TOWARDS MORE EFFECTIVE YOUTH OFFENDER INTERVENTION: LESSONS FROM A PARTICIPATORY ACTION RESEARCH STUDY

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Abstract

The results of a participatory action research aiming the empowerment of institutional and community networks in the field of the intervention on youth offenders are presented. This paper focuses the analysis on several dimensions allowing us to have a broader perspective on the advances and challenges faced by intervention programs on youth offenders. The results show the obstacles faced by these interveners in order to achieve efficiency in the use of resources within these networks. This is due to the fragmentation of public policies targeting these young offenders. It is also due to some barriers related to the inclusion of the community dimension within these programs and also related to the mechanisms in place in order to provide funding. Some improvements in the understanding and integration of these dimensions by the interveners are also highlighted. Improvements in the continuity and complementarity of the work of these networks in order to increase the integration of the community level within the intervention are also found.

Keywords: juvenile offenders; intervention programs; institutional and community networks; action research

In what follows in this section, a brief review of theoretical and empirical background will be carried out that generally allows us to locate the relevance of considering social networks in specialized strategies for caring for adolescent lawbreakers. Characterizing the particularities of transgressive behavior in the adolescent population, background information is provided that argues for the role that social environments play in trajectories of persistent social maladjustment. Then, the specific challenges that specialized teams must face to improve the continuity and complementarity of the intervention aimed at adolescents who present persistent transgressive behavior are pointed out. So too,

Law breaking behavior in adolescent population

Research in recent decades on juvenile delinquency has reached a certain consensus regarding at least two fundamental issues, the first refers to the need to understand delinquency at this stage of development as an expression of evolutionary particularities. Thus, testing limits, engaging in risky behavior without appropriately assessing the consequences, experiencing emotions, in addition to the influence of the peer group, among other aspects, would be at the basis of this transitory behavior of transgression of norms. A second issue is the need to establish a distinction between this transitory form of transgression, and persistent criminal behavior in adolescents who commit crimes. The second type of crime is associated with repetition and precocity in transgressive behaviors (Dionne & Altamira-no, 2012; Dionne & Zambrano, 2009; Fréchette & LeBlanc, 1998; Gendreau, Goggin, Cullen, & Andrews, 2000; Hoge & Andrews , 1994). In this case, there would be a set of risk factors that have

favored this condition, and which therefore implies a series of educational gaps and development needs that must be addressed in a specialized way.

Therefore, addressing delinquency in the juvenile stage requires a differentiated and specialized response (Dionne & Altamirano, 2012; Dionne & Zambrano, 2009). In persistent delinquency, it is necessary to systemically address the developmental needs as well as the criminogenic risks underlying the offending behavior, which means having conditions in the adolescent's life context and in specialized institutional devices to appropriately address their complexity. Even more so, if it is considered that adolescents who present persistent delinquency are a heterogeneous group, which presents different criminal trajectories (Pérez-Luco et al., 2014) that require a specific intervention for each of them.

However, currently, public policy in many Latin American countries presents reductionisms that "cut" state action into parallel, uncoordinated and sometimes contradictory lines of action (Repetto, 2010). In the Chilean case, this finding is confirmed in the case study of different public policies (Delpiano, 2011; Vega, 2012), observing a scarce presence of concerted work in the life contexts of adolescents who present problems. Particularly in the experience with adolescent lawbreakers, important discontinuities, systemic incoherence, fragmentation and low relevance of the public offer in the care of this group are observed (Zambrano, Muñoz, & Andrade, 2014).

It is relevant, then, to promote mechanisms that contribute to improving the articulation and coherence of institutional responses to have an appropriate platform for the specialized and differentiated intervention required by

adolescent lawbreakers, particularly those who experience more complex processes of maladjustment and social exclusion.

