

Contamos consigo! We rely on you!

1. CONCEPT

The concept of social entrepreneurship is a rising concept in social sciences, and so it reflects several takes and interpretations, being that it tries to justify an array of entrepreneurship practices that have the double objective of creating and sharing the wealth in order to favour social development.

Being that it is a new intervention area, it is also increasingly a public power challenge, namely in terms of city policies and social cohesion, challenging new methodologies and solutions for social problems of structural nature, such as poverty and exclusion. Therefore, it is increasingly present in European, National and Regional Agendas. It is also rising in terms of being considered as a municipal challenge, still having however an incipient representation in what refers to municipal practices.

It is with the awareness of the difficulty of pioneering and incorporating this double challenge in its municipal policies that Amadora Municipality proposes to implement the program Amadora EMPREENDE.

The present program comprises mainly the Youth and Social Development Municipal Policies, paying special attention to the equality of opportunities and gender dimensions and positioning itself as an individual and community empowerment process.

The program governs itself on the principle of non-discrimination. This way, the measures to be applied will be of universal implementation in the municipality, having no place in it for negative or positive discrimination. Being so, the citizens in specific situations or considered to have certain ethnic, cultural, religious, deficiency, gender, age, nationality, immigrant, refugee or other qualities, will be incorporated in the same planning system as the rest of the citizens. Nonetheless there will be specific facilitating actions, of prioritizing criteria, in order to promote their accessibility to the system.

2. Problem Analysis Immigrant and Ethnic Entrepreneurs

- Lack of knowledge and difficulty in the access to Finance Mechanisms
 - Fear (unsuccess, risks, legal issues)
 - Difficulty in organizing business ideas in order to convince potential financiers

- Existence of immigrants in illegal and border line situations
- Difficulty in the access to new Markets
- Difficulty in promoting immigrant entrepreneurs products and services near the market
- Mothers' familiar obligations as a barrier to entrepreneurial initiative.

Weaknesses

- Lack of programmes to boost the enterprise culture in some cities
- A limited number of individuals benefit from these services
- Lack of information dissemination about the available services
- Heavy bureaucratic procedures constitute a major obstacle to access to available services
- Gethoization of migrants enterprises in specific sectors of activity and lack of access to wider markets

Opportunities

- Greater customization of services building upon the already existing experience with ethnic minorities
- Boosting the enterprise culture by implementing specific actions
- Greater focus on women and young entrepreneurship

Threats

- Support services depending on occasional external funds witch may be cut

3. Overall aim

The main objective of the Amadora EMPREENDE program is the identification of viable business ideas and the facilitation of its implementation. This will ultimately result in the establishment of enterprises, cooperatives or projects of productive nature in terms of municipal associations, promoting the implementing ability of young people and the mobility and inclusion of people in social fragility.

To attract, fixate and develop the municipality's human capital, putting immigrant initiatives into value as engines for social inclusion, equal opportunities and economic development at a regional scale.

4. Specific objectives

This general objective includes four strategic objectives and three transverse political guidelines:

Objective 1 – Entrepreneurship for the Young – focuses on recently graduated and vocational education finalists
Anchor Project: QUICK Incubator

Objective 2 – Entrepreneurship for the Active and Unemployed – focuses on recipients of social aid and welfare income support, namely on re-housing and degraded settlements.

Anchor Project: Quem não Arrisca não Petisca!

Objective 3 – Facilitating Actions – In order to help access opportunities created through objectives 1 and 2 by specific audiences, in situations of social vulnerability, discrimination or exclusion, with the following priorities:

Obj. 3.1 – Women

Facilitating Action: Mulher +

Obj. 3.2 – Immigrants

Facilitating Action: Contamos Consigo!

Obj. 3.3 – Handicapped People

Facilitating Action: Vantagem

Obj. 3.4 – Ex-Convicts

Facilitating Action: Conseguir

Objective 4 – Empowerment and Development

Obj. 4.1 – Empowerment of the Municipality and Organizations, with the spotlight on Operational Partners, through training and the enhancement of technical skills and taking advantage of the acquired experience.

