Participatory local development pact
For the prevention of social exclusion
In the neighbourhoods of Lo Campano and Los Mateos

PROJECT

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about us

The **Súmate a tu Barrio** Project, financed by the European Social Fund, through the call for Participative Local Development Pacts of the Regional Ministry of Women, Equality, LGTBI, Families, Social Policy and Transparency, has involved action in two of the districts of the municipality of Cartagena with the highest levels of vulnerability, such as Los Mateos and Lo Campano.

Over the course of three years, the causes at the root of the main situations of social vulnerability have been studied in depth. To this end, a review of the socio-educational, residential, physical environment, accessibility to public services and employment factors of both neighbourhoods has been carried out, through the development of a shared diagnosis and the creation of a pilot experience designed specifically for these neighbourhoods. In this experience, through networking, new approaches have been put into practice to correct the problematic situations identified and to generate new knowledge to address social vulnerability that can be put into practice in the future.

The experimentation, evaluation and generation of learning about the best ways to address social problems in vulnerable neighbourhoods are at the basis of this project and therefore, this manual systematises some of the learning obtained over these three years of hard work due to the socio-health and economic context in which it has been developed, but very rewarding for the lessons learned.

Participatory Local Development Pact for the Prevention of Social Exclusion in the neighbourhoods of Los Mateos and Lo Campano.

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01 PARTICIPATORY LOCAL DEVELOPMENT PACT. SOCIAL NETWORK ANALYSIS

SOCIAL NETWORK ANALYSIS

Implementation of the Social Network Analysis (SNA) methodology for the prioritisation of courses of action that allow defining the design of the pilot experience of the PARTICIPATORY LOCAL DEVELOPMENT PACT (PLDP)

Type: Methodology

Organisations in charge:

- Technical staff of the PLDP management team in the City Council of Cartagena.
- Research team in the Laboratory of Strategies and Ideas for the Territory (University of Murcia).

Participants:

- Members of the LAG involved in the creation process of the Action Plan.

Objectives:

- To select the most relevant courses of action amongst the nineteen that make up the three big courses of actions proposed in the original PLP report (1. Going to School, 2.School Time, 3. After School) by means of a rigorous procedure where the only criteria used was the global impact each course of action could have on the whole project.

- To establish the area of intervention of the pilot experience that is to be developed, maximising the efficacy and efficiency of the positive effects on the neighbourhood according to the major objectives of the PLDP.

- To prepare an approximate estimate that served as the foundation for the budget allocation work that the work commissions carried out for the implementation of actions in the framework of the pilot experience.

Definitions/Reference framework

A Social Network can be defined as a group of individuals (actors) that may interact with each other, both individually or collectively, with a particular purpose, and it is characterised by its flows. The networks can be composed of many or few actors, and one or more relationship categories among peers. Thus, there are three basic elements of a social network: nodes or players, links or relationships, and flows.

The SNA has its origins in different currents, the main ones being sociometric analysis and graph theory. Jacob Moreno was the inventor of the sociogram in the 30s of the 20th century, where the actors are represented by points and the existing relations are represented by lines (coinciding elements of a graph). However, the real pioneers in the implementation of graph theory in the SNA were Cartwright and Harary in the 50s. According to Scott (1991), the SNA can be defined as a combination of methods for the analysis of social structures.

The SNA methodology can be characterised regarding two basic factors: what is being analysed and how it is being analysed. On the one hand, the SNA is applied to relational data. Within social sciences, there are two types of data: attribute data and relational data. On the other hand, the SNA is characterised by the application of formal mathematical concepts (graph theory) to the study of group behaviour.

Ultimately, the SNA allows creating a mapping and measuring the relationships and flows that exist among the individuals that interact in a given context, identifying the way that network is articulated, its key actors, how the information flows, where the connectivity issues are located, etc.

Results obtained:

We obtained a quantitative assessment of the interrelationship among the nineteen lines of action that make up the three action lines defined in the PLDP initial project report, which allowed the quantification of the effect (synergies) of the achievement of each of the objectives on the rest as a whole (and vice versa). This way, we found some of the lines of action that had a major effect on the rest, and thus a great impact on the accomplishment of the general objectives of the project. These very lines of action were targeted with the most interest in the pilot experience conducted. With the information obtained, the work commission carried out an analysis that allowed, by using these data and through constructive discussion, the definition of the actions to be performed in the action plan, the so-called emblematic actions.
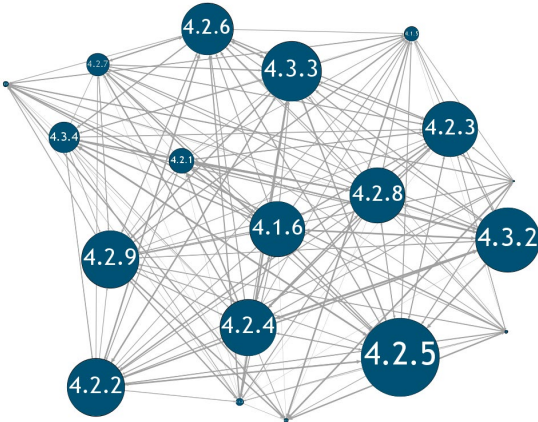
Network of relations between the different lines of action proposed.
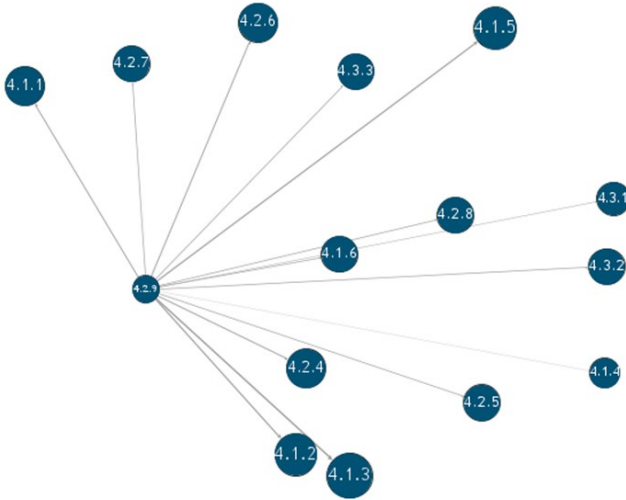
Network of relations between the different lines of action proposed.

Analysis by working committee.

Elements of innovation and creativity:

The SNA is regarded as an unusual technique both in the field of social sciences and local development, taking into consideration how little it is used in comparison to other quantitative and qualitative based methodologies: surveys, detailed interviews, focus groups, etc. Therefore, there is no record of its implementation in the assessment of alternatives and prioritisation of courses of action/objectives within the strategic planning process, as it was done within the framework of the PLDP. In this sense, it can be introduced as an extremely innovative tool.
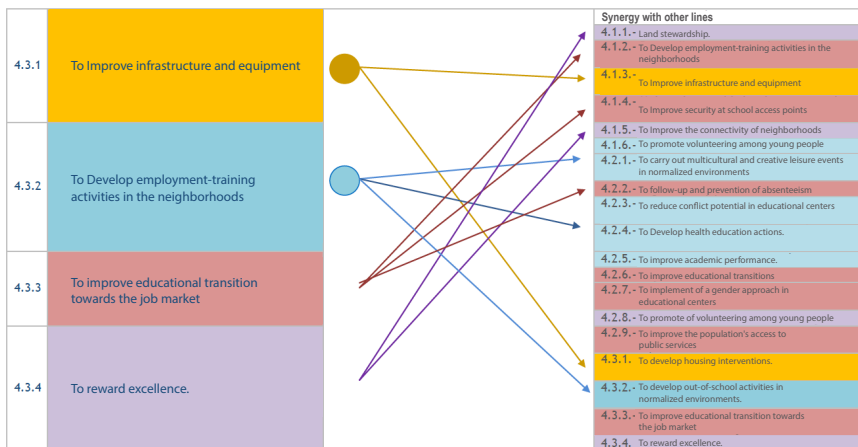
Example of a section of the questionnaire used for the ARS.

