

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) awarenesss 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	
Pioneer & entrepreneurial skills	The educator delves into the skill Pioneer & entrepreneurial 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 Pioneer & entrepreneurial skills? 2. How am I with Pioneer & entrepreneurial skills? 3. What do i want to know/learn?	The educator looks, after the activity at which Pioneer & entrepreneurial 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 Pioneer & entrepreneurial skills he has already seen.	Reflect after the activity. Do you have a better idea of what Pioneer & entrepreneurial skills is about and how you deal with it? What can you do and what are you good at?	The educator knows which behavior goes with each ability of Pioneer & entrepreneurial skills. 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 Pioneer & entrepreneurial skills. The educator uses the following basics: the youngster understands the different skills of the skill communication. He has applied the different skills 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 communication is about and what abilities you need to master. - apply de abilities of communication in different situations. - reflect on your learning process and how you did this.	The abilities belonging to Pioneer & entrepreneurial skills 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. Innovation & Creative Thinking (Initiative : 5. Creativity & Innovation)									
2. Initiative & Risk-Taking	Collect information on: The ability to take proactive action – Start projects, make decisions, and act without external motivation. The ability to evaluate and manage risks – Weigh the pros and cons of different choices before taking action. The ability to make decisions under uncertainty – Adapt and decide confidently even with incomplete information. 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 Initiative & Risk-Taking? 2. How am I doing with Initiative & Risk-Taking? 3. What do i want to know/learn about Initiative & Risk-Taking?	Have you seen that a youngster is able to take proactive action – Start projects, make decisions, and act without external motivation? Is he able to evaluate and manage risks – Weigh the pros and cons of different choices before taking action. Is he able to make decisions under uncertainty – Adapt and decide confidently even with incomplete information. If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Initiative & Risk-Taking? During the activity (or in different situations) have you been able to take proactive action – Start projects, make decisions, and act without external motivation? Been able to evaluate and manage risks – Weigh the pros and cons of different choices before taking action. Been able to make decisions under uncertainty – Adapt and decide confidently even with incomplete information. What can you already do? Requirements: Taking Proactive Action – Can start tasks or projects with encouragement but may hesitate without external motivation. Evaluating & Managing Risks – Can consider pros and cons in decision-making but may need help recognizing potential risks and consequences. Making Decisions Under Uncertainty – Tries to make choices in uncertain situations but may struggle with confidence and adaptability.	Discuss with the youngster how he can practice with the ability to take proactive action – Start projects, make decisions, and act without external motivation. The ability to evaluate and manage risks – Weigh the pros and cons of different choices before taking action. The ability to make decisions under uncertainty – Adapt and decide confidently even with incomplete information.. 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 proactive action – Start projects, make decisions, and act without external motivation. Your ability to evaluate and manage risks – Weigh the pros and cons of different choices before taking action. Your ability to make decisions under uncertainty – Adapt and decide confidently even with incomplete information. Requirements: Proactive Action – Takes initiative consistently, identifies opportunities, and acts decisively without waiting for direction. Risk Evaluation & Management – Analyzes risks effectively, anticipates challenges, and develops strategies to minimize potential downsides. Decision-Making Under Uncertainty – Thinks critically, remains adaptable, and makes sound decisions even with incomplete or changing information.	Did the youngster show the ability to take proactive action – Start projects, make decisions, and act without external motivation. Show the ability to evaluate and manage risks – Weigh the pros and cons of different choices before taking action. Show the ability to make decisions under uncertainty – Adapt and decide confidently even with incomplete information.. 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 Initiative & Risk-Taking. Show that you understand what it entails. That you have applied these skills in different situations: the ability to take proactive action – Start projects, make decisions, and act without external motivation. The ability to evaluate and manage risks – Weigh the pros and cons of different choices before taking action. The ability to make decisions under uncertainty – Adapt and decide confidently even with incomplete information.. 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. Problem-Solving & Adaptability									