Obj. 4.2 – Searching for new areas of intervention and development of the program on two levels:

4.2.1 – Stepping up the Policies of Social Cohesion, mainly through PAMA – Municipal Program of Support for the Associative Movement.

4.2.2 – Future broadening of Competitiveness Policies to new areas of competitive, innovative and technological entrepreneurship, strategically focusing on knowledge society and environment.

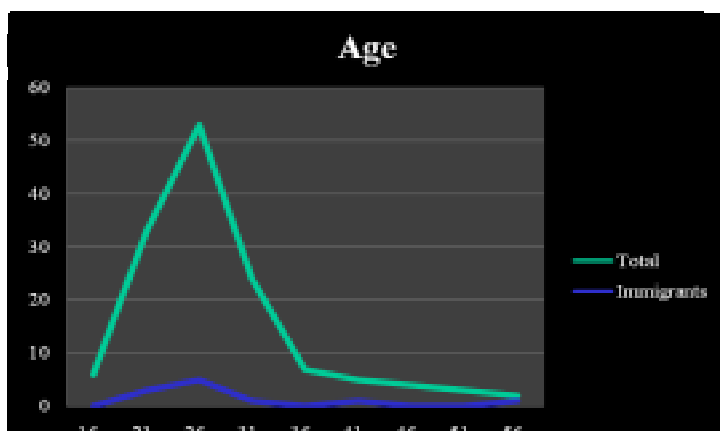
- Promote immigrants entrepreneurial initiative focuses, namely on social housing areas and degraded settlements, for:
 - Ensuring the success of actual candidates to Amadora EMPREENDE
 - Improving the access of immigrants profiled but with no actual entrepreneurial moves

- Extend the intervention to Zambujal Social Housing neighborhood and other critical areas within Amadora
- Identification of viable business ideas and the facilitation of its implementation and market insertion.
- Produce knowledge on immigrant entrepreneurship from and back to the terrain.
- Disseminate the created knowledge and methodologies for the cities receiving immigrants within the region of Lisbon, linking Region, Cities and University
- Create a contact platform, potential identification, personalized guidance and adequate institutional articulation for the different exit solutions:
 - Social support
 - Education
 - Training
 - Labour Market
 - Entrepreneurship

5. Main target group(s) analysis

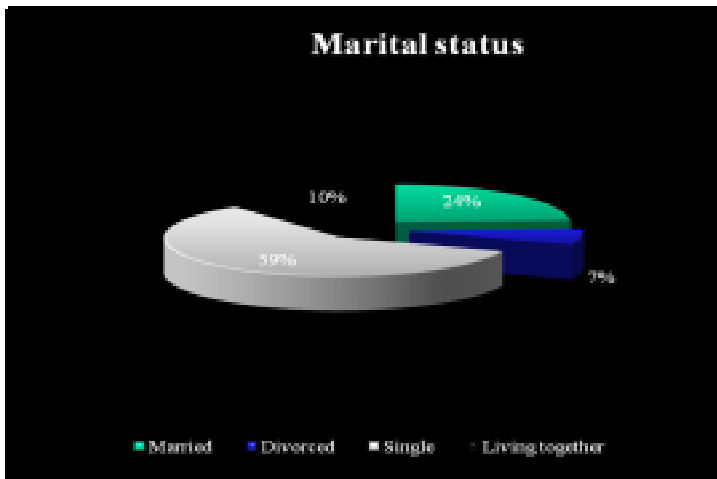
Data corresponding to all applicants of Amadora EMPREENDE by June 3rd 2008:

- Immigrant Individuals in situations of difficult access to the job market, in risk or situation of exclusion, that have the basic skills and a true desire to be an entrepreneur in order to change their professional status.
- Immigrants aged between 16 and 65 (inclusive), legally residing or working in the country, as well as organizations with or without lucrative purposes