The role of the relational context and socio-community resources in the processes of social maladjustment

A perspective that highlights the role of the relational in the processes of social maladjustment, especially crime, is that proposed by LeBlanc, Swischer, Vitaro and Tremblay (2007), who propose that the accumulation of negative relational experiences in the social environment enhances presence of risk factors for maladjustment in children and adolescents who show some initial behavioral difficulties.

In the specific case of adolescents who present criminal behavior, it is evident that the process of access to prosocial support is often diminished by association with countercultural figures (Crespi & Mikulic, 2009; Méndez & Barra, 2008; Sandoval, 2007). This can be associated with a progressive impoverishment of relationships called by Bonet i Martí (2006) as relational vulnerability. This concept allows us to understand that adolescents who live in environments with social networks that do not have access to resources to resolve developmental needs are isolated from opportunities, reinforcing conditions of marginality.

Considering this complexity and the ecosystemic nature of transgressive behavior in adolescents, Canales et al. (2005) raise the need to address its evolution from an integrated approach with a psychosocial nature that incorporates all areas of the subjects' lives. One way to operationalize the levels that need to be addressed consists of structuring the social living environment of individuals, delimiting levels of analysis that range from the area closest to the

person to the institutional world. From this perspective, at least three clearly differentiated levels can be distinguished in the context of life.

Firstly, the focal networks, which in the case of adolescents are mainly constituted by the peer group (Claes et al., 2005; Holt, Bossler, & May, 2011; Mears & Field, 2002; Moreira, Sánchez, & Mirón, 2010; Rezende & Estevão, 2012; Rodríguez, 2011; Rodríguez & Mirón, 2008).

Secondly, the community of belonging or the socio-community context closest to the adolescent's life, made up mainly of the neighborhoods in which they live. In them, there may be variables that act as protection or risk for the performance of maladaptive behaviors. Among the latter, the following stand out: the existence of maladaptive peer groups, community and cultural disorganization and fragility, the weak application of community controls, the normalization of drug consumption and the perception of easy access to the acquisition of firearms, decreased levels of participation, support and social cohesion, as well as a negative neighborhood identity (Hein, 2002; LeBlanc, 2006; Serrano et al., 2009; Valdenegro, 2005; Zambrano, Muñoz, & González, 2012).

Thirdly, and finally, the institutional dimension. In it, there may be resources for social inclusion or, on the other hand, dynamics that eventually favor the victimization or chronicification of young people's difficulties, especially if they have presented problems from early in their development and have lived in contexts that have not been addressed. their needs in a timely manner (Martínez, 2010; Veillet & Laporte, 2010).

Each level has a different logic of analysis, since a focal network can be seen based on a specific case, but a neighborhood must be analyzed separating itself from the case, as well as institutional relationships that go even beyond the analysis of a neighborhood. specific, and could well be observed based on a city, a province or a region.

Focal networks are defined by Martínez (2006, p. 76) as: "conversation-action systems that are structured around a focal subject, which can be a person, a couple, a family, a small group, constituting the ecomap of said subject, that is, the map of the social relations of his immediate environment", through which, according to Gracia and Herrero (2006), social support circulates. For its part, the community corresponds to a larger group than the focal networks where it is located, given its dynamic nature, in constant transformation and evolution, generating a sense of belonging and social identity for its members, based on the interactions of the actors that make it up (Montero, 2005).

Interinstitutional relations are understood as: "systems of conversation-action of a broad and flexible nature of multidimensional articulations between organizations, institutions, associations, groups and individual actors" (Martínez, 2006, p. 78). At this level, relationships need to be oriented based on a horizontal logic, in order to favor diversity and dialogue between the various actors (Fleury, 2002). In this sense, the characteristics of the institutions, which are evident in their forms of with other institutions, with the community and with people in general, can impact the potential of the latter to actively participate in the configuration of strategies to solve the problems they address.