Obstacles found and corrective actions applied:

When implementing the SNA methodology in the prioritisation of courses of action of the PLDP, two main obstacles were found:

• The nature of the technique used and the objectives set implied adapting the questionnaire so that this technique and its specific indicators could be used. It also meant redesigning the data processing and results analysis methodologies.

• The difficulty of collecting the information requested by certain organisations. There were eleven requests of information (sending of questionnaires). However, only seven of them were finally answered.

Lessons learned:

The SNA has proven to be a suitable methodology for parameterizing on an individual level the different courses of action according to objective and relevant criteria. Furthermore, this methodology can be extrapolated to the resolution of similar problems when prioritising a series of items where the elements are related in any way (in this case, synergistic relationships) is needed, and such prioritisation should be done according to objective and consensual criteria.

It can be particularly interesting in the prioritisation of operations / courses of action in projects and intervention plans. Given that its sensitivity increases as the number of informers goes up, it is recommended that extra caution and effort are placed on the effective participation of such informers.

01. PARTICIPATORY LOCAL DEVELOPMENT PACT.

SOCIAL NETWORK ANALYSIS

2. CITIZEN CONSULTATION

Survey as a tool for citizen participation for vulnerable people with low levels of participation.

Type: Methodology

Organisations in charge:

- Technical staff in the PLDP management team in the City Council of Cartagena
- Research team in the Laboratory of Strategies and Ideas for the Territory (University of Murcia).

Participants:

People residing in the districts of Los Mateos and Lo Campano, aged between 18 and 85.

Objectives:

The main objective of the implementation of the Citizen Consultation was to identify the fields where, according to the resident population, urgent actions should be conducted aiming for the development of the area of operation and the improvement of the quality of life of its neighbours. .

 Secondary objectives were set and are listed below:

- To establish a hierarchical classification of the problems that were identified in the previous diagnostic phase, and rank them regarding its visibility among the resident population.
- To identify the main causes for each problem, thus locating the major focuses.
- To measure the suitability of the proposed measures to face those situations.
- To obtain information that allows the calculation of monitoring indicators associated with the project and defined during the previous diagnostic phase.
- To obtain an overview of the quality of life inside the area of intervention according to the self-perception of the resident population.

In a broader sense, and beyond the defined objectives, the implementation of this technique sought to pursue the collaborative nature of the global project, turning the population into the main player and involving everyone in the transformation of the territory they live in.

Definitions/ reference framework

The survey is a quantitative method for obtaining information that makes use of a pre-designed questionnaire as a data-gathering medium. The data obtained are primary data, and they are analysed consequently by means of statistical techniques.

In this case, the use of the survey is ideal, as it offers specific information from numerous individuals that are a representative sample of the population residing in the area of intervention Los Mateos-Lo Campano, in a relatively straightforward manner, for statistical analysis.

Results obtained:

• Abundant and diverse information was obtained through the twenty-six questions that conformed the questionnaire that was used in the data collection.

• Main and critical issues in the neighbourhood were identified by the resident population.

• The five great issues identified in the diagnostic phase were assessed.

• The main causes for each issue.

• The calculation of other indicators that were not available by means of secondary sources: the level of happiness of the population, their ability to make ends meet, their perception of vulnerability, their access to equipment and services outside the neighbourhood.

Elements of innovation and creativity:

Despite the questionnaire being a broadly used technique in social sciences in general, and in strategic planification in particular, it has not been frequently used before in early stages of these processes, but only in the late phases for monitoring and evaluation. Lately, designing these processes with a participative focus has become of great importance, giving such participation a binding character for two main reasons: the broad knowledge of the population that resides in that area and the co-ownership feeling that arises from the participation in early phases of formulation. Both aspects are linked with higher success prospects in the interventions conducted.

Thus, this is the first experience of this kind that has been conducted in the area following this perspective.

Regarding the specific methodology that has been used for the development of the citizen consultation, the use of electronic devices stands out as the main element of innovation, as a specific app has been designed for this purpose and has been used in the work field. As a summary, the main benefits of making use of this kind of tools are the fast readiness of the data, making it available for partial exploits; the reduction of the error rates that are related to the tabulation processes (transcription from paperwork to informatic support). All of that results in the reduction of the costs, which is of great importance when using a technique with high need of economical resources at an aggregate level.

Obstacles found and corrective actions applied:

The main obstacles found in the development of the Citizen Consultation can be summarised as follows:

- Uniqueness of each neighbourhood. The access of the survey team to the potential interviewees can be influenced by distinctive characteristics of the neighbourhoods. To make this work easier we made use of mediators. This way, some women residing in the area accompanied the staff commissioned in compiling the data, making their introduction in the neighbourhoods easier, and acting as an link with the residing population.

- Fulfilment of social layers. It was especially hard to complete the predesigned sample of the foreign profiles .

- COVID-19 derived restrictions. The citizen consultation started in February 2020, and it had to be cancelled after the crisis situation caused by the COVID-19 outbreak and the strong mobility restrictions imposed in March 2020. Its development was postponed until November, with the implementation of social distancing, face masks and so on. This situation hampered the data collection, slowing it down to some extent. This was overcome by the recruitment of a higher number of surveyors.
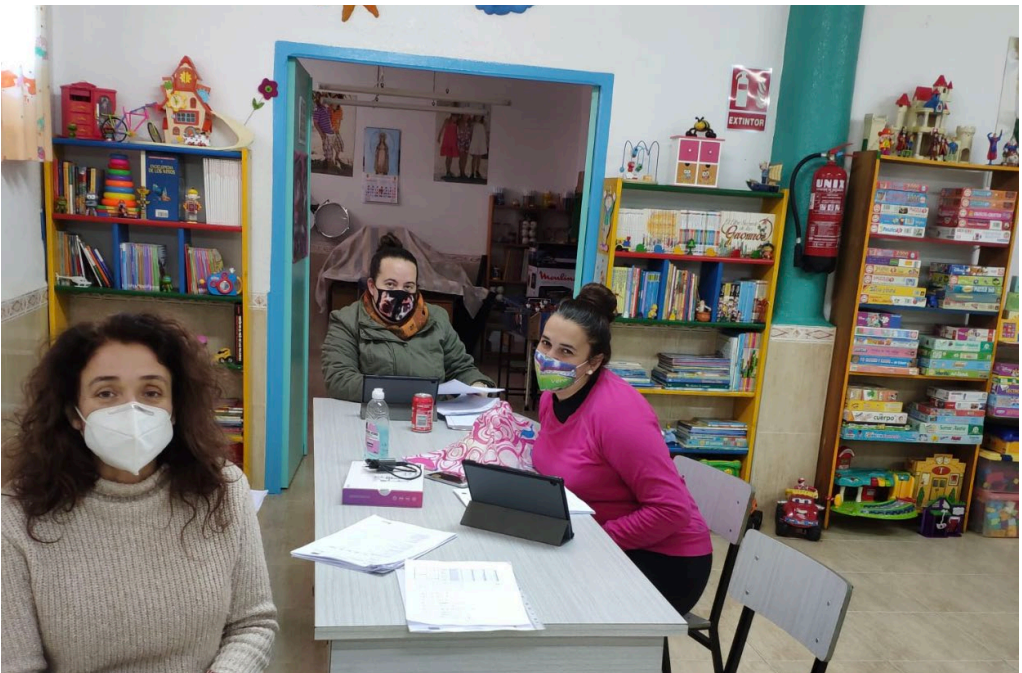
Surveyor and mediators from Lo Campano.

