



PROJECTE HEBE
Identificació de factors potenciadors i limitadors
de l'empoderament juvenil:
Anàlisi de discursos i pràctiques d'educadors.
Ref.: EDU2017-83249-R
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MINECO – PROGRAMA ESTATAL DE I+D+I RETOS DE LA SOCIEDAD 2017

RUBRIC FOR THE ASSESSMENT OF SOCIO-EDUCATIONAL ACTIONS AND PROJECTS FOR YOUTH EMPOWERMENT

Project HEBE

Universitat de Girona (University of Girona - co-ordinator)

2019



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Presentation

The youth-empowerment assessment rubric presented here is one of the products of “*Projecte HEBE. Una investigació sobre l'empoderament juvenil*” (“Project HEBE. Research into youth empowerment”), which has been developed since 2014 by a group of researchers from five universities.¹ The project has received funding from the *Ministerio de Industria, Economía y Competitividad*. (Ministry of Industry, Economy, and Competitivity)² The approach used by the project, and the various resulting products can be consulted at <http://www.projectehebe.com/ca/>

The instrument, which consists of nine dimensions and 27 indicators, is designed to serve in the analysis of youth empowerment projects, as well as in the planning, implementation, and analysis of socio-educational projects and actions led by an educator or educational team that aim to have an impact on the empowerment of young people.

The rubric aims to provide an easily-used resource that helps educators reflect on and improve their work. Its results provide knowledge of the degree to which specific projects or actions facilitate youth empowerment. This means that it can also be used in learning processes and improving the programming and development of actions that help young people become empowered.

¹ “Project HEBE” is led by the *Universitat de Girona* (University of Girona). The other participants are the *Universitat Autònoma de Barcelona* (Autonomous University of Barcelona); the *Universitat de Barcelona* (university of Barcelona); the *Universitat Pompeu Fabra* (Pompeu Fabra University); and the *Universidad Autónoma de Madrid* (Autonomous University of Madrid). The research team members are Pere Soler (IP), Ariadna Alonso, Sandra Borneis, Eduard Carrera, Anna Ciraso, Laura Corbella, Íngrid Ferrer, Cayetano Gómez, Juan González, Àngela Janer, Manel Jiménez, Marta Lopera, Asun Llana, Myrte Monseny, Héctor Núñez, Sonia Páez, Pilar Pineda, Anna Planas, Pilar Rodrigo, Mireia Sala, Alan Salvadó, Elia Sepúlveda, Narcís Turon, Carme Trull, Jaume Trilla, Xavier Úcar, Paloma Valdivia, and Carles Vila.

² State R+D+I *Retos de la Sociedad* 2013 (Challenges to society) programme Ref.: EDU2013-42979-R; and state R+D+I *Retos de la Sociedad* 2017 programme Ref.: EDU2017-83249-R.



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Some basic considerations need to be taken into account in order to better understand the tool:

- The aim is to foment the reflection, learning, and orientation of socio-educational projects and interventions; but not to compare them.
- It intends to provide a way to show how empowerment is worked on with young people, and promote reflection and the consolidation of best practices.
- It is designed to assess the educational work in favour of youth empowerment carried out by an educator or educational team (self-assessment), or through a specific project. In each case the context should be noted, using the expressions “The educator...” or “The project...”.
- It can be used to analyse the assessment of youth empowerment on both an individual and group level. When individuals and groups need to be assessed, the rubric should be carried for each context. It is a useful professional tool that is accessible for those working in the socio-educational field with young people.
- When it is being used, the context that most closely corresponds to the situation in question should be chosen. The location in each context is, of necessity, approximate.
- It is recommendable that the choice of context is accompanied with (1) supporting evidence, and (2) reflections and suggestions for improvement. Each sheet has two blank rows, one for evidence, and one for suggestions.
- The tool need not only be applied by experts. The only condition is the commitment and motivation to reflect on socio-educational practices. Any professional interested in making improvements in this field can use the rubric. It can therefore, self-administered, or applied by external agents. If self-administered by an educational team, we recommend this is achieved through a process of group reflection.



