Action-Research Workshop on Sustainability Science and Technologies

Master's degree in Sustainability Science and Technology

Universitat Politècnica de Catalunya

Final report
Public hearing and accountability under the "commons" framework in the Observatori de l'Aigua de Terrassa

Audiencia pública y rendición de cuentas en el marco del común en el Observatori de l'Aigua de Terrassa

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Introduction

Research project

The Observatory de l'Aigua de Terrassa (OAT) is a project constituted in February 2019 with the main goal of democratizing the water in the municipality, focusing on this resource as a common good and implementing citizen participation in the process of improving the governance of the city and relocating the water management to the municipality. The OAT was contrived as a tool to improve the city's management by opening a space where the participation and collaboration of the community is welcomed, and indeed necessary. This is a practice held in other municipalities and regions of the world, where they use institutions such as observatories to democratize public management of resources and involve the community in such practices.

For this purpose, we must understand that the OAT raises water as a common good, meaning that for its democratization it is necessary the involvement of the community posing water as a right for everyone as well as a responsibility. With this in mind, an important process in the participative process of the democratization of the water in the municipality of Terrassa is the accountability of the water management.

The COVID-19 pandemic has marked the beginning of the OAT administration, conditioning the participatory processes and reducing the face-to-face activities. This fact has had a special impact on the accountability process, where the desired result was a public hearing with the participation of different stakeholders and special implication from the citizens, but the actual result was an online meeting with very low participation from members of the community outside from the actual members of the OAT.

In this line, the present work is developed in the frame of the Research-Action Workshop on Sustainability Science and Technologies course with the purpose of designing a protocol for the public accountability processes inside the OAT. With this in mind different social research techniques will be applied to develop the right strategy to hold a successful and participatory accountability process where the citizens, the governance and the Observatory take active place in the democratization of water as a common good.

Research group

This research project has been developed by four master students at UPC: Sara Camacho (Materials Engineer), Andrea Oliver (Environmentalist), Daniel Muñoz (Chemist) and Natàlia Carmona (Industrial Design engineer). The project coordinators have been Edurne Bagué and Paco Rodríguez, who we want to give a special thanks for their effort and involvement in our project.

2. Context and problem definition

The OAT held a first public hearing and accountability in December 2020, but the COVID situation conditioned this to a minimal expression.

This participatory process resulted with an only exposure of the work carried out from the OAT, so the participation was limited and without all the representatives involved.

This project aims to help out and improve the process considering the following aspects:

- **Accountability**

The first step has been understanding what accountability is, how to do it, and why it should be done. Also study how to include decision-making power. All of these aspects were addressed through the review of literature provided by the tutors of the project and also doing desk research on academic sources.

- **Citizen participation**

The second problem to face is to understand how citizen participation works, mainly analyzing how the remunicipalisation process was done, and how the OAT and other participatory processes in Terrassa are currently working. This will bring us to analyze how to promote citizen participation in the OAT, specially during accountability but applying it in broader participation spaces.

- **Actors definition**

We found it necessary to clearly define which actors participate in said process, the importance of each one of them within it and how they interact with each other, to understand the different profiles and their needs, and segment the different tools to impulse their participation during the accountability process.

- **COVID pandemic**

Finally, in the current context of the COVID-19 health crisis, adapt citizen participation to this situation, understand how the pandemic has delayed some processes and has also made them more difficult. It also blocks citizen participation.

3. State of the art

At the global level, it seems that water resources are increasingly being conceived as common goods, tending towards their remunicipalisation and decommodification within a democratic system of public participation. Processes of social control, accountability and public participation have taken place in Colombia, concerning health, or in Panama, concerning local governments [1].

The reasons are to be found in the criticism of globalization following the economic crisis of 2008, which highlighted the consequences of ceding decision-making to private companies, and, in the specific case of Spain, also in the 15M movement. This crisis and the 15M led to a change in the collective imaginary that prompted citizens to take the initiative to ensure access to the goods they want, in the face of the failure of companies and institutions to do so in a satisfactory way for citizens. In this context, the commons emerged as a more democratic form of social and institutional change, carried out in a collective and participatory manner, empowering the citizenry. This shift towards communalization gave rise to remunicipalisation phenomena, which seek to regain control over life from the proximity and possibilities afforded by the local sphere. In the case at hand, the remunicipalisation of water in Terrassa, began essentially due to the conjunction of remunicipalization movements observable from 2011 in Spain and Catalonia and the presence of political formations akin to the 15M movement [2].