Lessons learned:

After analysing the process of design, the execution and the results of the citizen consultation, it has proved to be a suitable tool to gather the views and assessments of the population, and to incorporate them to the designing process of interventions in territorial strategic planning. It has provided an economical way (regarding the average cost per informer) to increase the knowledge about the neighbourhoods where the intervention took place, through the generation of indicators that were not available from other information sources. Also, it has allowed the assessment and prioritisation of the different actions that were proposed to answer the specific issues. That way a strategic architecture supported by the population was built, being this fact an element that contributes to the improvement of the success prospects of the interventions that have been developed. con el respaldo de la población, configurándose este hecho como un elemento que contribuye a incrementar las probabilidades de éxito de las intervenciones desarrolladas.

02. PARTICIPATORY LOCAL DEVELOPMENT PACT.

CITIZEN CONSULTATION

3. ELABORATION PROCESS OF THE QUALITATIVE ANALYSIS FOR THE SHARED DIAGNOSIS.

The use of the software Atlas.ti for the characterization of problems for the elaboration of the qualitative analysis for the shared diagnosis of the PLDP.

Type: Methodology

Organisations in charge:

* Technical staff in the PLDP management team in the City Council of Cartagena.
* Research team in the Laboratory of Strategies and Ideas for the Territory (University of Murcia).

Participants::

The key informers that collaborated in the shared diagnosis. The information that was analysed came from different types of informers:

Detailed interviews:

* Detailed interviews
* Residents of the districts of Los Mateos and Lo Campano.
* Technical staff of institutions taking part in the LAG.
* Participation dynamizers

Working tables:

* People residing in the districts of Los Mateos and Lo Campano (profiles identified through the dynamizers of participation and the interviewed/surveyed group)

LAG commission:

* LAG commision constituted by some of its member institutions

Objectives:

The fundamental objective of the use of Atlas.ti for the qualitative analysis of the shared diagnosis is to answer the need of methodological rigour in the process of coding and analysis of the qualitative information collected .

Using Atlas.ti allowed the achievement of the objectives of the shared diagnosis:

* To characterise the vulnerability and exclusion situations in the different fields on which the priority actions must be performed, according to the residing population.
* To analyse the information on an individual basis (with the neighbours) and institutional and associative basis (with the professionals in the different services

of the City Council of Cartagena, and other LAG member institutions with presence in the neighbourhood) in order to achieve an upward characterization of the vulnerability and exclusion situations in the area of intervention.

## Definitions/Reference framework

Atlas.ti is a tool developed by Thomas Muhr from the Technical University Of Berlin. This software for data qualitative analysis was created by using the principles of the Grounded Theory of Glaser and Strauss (1967). It is used for facilitating the inductive analysis that is suggested by this theory. Nevertheless, it is also possible to perform deductive analysis.

From the Ground Theory's experts perspective, everything is a piece of data, and thus, data coming from different kinds of instruments must be integrated. This is particularly important in an environment where different situations can gain dimensions through pictures or videos. Also, the possibility to incorporate not only notes but also audios of the interview make it easier for the interviewers to focus on improving the connection with the interviewees.

During the exploitation of the data, its analysis is focused on the transformation process of such data, achieving then, its use beyond collection.

Results obtained:

After the Atlas.ti analysis, reports were with code-related quotations obtained. Therefore, the report writing was more concise and data-based, so the shallow or unrealistic conclusions are reduced. Also, Atlas.ti allowed the visualisation of the analysis results using graphs and networks explaining the code-related quotations, giving a better structured and data-based description.
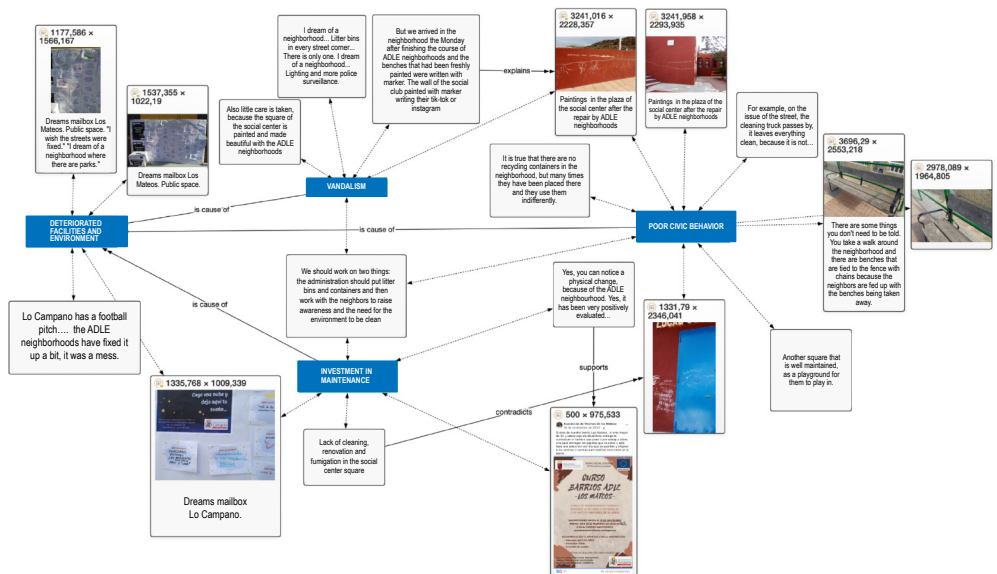
*Conservation and maintenance of public spaces.*

Elements of innovation and creativity:

The first element of innovation that stands out in the use of Atlas.ti is the ability to perform an inductive analysis, that is to say, the identification of problems from the observation of reality. We call observation of reality all the actions conducted by the dynamizers of participation in the work field, as well as the interviews performed to the different profiles that contributed with their own perception of reality, based on their life experience or the work in those neighbourhoods.

 The second innovation is the possibility of integration of all kinds of information as a piece of data without reducing the methodological rigour. It was a great contribution to the characterization of the problems, as an important part of the data collection process was limited. Thus, it allowed us to showcase all the information, enriching the interviews' information, as the issues that the informers mentioned could be illustrated.

Thanks to the ability of Atlas.ti to establish links among quotations and codes, there was a breakthrough in the understanding of the links among different issues in the intervention area, contributing to establish the relationships closer to the realistic complexity and dimensions of such issues.This gave rise to an integral vision of the problems that usually escape traditional analyses, which tend to be descriptive.