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Empowerment dimensions and indicators

DIMENSIONS	INDICATORS
1. Participation	1.1. Involve oneself in group activities or projects 1.2. Be able to influence surroundings
2. Responsibility	2.1. Voluntarily and realistically assume commitments and tasks 2.2. Assume consequences of own decisions and acts
3. Critical ability	3.1. Be able to analyse problems or situations 3.2. Have own criteria regarding problems or situations
4. Self-esteem	4.1. Be able to face difficult or adverse situations 4.2. Know own abilities and recognize own limits 4.3. Be satisfied with oneself 4.4. Feel sure of oneself 4.5. Be able to show one's natural self to others 4.6. Feel recognized by others
5. Meta-learning	5.1. Be aware of having acquired and improved one's own knowledge and abilities 5.2. Have developed the ability to learn how to learn 5.3. Be aware of the power gained in order to act
6. Efficiency	6.1. Be able to take decisions that achieve goals 6.2. Be methodical and constant in carrying out tasks 6.3. Meet the set goals
7. Autonomy	7.1. Have initiative 7.2. The ability to choose can act in accordance with one's convictions
8. Community identity	8.1. Share the community's social and cultural heritage 8.2. Identify oneself actively with civic and associative processes that take place in the community 8.3. Identify public space as one's own and make use of it
9. Teamwork	9.1. Involve oneself in teamwork 9.2. Be able to exercise leadership in teamwork 9.3. Be able to communicate 9.4. Be able to negotiate and reach consensus



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Rubric for the assessment of youth empowerment actions and projects

1. PARTICIPATION

Consists of being part of, or taking part in, something.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
1.1. Involve oneself in group activities or projects	Favours participation by the young people in group activities, however, the educator leads the process.			Enables the young people to be involved in the design, development, or assessment of project group activities.			Enables the young people to be involved in the design, development, or assessment of community activities, with the support of the educational team.			Enables the young people to design, develop, and assess community activities and projects both autonomously and with other community agents.		
Evidence:												
Reflections and suggested improvements:												



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1. PARTICIPATION

Consists of being part of, or taking part in, something.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
1.2. Be able to influence surroundings	Favours participation by the young people in activities, but does not take into account the effect this has on their surroundings.			Favours participation of the young people in activities, and helps them recognize the influence they can exercise on their surroundings.			Provides tools that enable the young people to develop strategies to influence their immediate surroundings.			Enables the young people to develop initiatives that influence their community, and work to ensure the community is receptive to this influence.		
Evidence:												
Reflections and suggested improvements:												



2. RESPONSIBILITY

The ability to assume and carry out assigned tasks and own decisions, accepting the resulting consequences.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
2.1. Voluntarily and realistically assume commitments and tasks	Takes into account the range of activities and tasks, but does not envisage that the young people assume commitments or are given tasks.			Envisages that the young people assume some commitment or task if the educator so requests.			Envisages that the young people voluntarily assume commitments or tasks, supported by the educator.			Envisages that the young people voluntarily, realistically, and autonomously assume commitments or tasks.		
Evidence:												
Reflections and suggested improvements:												



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2. RESPONSIBILITY

The ability to assume and carry out assigned tasks and own decisions, accepting the resulting consequences.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
2.2. Assume consequences of own decisions and acts	Allows the young people to take their own decisions, but does not envisage them assuming the resulting consequences.			Allows the young people to take their own decisions, and reflect on and assess the consequences, if the situation requires.			Facilitates the young people to take their own decisions and envisages the reflection, assessment, and assuming of consequences.			Develops specific learning activities for the young people to identify, reflect on, and assume the consequences of their own decisions and acts.		
Evidence:												
Reflections and suggested improvements:												



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3. CRITICAL ABILITY

Is the ability to formulate one's own arguments and confront them with external ideas.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
3.1. Be able to analyse problems or situations	Does not require activities analysing problems or situations.			Envisages occasional activities or spaces to identify problems or situations, and analyse their causes.			Envisages frequent activities or spaces to identify the causes of problems or situations, and promote the search for solutions.			Proposes aims for the young people to learn to analyse the causes of problems and situations, and the search for reasoned, coherent, and feasible solutions.		
Evidence:												
Reflections and suggested improvements:												



