thinking. Show that you understand what it entails. That you have applied these skills in different situations: The ability to think on your feet – Respond quickly and effectively to new challenges. The ability to adapt solutions – Find alternative ways to overcome obstacles. The ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.
	Collect information on: The ability to take responsibility for assigned work and deliver on commitments. The ability to admit mistakes and work toward solutions rather than shifting blame. The ability to build trust by following through on responsibilities and being a reliable team member. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Accountability & Reliability? 2. How am I doing with Accountability & Reliability? 3. What do i want to know/learn about Accountability & Reliability?	Have you seen that a youngster is able to take responsibility for assigned work and deliver on commitments. Is he able to admit mistakes and work toward solutions rather than shifting blame. Is he able to build trust by following through on responsibilities and being a reliable team member. If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Accountability & Reliability? During the activity (or in different situations) have you been able to take responsibility for assigned work and deliver on commitments. Been able to admit mistakes and work toward solutions rather than shifting blame? Been able to build trust by following through on responsibilities and being a reliable team member? Requirements: Taking Responsibility – Tries to complete assigned tasks but may need reminders to stay accountable. Admitting Mistakes – Acknowledges errors with support but may struggle to take full responsibility and focus on solutions. Building Trust – Understands the importance of reliability but may need encouragement to consistently follow through on commitments.	Discuss with the youngster how he can practice with the ability to take responsibility for assigned work and deliver on commitments. The ability to admit mistakes and work toward solutions rather than shifting blame. The ability to build trust by following through on responsibilities and being a reliable team member. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to take responsibility for assigned work and deliver on commitments. Your ability to admit mistakes and work toward solutions rather than shifting blame. Your ability to build trust by following through on responsibilities and being a reliable team member. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Taking Responsibility – Manages tasks effectively, meets deadlines, and delivers on commitments without needing reminders. Admitting Mistakes & Finding Solutions – Acknowledges errors openly, focuses on problem-solving, and takes proactive steps to improve. Building Trust & Reliability – Consistently follows through on responsibilities, proving to be a dependable and trustworthy team member.	Did the youngster show the ability to take responsibility for assigned work and deliver on commitments? The ability to admit mistakes and work toward solutions rather than shifting blame? The ability to build trust by following through on responsibilities and being a reliable team member? Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Accountability & Reliability. Show that you understand what it entails. That you have applied these skills in different situations: the ability to take responsibility for assigned work and deliver on commitments. The ability to admit mistakes and work toward solutions rather than shifting blame. The ability to build trust by following through on responsibilities and being a reliable team member. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.