Finally, it was possible to integrate the information from other dynamization processes carried out within the territory by following other methodologies. This is also innovative as diagnoses tend to be repetitive and do not usually take into consideration such information, especially when it is obtained by means of different methodologies.
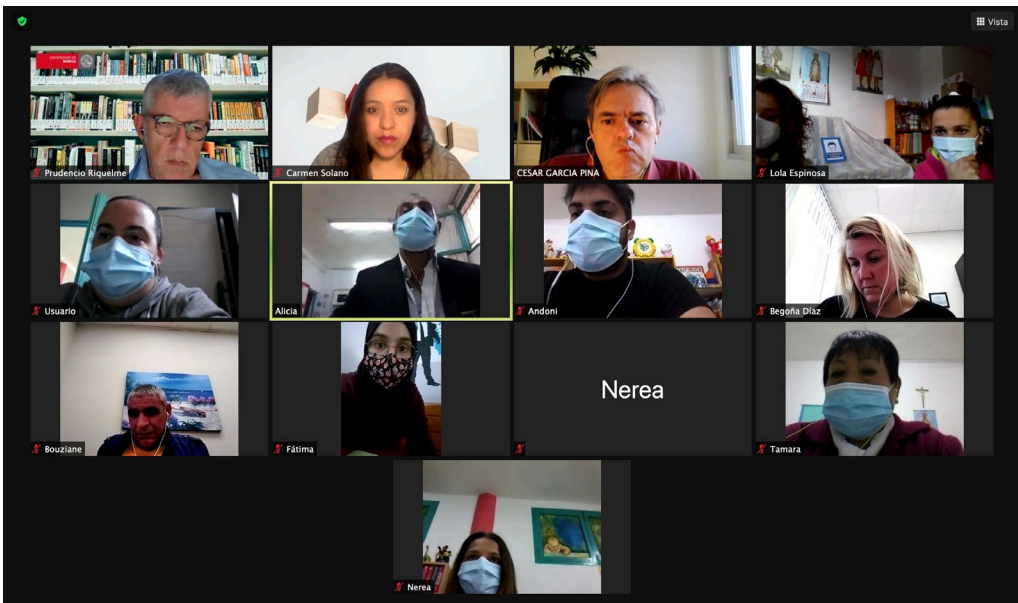
Shared diagnosis. Working group with neighbours from the neighbourhood.
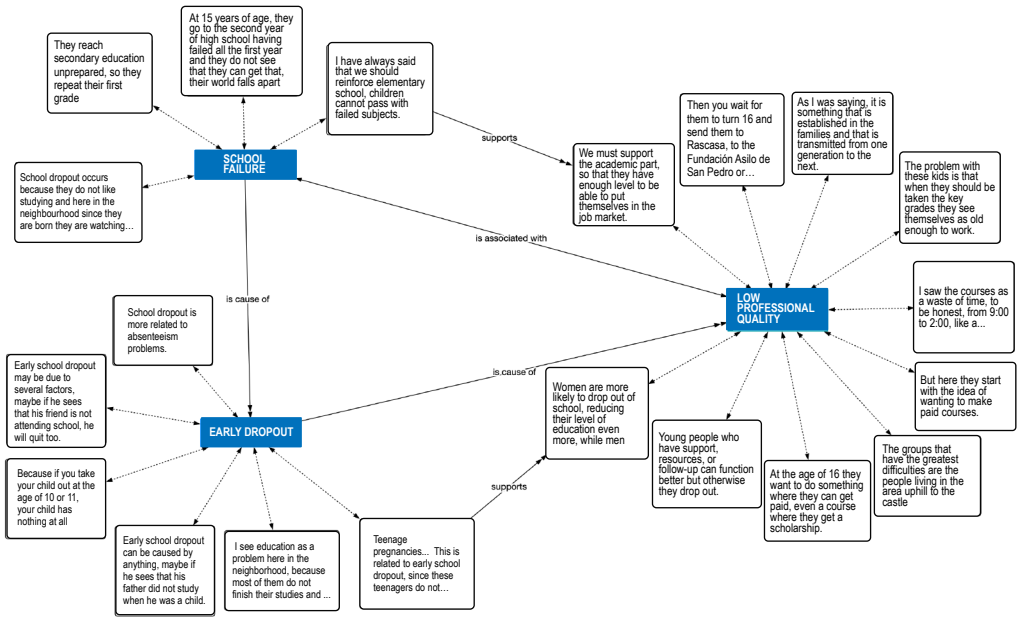
Network 2: Problems associated with low professional qualifications.

Obstacles found and corrective actions applied:

Software usage knowledge is required. This did not pose a problem, as the staff in charge had the expertise both in qualitative analysis and in software operation.

However, the software itself provides training through video tutorials, which show step by step the process from code creation to network creation.

Lessons learned:

Shared diagnosis can be provided with methodological rigour while data supplied by the informers is given importance. However, the communication and presentation of the results requires further improvement in order to decrease the negative feelings towards the final report.

03. PARTICIPATORY LOCAL DEVELOPMENT PACT.

ELABORATION PROCESS OF THE QUALITATIVE ANALYSIS FOR THE SHARED DIAGNOSIS.

04 MULTILEVEL GOVERNANCE SYSTEM

4. MULTILEVEL GOVERNANCE SYSTEM

Governance model proposed for the improvement of the management of the PLDP

Type: management and online work.

Organisations in chargee:

- Technical staff in the PLDP management team in the City Council of Cartagena.

Participants::

- Technical staff in the PLDP management team in the City Council of Cartagena

- Organisations in the area of intervention

Objectives:

The objective of the multilevel governance model is to provide an answer to both the general and specific objectives of the PLDP, always guaranteeing the coordination and active participation of the different organisations in the neighbourhood and of the neighbours themselves, thus reinforcing the dynamization role that the District Coordinators have.

Definitions/Reference framework:

The implementation of management structures based on the multilevel governance system has been used in different planning and development processes both in the urban and rural environments. It aims for the structuration of the key agents according to their competence level for more effective decision making, taking into account that in each level one not only has the appropriate knowledge but also is able to make decisions.

From a functionalist point of view, the multilevel governance logic perceives the governance as a tool for efficiency improvement by establishing the optimal level at which each agent can intervene when providing and deploying solutions.

In the frame of the PLDP, an articulated governance system requires the existence of different points of view about the social exclusion and urban vulnerability phenomena. Hence, besides the LAG members, which include all the institutions working in the neighbourhoods, a broader partnership is considered, incorporating the participation of local and regional administrations, public universities, the productive sectors in the municipality, the associative network and the third sector organisations.

Results obtained:

The result of the management model definition process was given by means of a multilevel governance system where individual, associative and institutional participation was taken into consideration, establishing different responsibilities for each level, aiming at dealing with the causes of the problems that lead to social exclusion situations.

- Neighbourhood: On this first level, we find the neighbourhood associations, the District Coordinators and the neighbours. The aim of this level of governance is to increase the reach of the project, to develop new social links in the district, and thus encouraging the beneficiaries to assimilate the project.

Acción de dinamización de la Coordinadora de barrio de Lo Campano.

- Local Action Group: on this second level we can find the functions derived from the project management. The LAG is responsible for the coordination of the different actors within the neighbourhood, for providing technical and institutional support for the development of the actions as well as creating the strategic documents that include the contributions of the District Coordinators and the local participation processes.

Reunión GAL

- Third governance level: It is centred on the local management areas in order to improve the coordination between them, placing their actions in the district in parallel with the achievement of the objectives of the PLDP, releasing new resources to reach such goals.

- Fourth governance level: it involves the division of competences amongst administrations, which makes it advisable to have institutional coordination in order to increase the scope of the interventions and improve their efficiency.

Meeting between technical staff of the Cartagena City Council and the CARM.

Elements of innovation and creativity:

One of the most innovative elements is the implementation of four interrelated and complementary governance levels to develop integral actions to address vulnerability and social exclusion situations and to promote the social, economical and cultural transformations that are necessary given their reality and the existing resources.