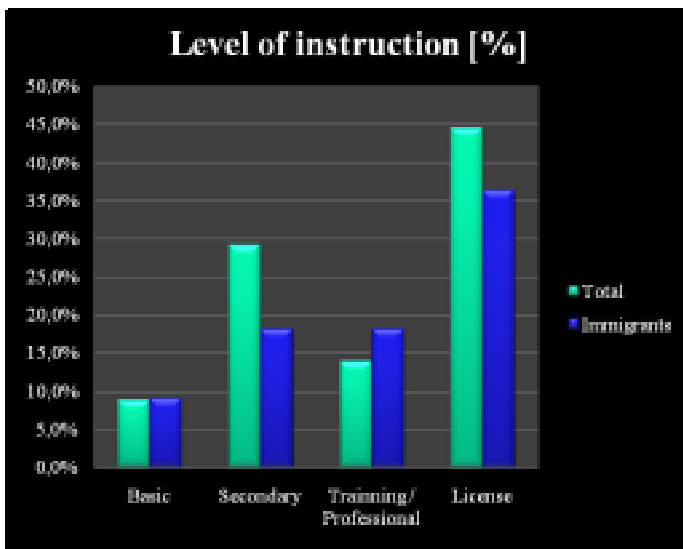


Most of the immigrant candidates have between 26 and 30 years old.

Mostly of the immigrants are men, representing 55% of the total



Concerning the marital state, mostly are single (many with children but no parental responsibilities)

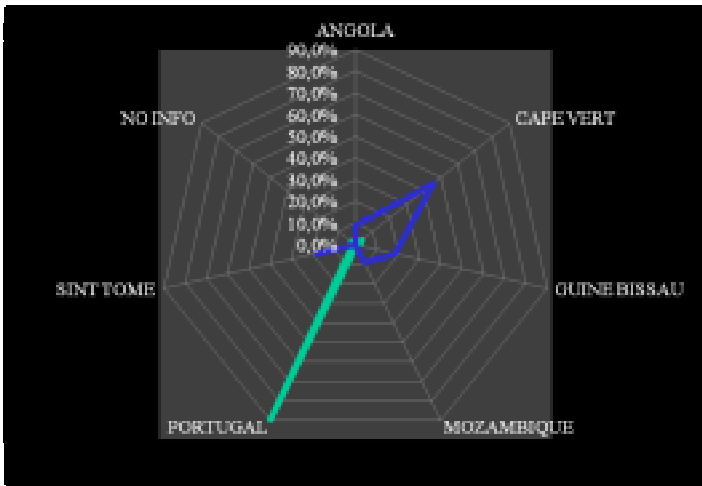


Most are:
 - License (Universitary) –
 - Professional training

37%

and/or Secondary - 36%

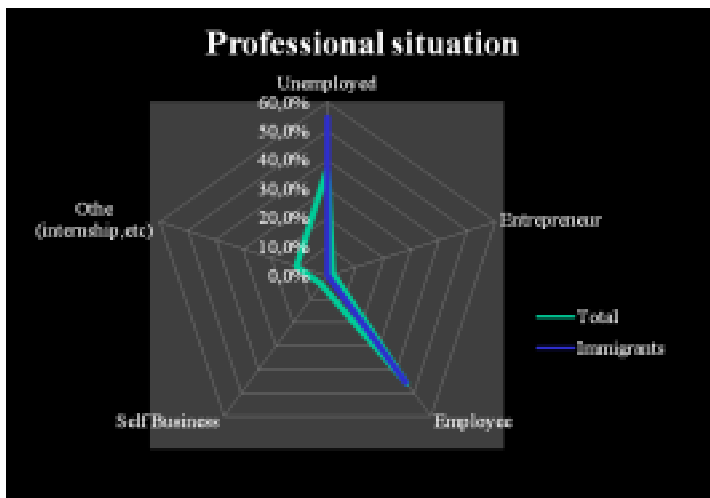
- Basic education - 9%



(46%) and some are from Guinea, Bissau and

Mostly are CapeVerdian

Mozambique (Islam)



Concerning the professional situation 45% are Employees and 55% are Unemployed

6. Activities to be undertaken

During the Project we will develop the underwritten activities whose details, costs, partners, status and SWOT analysis are detailed in annex.

6.1 – Amadora EMPREENDE

Phase 1 – Motivation and Contact

Dissemination on the enterprising world and partnership invitation

Facilitators transfer opportunities to the word of mouth within Boba Neighbourhood

Information (streets, door-to-door)

Build 1-to-1 relation with entrepreneurs that have trust as a barrier

Publicity campaign for the population in general

Direct dissemination in the project's integrated target-audiences

Training Course to facilitators on Microcredit and family businesses –

Focus groups and information meeting in the neighbourhood for residents.