Therefore, it can be argued that depending on how the various levels of the relational environment of adolescent lawbreakers are organized and function, the probabilities of maintaining or overcoming criminal or risk behavior may increase or decrease. In this way, a program that intervenes with adolescent lawbreakers, and that is oriented towards their social and community inclusion, must identify, characterize and strategically manage the resources present at the three levels already mentioned. In summary, from the ecosystem perspective, to improve relational environments and use the available resources (visible, latent or potential) in an intervention with adolescent lawbreakers, it is necessary to act at these different levels.

When reviewing the evidence provided at the international level by programs that seek to prevent crime and criminal recidivism, the value assigned to strategies that include the community dimension and positive linkage with institutional networks is appreciated. The "We are all Juárez" program (Rendón, 2013) highlights the need to intervene in the contextual conditions of environments that concentrate crime factors, based on participatory strategies, with a strong component of social inclusion of adolescents who present difficulties. Along these lines, the National Escolhas Program (Vieira, 2013) provides evidence from what was carried out in different high-risk and socially vulnerable neighborhoods in Portugal. This program, with more than a decade of implementation,

The Community Prevention and Mediation Program of the General Directorate of Criminal Enforcement in the Community and Juvenile Justice of the Department of Justice of the Generalitat of Catalonia is another experience that emphasizes the value of the articulation of local resources to promote social

policies aimed at developing actions normalizing and integrating preventive measures for young people in social conflict. Its purpose is to serve and support local governments in addressing conflictive situations in which children and young people of the municipality are involved, for which participatory methodology is used, involving different areas and services that serve them, compromising the community to face the situation of this population and adapting the responses to the reality of each locality (Gimeno & Nogueras, 2013).

In a recent study that analyzes the discourses of experts regarding the fundamental components and criteria for community prevention strategies of social maladjustment and adolescent risk behavior (Zambrano, Betancourt, Jerez, Ortiz, & Soto, 2014), it is stated that Social and institutional networks must be articulated in order to provide support to families so that they can fulfill their protective role, attending to the needs of adolescents. The meaning of the intervention should be aimed at generating an anchoring of the community with the institutions that facilitates autonomy and provides development opportunities for young people.

Dionne and Altamirano (2012), based on the experience of six decades in the province of Quebec (Canada) and the scientific literature, highlight as an important condition for developing more effective interventions that the different actors and entities responsible for the application of sentences and re-education are competent and work in concert. Collaboration must occur at the different levels involved, that is, between professionals and the young person's family; between organizations of the social system and organizations of the

justice system; between professionals in juvenile justice programs and community members and between researchers and those intervening in the field.

In contrast, studies carried out in Chile indicate that there would be little or no coordination in the care provided to the child and youth population that is in difficulty (Contreras, Rojas, & Contreras, 2015). For the adolescent offender population, this reality would be particularly serious, since at least part of the adolescents would show a set of psychosocial difficulties that require concerted multi-level work that guarantees comprehensiveness (Zambrano, Muñoz et al., 2014).

It is in this context that this study proposes to characterize the incorporation of inter-institutional and community networks in interventions with adolescent lawbreakers, by the program teams aimed at this population in three regions of southern Chile: La Araucanía, Los Ríos and The Lakes. The process is characterized considering a measurement in two stages; Likewise, the process of inter-institutional networks coordinated from action research is analyzed globally, detecting the progress of the teams to deliberately and coordinatedly include the socio-community component in interventions with adolescent lawbreakers, as well as the conditions to sustain a broader articulation process.

It operated under the assumption that through a participatory action research process, the levels of coordination between programs that apply sanctions would be improved, facilitating conditions to improve the inclusion at the local, communal and regional level of other entities that operate or manage resources. required by adolescents to optimize their current condition. Thus, it is also assumed that a process of this nature will favor the opening to the training and

integration of theoretical and practical tools that favor the incorporation of the networks closest to adolescents in the contextual intervention processes that the teams should carry out to facilitate processes. of its prosocial inclusion.