Another innovative aspect was the fact that the model allowed integrating other participation structures that were already present in the area of intervention and assembling the new structures (District Coordinators - LAG). This is one of the most important innovations, as the PLDP of Cartagena recognizes and points out the value of the work the present organisations have carried out, supporting the District Coordinators as an ideal space for local participation and regarding the LAG as a technical participation space were the different organisations in the area of intervention are integrated.

OPERATION SELECTION	PROJECT MANAGEMENT	PROMOTION	PROJECTION
Selection Prioritisation Execution Evaluation	Definition of the strategies Operative management Players coordination	External evaluation Strategic alignment Elaboration of Local Policies	Elaboration of regional policies Institutional collaboration
NEIGBOURHOOD COORDINATORS LOCAL PARTICIPATION	LOCAL ACTION GROUP	MUNICIPAL PROMOTION COMMISSION SOCIAL INCLUSION BOARD	INTERINSTITUTIONAL WORK BOARD

PDLP Governance System. Join your neighbourhood.

Obstacles found and corrective actions applied:

During the first months of implementations, as some limitations arose for the settling of the different levels of the governance system, it was not possible to formally establish the levels of operation selection, promotion and projection, so all the actions were LAG-centred. After the implementation of the design of the Action Plan, the balance between governance levels was restored. This reset of balance occurred organically as the programming of the Pilot Action was being developed. At this point, the nature of the different levels gained meaning, especially when the implementation of specific actions required the participation either of agents from other areas of municipal management or new funding instruments. In this way, it was possible to confirm that the initial approach is the most appropriate for intervening in situations of vulnerability and social exclusion.

Lessons learned:

It has been understood that, in order to move forward in the field of co-resposibility, we must rely on the adequate management structures, according to the different profiles that are involved in. In the final phase of the project, it allowed the City Council's management team to distinguish between actions of dynamization of participation and actions of participative management.

Also during this final phase, it became clear that the different levels share some responsibilities and that, even if there are some separate areas of work, the existing horizontal relationship can coordinate the different points of view and methodologies, as it also allows to transit from an identification level to a proposal definition level and later on the analysis of technical viability. Furthermore, it must be understood as a long term process that can contribute to the gradual integration of all the agents that are needed to address the issues that may arise.

04. PARTICIPATORY LOCAL DEVELOPMENT PACT.
MULTILEVEL
GOVERNANCE SYSTEM

05 WORK COMMISSIONS

5. WORK COMMISSIONS

Strategies to make the work of the LAG operative.

Type: Management and online work.

Organisations in charge:

Technical staff of the PLDP.

Technical staff of the LAG member institutions.

Participants:

- Volunteerism Committee: Acción Familiar, cultural association "La botica del libro", Rascasa, 7 imaginación and the staff of the PLDP of the Departments of Youth and Social Services.

- Education Committee: Acción Familiar, Rascasa, Caritas, IES Santa Lucía, and the staff of the PLDP of the Departments of Education and Social Services.

- Employment Committee: Rascasa, ADLE, Caritas, Fundación Tienda Asilo de San Pedro, and Employability programmes, from the Department of Social Services.

Objectives:

- To improve communication, networking and decision making in the LAG to make progress in the programming of actions.

- To accelerate the planning process without reducing the amount of communication and involvement of the agents by creating work commissions whose aim is to fulfil the objectives planned in the Action Plan of the Pilot Action.
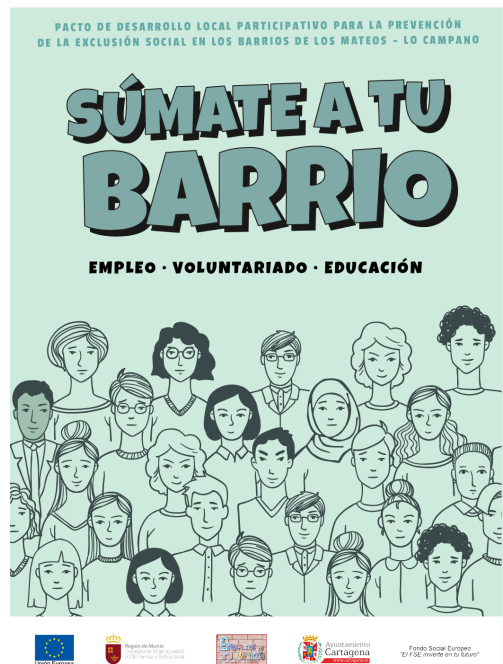
Information poster of the three commissions created.

Definitions/Reference framework:

In the PLDP, a commission is defined as a work group whose objective is to plan activities within the context of the Action Plan, to analyse their technical feasibility and to establish the necessary actions in order to carry out the activities related to its work dimension.

Work groups in this case are called commissions, and they are defined as a group of people that meet periodically to achieve common goals. The concept originated in the early 20th century in the field of sociology, after the detection of the need to define common objectives that would improve the efficiency of the activities to achieve optimal results among the members of an organisation. Thus, the concept of group was used to define specific actions for a group of people, but aligned with shared global objectives.

Normally, it is organised according to the profile or to the type of activity that a person or organisation carries out. The establishment of common objectives contributes to strengthen group cohesion and consolidate the lines of work. The commissions are created so that they can achieve particular objectives while individuals can contribute to achieving the collective objectives, and they tend to generate bonds that help to conduct complex tasks in less time.

Planning the actions of the Volunteering Commission.

Results obtained:

After the commission work began, the communication, the networking and the decision making improved positively. That is why the planning process has accelerated. All three commissions produced highly satisfactory results for the beneficiaries within a short period of time.

 Commission work has also resulted in the consolidation of work groups, which has favoured the acceleration of that work, since it was focused on specific situations with which most organisations felt more comfortable, thus improving the communication and strengthening the bonds amongst participants.

Elements of innovation and creativity:

In July 2021, after the Neighbourhoods Associations left the LAG, and in order to operationalize the work, three working commissions were assembled, one for each Strategic Line of the Pact. This is one of the innovative actions that were implemented more quickly at a time that required rapid attention. It was noted at that time that it was necessary to implement actions in a short period of time and, in order to speed up the scheduling of activities, the best way to do so was to set up Commissions, making the work dynamics of the group itself more agile throughout the second half of 2021. The innovation lies in the flexibility and adaptation of the technical staff to new ways of working, generating from the different experiences a form of joint work on a specific topic.

The second innovation lies in the level of alignment of the commissions, since they are oriented to the three dimensions of priority attention in the neighbourhood, so they have a high commitment to address the causes of the problems in their dimension of work.

Meeting of the Volunteering Commission.

Obstacles found and corrective actions applied:

No obstacles were found in the creation of commissions. In fact, as commission work progressed, it became easier to understand the work methodology, the link between commissions and their link to the LAG, which resulted in a natural adoption of this work methodology. Currently, commissions work with defined objectives for each meeting, and they also have its specific way of communicating with the LAG. Each of them has achieved very meaningful objectives for their field of action.

Lessons learned:

One of the most important lessons learnt by the members of the LAG is that the work in commissions does not diminish the importance of the LAG itself, but it accelerates the planning and the decision making. Moreover, it focuses the work of the members, as all the advances are presented to the LAG plenary session for definitive approval so the advances in each work area can be assessed in a better way.

The LAG groups allow the establishment of synergies between organisations specialising in specific topics, and the growth of their working lines.