We find the beginning of the process in the constitution of the "Taula de l'Aigua" in 2014, culminating at the end of 2018 with the constitution of a local public business entity (Entidad Pública Empresarial Local, EPEL) and, in 2019, with the constitution of the Observatori de l'Aigua de Terrassa (OAT) [2].

Currently, the OAT is a benchmark at regional, state and even international level for democratic processes, public participation and remunicipalisation of water, being a finalist initiative of the international award "Transformative Cities People's Choice Award" [3].

Even so, the OAT is still in the process of consolidation, transformation and improvement in order to define itself, establish its own identity and achieve its objectives. An example of this can be found in the resignation letter of Joan Martínez, former president of the OAT, in May 2020, in which he points out a disconnection, lack of coordination and/or distrust between the presidency of the Observatory, the Social Control Group, the Taula de l'Aigua and the City Council, taking into account that the principle of trust is one of the foundations on which the OAT is intended to be built. In addition, the growing doubts in the environment that drove the construction process of the OAT and the enormous workload that its members carry, both resulting from the fact that we are facing a highly innovative and complex process, entail difficulties that the Observatory must solve during its process of definition and consolidation [4].

Today, the OAT intends to play a key role in the accountability, transparency and control of a social service by the citizens, which should ultimately lead to the creation of a new water culture, understood as a common good (that is, belonging to all citizens, not only to the municipality) and essential rather than as a commodity. It aims to achieve these goals by articulating citizen participation in defining policies and strategic decisions about the service.

Another problem faced by the OAT concerns both the number and the characteristics of the people who participate in it: On the one hand, the OAT is not proving effective either in making itself known or in attracting new participants, something that slows down both its development and the achievement of its objectives and, with respect to the very bases on which it intends to build itself, weakens it and, from a certain point of view, delegitimizes it; On the other hand, the vast majority of people who participate and/or are part of the OAT are older, mostly close to old age, so that the young population has a very low participation in the OAT and, therefore, the observatory suffers not only from a lack of vital input from the young population that would allow it to cover and have representation of the entire population of Terrassa, but it could even threaten the continuity of the project.

The OAT has its own recently created website, which is still in the process of development and improvement, but is aware of the need to reach a wider audience using tools such as social networks to, in this way, make itself known, attract people and advance towards its objectives.

This paper attempts to contribute to the latter by proposing a protocol that, if implemented, could help the OAT to overcome these difficulties of lack of participation and homogeneity.

4. Stakeholders frame

Figure 1: Stakeholders Map

In this stakeholders frame, we want to highlight and analyse the main actor:

Citizens, as creators and/or promoters of the different stakeholders of interest for this report, have proven to be a very important agent in the remunicipalisation process and public participation in water management and the development of a new water culture in the city of Terrassa. Even so, as we pointed out above, a large part of the public is not aware of the existing problems and debates surrounding water in the city, and is unaware of the different entities and groups involved in them.

We have segmented this profile of stakeholder into different groups:

- **Individual citizens**

We have identified individual citizens as one type of group, as someone interested in the topics related to OAT and the city of Terrassa, that can be found in the participatory processes.

- **Social and environmental entities**

There are some social and environmental entities that participate in Terrassa, where there are active and participatory profiles with an interest in the fight. Some of the entities identified are, Aigua és vida, syndicates, Aliança contra la pobresa energètica, Dones d'aigua, and others.

- **Districts**

Consells de Districte, AAVV's, Federació Associació de Veïns de Terrassa and others: they might be an opportunity to address the participatory processes as collective spaces.

- **Formal and informal educational spaces**

Taula d'Educació already acts like a nexus between schools and high schools in the city and the OAT, but there are other informal educational spaces that might be interesting to interact with.

With respect to the definitions presented in section 1.3. of this report, it is this citizenry that, through the OAT, must carry out the public accountability process to evaluate how water is being managed in the city.