4. Leadership & Collaboration	<p>Collect information on: The ability to set and communicate a vision – Define clear goals and inspire others to follow them. The ability to work effectively in teams – Collaborate, delegate tasks, and maximize group strengths. The ability to influence and persuade – Convince others to support an idea or take action. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.</p>	<p>1. Think about what do I know about Leadership & Collaboration? 2. How am I doing with Leadership & Collaboration? 3. What do I want to know/learn about Leadership & Collaboration?</p>	<p>Have you seen that a youngster is able to set and communicate a vision – Define clear goals and inspire others to follow them? Is he able to work effectively in teams – Collaborate, delegate tasks, and maximize group strengths? Is he able to influence and persuade – Convince others to support an idea or take action? If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Leadership & Collaboration? During the activity (or in different situations) have you been able to set and communicate a vision – Define clear goals and inspire others to follow them? Been able to work effectively in teams – Collaborate, delegate tasks, and maximize group strengths? Been able to influence and persuade – Convince others to support an idea or take action? What can you already do? Requirements: Setting & Communicating a Vision – Can identify simple goals and express ideas but may struggle to inspire or provide clear direction. Effective Teamwork – Participates in group tasks and understands the importance of collaboration but may need help with delegation and coordination. Influence & Persuasion – Can share opinions and attempt to convince others but may lack confidence, clarity, or strong reasoning skills.</p>	<p>Discuss with the youngster how he can practice with the ability to set and communicate a vision – Define clear goals and inspire others to follow them. The ability to work effectively in teams – Collaborate, delegate tasks, and maximize group strengths. The ability to influence and persuade – Convince others to support an idea or take action. In what kind of situations can he practice this and how can others see that he uses these abilities?</p>	<p>Have a look at your ability to set and communicate a vision – Define clear goals and inspire others to follow them. Your ability to work effectively in teams – Collaborate, delegate tasks, and maximize group strengths. Your ability to influence and persuade – Convince others to support an idea or take action. 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: Meaningful Discussions – Engages confidently, responds thoughtfully, listens actively, Setting & Communicating a Vision – Clearly defines goals, articulates a compelling vision, and motivates others to work toward a shared objective. Effective Teamwork – Works collaboratively, delegates tasks strategically, and leverages team strengths to achieve the best results. Influence & Persuasion – Uses logical reasoning, emotional intelligence, and strong communication skills to gain support and drive action.</p>	<p>Did the youngster show the ability to set and communicate a vision – Define clear goals and inspire others to follow them. Show the ability to work effectively in teams – Collaborate, delegate tasks, and maximize group strengths. Show the ability to influence and persuade – Convince others to support an idea or take action. 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?</p>	<p>Collect evidence of your development and ability Leadership & Collaboration. Show that you understand what it entails. That you have applied these skills in different situations: the ability to set and communicate a vision – Define clear goals and inspire others to follow them. The ability to work effectively in teams – Collaborate, delegate tasks, and maximize group strengths. The ability to influence and persuade – Convince others to support an idea or take action And indicate how you think your development has progressed.</p>	<p>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.</p>
5. Business & Financial Literacy	<p>Collect information on: The ability to understand and apply business concepts – Use knowledge of business models, supply and demand, and value creation in projects. The ability to manage finances – Budget, allocate resources, and track profitability effectively. The ability to market and brand ideas – Promote products, services, or initiatives to the right audience. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.</p>	<p>1. Think about what do I know about Business & Financial Literacy? 2. How am I doing with Business & Financial Literacy? 3. What do I want to know/learn about Business & Financial Literacy?</p>	<p>Have you seen that a youngster is able to understand and apply business concepts – Use knowledge of business models, supply and demand, and value creation in projects? Is he able to manage finances – Budget, allocate resources, and track profitability effectively? Is he able to market and brand ideas – Promote products, services, or initiatives to the right audience? If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Business & Financial Literacy? During the activity (or in different situations) have you been able to understand and apply business concepts – Use knowledge of business models, supply and demand, and value creation in projects? Been to manage finances – Budget, allocate resources, and track profitability effectively? Been able to market and brand ideas – Promote products, services, or initiatives to the right audience Requirements: Understanding & Applying Business Concepts – Has a basic awareness of business models, supply and demand, and value creation but struggles to apply them independently. Managing Finances – Can follow simple budgeting and resource allocation principles but needs support to track costs and profitability effectively. Marketing & Branding Ideas – Understands the importance of promotion and audience targeting but requires help in creating and executing marketing strategies.</p>	<p>Discuss with the youngster how he can practice with the ability to understand and apply business concepts – Use knowledge of business models, supply and demand, and value creation in projects. The ability to manage finances – Budget, allocate resources, and track profitability effectively. The ability to market and brand ideas – Promote products, services, or initiatives to the right audience.. In what kind of situations can he practice this and how can others see that he uses these abilities?</p>	<p>Have a look at your ability to understand and apply business concepts – Use knowledge of business models, supply and demand, and value creation in projects. Your ability to manage finances – Budget, allocate resources, and track profitability effectively. Your ability to market and brand ideas – Promote products, services, or initiatives to the right audience. 