Methodology

The methodological approach used is action research with participatory components, in a process developed between 2011 and 2013. From this approach, the experience sought to integrate a) research, since it is a reflective, systematic, controlled and critical, in which reality is studied with a practical purpose; b) action, given that carrying out the study is a type of intervention aimed at generating intentional changes and c) participation, which involves both the researcher and the recipients, who are not considered as objects of research, but as active subjects in carrying out the research. the same. Specifically, the design considered evaluation in two stages with recursive stages, which we will call the initial situation (T1) and the second moment (T2). Each of the times is ordered in a cycle composed of four stages: 1. Diagnosis-Baseline; 2. Devolution-Problematization; 3. Definition of guidelines, actions, commitments to improve network management and results; 4. Evaluation and identification of new lines of action (Figure 1).

In this article, the main changes obtained from the process are reported, using as data sources the results obtained in stage 1, diagnosis and baseline, which are compared with data collected in stage 4, called evaluation, where A line of

comparison is established with certain indicators that allow us to account for the progress achieved up to that point.

The participants were the teams that apply criminal sanctions both in free environments from different collaborating entities of the National Service for Minors (hereinafter SENAME) in the three regions: Fundación Tierra de Esperanza, Corporación del Desarrollo del Niño, Proyecta, Fundación CIEM Villarrica, as well as as in the direct administration centers of SENAME, responsible for programs in closed and semi-closed environments. The SENAME Juvenile Justice Units in the three regions involved in the study also participated. In some regions, the executing teams of the National Service for the Prevention and Rehabilitation of Drug and Alcohol Consumption (SENDA) and regional and provincial health, education and training directorates participated.

The data production techniques combined focused interviews (applied to those in charge of programs and services and members of the program teams that work directly with adolescent lawbreakers, for a total of 60 interviews), participant observation, group analysis workshops, tools network analysis (socio-grams, name-generating questionnaires, applied to the teams of programs that apply sanctions in free, closed and semi-closed environments). All of this was combined with participatory tools for thematic analysis and discussion of results in the process, as well as participatory strategies for planning and evaluating progress with the program teams and the working group of each region, which occurred quarterly during the duration of the investigation. In terms of data analysis, content analysis (in the logic of analysis in progress) and structural network analysis were also combined depending on the nature of the

data. Participation was agreed upon with the different professionals, the partial systematizations were shared and counter-checked, used as material to feed the reflection-action process. The model derived from the experience was systematized in a network manual and made available to the different teams and entities (Zambrano et al., 2014). The partial systematizations were shared and counter-checked, used as material to feed the reflection-action process. The model derived from the experience was systematized in a network manual and made available to the different teams and entities (Zambrano et al., 2014). The partial systematizations were shared and counter-checked, used as material to feed the reflection-action process. The model derived from the experience was systematized in a network manual and made available to the different teams and entities (Zambrano et al., 2014).

Results

The results obtained in the study will be presented in a global way, and given the volume of information obtained, specific examples will be used to illustrate some aspects that should be highlighted.

In a panoramic way, it can be stated that none of the three regions presented an articulated work of all the programs that apply sanctions to adolescents that would allow defining a joint strategy of work with other institutions whose resources are required for intervention with adolescents. The levels of coordination and complementarity fluctuated between regions, with greater coordination being seen in the Los Lagos region, while in the Araucanía region there was formal coordination promoted by the Juvenile Justice Unit of SENAME, without further progress in collaboration. between programs. In the

case of the Los Ríos region, a low specialization of the juvenile justice teams can be seen, requiring strengthening the work within the programs. prior to starting work of greater scope regarding the coordination of networks. In the three regions, there were efforts based in each program to link institutional networks that resolved specific intervention needs.