3. CRITICAL ABILITY

Is the ability to formulate one's own arguments and confront them with external ideas.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
3.2. Have own criteria regarding problems or situations	Allows problems and situations to be understood and analysed, but does not envisage activities that foment the young people's own criteria.			Envisages some learning activities that permit the young people to express their doubts, concerns, and opinions.			Develops learning activities so that the young people can construct their own reasoned criteria.			Promotes construction of own criteria from reasoned value judgements that are tested in daily activities.		
Evidence:												
Reflections and suggested improvements:												



4. SELF-ESTEEM

Is a positive attitude towards oneself that enables one to appreciate and value the self.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
4.1. Be able to face difficult or adverse situations	Does not set specific goals and actions oriented towards promoting the ability of the young people to face difficult or adverse situations.			Sets occasional goals and actions oriented towards aiding the young people to recognize difficult or adverse situations.			Develops aims and actions oriented towards providing the young people with tools to face difficult or adverse situations.			Develops specific goals and actions oriented towards enabling the young people to face difficult or adverse situations, and develop the maximum resilience.		
Evidence:												
Reflections and suggested improvements:												



4. SELF-ESTEEM

Is a positive attitude towards oneself that enables one to appreciate and value the self.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
4.2. Know own abilities and recognize own limits	Works on abilities, but does not specifically enable the young people to be aware of what they are capable of, or not.			Occasionally includes the development of learning activities that aid the young people in becoming aware of what they are capable of, or not.			Provides strategies for the young people to analyse their reality in function of their abilities and limitations.			Develops specific actions for the young people to learn to manage their reality in function of their abilities and limitations.		
Evidence:												
Reflections and suggested improvements:												



4. SELF-ESTEEM

Is a positive attitude towards oneself that enables one to appreciate and value the self.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
4.3. Be satisfied with oneself	Does not set specific goals and actions oriented towards promoting satisfaction of the young people with themselves.			Sets occasional goals and actions oriented towards the young people successfully developing activities, and facilitates their ability to express their degree of satisfaction with themselves.			Proposes, in the majority of goals and actions, that the young people develop viable activities which increase their level of satisfaction.			Develops goals and actions specifically oriented towards procuring that the young people consolidate a positive self-image that makes them feel physically and emotionally content.		
Evidence:												
Reflections and suggested improvements:												



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4. SELF-ESTEEM

Is a positive attitude towards oneself that enables one to appreciate and value the self.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
4.4. Feel sure of oneself	Encourages the young people to express themselves, but does not specifically work on their self-confidence.			Develops learning activities in which the young people can express their opinions, feelings, wishes, and disagreements.			Develops learning activities in which the young people learn to express themselves and act assertively.			Enables the young people to express themselves and act assertively in their daily activities.		
Evidence:												
Reflections and suggested improvements:												



4. SELF-ESTEEM

Is a positive attitude towards oneself that enables one to appreciate and value the self.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
4.5. Be able to show one's natural self to others	Fosters communication of the young people, but does not specifically include activities in which they can express their emotions, feelings, and their ideas to other people.			Sets occasional learning activities in which the young people can express their emotions, feelings, and ideas to others.			Provides tools and resources to enable the young people to learn to express their emotions, feelings, and ideas to others.			Develops actions oriented towards enabling the young people to express their emotions, feelings, and ideas to strangers, and in their daily activities.		
Evidence:												
Reflections and suggested improvements:												



4. SELF-ESTEEM

Is a positive attitude towards oneself that enables one to appreciate and value the self.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
4.6. Feel recognized by others	Facilitates relations between the young people, but does not envisage activities in which they manage their emotions in front of others.			Sets some learning activities that help the young people identify and analyse how others react to their emotions and acts.			Develops learning activities that help the young people contextualize and assess how others react to their emotions and acts.			Develops learning activities that help the young people self-manage and assess their own emotions and acts when faced with the reactions of others.		
Evidence:												
Reflections and suggested improvements:												