5. Research scope

These two questions were defined by the OAT in the project proposal.

- **In the common framework, what do we mean by public hearing and accountability?**

Regarding this first question, we agreed that understanding the common framework would be such a huge challenge for us to develop, as it was a really interesting and needed question to be solved, but we did not have the time and the knowledge required if we wanted to achieve the results expected.

So we went further, and we considered focusing our strategies in the frame of public hearing and accountability, but considering them to be extended into the whole participatory process of OAT.

- **What would be the strategies to add to the listening position the participatory position and the steps to reach a transparent and participatory management?**

The second question was easier to be addressed, as the strategies that had to be added would turn out part of our protocol. To answer this question, we had it clear that our main step would have to be listening to community and academia about common and participatory processes, and after analysing how public hearing works to achieve our expected results.

6. Dimensions of public hearing and accountability

The public hearing and accountability has an important implication in the personal, political and professional dimensions. If we focus on our project, the public hearing and accountability of the OAT, we see this type of impact as well. We will divide this section in three parts, one for each dimension, to better understand the consequences and implications of our AR project.

Personal dimension

The public hearing and accountability of the OAT increases the implication of citizens in public processes and also it gives them greater control over the management of water resources in the municipality. It improves public confidence in OAT and a greater knowledge of the projects and improvements taking place in the city. It gives the population the feeling of belonging, self-realization and autonomy.

Political dimension

The public confidence in political groups is improving through the implementation of public hearing and accountability processes. Also it enhances the political imagen and the acceptance of projects. Projects have a better public opinion if the citizens' requests and needs are taken into account through citizens participation processes. The priority of public politics must be meeting the needs of the population.

Professional dimension

The professional dimension is also affected by the public hearing and accountability. It develops the local economy by the creation of spaces to give answers to the needs of the population. Moreover, the privatization of the water resource not only privatizes the management of the resource, it also privatizes the knowledge of it. The construction of learning spaces allows the knowledge to be spread. Spaces like "Taula - Educació" and "Taula - Recerca'' create new opportunities to develop professional careers, for example with the foundation of a doctorate program. Finally, nowadays we see a lot of professional profiles with a lack of connexion with the water resource. Processes like our AR project stimulate the emergence of new professional profiles more connected with the water concept, with a real increase of transdisciplinarity.

Processes like the public hearing and accountability of the OAT bring these dimensions closer to each other, involving both the general public, the political and professional sectors to take part in accountability, express their opinion freely and thus improve the system by feeding it new ideas and future perspectives.

5. Research method

5.1. Research tools

For the development of our investigation, we designed a questionnaire targeting the people of the municipality of Terrassa, with the purpose of understanding the general knowledge and involvement of the community in the OAT. Find here the access link to the questionnaire.

This questionnaire was divulged by our project tutors and different members of the OAT, starting April 23th, and the answers were collected on May 20th. The answers to these questions can be found in the following link.

We also performed several interviews to different actors related to the Terrassa water sector. From representatives of the city council, Taigua and the OAT, to regular citizens of Terrassa. The following link gives access to the transcription of the interviews.

5.2. Success criteria and analysis of our AR tools

Questionnaire

The criteria to be used to analyse the success of our questionnaire are:

- N° of answers
- Variety of sociodemographics (district, etc)
- Variety of income and preparation
- Variety of ages
- Similarity between genders
- Both participants and non-participants of the OAT

The questionnaire got **42 answers** in total; this represents about 0,02% of the total population of Terrassa [5]. We consider this to be a low number of respondents, meaning that our sample isn't very representative of the total population. With this in mind, when we broadcasted the questionnaire for the first time and did our first presentation mid-may, we only had 17 answers to the questionnaire, so overall the 42 answers represent an improvement, and even though it is a small number, the answers per se represent valuable information.

We got answers from most of the districts of Terrassa, providing us with the sociodemographic variety we desired, but the generational variety desired wasn't as successful because only 21,4% of our respondents were under 35 years old and we didn't get any answers under 18 years old. Almost half of our respondents are in the stripe between 25.000-40.000€ annual income even

though we got answers from every rank, and 76,2% have superior studies. We had 45,2% of male respondents and 54,8% female, giving us a balanced result. Fifty percent of the respondents are participants of the OAT and the other half are not, so in regard to this criteria we consider our answers to be very useful.