In an overall balance, changes can be seen in T2 with respect to T1 in different areas, such as: the assessment of the relational aspect in the intervention teams, modifications in the structure of the networks that the programs have, transformations in the dynamics or new ways of functioning of the networks, advances in the incorporation of the territorial scope to the intervention and the differentiated vision of the intervention in networks, which implies the generation of relational contexts associated with the particular characteristics of the cases attended and their needs. differentiated intervention. By the way, there are differences in the degrees of progress in the regions, localities and programs involved.

In T1 it is seen that, although networking is valued and importance is assigned to the community and life context of adolescents, when it is addressed it is done without further training, assuming that this work can be carried out by any professional without greater preparation for it. In most programs, the absence of an intentional medium and long-term strategy is observed, aimed at strengthening networks and working with community agents. This is attributed to various factors, such as the excessive administrative burden, lack of human and financial resources, the low value assigned to the community and the management of networks at the institutional level, when evaluating the performance indicators in each program, etc

During the process, in the three regions, a growing incorporation of the relational and contextual dimension stands out in the programs, based on various strategies for its planned approach. Likewise, the inclusion of these dimensions in the annual planning of several of the teams involved is confirmed, who are making progress in delimiting roles and functions associated with carrying out management, practice and intervention tasks in networks.

(...) the young person is considered within a socio-community context that constitutes a frame of reference for the adolescent in his stage of development, acting as a risk or protection factor in various cases. This is why it is incorporated into the intervention plan proposals as a specific area, in the first instance it focuses on the diagnosis, through the historical construction of the young person related to his connection to the various networks, at the level of institutions; school, judicial, health and SENAME network level. As at the level of community and family networks, identifying their use and lack, with the aim of being able to activate them if required by young people. (Medium free intervention team, Araucanía Region)

Towards the end of the study, the teams involved report that to address the contextual aspects in the intervention with adolescent lawbreakers, specialized professionals are required who have a wide repertoire of methodologies, strategies and tools organized in a work model. , and which in turn is coherently integrated into the general intervention model defined by a team. Some teams take on the challenge of specializing work in this area.

There is progress in T2 in building relationships of greater coordination within the programs, to the extent that a common work approach is shared. Partial progress is being made in complementarity and intersectorality, especially at the commune level, integrating institutions linked to drug treatment, the justice sector, training, education, health, to name a few. There are relevant advances in the coordination between the members of the working group (network of programs that apply criminal sanctions for adolescents), to share information on resources or procedures. A smaller number of programs carry out actions in the local space, to integrate different community resources.

In a global way, the balance of the process shows that in order for the progress achieved to be maintained, and eventually transferred to other places, it is necessary to guarantee certain conditions and mechanisms for the functioning of the networks. Among them we can refer: basic conditions for operation; shared planning between programs and within programs in the field of networks; coordination with a diversity of social actors related to the intervention process; empowerment and strengthening of networks through processes of reflexivity, continuous learning and generation and strategic use of contextual knowledge.

Strategy built during the process to improve network management

It should be noted that in each of the regions, what are called "working tables" are set up at different times in the process, made up of the network of programs that apply sanctions and representatives of the Juvenile Justice Unit of each of the directorates. SENAME regional offices. This structure operates in the cases of two regions as a driving group that plans, evaluates, monitors actions and

distributes responsibilities. It constitutes an associative network that allows strategically defining priorities and activities, generates courses of action with a higher level of creativity, and puts at the disposal of the social capital of the programs and professionals to advance shared objectives.

Each of these tables resolves an operational structure that allows for the creation of a common front to address shared problems. It does this by generating a constant process of reflection and action. The work developed by this organizational structure manages to complement the functions of the Juvenile Justice Unit of each of the regions (which has intersectoral coordination as one of its functions), carrying out successive "conversations" with those in charge of other institutional lines to request information on its benefits to the population served by the programs of the Adolescent Criminal Responsibility Law, raising awareness about the specific needs of this population and agreeing on specific mechanisms to resolve difficulties or optimize the coordination and quality of the service or resources provided to adolescents. Simultaneously, a rationalization of actions is being generated at the local, provincial and regional level, distinguishing roles and functions between those involved.

