



<div><div><div><div>SUSTAINABLE LEARNING</div><div>BRIDGING THE GAP</div></div></div><div>Skills rubric sustainable learning - INITIATIVE</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 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 assesed	
Initiative	The educator delves into the skill Initiative and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill Initiative in a learning activity.	1. Think about what do I know about Initiative. 2. How am I with Initiative ? 3. What do i want to know/learn?	The educator looks, after the activity at which Initiative 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 Initiative skills he has already seen.	Reflect after the activity. Do you have a better idea of what Initiativeis and how you deal with Initiative? What can you do and what are you good at?	The educator knows which behavior goes with each ability of Initiative. 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 clnitiative. The educator uses the following basics: the youngster understands the different abilities of the skill Initiative. 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 Initiative is about and what abilities you need to master. - apply de abilities of Initiative in different situations. - reflect on your learning process and how you did this.	The abilities belonging to Initiative 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. Self-Starting & Proactiveness	Collect information on: The ability to take action without being told – To recognize what needs to be done and act without waiting for instructions. The ability to recognize opportunities – To spot areas for improvement, innovation, or growth. The ability to anticipate challenges – The foresight to address problems before they arise. 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 Self-Starting & Proactiveness? 2. How am I doing with Self-Starting & Proactiveness? 3. What do I want to know/learn about Self-Starting & Proactiveness?	Have you seen that a youngster is able to take action without being told – To recognize what needs to be done and act without waiting for instructions? Is he able to recognize opportunities – To spot areas for improvement, innovation, or growth? Is he able to anticipate challenges – The foresight to address problems before they arise? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Self-Starting & Proactiveness? During the activity ( or in other situations) have you been able to take action without being told – To recognize what needs to be done and act without waiting for instructions. Been able to recognize opportunities – To spot areas for improvement, innovation, or growth. Been able to anticipate challenges – The foresight to address problems before they arise. What can you already do? <b>Requirements:</b>  Taking Action Without Being Told – Occasionally takes initiative but often waits for instructions or reassurance. Recognizing Opportunities – Notices some areas for improvement but may need encouragement to act on them. Anticipating Challenges – Can identify potential problems but struggles to develop proactive solutions without support.	Discuss with the youngster how he can practice with the ability to take action without being told – To recognize what needs to be done and act without waiting for instructions. The ability to recognize opportunities – To spot areas for improvement, innovation, or growth. The ability to anticipate challenges – The foresight to address problems before they arise. 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 action without being told – To recognize what needs to be done and act without waiting for instructions. Your ability to recognize opportunities – To spot areas for improvement, innovation, or growth. Your ability to anticipate challenges – The foresight to address problems before they arise. 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? <b>Requirements:</b> Taking Action Without Being Told – Proactively recognizes tasks or responsibilities and acts on them without needing external direction. Recognizing Opportunities – Identifies areas for improvement, innovation, or growth and takes steps to implement positive changes. Anticipating Challenges – Thinks ahead to foresee potential obstacles and develops effective solutions before problems arise.	Did the youngster show the ability to take action without being told – To recognize what needs to be done and act without waiting for instructions. The ability to recognize opportunities – To spot areas for improvement, innovation, or growth. The ability to anticipate challenges – The foresight to address problems before they arise. 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 Self-Starting & Proactiveness. Show that you understand what it entails. That you have applied these skills in different situations: the ability to take action without being told – To recognize what needs to be done and act without waiting for instructions. The ability to recognize opportunities – To spot areas for improvement, innovation, or growth. The ability to anticipate challenges – The foresight to address problems before they arise. 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. Decision-Making & Problem-Solving (3. Conflict Resolution & Problem-Solving)									