Even though we didn't get as many answers as desired, we consider our questionnaire to be partially successful due to the fact that we got very valuable information out of it and many different points of view, and a variety of profiles.

As for the analysis of the questionnaire, we found that most of our respondents didn't participate in the accountability session of the OAT in 2020, and the main reason was due to lack of time or that they didn't have information about the reunion. The people who assisted to the reunion overall had a positive impression but they did mentioned different points to improve:

- Enlarge the diffusion so it arrives to more people, there wasn't enough participation.

- If it could be in person, it would be better, it would allow more people to assist and would make it more participative.

- The interventions should have been shorter so there could have been more debate. Overall, different people said that it was too long and didn't encourage people to participate.

In general, the opinion about the accountability public process is very positive and most respondents think it is good and necessary for transparency.

Out of the respondents that don't participate in the OAT, 42,9% of them didn't know what the OAT is. When asked, two thirds of the respondents that don't participate in the OAT said that if they were provided with assistance and information, they would be interested in participating in questions and discussions about water management in the municipality.

Chiefly, the respondents that do participate in the OAT have had a good experience inside the organization, they have learned a lot and they think it is very beneficial for the community. Two thirds of the respondents prefer presencial work over telematic work, and only 50% of the people involved in the OAT participate in the work groups.

Interviews

The criterias to be used to analyse the success of our interviews are:
- Nº of interviewees
- Profiles covered
    - Political, citizen, technician, company, etc.
- Public accountability understanding

Overall, we consider our interviews to be very successful. We got to do all the interviews we planned, with the exception of Taigua, which sent us the written answers to our questions, and we got to cover all the profiles we desired. Every interview gave us a different point of view about their opinion and experience on public accountability, providing us with really useful information.

In the following section we present the key points extracted from every interview performed.

Interview	Key points
Taula d'Educació: coordinators	- The education table has developed many successful activities in Terrassa schools such as theater plays and expositions. - Parents show interest in their children's activities when they are in primary school, it could be a way to draw their attention to the OAT. In secondary school they aren't as involved. - Games are a way to draw the attention of children, these could be included in the OAT web page. - Teachers could be helpful in this process, but it is difficult because they already have a lot of work.
Political Sector: Democratic quality councilor	- Transparency and participation are the key tools to improve democratic quality. - Participation must be transversal, every sector and service should have it. - Water remunicipalisation in Terrassa is an ongoing process; for its success, the organizations must provide the citizens with as much information as possible. - If the accountability process has low participation and there's always the same people involved, the participation isn't real nor inclusive. - Communication campaigns are key to encouraging participation. - For a cyclic participation process to work you must have very clear objectives and have as much communication as possible. - Young people don't tend to participate.
Technical sector:	- The key for transparency is to give all the possible information to

Ajuntament technician	the citizens. - Information should be available when asked, but it would also be good to have a space where it is permanently available. - The Ajuntament has been using Taulas as a strategy to get more participation in their transparency processes, but it hasn't been effective. - Legislation has been very useful in the process of getting a more transparent administration.
Ordinary citizens - young profile	- There is a lack of effective information diffusion. - Out of the three interviewed, only one of them knew the OAT before the interview. - One out of our three interviewed, had actually been in citizen participation processes. - They all thought that social participation processes are important for the community. More communication from the OAT, in the form of social network campaigns or a bulletin, could be useful to get more participants to the OAT.
Economic sector: Taigua manager	- Taigua is the water supplier for Terrassa and other municipalities. - The main challenges for water management in Terrassa are the defense of water rights over the Llobregat basin (because the concessions are until 2060), to guarantee quality stability due to the variability of water captured in the Llobregat and the availability and quality of underground resources. - Taigua has a work overload that will not be reduced in the short term. This complicates the involvement in exchange and discussion forums, due to lack of resources. - Observatories tend to make the management of water resources difficult, not because of their particular job but because they increment the number of agents implicated.
OAT - Coordinator & Community manager	- There is currently a social network deficit that is expected to open more soon (instagram and Linkedin mainly). - Human factor to carry all the networks is a limitant for better communication from the OAT. - There are current inbreeding needs to incorporate new people into the process, soon they will incorporate a person to take care of the web page and social networks. - There is a need to do face-to-face sessions to improve feedback and participation. - Internal communication has improved since the start of the OAT.