Better progress was obtained in those places where the teams from different programs already had a certain history of shared work, with mutual knowledge, greater openness to learning and with those in charge of the Juvenile Justice Unit more involved and in tune with the work shared with the equipment.

Structural changes in the constitution of social networks

Given the particular characteristics of each region, various changes are observed at a structural level in the inter-institutional networks, based on the intervention

process. Specifically, the Los Ríos region is the area in which the most changes at a structural level are registered, with a progressive increase in the nodes of the network, from the diversification of the actors in the environment with which the programs are linked. to resolve the requirements of the intervention; This is also associated with a progressive densification of the between the actors. Below, two graphs are presented as an example in which the increase and diversification at the institutional level is reflected in Q2 compared to Q1,3).
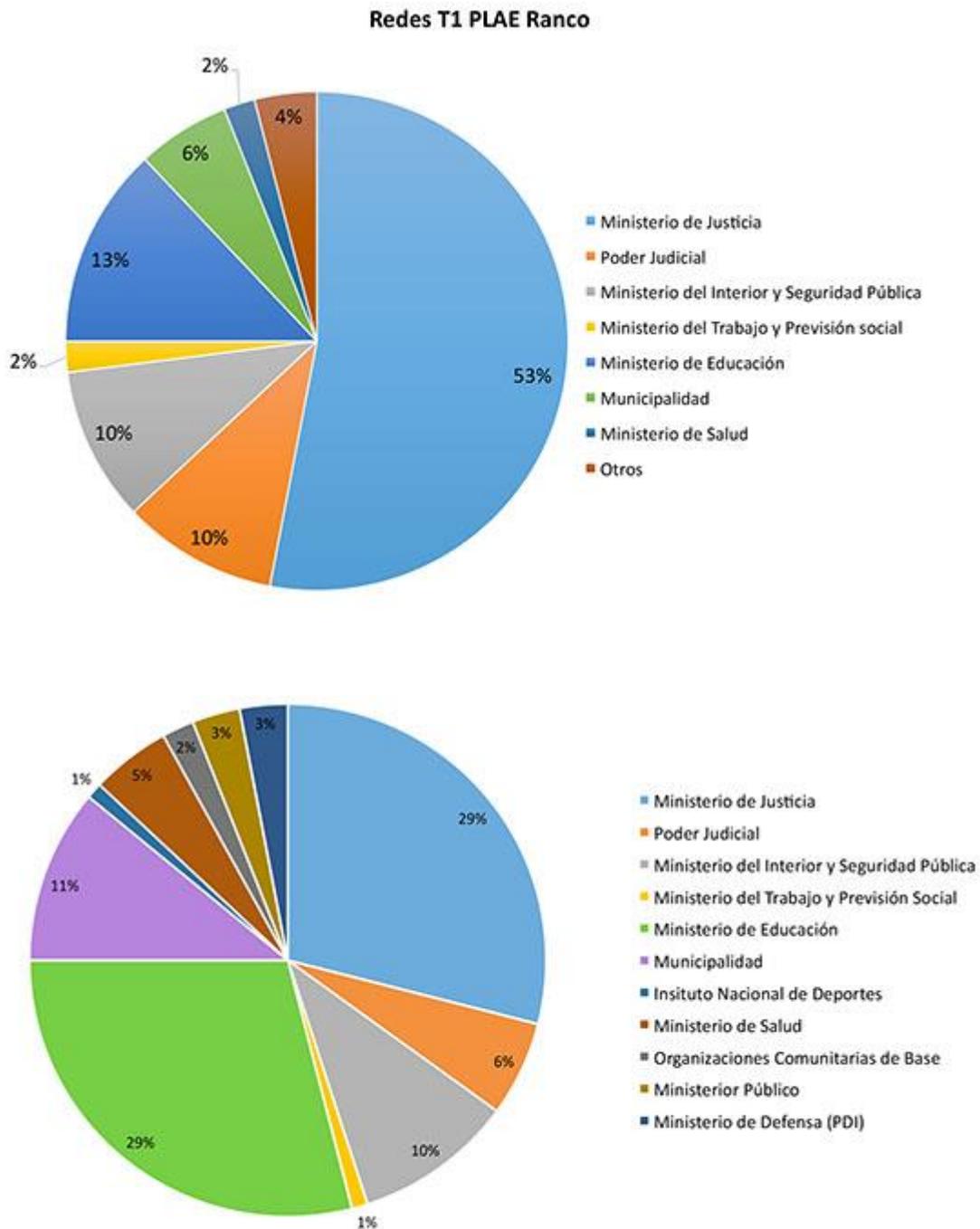
Figura 2. Incremento y diversificación a nivel institucional en T2 vs. T1.