Due to the diversity of the profiles and ways of working, in order to highlight the value of the expertise of the different institutions and technical staff , and in order to make the

dialogue and the shared work easier, the creation of common work methodologies can contribute to ease the adoption of new methodologies, specifically those generating mistrust due to lack of awareness or those needed of great coordination from the different agents.

05. PARTICIPATORY LOCAL DEVELOPMENT PACT.

WORK
COMMISSIONS

06 PARTICIPATION DYNAMIZERS

6. PARTICIPATION DYNAMIZERS

Role aiming to stimulate the participation of the local population and to establish new relationships among the population.

Type: Management and online work

Organisations in charge:

- The line manager of the Social Services Area project.

- Two social educators (recruited staff).

When the dynamization staff is missing, their duties should be performed by the project line manager.

Participants:

Social educators in the area of intervention and the technical staff of the LAG member institutions.

Objectives:

The role of the dynamizing staff primarily focuses on fostering the social capital already existing in the neighbourhoods as a means of guaranteeing the participation on equal terms of every member of the community. It is the central player of the project, as it aims to act as mediators between the City Council, the LAG and the resident population, specifically among those who do not usually participate. The purpose of this is to improve the conditions for optimal development of the participative process that contribute to reaching the objectives of the project.

Definitions/Reference framework:

The role of the dynamizers is a key agent for effective involvement and activation of the population. Its mode of action is based on three pillars: the territory, the interdisciplinary nature, and the activation of the social base.

The main functions of the dynamizers of participation are related to the planning and development of actions of dynamization aiming at the promotion of citizen participation, with a special focus on those profiles with low-participation tendencies. These actions try to foster cooperation, shared-work, to increase the sense of belonging in the territory, and specially to improve the feeling of cooperation towards the improvement of the area, that is to say, to progress in the joint responsibility of the citizenship.

Results obtained:

It has been proven that the role of the dynamizer of participation is very significant in order to achieve greater citizen participation.

A total of 154 population surveys were performed in both neighbourhoods, and the identification of all the required profiles to picture the reality of such neighbourhoods was achieved.

Likewise, 18 detailed interviews were performed to people that were identified by the dynamizers after the surveys were completed.

Even though some of the surveys were supported by interviewers, all the detailed interviews were performed in a pandemic context, with all the social distancing restrictions

This represents a significant achievement, as interviews require a high connection level with the interviewee, since problematic situations are explored and opening up is a key aspect.

Elements of innovation and creativity:

The figure of the dynamizer of participation is usual in local development projects. Nevertheless, its implementation in vulnerable contexts to promote the participation of people at risk of social exclusion is not that common. The most commonly used figure is the mediator, and it is usually chosen from among the people from the neighbourhood, which usually leads to conflicts of interests among the different collectives who can feel underrepresented and have difficulties trusting the mediator. On the other hand, even if the figure of the dynamizer is external to the community, it is unbiased and tends to bring balance to the communication and the interests of the people with different profiles within the community, so the communication gets smoother and conflicts of interest arise less often.

The dynamization actions performed in a pandemic context are also elements of innovation, as the adaptation to the possibilities of such context was successful. One of the most innovative dynamizing activities was the Advent wreath contest, which allowed the participation of people with different backgrounds and succeeded in creating a coexistence meeting point beyond personal beliefs, where respect was a priority.

Obstacles found and corrective actions applied:

The quality checklist about the participation channels display was not conducted as planned, due to the modifications adopted as a result of the pandemic. Because of this, the reports were performed only by the dynamizers of participation and the line manager of the PLDP, and they determined the most suitable adaptations depending on the context they were facing.

The evaluation report was suggested as a part of the self-evaluation carried out in the framework of the project, the midterm evaluation and the final evaluation, where all the information about the most adequate deadlines, the perception about the shared-planning processes, the dynamization of the participation and the communication channels was already available.

Lessons learned:

The dynamizer of participation is a key figure to improve the citizen participation rates. It is important not to mistake their tasks with other actions carried out inside the intervention actions to deal with the exclusion situations For these reasons it is important to tell apart the actions promoting people's activation from actions whose aims are longer processes of co-creation where there is a strong requirement of co-responsibility, commitment and continuity.

Christmas window and door decoration competition.

Actions to encourage participation. Lo Campano neighbourhood coexistence day.

Actions to encourage participation. Los Mateos Neighbourhood Day of Coexistence.

It is important to establish participation channels to effectively reach the people that do not usually join participative processes. Such establishment and maintenance of the participation channel would ease the approach to those people, and would not be perceived as a requisite for the elaboration of the project.

In this direction, the dynamizers of participation can improve the citizen perception about participation, and thus, the trust on this kind of processes, acting as a reference figure, beyond a punctual project, aiming for continuity. In this way, the relationship between dynamizers and citizens can improve and thereby, the relationship between the citizenship and other agents from the public administrations, and from the NGOs in the area.

Covid19 prevention campaign.

06. PARTICIPATORY LOCAL DEVELOPMENT PACT.
PARTICIPATION
DYNAMIZERS

7. EDUCATION COORDINATOR - COUNCIL OF SANTA LUCÍA

Work and coordination space for all the agents involved in all things education in the districts of Los Mateos, Lo Campano y Santa Lucía.

Type: Management and online work

Organisations in charge:

Staff of the Area of Education and Social Services of the City Council of Cartagenaa

Participants::

City Council: Social Services and Education Departments.

Santa Lucía High School

Local Social Organisations: Acción Familiar, Rascasa and Cáritas.

Meeting of the Education Committee.

**Objectives:**

General objectives

1. To improve the academic results in nearby schools
2. To improve the schooling process, especially the transition between stages.
3. To reduce the high rate of school absenteeism.
4. To promote a better coexistence.
5. To favour the constructive use of leisure time.

Definitions/Reference framework:

This procedure is aligned with the objectives in the Action Plan of the PLDP's Pilot Action, specifically with the emblematic actions. 2. To reduce student absenteeism by means of activities that motivate them to study and allow an early identification to prevent students from leaving school early, 3. To contribute to the improvement of the education of the population with a communal, multicultural and inclusive approach.

The Education Commission justifies the creation of the Education Coordinator on the ground that it is urgent to coordinate all the agents that take part in the educational process due to the high rate of absenteeism and school dropout, along with the new coexistence problems inside and outside the schools.