Table 1: Key points from each interview.

6. Research results

The result expected was the development of a protocol of activities and processes that would have to be set in motion to arrive at the act of hearing and methodology to use in this same activity.

6.1. Development of the protocol

Taking into account the data obtained, we present as a result of this work a collection of strategies for a protocol to be implemented in the OAT.

This protocol, which is detailed below, consists of 6 main points summarized below:

➢ **Face to face assembly**: Public assembly for accountability where people can manifest their opinion.

➢ **Online follow up**: Giving an opportunity to the citizens to participate throughout the year.

➢ **Covid-19 measures:** Safety measures for the live assembly according to the Covid situation.

➢ **Social Media**: Attract more people and specific target groups through social media strategies.

➢ **Forum section in the web page:** The improvement of the web page for the forum and other possibilities, like games or didactic resources.

➢ **Education implication:** Seize the Taula d'Educació activities to get the parents' and educators' attention, either in formal and informal education spaces.

The main problem to be addressed is the scarce knowledge that the population of Terrassa has about the observatory, since any other improvement action to be carried out in the observatory will not be fruitful if there is not a sufficiently broad social base to carry it out; even more important if we take into account that public and democratic participation, in essence, is the main engine of the OAT and what legitimizes it.

To increase the number of people aware of the OAT, various resources can be used:

- For the elderly population, the use of traditional media such as radio spots on local radio stations, newspapers, or posters and pamphlets, can be a good way to reach this sector of the population. Also, the OAT could ask to participate in local entities and civic centers to make itself known directly to this population.

- For the young and adult population, more familiar with new technologies, social networks are a very powerful tool to make themselves known and maintain contact with this population.

It is of vital importance that the communication channel is adapted to the target, otherwise this target will not receive the message, no matter how high the quality of its content and, therefore, it will be a pointless effort. Therefore, we recommend the use of today's most important social networks (Twitter, Instagram, Facebook, Linkedin) and local media to reach as much of the population as possible. To reach the young population (and their legal guardians), we could also, through the Taula d'Educació, organize conferences and workshops in high schools and vocational training centers, either taking advantage of some of the teachings that are given in them, organizing extracurricular activities or taking advantage of special occasions such as activities that may be carried out on World Water Day, World Earth Day or World Human Rights Day, for example.

At this point, it would be advisable to make clear in the first messages the actors and support that the OAT has (City Council, Taigua, etc.) in order to avoid the distrust and skepticism that people may have about the OAT when they first learn about it and, at the same time, to make known the network of actors in Terrassa dedicated to dealing with these problems, making the actors more visible to the population and, by their number, making the population understand the importance of the problem, as well as directing the attention of the public towards the different communication channels of the OAT.

Once the population is more aware of the existence of the OAT, the next problem to be addressed would be to ensure continuous public participation over time.

To solve it, our main proposal is to open a space on the OAT website that serves as a forum, where people can ask questions, answer them and debate freely, openly and throughout the year on those issues that interest them; for this, it is important to make the observatory and its communication channels known to the public, as we have mentioned above. In its first steps, as a way of breaking the ice and helping the integration of citizens in the water issue, the OAT itself could ask some questions and propose topics for debate, but it should be a space for citizens to make proposals, express their points of view and concerns, and generate the necessary debate to achieve the objectives of the OAT.

The observatory, through the debates, will be able to see the different positions on the different topics that are discussed, and also which topics are of greater interest to the citizens, and it can choose the topics that have generated the greatest interest and debate to be discussed at the meetings held. If the forum is successful, more people will be aware of the work done in the OAT and the participation in the assembly can increase, not only because of the effective diffusion but

also because the topics held in the reunion will be of public interest. The OAT should have participation in the forum as an institution, as an information provider answering questions and also as a mediator.