3. Self-Management & Discipline	<p>Collect information on: The ability to self-motivation – The internal drive to set and achieve goals without external pressure.</p> <p>The ability of time management – Prioritizing tasks efficiently to stay productive and proactive.</p> <p>Resilience &amp; Persistence – The ability of overcoming obstacles, setbacks, and failures with determination.</p> <p>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 Self-Management &amp; Discipline?</p> <p>2. How am I doing with Self-Management &amp; Discipline?</p> <p>3. What do i want to know/learn about Self-Management &amp; Discipline?</p>	<p>Have you seen that a youngster is able to motivate himself – The internal drive to set and achieve goals without external pressure?</p> <p>Is he able to manage his time – Prioritizing tasks efficiently to stay productive and proactive?</p> <p>Is he able of overcoming obstacles, setbacks, and failures with determination?</p> <p>If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Self-Management &amp; Discipline? During the activity (or in different situations) have you been aable to motivate yourself – The internal drive to set and achieve goals without external pressure?</p> <p>Are you able to manage your time – Prioritizing tasks efficiently to stay productive and proactive?</p> <p>Are you able of overcoming obstacles, setbacks, and failures with determination?</p> <p>What can you already do?</p> <p><b>Requirements:</b> Managing Emotions – Tries to stay calm during disagreements but may struggle with frustration or impulsive reactions.</p> <p>Finding Fair Compromises – Understands the importance of compromise but may need support in negotiating balanced solutions.</p> <p>Giving &amp; Receiving Criticism – Can attempt to give and accept feedback but may react defensively or struggle with constructive responses.</p>	<p>Discuss with the youngster how he can practice with the ability to self-motivation – The internal drive to set and achieve goals without external pressure.</p> <p>The ability of time management – Prioritizing tasks efficiently to stay productive and proactive.</p> <p>Resilience &amp; Persistence – The ability of overcoming obstacles, setbacks, and failures with determination.</p> <p>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 self-motivation – The internal drive to set and achieve goals without external pressure.</p> <p>The ability of time management – Prioritizing tasks efficiently to stay productive and proactive.</p> <p>Resilience &amp; Persistence – The ability of overcoming obstacles, setbacks, and failures with determination.</p> <p>What have you already mastered and what do you need to practice? Discuss with your educator how you can practice the ability.</p> <p>In what kind of situations can you practice this and how can others see that you use these abilities?</p> <p><b>Requirements:</b> Self-Motivation – Sets and pursues personal and professional goals without needing external pressure, maintaining focus and commitment.</p> <p>Time Management – Effectively prioritizes tasks, balances responsibilities, and maximizes productivity while meeting deadlines.</p> <p>Resilience &amp; Persistence – Faces setbacks with confidence, learns from failures, and continues working toward success despite obstacles.</p>	<p>Did the youngster show the ability to self-motivation – The internal drive to set and achieve goals without external pressure.</p> <p>Show the ability of time management – Prioritizing tasks efficiently to stay productive and proactive.</p> <p>Show Resilience &amp; Persistence – The ability of overcoming obstacles, setbacks, and failures with determination.</p> <p>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 Self-Management &amp; Discipline. Show that you understand what it entails.</p> <p>That you have applied these skills in different situations: the ability to self-motivation – The internal drive to set and achieve goals without external pressure.</p> <p>The ability of time management – Prioritizing tasks efficiently to stay productive and proactive.</p> <p>Resilience &amp; Persistence – The ability of overcoming obstacles, setbacks, and failures with determination.</p> <p>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>
4. Communication & Social Influence	<p>Collect information on: Persuasion &amp; Negotiation – The ability to convince others and gain support for ideas.</p> <p>Collaboration &amp; Leadership – The ability to take charge when necessary while working effectively with others.</p> <p>Confidence &amp; Assertiveness – The ability to express ideas and taking initiative in group settings.</p> <p>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 Communication &amp; Social Influence?</p> <p>2. How am I doing with Communication &amp; Social Influence?</p> <p>3. What do i want to know/learn about Communication &amp; Social Influence?</p>	<p>Have you seen that a youngster is able to convince others and gain support for ideas.</p> <p>Is he able to take charge when necessary while working effectively with others.</p> <p>Is he able to express ideas and taking initiative in group settings.</p> <p>If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Communication &amp; Social Influence? During the activity (or in different situations) have you been able to convince others and gain support for ideas.</p> <p>Been able to take charge when necessary while working effectively with others.</p> <p>Been able to express ideas and taking initiative in group settings.</p> <p>What can you already do?</p> <p><b>Requirements:</b> Persuasion Skills – Can share opinions but may struggle to clearly convince others or gain support for ideas.</p> <p>Collaboration &amp; Leadership – Participates in group work and may take on small leadership roles but needs help balancing teamwork and leadership.</p> <p>Confidence &amp; Assertiveness – Tries to express ideas but may hesitate to take initiative or speak up in group discussions.</p>	<p>Discuss with the youngster how he can practice with the ability to convince others and gain support for ideas.