5. META-LEARNING

Is the awareness of the fact that one learns based on prior learning experiences.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
5.1. Be aware of having acquired and improved one's own knowledge and abilities	Favours acquisition of new knowledge by the young people, but does not envisage reflection on this knowledge.			Sets occasional activities for the young people to reflect on the learning that has taken place.			Sets frequent activities for the young people to gain awareness of the acquisition or improvement in their knowledge and abilities.			Sets activities for the young people to reflect continuously and autonomously on their abilities and the knowledge acquired or increased.		
Evidence:												
Reflections and suggested improvements:												



5. META-LEARNING

Is the awareness of the fact that one learns based on prior learning experiences.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
5.2. Have developed the ability to learn how to learn	Favours learning, but does not envisage participation of the young people in the design of this learning.			Envisages that the young people participate in the design of their syllabus, supported by the educational team.			Envisages that the young people carry out self-assessment of their syllabus.			Stimulates the young people to autonomously identify learning needs, and be able to develop strategies that cover these needs.		
Evidence:												
Reflections and suggested improvements:												



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5. META-LEARNING

Is the awareness of the fact that one learns based on prior learning experiences.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
5.3. Be aware of the power gained in order to act	Favours learning of the young people, but does not envisage them becoming aware of the potential of this learning.			Includes activities in which the young people reflect on the potential of their learning.			Envisages the young people becoming aware of the power to act acquired in their learning.			Promotes autonomous identification by the young people of the areas they can act in based on their learning.		
Evidence:												
Reflections and suggested improvements:												



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6. EFFICIENCY

Is the ability to meet desired goals or effects.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
6.1. Be able to take decisions that achieve goals	Stimulates pro-activity of the young people, but does not envisage learning activities in which they can identify and assess options and alternatives to take decisions in line with their goals.			Develops learning activities in which the young people demonstrate their needs and goals, and shows them the available options to choose from.			Develops learning activities in which the young people demonstrate their needs and goals, aids them to analyse the alternatives, and supports them in taking decisions.			Develops learning activities in which the young people demonstrate their needs and goals, and learn to analyse the options and alternatives, to take their own decisions, and autonomously assess them.		
Evidence:												
Reflections and suggested improvements:												



6. EFFICIENCY

Is the ability to meet desired goals or effects.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
6.2. Be methodical and constant in carrying out tasks	Includes tasks, but does not envisage activities in which the young people learn to be methodical and constant in carrying them out.			Provides guidelines for the young people to be methodical and constant in carrying out tasks. The educational team ensures compliance.			Provides guidelines for the young people to be methodical and constant in carrying out tasks. They are responsible for compliance, supported by the educational team.			Provides learning activities enabling the young people to plan tasks methodically, be constant and autonomous in carrying them out.		
Evidence:												
Reflections and suggested improvements:												



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6. EFFICIENCY

Is the ability to meet desired goals or effects.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
6.3. Meet the set goals	Does not require activities in which the young people identify, develop, and meet their own goals.			Develops learning activities that help the young people identify their own feasible goals.			Develops learning activities in which the young people plan and realize the actions needed to meet their goals.			Develops learning activities in which the young people carry out planned actions and assess the results.		
Evidence:												
Reflections and suggested improvements:												



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7. AUTONOMY

Is the ability to provide oneself with goals and standards of behaviour that facilitate initiative taking, carrying out actions, and self-managing them.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
7.1. Have initiative	Allows the young people to contribute their own ideas, but does not set activities aimed at developing their initiatives.			Provides the young people with occasional learning activities to develop their initiatives.			Facilitates areas, tools, and resources for the young people to develop their initiatives, supported by the educational team.			Promotes the initiatives of the young people, and creates specific areas and times for them to develop and self-manage their proposals.		
Evidence:												
Reflections and suggested improvements:												



7. AUTONOMY

Is the ability to provide oneself with goals and standards of behaviour that facilitate initiative taking, carrying out actions, and self-managing them.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
7.2. The ability to choose can act in accordance with one's convictions	Offers some areas where the young people realize the activities planned by the educational team.			Offers areas where the young people choose, depending on their convictions, some of the activities proposed by the educational team.			Provides areas, tools, and resources for the young people to choose and act according to their convictions in a range of activities.			Provides areas where the young people can learn to initiate and produce their own self-managed project.		
Evidence:												
Reflections and suggested improvements:												