For the online side of the assemblies, we opted for a hybrid model of face-to-face and online assemblies at the same time, to make it easier for as many people as possible to attend and to make them more fruitful, now that the situation due to COVID-19 allows for more face-to-face attendance and the contagion risk has significantly decreased. For the online side of these assemblies, we propose the use of the jitsi platform, which is free and open source, thus being more aligned with the ideology of the OAT. Even when the COVID-19 crisis is over, we recommend that a plan is to be kept to carry out the different assemblies and activities through the use of online platforms, in anticipation of the possible future need of it.

6.2. Proposal of procedure to follow

Below we present a series of steps designed to implement the protocol that we have previously described. We have to consider the fact that this proposal will be revised and pending to be approved by the Permanent Commission or the Plenary of the OAT.

1) The first step would be to start the **social networks** mentioned above (Instagram, Twitter, Facebook, Linkedin) and promote the work done by the OAT. This promotion should encourage people to visit the web page of the OAT. The communication responsible would establish the image and communication plan, frequency and content that is considered more relevant and attractive for each target group.

   Simultaneously, in the web page of the OAT, start the **bulletin** or newsletter (to be sent weekly or every two weeks, depending on availability and capacity) and open a subscription box for everyone interested to subscribe and receive information about the work done in the OAT and after developing it, the promotion of the forum.

2) Start the **forum section** in the web page. This section should be an online space where people can discuss different topics, people can open new discussions and respond to comments. At the beginning, to break the ice, the OAT could start discussion topics to start the conversation.

   The OAT should be a permanent member in these discussions, as an information source answering questions and as a mediator. There should be a person supervising the conversation and eliminating inappropriate comments.

3) Let the discussion in the forum flow for the next few weeks, always encouraging the participation in social networks and **promoting** the topics in the bulletin. In this phase there should be an increase in the number of participants and the topics discussed.

4) When the accountability session date approaches, **promote the reunion** in the channels of broadcast developed before, and extract from the forum the most discussed and polemic topics. These topics can be the discussed subjects in the debate of the accountability sessions, and this should also be mentioned in the promotion of the reunion.

   The promotion of the reunion should be done through digital channels and also traditional ones such as newspapers and local media to reach a bigger audience.

5) Hold the **accountability session** at the end of the year. Expose the necessary and required content, but also **discuss the topics** selected from the forum. It could be useful to take many pictures and record videos from the session, to use in social media and the bulletin. Adequate this session to an hybrid format: allowing a face-to-face assembly (considering COVID-19 restrictions and measures) but also allow participants to follow it online, with the necessary tools and dynamics.

6) Apply the **evaluation system** designed for the accountability session to determine its success.

   a) **Communication:** Communicate in the bulletin and through the social networks the results from the accountability session and the debate, through visual content.

   b) **Evaluation**: Open a discussion topic to receive feedback about the session, or send a form to evaluate all participants. Ask the assistants (it can be through a survey) their opinion about it and ask for suggestions. Based on the result of the consults and the evaluation system device improvement proposals for the next year.

7) **Analyze** the feedback received and evaluate the strategies implemented.