Conference and Meeting Points for Microcredit (What is Microcredit?; Who can apply?; Is it worth?)

Entrepreneurial sessions for immigrants residents at Estrada Militar da Damaia quarter.

Phase 2 – Potential Entrepreneur Diagnosis and Selection

Application reception

Triage/sorting

Alternative guidance

Enquiry

Individual interviews

Alternative guidance

Phase 3 – Quick e QnAnP Guidance

Phase 3 - Training

Organization and adaptation to group in training

Training course

Alternative guidance

Phase 4 – Quick e QnAnP Guidance

Phase 4 – Project development and implementation

Give support to business ideas implementation

Public Announcements

Results announcement, Newly created enterprises

Job Fair

6.2 – OTHER projects and Actions

- Pilote actions to bring people out of exploitation situations (sexual , slavery, illegal work market) Waiting for formal approval by SEF

- Contracts and memorandums of understanding with private companies to hire quotas of degraded areas inhabitants and, as a consequence, to hire immigrants.

- Monthly allowances pack for the integration in regular kindergartens of 30 children of immigrants during the training and implementation

of selected businesses or job assessment from a period of 1 year 100% and 1 year phasing out 50% participation. Based in family development contracts and if justified by its pertinence for the business plan.

- Portuguese training courses to match the legal examen for foreigners and business portugese and Competences validation processes for Immigrants

- Realization of a conference devoted to the subject: "Social Integration in Critical Areas"

- Launching of the advertising campaign "This is my weapon", focused on young persons living in social housing neighbourhoods in the Lisbon Region.

- Zambujal Melhora (Zambujal Improves) - Social Housing Neighbourhood

Axis 3 - Social and Economic Development - Training course for professional competences on garden keeping, public space care and community services, to access a job in the Community Business Unit to be created

Axis 3 - Social and Economic Development - Business Unit to garden, public space care and community services. Compaticipation of 100% in adaptation costs and all costs per one immigrant worker provided he is full wright partner

Axis 3 - Community centre In cooperation with local NGOs, in the degraded social housing neighbourhood of Zambujal, with Business employment and family advise, adapted schedules kindergarten for single women (100% free for immigrant entrepreneur women and/or mother+father entrepreneurial partnerships). 1- Entrepreneurial & business advisement 2- Employment and training advisement 3 -Health, Education, family conciliation features 4 - Community centre functions and group activities.

- Santa Filomena Degraded Quarter - Portable community centres in the poorest deprived areas with Business employment and family advise, adapted -schedules kindergarten for single women (100% free for immigrant entrepreneur women and/or mother+father entrepreneurial partnerships). 1- Entrepreneurial & business advisement 2- Employment and training advisement 3 -Health, Education, family conciliation features 4 - Community centre functions and group activities

- Estrada Militar da Damaia - Portable community centres in the poorest deprived areas with Business employment and family advise, adapted schedules kindergarten for single women (100% free for immigrant entrepreneur women and/or mother+father entrepreneurial

partnerships). 1- Entrepreneurial & business advisement 2- Employment and training advisement 3 -Health, Education, family conciliation features 4 - Community centre functions and group activities

- Casal da Mira Social Housing Neighbourhood - Portable community centres in the poorest deprived areas with Business employment and family advise, adapted schedules kindergarten for single women (100% free for immigrant entrepreneur women and/or mother+father entrepreneurial partnerships). 1- Entrepreneurial & business advisement 2- Employment and training advisement 3 -Health, Education, family conciliation features 4 - Community centre functions and group activities

- Research and Development using the first Amadora EMPREENDE programme entrepreneurs as a pilot

- Amadora EMPREENDE - Training and Education for immigrants to develop competences in creating a successful enterprise