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: Understanding & Applying Business Concepts – Can effectively use business models, analyze market trends, and apply supply and demand principles to real-world projects. Managing Finances – Can independently create budgets, allocate resources efficiently, and track profitability with financial awareness. Marketing & Branding Ideas – Can develop and execute marketing strategies, tailor messaging to target audiences, and use branding techniques to promote ideas successfully.</p>	<p>Did the youngster show the ability to understand and apply business concepts – Use knowledge of business models, supply and demand, and value creation in projects. The ability to manage finances – Budget, allocate resources, and track profitability effectively. The ability to market and brand ideas – Promote products, services, or initiatives to the right audience.. 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?</p>	<p>Collect evidence of your development and ability in Business & Financial Literacy. Show that you understand what it entails. That you have applied these skills in different situations: The ability to understand and apply business concepts – Use knowledge of business models, supply and demand, and value creation in projects. The ability to manage finances – Budget, allocate resources, and track profitability effectively. The ability to market and brand ideas – Promote products, services, or initiatives to the right audience. And indicate how you think your development has progressed.</p>	<p>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.</p>
6. Resourcefulness & Networking	<p>Collect information on: The ability to utilize available resources – Maximize the potential of existing tools, skills, and opportunities. The ability to build and maintain connections – Network with mentors, investors, and peers to gain support. The ability to find solutions with limited resources – Think creatively and strategically when faced with constraints. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.</p>	<p>1. Think about what do I know about Resourcefulness & Networking? 2. How am I doing with Resourcefulness & Networking? 3. What do I want to know/learn about Resourcefulness & Networking?</p>	<p>Have you seen that a youngster is able to utilize available resources – Maximize the potential of existing tools, skills, and opportunities? is he able to build and maintain connections – Network with mentors, investors, and peers to gain support? Is he able to find solutions with limited resources – Think creatively and strategically when faced with constraints? If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Resourcefulness & Networking? During the activity (or in different situations) have you been able to utilize available resources – Maximize the potential of existing tools, skills, and opportunities? Existing tools, skills, and opportunities? Been able to build and maintain connections – Network with mentors, investors, and peers to gain support? Been able to find solutions with limited resources – Think creatively and strategically when faced with constraints? Requirements: Utilizing Available Resources – Can recognize and make use of basic tools, skills, and opportunities but may need support in optimizing their use. Building & Maintaining Connections – Understands the importance of networking and forming relationships but requires guidance in initiating and sustaining professional connections. Finding Solutions with Limited Resources – Can attempt to think creatively when faced with challenges but needs coaching to develop effective problem-solving strategies.</p>	<p>Discuss with the youngster how he can practice with the ability to utilize available resources – Maximize the potential of existing tools, skills, and opportunities. The ability to build and maintain connections – Network with mentors, investors, and peers to gain support. The ability to find solutions with limited resources – Think creatively and strategically when faced with constraints. In what kind of situations can he practice this and how can others see that he uses these abilities?</p>	<p>Have a look at your ability to utilize available resources – Maximize the potential of existing tools, skills, and opportunities. Your ability to build and maintain connections – Network with mentors, investors, and peers to gain support. Your ability to find solutions with limited resources – Think creatively and strategically when faced with constraints. 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: Maximizing Available Resources – Efficiently leverages tools, skills, and opportunities to achieve goals, adapting to new challenges with minimal guidance. Building & Sustaining Professional Networks – Actively develops and maintains relationships with mentors, peers, and industry professionals, using networking to create opportunities. Innovative Problem-Solving – Thinks critically and strategically to overcome obstacles, finding creative solutions even in resource-limited situations.</p>	<p>Did the youngster show the ability to utilize available resources – Maximize the potential of existing tools, skills, and opportunities. Show the ability to build and maintain connections – Network with mentors, investors, and peers to gain support. Show the ability to find solutions with limited resources – Think creatively and strategically when faced with constraints. 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?</p>	<p>Collect evidence of your development and ability in Resourcefulness & Networking. Show that you understand what it entails. That you have applied these skills in different situations: the ability to utilize available resources – Maximize the potential of existing tools, skills, and opportunities. The ability to build and maintain connections – Network with mentors, investors, and peers to gain support. The ability to find solutions with limited resources – Think creatively and strategically when faced with constraints. And indicate how you think your development has progressed.</p>	<p>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.</p>