The district of Santa Lucía is an area that presents all the social risk indicators (high unemployment rate, low cultural level, low level of education, etc.) The shared diagnosis developed within the framework of the PLDP (updated in March 2021) shows poor academic performance, a high absenteeism rate, coexistence problems, and low motivation to study, which as a whole do not allow proper schooling that results in the improvement of academic results and the reduction of situations exclusion. Moreover, during the creation of the Action Plan, the Social Network Analysis showed that education was the main factor to be considered in order to improve people's lives and solve the social exclusion problems in the district.
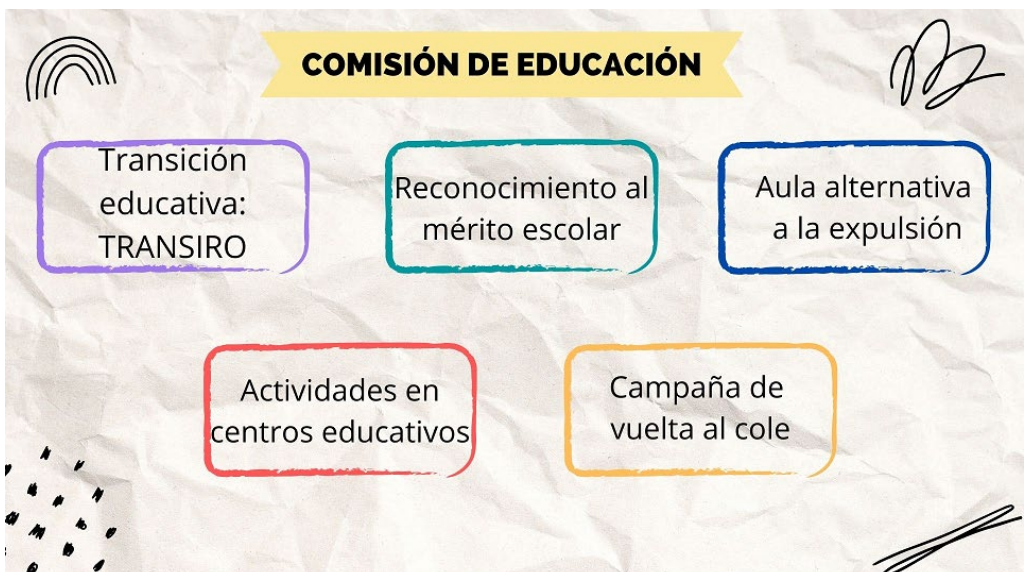
Outline of the work of the Education Commission.

Results obtained:

Once the work that was carried out by the Education Commission was over, different activities were implemented in 2022. Those activities are related to the three emblematic actions linked to the strategic line "School Time". Among such activities two of them stand out: the Mediation Room (further information in document number 9) and the design of the coordinator of education. the aim of these initiatives is to generate comprehensive responses to the educational issues in the area. This commission has started a work in progress targeting the reduction of school dropout, conflict in the classrooms, an improvement in academic performance and multiculturalism. All of this makes use of a community perspective, generating interventions at individual, familiar and educational levels.

Elements of innovation and creativity:

In the area of action there are other collaborative work structures that deal with the problems that go beyond the educational field such as the District Associations Coordinators in Los Mateos and Lo Campano. Moreover, in the administrations we can find the Absenteeism Local Commission and the Schooling Local Commission, which deal with local absenteeism and schooling. The innovative aspect of the Education Coordinator figure is that it deals with the singularities of the educational difficulties in the districts of Los Mateos, Lo Campano and Santa Lucía with the participation of all the agents that can provide information and develop collective actions that deal with the problems in those districts. This favours the educational transition among the students, encouraging enrolment, and preventing school dropout, identifying vulnerabilities and risky behaviour among the student population, and promoting creative leisure time activities to name a few examples.

The creation of the Education Coordinator brings optimism to the coordinated work of other agents, establishing a path for continuity beyond the time limitation of the PLDP. Furthermore, it shows a way to create new management structures within the territory that can be in tune with pre-existing structures inside the neighbourhood and the municipality.

Day of recognition of effort and improvement of academic performance.

Obstacles found and corrective actions applied:

There are no obstacles by far in the setting up of this initiative that aims to prolong the effect of the work that has been done in the educational dimension. The planning was intended to anticipate the possible dismantling that could arise from the different agents involved in the process and to set the stage for a coordinated work that continues over the time.

Back to school animation activity.

Lessons learned:

The greatest lesson provided by the creation of the Education Coordinating Committee is its willingness to continue working in a coordinated, continuous, organised and focused way to address the causes of the low academic level of the population of the Santa Lucia County Council.

It also shows a pathway that must be followed in order to establish the shared work methodologies for them to be able to contribute to the consolidation of work lines and improve the collaboration between the different agents.

07. PARTICIPATORY LOCAL DEVELOPMENT PACT.
EDUCATION COORDINATOR – COUNCIL OF SANTA LUCÍA

08
MANAGING
TRAINING COURSES

8. MANAGING TRAINING COURSES

Resource aiming at the improvement of the employability of the people residing in the area of intervention of the PLDP through the coordinated work of the area agents.

Type: Management and online work.

Organisations in charge:

Technical staff in the Social Services Area

Participants:

Employment Committee: Rascasa, ADLE, Caritas, Fundación Tienda Asilo de San Pedro and the staff of the Prevention and Social Promotion and Employability programmes, from the Department of Social Services of the City Council of Cartagena.

Objectives:

To improve the employability of the people residing in the area of intervention of the PLDP through the coordinated work of the City Council and the social institutions in the area to adequate those actions to the unemployed population, making the access to the information easier and creating joint strategies to improve the recruitment.

Meeting of the Employment Committee.

Definitions/Reference framework

Through the previous participative diagnosis phase, the compared diagnosis, the design of the Action Plan of the Pilot Action of the PLDP, the causes of the problems in the neighbourhoods have been analysed as a means to create an integral, coordinated and participative intervention.

The second axis of the PLDP is based on Employment and Entrepreneurship, and assessing vulnerability and exclusion from this field. Some of the most important fields in the intervention would be the segregation in access to employment, the low employability and qualification of the people in these territories, and unawareness about the job market in order to reduce the unemployment rates within the area.

Informative poster of training actions.

Likewise, as the shared diagnosis proved, in order to improve the inclusion of the people living in the area of action, it is necessary to take into account the cultural and identity elements in the area of intervention. Such elements can pose a hindrance for accessing the job market, therefore all the interventions must consider some actions in the fields of Diversity Managing and Multiculturality; poverty and social exclusion; and networking.

Moreover, the network analysis that was performed during the creation of the Action Plan, showed that the main actions that are associated with the strategic line 3. After School are action 4.3.2: Developing out-of-school activities in normalised environments and action 4.4.4 Improving the educative transitions towards the job market

Results obtained:

MImprovement of the networking between the institutions in the area of intervention and the City Council of Cartagena, which has contributed to a better management of the educational actions that reached a fair amount of participants that benefited from them.

A shared design of educational actions that meet the demands and interests of both the people residing in those neighbourhoods and of those of the job market, increasing the viability of the educational actions both in terms of the number of participants and the insertion levels of those participants.

The training courses that were selected were well received in the recipient population, and likewise the level of commitment once the activities started has been different, with higher participation among women.

Internships were an added value, and the members of the committee considered them to be a key point when people are seeking their first job opportunity. When looking for companies in the meat and fish market, they were reached through the contacts the Local Development and Employment Agency provided; for the carpenter workshop, we held two meetings with the management and the human resources departments of different companies in order to inform everyone about the educational actions that had been performed and the profile of the students, and also to get information about the selection criteria of the students for the internships in those companies.

The coordination between the Social Service area, as well as the Local Development and Employment Agency contributed to strengthen the work relationship with the institutions in the area of intervention.

Table with the training actions carried out.

Elements of innovation and creativity:

One of the main innovations has been the alignment of the interests of the residents of the neighbourhoods with the needs of the job market, since sometimes the course offers are not appealing enough for participants, which hampers their interest. With this measure, participation of residents improved, and they have satisfactorily concluded the course.

Furthemore, one of the priorities was to keep the link between institutions and the beneficiaries that were eligible for derivation. This way, the relationship between technical staff and the users remains very close, adding continuity to these insertion pathways.

Hospital cleaning course.

Obstacles found and corrective actions applied:

As the educational actions progressed, the committee focused their efforts on improving the information given to the users, which was one of the main limitations, thus unifying the information so that all the people involved could work with the same criteria.