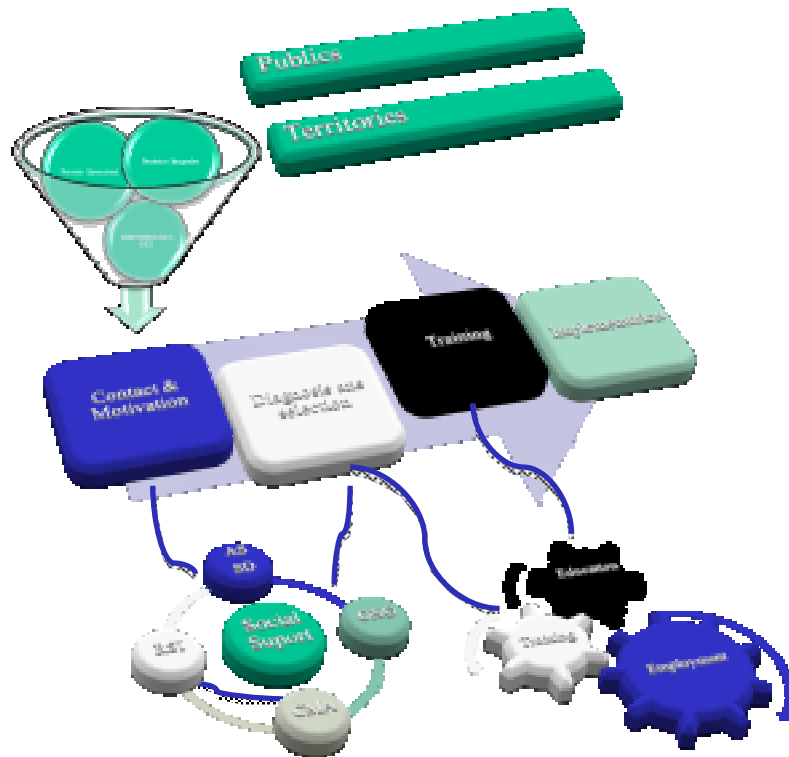
7. Methodology

Social Entrepreneurship constitutes more than a way to solve troublesome situations in terms of individual or family income. It is a personal and collective development process that provides an uplifting in terms of social mobility. This way, the ideas that do succeed, will have an important multiplying potential, whether by peer motivation or by creating in mid and long term some proximity jobs.

In order to succeed at this task, the Amadora EMPREENDE program relies on two fundamental strategic ventures:

1 – To believe in young people's entrepreneurial potential, guiding it towards qualification for high added value economical activities, and to create opportunities in the city for the recently graduated and vocational training finalists and still work on the equality of opportunities in terms of job market placement for those who didn't finish school or with irrelevant vocational training.

2 – To believe in the entrepreneurial potential of less favoured audiences, orienting their action towards personal empowerment and skills capitalization, thus creating new job opportunities and income. This way, in mid term, their dependency on social aids is changed turning them from beneficiaries to contributors.



The Amadora EMPREENDE process is a dynamic one, based on the recognition of possessed skills (or its lack of) and each step taken on the path for individual development through appropriate and exchangeable guidance is translated in:

- 1 – Entrepreneurial Path
- 2 – Social Support Aid
- 3 – Integrated routes for Education-Training-Employment

This way, following the identification of target individuals amongst the chosen target audiences and territories, follows the Amadora EMPREENDE's path. In each of its stages, together with the recipients, at each stage, the best solutions for each one are found. After this, the right type of guidance is picked which may lead the people to continue the entrepreneurial path or to alternative paths of social nature and/or Education-Training-Employment.

By doing so, it is intended that all people that manifest a true will to individually develop and improve professional status, whether having entrepreneurial characteristics and possibilities or not, be provided within this system with an answer to their situation.

Municipal Strategy

INTEGRATED PROJECTS IN POVERTY POCKETS

“Build not for but with the community” - Part of the problem vs part of the solution” (governance, subsidiarity, entrepreneurship)

The municipal strategic action in terms of social development rests on three fundamental foundations that cross sector policies and intercept transversal actions, centred on evenly distributed problems throughout the territory.

The Amadora Empreende is based on 3 Pilars:

FOUNDATION 1 – Territorialization

The majority of social problems identified in Amadora show multi-problematic associations and varied densities in terms of its territorial distribution.

This way the territorial approach is considered strategic in the answer alignment and social interventions of the Municipality.