Fuente: elaboración propia

In the three regions, changes are recorded in the characteristics of the actors in the environment with which they are linked, identifying actors with higher levels of access to decision-making or with management positions within their institutions of belonging.

Changes in the dynamics of social networks

It is possible to see modifications in the structure of some teams that have an impact on the internal and external dynamics of operation. Some teams decide to include a network manager or manager (either hiring or reassigning a person from the team to fulfill that role). In a complementary way, action flows and differential contributions from the rest of the team and management in the area are defined, progressively defining a way of doing things in this area. A variant has been for different members of the team to fulfill functions in this area, addressing these relationships thematically. Thus, in addition to managing the specific intervention in said area (for example, education), they deal with the management of networks in that specific area.

In the case of education, we generate a specific intervention process in that area with a person who is in charge of the area (...). He manages the specific education networks and it works very well, he uses a common language with the education actors, and allows the management to be done much faster and in a more operational way. It generates closeness because the other sees you as a more or less close peer, not as a distant other. (Medium free intervention team, Araucanía Region)

There is also evidence of a significant increase in the percentage of efficiency in linking the networks established by the programs and centers with the environment. This can be observed by measuring the initial percentage efficiency of the total network and comparing it to the total percentage efficiency of the current networks. Below is an example with the Los Lagos region in Table 1 that refers to changes in network efficiency.

Mechanisms for the operation of social networks

From the results obtained, it is possible to conclude that although progress can be seen in management and network work, for these advances to be possible and extensible, people are expressly required to be in charge of the task of addressing the problems. networks in a systematic way, theoretical and practical knowledge about how to carry out said actions, operational agreements that provide a framework for action in terms of available resources and an organization of the work team to address the relational context.

The programs must organize themselves to establish shared planning mechanisms in the area of networks, because there are cases, resources and intervention spaces that are common to them and that imply complementarity and cooperation. This means that the programs internally plan intervention strategies in the area of networks, so that long-term processes are generated that are evaluable and that are part of the daily tasks of the team members. Likewise, it is necessary to generate coordination strategies with the environment and continuous reflection strategies within the teams and between them, in order to

sustain continuous learning that allows feedback, ensuring the permanent improvement of practices.

It is also a confirmation that there must be clear indications from the corresponding public institutions (in this case SENAME) about the importance of incorporating the dimensions of the context, but this must also be accompanied by indicators that effectively assess the work in this line.

Discussion

Based on the results of the study, it is possible to maintain that there is progress in the operation of collaboration networks at different levels (regional and local), with different scopes and projections depending on the region and types of programs, showing notable differences in the progress between the means of deprivation of liberty with respect to the modalities of punishment in a free environment. It is understood that these advances are part of a complex process that requires concrete consolidation actions with long-term projection, which is why it requires more time to measure its real scope. It is also worth highlighting the previous presence in some regions of a significant level of human capital and social capital that had been supporting more stable collaboration networks, so the process allowed specialization to be extended to other teams.