Lessons learned:

The organisation of the work of all the organisations in the area of intervention was one of the most rewarding processes, as it has contributed to build and strengthen coworking spaces, to share experiences and to establish some common procedures to assist the users.

Another topic that stands out amongst the technical staff is that, in order to achieve effective employability, it is necessary to develop follow-up protocols to support the participants in their seek for employment.

Likewise, being aware that, once the PLDP's economic investment phase is over, the possibilities of planning and executing training actions are greatly reduced, all the organisations that make up the Commission have committed themselves to its continuity, focusing their work on individualised guidance and follow-up, as well as on the derivation to other resources.

08. PARTICIPATORY LOCAL DEVELOPMENT PACT.

MANAGING

TRAINING COURSES

9. MEDIATION ROOM

Educative space to deal with the conflictive potential of the student body of Santa Lucía High School..

Type: Actions

Organisations in charge:

Staff of the Education and Social Services departments of the City Council of Cartagena

Staff of Santa Lucía High School and the association Rascasa

Participantes:

Santa Lucía High School and the association Rasscasa

Objectives:

The creation of a Mediation Room targeting the student body of Santa Lucía High School (Special Education Centre) in order to reduce the conflict in the classrooms, offering an alternative option to being expelled. It intends to improve the coexistence and the academic performance of the students involved in conflictive situations.

Specific Objectives:

- To improve the student body's attitude in the classroom.
- To reinforce positive behaviour and to promote non-violent attitude among the student body
- To foster respect, assertiveness and tolerance
- To raise awareness about cultural diversity
- To prevent risky behaviour among the student body
- To improve the relationship and communication between teachers and the student body promoting non-violence and a respectful environment.
- To collect the data that ensure the continuity of this measure

Coexistence room
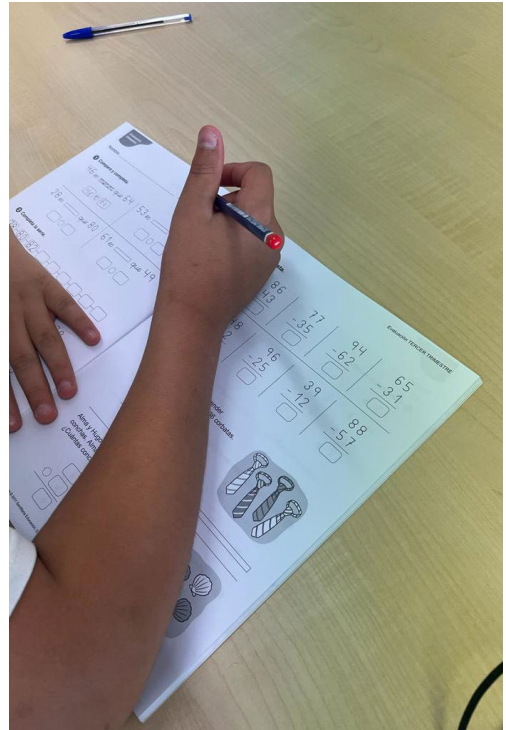
Definitions/Reference framework

School dropout amongst difficult youngsters occurs on a daily basis in highschools, and Santa Lucía High School, which is in the area of action of the PLDP, is no exception. A possible measure when inappropriate behaviour and serious misconduct are persistent is expulsion. In this sense, a Mediation Room is defined as an educational space that favours social and individual development in difficult students or students with maladjusted behaviour so that they can make a behavioural change. This Mediation Room becomes an opportunity instead of a punishment, fostering the development of skills that allow them to socialise with their educational environment more efficiently.

The students who can be sent into the Mediation Room are mainly those who have previously been expelled from high school, those who have disruptive behaviour (violence or behaviour that leads to conflict with other students) or those who show risky behaviour. By characterising the different profiles, we can deal with each of them more easily.

The creation of the Mediation Room is an action that works in the same direction as the action 4.2.3 Reducing the conflict potential of the educational centres of the PLDP. In fair agreement with the SNA results,

Coexistence room

the follow up and the prevention of absenteeism are strongly related with the action 4.2.3 Reducing the conflict potential of the educative centres (71.43%). Also, the prevention of absenteeism is closely related with the line 4.3.5 Improving the academic performance (85.71%) and the line 4.3.6 Improving the educational transitions (85.71%). This shows a level of dependency of absenteeism with other issues that are also of imperative interest in the PLDP.

Results obtained:

- Creation of the Mediation Room

- Development of the Working Plan in collaboration with the organisations of the area of intervention, the technical staff of the Education and Social Services Departments, the teachers of Santa Lucía High School and the technical staff of the association Rascasa.

- Joint definition of the selection criteria for the students who can be eligible for derivation to the Alternative Mediation Room

Elements of innovation and creativity:

The conflicts in Santa Lucía High School are included in the work lines of the PLDP, and they were already identified in the pre-diagnosis phase. The creation of the Mediation Room sought to provide a place for recovery and integration, as it offers an alternative space for the students where they can perform activities that promote non-violence, respect, responsibility and tolerance.

The definition of the inclusion criteria for the students to be derived to this classroom allows to deal with each level of conflict potential, seeking a positive impact in the classrooms.

By having a planning of the classroom work it is possible to plan the activities to be performed in the very classroom, so that the coexistence environment of the Santa Lucía High School can be effectively improved by means of activities with specific goals. The planning includes the rights and duties of the students, and all the corrective measures that can be applied.

Even when this kind of classrooms have already been set up in other educational centres at a regional and national level, the innovative part in this process in the involvement of all the key agents from the very beginning, in order to specify the common objectives and a structured work planning that works in the same direction as all the other activities tackling the vulnerability and social exclusion included in the PLDP of Cartagena, which confers this initiative a global approach.

Coexistence room

Obstacles found and corrective actions applied:

The main obstacle so far has been being able to count on the presence of staff that could carry the activities in the classroom. In this sense, given the lack of human resources to hire staff, it was decided to use the services of a social institution with expertise in similar actions and with broad knowledge on the area of intervention.

Lessons learned:

Attention to the conflicts in the high school is an issue that must be comprehensively addressed with the support of the different agents in the area. It is a problem that is faced in the classroom, but has an impact on the local coexistence. Given the central character of education, the Mediation Room can be understood as the best intervention tool from an educational, integrating and recovering perspective.

09. PARTICIPATORY LOCAL DEVELOPMENT PACT.

MEDIATION ROOM

Participating entities:

ÁREA DE SALUD II DE CARTAGENA

ASOCIACIÓN ACCIÓN FAMILIAR REGIÓN DE MURCIA

ASOCIACIÓN CÁRITAS LO CAMPANO

ASOCIACIÓN CÁRITAS LOS MATEOS

ASOCIACIÓN CULTURAL LA BOTICA DEL LIBRO

ASOCIACIÓN RASCASA

C.E.I.P. ANÍBAL

C.E.I.P. ASDRÚBAL

C.E.I.P. NUESTRA SEÑORA DEL MAR

CORDINADORA DE BARRIO "LO CAMPANO"

COORDINADORA DE BARRIO "LOS MATEOS"

EXCMO. AYUNTAMIENTO DE CARTAGENA

- Agencia de Desarrollo Local y Empleo

- Concejalía de Educación

- Concejalía de Igualdad

- Concejalía de Juventud

- Concejalía de Servicios Sociales

FUNDACIÓN TIENDA ASILO SAN PEDRO

I.E.S. SANTA LUCÍA

7 IMAGINACIÓN

PROJECT

JOIN YOUR NEIGHBOURHOOD

Good Practice Manual