8) **Start over** from the second point of this procedure. Maintain the social networks and the bulletin active to continue with the diffusion of the work done by the OAT and attract new people to the web page, the forum and the activities done by the OAT.
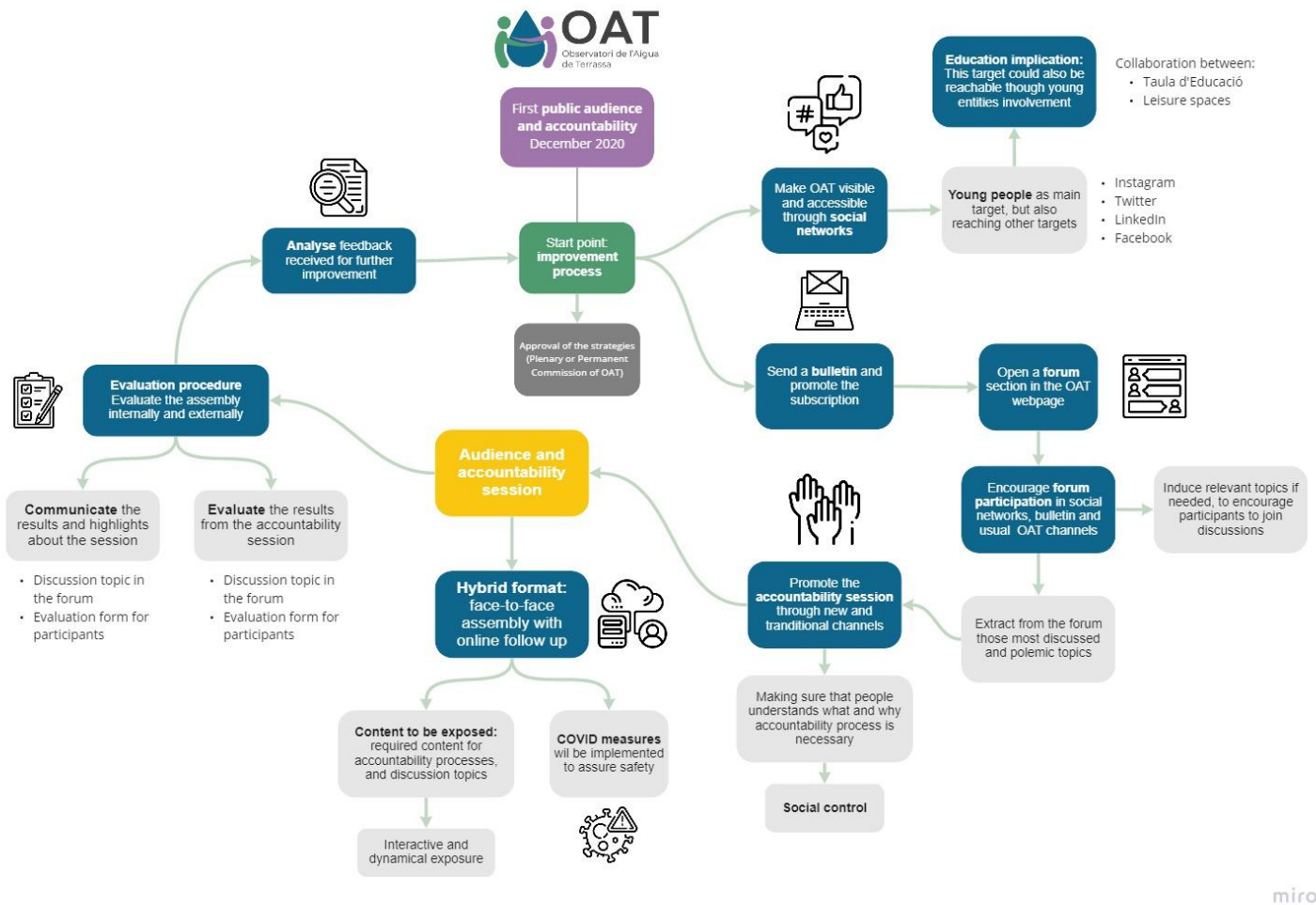
6.3. Protocol diagram

Figure 2: Protocol process diagram

For a better quality view of the procedure map please click here.

6.4. Protocol and strategies evaluation

We have divided the evaluation into two different types of processes. The first one, is related to an evaluation of the different strategies to be applied, in order to allow a system for the OAT to prioritize the implementation of each strategy and determine the resources and efforts needed. On the other hand, the second evaluation process is related to the indicators available to evaluate the accountability process, as the proper technical procedure.

Evaluation of the strategies

The following table has been defined through the **multicriteria social evaluation** method. The main goal of the strategies proposed is the improvement of the participatory process, specially focused on the accountability process.

Instead of evaluating alternatives, our proposal is based on evaluating every strategy according to its implementation viability, to allow the OAT to determine, prioritize and take into account the different criteria established, such as the resources needed, costs, target and level of participation for each strategy to be implemented.