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8. COMMUNITY IDENTITY

Is the awareness of sharing socio-cultural elements with a group which is identified as a community.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
8.1. Share the community's social and cultural heritage	Is placed in a specific community, but does not foment knowledge of its socio-cultural heritage.			Includes actions that provide knowledge of regional and community socio-cultural heritage.			Includes actions for the young people to share and preserve the socio-cultural heritage within the community.			Includes goals and actions for the young people to enrich and disseminate the socio-cultural heritage outside the community.		
Evidence:												
Reflections and suggested improvements:												



8. COMMUNITY IDENTITY

Is the awareness of sharing socio-cultural elements with a group which is identified as a community.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
8.2. Identify oneself actively with civic and associative processes that take place in the community	Is placed in a specific community but does not foment knowledge of civic and associative processes that take place there.			Facilitates knowledge of civic and associative processes in the community, and contact between the young people and such processes.			Encourages the young people to take part in civic and associative processes that take place in the community, and envisages work spaces with the agents of such processes.			Includes goals and actions oriented towards making the young people construct and develop civic and associative community processes.		
Evidence:												
Reflections and suggested improvements:												



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8. COMMUNITY IDENTITY

Is the awareness of sharing socio-cultural elements with a group which is identified as a community.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
8.3. Identify public space as one's own and make use of them	Uses the space the socio-educational activities take place in, but does not include actions regarding knowledge of public space.			Envisages directed actions that enable the young people to encounter and understand public space.			Facilitates the supervised responsible and regular use by the young people of public spaces.			Includes goals and actions that enable the young people to identify public space as their own, and use it autonomously and responsibly.		
Evidence:												
Reflections and suggested improvements:												



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9. TEAMWORK

Is the interaction of a group of people who intentionally collaborate in order to achieve a common goal.

Indicators	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
9.1. Involve oneself in teamwork	Does not require the involvement of the young people in teamwork.			Facilitates the involvement of the young people in teamwork when required by the project's activities, or when it spontaneously arises.			Proposes specific learning activities in which the young people work autonomously in teams.			Sets teamwork goals and methodologies, and facilitates their development and assessment by the young people.		
Evidence:												
Reflections and suggested improvements:												



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9. TEAMWORK

Is the interaction of a group of people who intentionally collaborate in order to achieve a common goal.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
9.2. Be able to exercise leadership in teamwork				Permits the young people to put leadership habits into practice, but does not envisage specific activities to promote this.	Occasionally facilitates areas for the young people to develop leadership habits and functions.		Adopts goals and methodologies for the young people to assume functions and develop leadership habits in learning activities.			Sets goals and methodologies for the young people to develop leadership habits and functions in self-managed areas, and facilitates self-assessment.		
Evidence:												
Reflections and suggested improvements:												



9. TEAMWORK

Is the interaction of a group of people who intentionally collaborate in order to achieve a common goal.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
9.3. Be able to communicate	Favours the contributions of the young people in teamwork, but does not envisage specific activities to foment their communicative abilities.			Occasionally includes activities to develop communicative abilities, supported by the educational team.			Provides activities to improve communication between team members, and develop the abilities needed to achieve this.			Promotes the implementation by the young people of their communicative abilities in other social and educational contexts.		
Evidence:												
Reflections and suggested improvements:												



9. TEAMWORK

Is the interaction of a group of people who intentionally collaborate in order to achieve a common goal.

	Context 1			Context 2			Context 3			Context 4		
	-	=	+	-	=	+	-	=	+	-	=	+
9.4. Be able to negotiate and reach consensus	Permits the young people to assess the contributions of others, but does not envisage working on their ability to negotiate and reach consensus.			Occasionally includes activities to foment dialogue and debate between the young people.			Proposes activities that foment dialogue and debate between the young people with aim of reaching consensus.			Promotes the implementation by the young people of their ability to negotiate and reach consensus in other social and educational contexts.		
Evidence:												
Reflections and suggested improvements:												