FOUNDATION 2 – Information/Cooperation

The effective and efficient management of existing resources in the municipality, as well as its orientation towards results, depends mainly on the knowledge of group, family and individual realities.

Safeguarding the legal arrangements in terms of data protection, the gathering and sharing of social information by the intervening parties in social support management and its usage in terms of effectively aiding cooperation between institutions that promote social aid and development (public and private), are potentiated.

FOUNDATION 3 – Contractualization

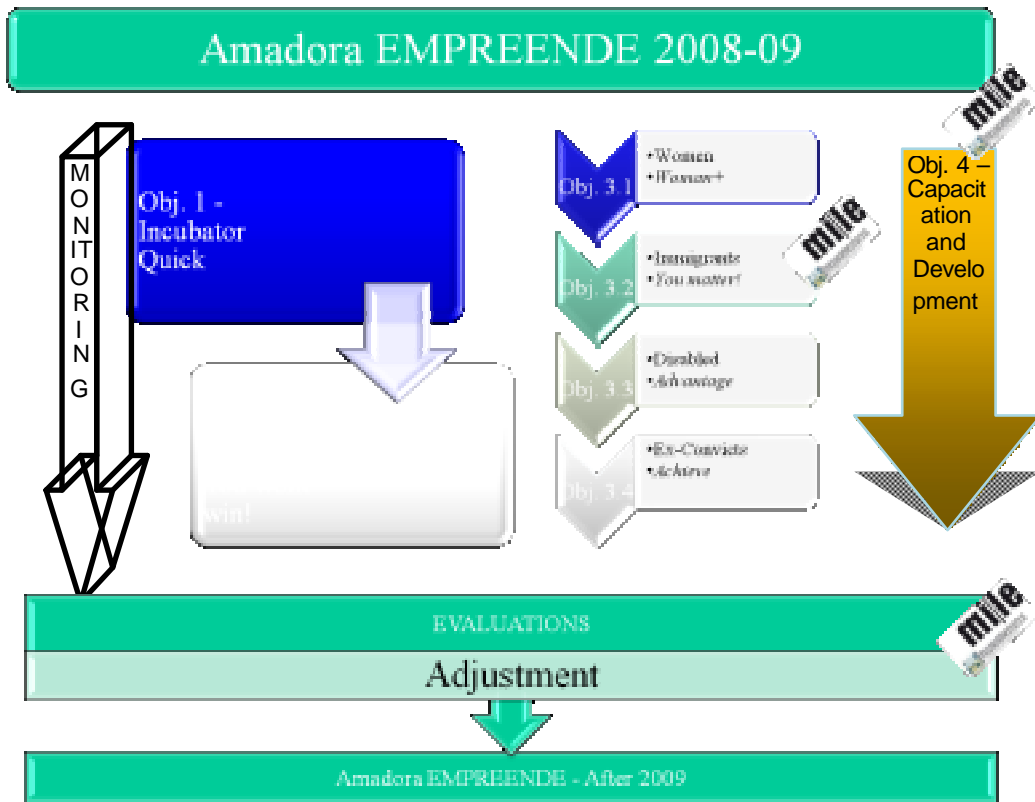
The contractualization is a fundamental foundation in the relation between all stakeholders, with special focus on the different actors of the supporting social net, the individual and the family group.

This contractualization, although regulatory of aids and benefits, is guided for individual results, defined on family contracts, according to the model developed by the municipality, although on an experimental level, with PIC Urban II (Damaia/Buraca), consolidated with IC Equal (Boba) and finally widespread to all SAAlI territories in articulation with Social Security.

In what concerns processes of assistance aspect, the individual and family commitment tends to ensure a better routing of resources to means they are meant for, thus reducing waste and increasing the desired humanitarian impact.

In what concerns processes of social development, of high investment on all levels, the commitment acts as a mutual guarantee between target-

individuals and stakeholders, that all will give the best in them in order to achieve the results put on contract.



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The Objective 3.2. (We Rely on You!) is developed in order to help access opportunities created through objectives 1 and 2 by specific audiences, in situations of social vulnerability, discrimination or exclusion, with the immigrant population as one of the priorities.