Category	Criteria \ Strategy	Direction	Face to face assembly	Online follow up	Social Media	Education implication	COVID-19 measures	Web page
Grup of interest	Target groups related	Increase	All, specially people affected by digital gap	All	Young people	Children, youth and parents	All	All, specially internet users
Costs	Cost of developing the strategy	Decrease	€					
	Cost of maintaining the strategy	Decrease	€					
Human resources	People needed for the development	Decrease (minimize)	# of people					
	People needed for the maintenance	Decrease (minimize)	# of people					
Material resources	Physical space required	Decrease (minimize)	# of physical spaces required					
	Physical material	Decrease (minimize)	# of material required					
	Digital material	Decrease (minimize)	# of digital equipment required					
Diffusión	Diffusion of the campaign	Increase	# of communication channels used					
		Increase	# of views on each publication					
Level of social participation	Participatory spaces to express and collect opinions	Decrease (minimize)	# of participative spaces					
		Increase	# of participants or atendees					
		Increase	# of interventions					
	Equitative representativity and participaction	Increase	Ratio between entities and representatives of each one of them					
Accountability	Importance regarding public accountability	Increase (More "yes"s than "no"s)	Yes / No					
	Indicators	Increase	# of exposed indicators					
Frequency	Timespan between reunions	Increase	# of possible participative meetings per month					

Table 2: Multicriteria social evaluation.

We have divided the different criteria into categories for a better understanding. Each criteria follows a direction, depending if the goal of this criteria is to increase or decrease the indicator

(for example, in the case of the costs, we expect to decrease the indicator, but in the case of participants or interventions done, we expect this indicator to increase). Also, for each criteria, we have defined indicators to evaluate and compare each of the strategies.

Evaluation of the accountability process

The following evaluation criteria refers to the accountability process. This criteria was given by OAT tutors, and as we found a lack of bibliography in relation to accountability, we considered following it. Indicators and evaluation should be defined depending on the available information of the OAT.

Topic	Criteria	Evaluation		
		Yes	No	Other
Externally accessible strategic planning	There is strategic planning, accessible from the outside			
Financial investments	The organization makes its financial investment policy available to the public			
Economic information	Scale on the economic information offered by the company and its accessibility			
Annual report	The company offers an adequate and accessible annual report			
Incentive actions for accountability	Scale of the actions carried out in the company of internal and external incentives to motivate accountability			
Indicators	Simple and objective indicators of the company's activity are often offered			
Evaluation system	Qualification of the accountability evaluation system			
Feedback	Qualification of the feedback produced during the accountability with the citizenship			
Accountability strategy	Planning and management of the accountability process			

Accountability plan for participation	There is a direct accountability plan with the citizenry.			
Citizen participation	To what degree and form does the citizenry participate in the investment policies of the managing body.			
Mechanisms to ensure participation	There are planned mechanisms for open presentation and debate where citizens are held accountable			

Table 3: Evaluation of the accountability process

7. Final reflexion and conclusions

As we have seen our AR project affects the three dimensions: personal, political and professional. It affects them, brings them closer and creates new connections between them.

Moreover we want to discuss some topics that have emerged from our investigation. We detected a lack of participation of the young fraction of the population. Some reasons have been connected to this problem as a lack of cohesion in the youth and the traditional character of public participation. Youth are not interested, and sometimes even bored, in participation processes. If projects like OAT want to increase the participation of the young people in accountability and public hearing we need to adapt actual protocols and implement new tools more attractive to them.

Besides this, the actual participation is conceived from the individual perspective and not collective, and this is the reason why actual participation processes don't work. The important thing is to find how spaces for participation are generated and the ways to be part of them, instead of trying to ensure that the entire community has to be everywhere. Therefore, it is important to generate a social structure. As an example: from the Taula d'Educació, other types of processes that do not exist could be articulated to promote collective articulation.

8. Next steps to be considered

In the long-term scenario other actions can be added to the current protocol. The improvement of web pages can allow the creation of a new section of video games for kids. That way the OAT can attract the attention of the parents as the children will visit the web page and the parents can be interested in which page their children are on. Moreover, the creation of an app can increase participation and make it more accessible, especially for young people. Finally, it can be studied the possibility of organizing activities such as sports competition to increase the importance of the OAT in the community and spread the message of it.

8. Next steps to be considered

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