</p> <p>The ability to take charge when necessary while working effectively with others.</p> <p>The ability to express ideas and taking initiative in group settings.</p> <p>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 convince others and gain support for ideas.</p> <p>Your ability to take charge when necessary while working effectively with others.</p> <p>Your ability to express ideas and taking initiative in group settings</p> <p>Discuss with your educator how you can practice the ability.</p> <p>In what kind of situations can you practice this and how can others see that you use these abilities?</p> <p><b>Requirements:</b> Persuasion Skills – Clearly communicates ideas, builds logical arguments, and gains support through compelling reasoning and confidence.</p> <p>Collaboration &amp; Leadership – Works well in teams, knows when to lead or support others, and fosters a positive, goal-oriented group dynamic.</p> <p>Confidence &amp; Assertiveness – Expresses ideas with clarity and self-assurance, takes initiative in discussions, and stands by their opinions while remaining open to feedback.</p>	<p>Did the youngster show the ability to convince others and gain support for ideas.</p> <p>Show the ability to take charge when necessary while working effectively with others.</p> <p>Show the ability to express ideas and taking initiative in group settings</p> <p>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 Communication &amp; Social Influence. Show that you understand what it entails.</p> <p>That you have applied these skills in different situations: the ability to convince others and gain support for ideas.</p> <p>The ability to take charge when necessary while working effectively with others.</p> <p>The ability to express ideas and taking initiative in group settings.</p> <p>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. Creativity & Innovation	<p>Collect information on: The ability to take responsibility for assigned work and deliver on commitments.</p> <p>The ability to admit mistakes and work toward solutions rather than shifting blame.</p> <p>The ability to build trust by following through on responsibilities and being a reliable team member.</p> <p>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 Creativity &amp; Innovation?</p> <p>2. How am I doing with Creativity &amp; Innovation?</p> <p>3. What do i want to know/learn about Creativity &amp; Innovation?</p>	<p>Have you seen that a youngster is able to take responsibility for assigned work and deliver on commitments.</p> <p>Is he able to admit mistakes and work toward solutions rather than shifting blame.</p> <p>Is he able to build trust by following through on responsibilities and being a reliable team member.</p> <p>If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Creativity &amp; Innovation? During the activity (or in different situations) have you been able to take responsibility for assigned work and deliver on commitments.</p> <p>Been able to admit mistakes and work toward solutions rather than shifting blame?</p> <p>Been able to build trust by following through on responsibilities and being a reliable team member?</p> <p><b>Requirements:</b> Taking Responsibility – Tries to complete assigned tasks but may need reminders to stay accountable.</p> <p>Admitting Mistakes – Acknowledges errors with support but may struggle to take full responsibility and focus on solutions.</p> <p>Building Trust – Understands the importance of reliability but may need encouragement to consistently follow through on commitments.</p>	<p>Discuss with the youngster how he can practice with the ability to take responsibility for assigned work and deliver on commitments.</p> <p>The ability to admit mistakes and work toward solutions rather than shifting blame.</p> <p>The ability to build trust by following through on responsibilities and being a reliable team member.</p> <p>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 take responsibility for assigned work and deliver on commitments.</p> <p>Your ability to admit mistakes and work toward solutions rather than shifting blame.</p> <p>Your ability to build trust by following through on responsibilities and being a reliable team member.</p> <p>What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability.</p> <p>In what kind of situations can you practice this and how can others see that you use these abilities?</p> <p><b>Requirements:</b> Taking Responsibility – Manages tasks effectively, meets deadlines, and delivers on commitments without needing reminders.</p> <p>Admitting Mistakes &amp; Finding Solutions – Acknowledges errors openly, focuses on problem-solving, and takes proactive steps to improve.</p> <p>Building Trust &amp; Reliability – Consistently follows through on responsibilities, proving to be a dependable and trustworthy team member.</p>	<p>Did the youngster show the ability to take responsibility for assigned work and deliver on commitments?</p> <p>The ability to admit mistakes and work toward solutions rather than shifting blame?</p> <p>The ability to build trust by following through on responsibilities and being a reliable team member?</p> <p>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 Creativity &amp; Innovation. Show that you understand what it entails.</p> <p>That you have applied these skills in different situations: the ability to take responsibility for assigned work and deliver on commitments.</p> <p>The ability to admit mistakes and work toward solutions rather than shifting blame.</p> <p>The ability to build trust by following through on responsibilities and being a reliable team member.</p> <p>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>