But as can be seen in the study, attending to the contextual in each program depends on a set of conditions. On the one hand, emergencies regarding the internal management of the team are resolved: constitution, clear technical leadership and basic resources to operate. Added to this is the value of the team's experience in the territory and the level of knowledge of the resources available there. In addition, a certain level of training is required that enables the

team to share a common comprehensive framework and technical strategies at the practical and operational level that allow them to jointly visualize the phenomenon of networks and act on them effectively. In the investigation, it appears as a need for the Juvenile Justice Unit of SENAME to support the process of establishing institutional networks in each region,

It is also a confirmation that there must be clear indications from the corresponding public institutions (in this case SENAME), about the importance of incorporating the dimensions of the context, but this must also be accompanied by indicators that effectively value the work in this line. .

It should be noted that this experience, which shows progress particularly within the teams in some regional and local networks, presents the challenge of continuing to sustain intentional work, with the ability to consider a shared vision and outline short and long-term objectives, with a clear leadership (not necessarily from particular people).

The results of the research allow us to highlight the relevance of collaboration between the different actors of the system that face the challenges of public policy in this specific area (Luna & Velasco, 2005; Uvalle, 2009), that the quality and density of the relationships that make it possible can and must be favored in a rigorous and participatory way, in a process that, as this research highlights, is not improvised. Working in a coordinated manner, improving the continuity and complementarity of the intervention with adolescent lawbreakers, favors the synergistic and strategic use of resources that are normally not available to young people and their families (Pérez-Luco et al.,

2014; Zambrano, Muñoz et al., 2014), but this also implies specialization and exchange in the system.

Generating contextual support to reduce the risk of criminogenic recidivism, but also and fundamentally to generate conditions of social inclusion for these young people, means integrating in a coherent way fundamental areas for the life of this group, such as the family, the neighborhood and the focal networks that link it (Dionne & Al-tamirano, 2012).

The adherence of professionals to the new practices that must be implemented requires a more or less long time and is strongly determined by the dissemination strategies (inform and persuade) implemented with respect to these new practices (LeBlanc & Robert, 2012). In coherence with this, the action research methodology is appropriate, to the extent that it incorporates a strong participatory, training and reflection component that allows a constant coming and going between practice and theory, with the purpose of innovating and improving according to the realities of each team, program and institution in particular.

A critical aspect that transversally affected the systematicity of the work was the repeated change of authorities in each of the regions, as well as those in charge and members of the Juvenile Justice Unit, which limited the possibilities of moving forward with coherence, since each authority and professional had different levels of knowledge, commitment and openness to the topic and the particular project. Along these lines, it is necessary to have systematization of practices, as well as a general approach model that can be systematically transferred to the new professionals and managers of this social policy, in order

to facilitate better incorporation of the people who They commonly rotate in this field of work,

Finally, it should be noted that the type of methodology used in the process carried out in conjunction with the organizations involved in the experience allows the rigor of the investigative processes to be assessed, as well as the complex and unpredictable nature of the work in the field (Dionne & Altamirano, 2012). , fundamental issues to document and generalize good practices. In this case, the experience has allowed the generation of a manual on Intervention, Practice and Network Management (Zambrano, Muñoz et al., 2014) that aims to share an operating model adaptable to the particular realities of the programs, inter-institutional networks and particularities of the territories where work with young people is carried out.

A further investigative challenge would be to monitor the teams in the three regions to observe the degree of sustainability of the advances investigated in this research, considering the rotation of human resources that is evident in the programs, given that financing is subject to bidding processes that reduce the stability of the teams. Likewise, replicate similar experiences using the generated operating model, taking into account the processes involved in the innovation. An additional challenge would be to advance from the integration of institutional networks (an area in which greater achievements are seen in this study) towards the integration of community and focal networks, dimensions in which greater difficulties are seen in the research.

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