Objective 4 – Empowerment and Development

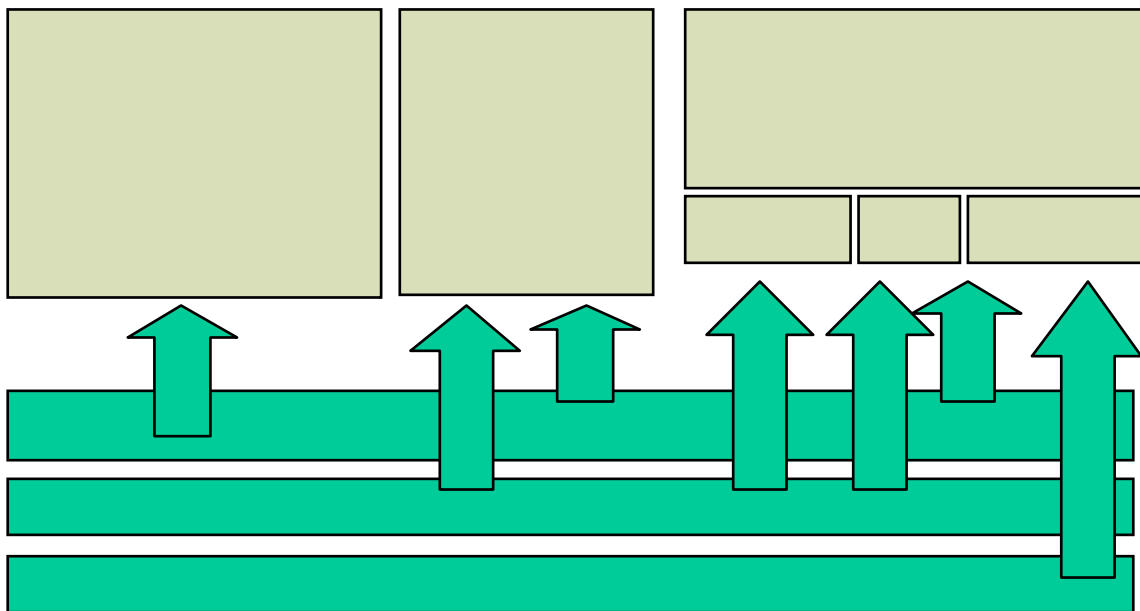
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Institutional cooperation



The difficulty in promoting entrepreneurship among audiences starting their active life, such as young people, or in a situation of social frailty due to poverty, discrimination or exclusion, assumes a pro-active cooperation between the public sector, the private sector and the designated Third Sector. This is a fundamental condition in order to make this ambitious program that promotes systemic and innovative answers, succeed.

It's intended that this program experiments a public-private strategic cooperation model, that is able to profit from: public investments and policies (central and municipal), academic knowledge, the 'know-how', enterprising sector competitiveness and the experience and mission awareness that the solidarity sector has. This way, united by cooperation around individuals with entrepreneurial spirit, synergism will be generated and its effects capitalized.



URB ACT | Managing Migration And Integration At Local Level
Cities And Regions

ACTION LEARNING SET 2
Active Inclusion Measures for Labour Market Access

Partner: AMADORA CITY COUNCIL

Members of the ALS (names and e-mails): Jorge Miranda jorge.miranda@cm-amadora.pt, joao.afonso@ccdr-lvt.pt Vanda Santos Vanda.santos@cm-amadora.pt Fernanda Teixeira f02teixeira@hotmail.com (Amadora EMPREENDE / Quick), Paula Tomás (Amadora EMPREENDE/Quem não Arrisca não Petisca) picurbanii@sapo.pt Ana Monteiro (Amadora EMPREENDE/Quem não Arrisca não Petisca) picurbanii@sapo.pt Liliana Cruz (Amadora EMPREENDE/Quick) picurbanii@sapo.pt , *it is crucial for us to know the names and e-mails of all the ALS members in order to provide efficient support*

WHO IS/ARE YOUR TARGET GROUP?
YOUNG PEOPLE BETWEEN 16 AND 25 YEARS OLD LIVING IN AMADORA COUNCIL EALY SCHOOL LEAVERS RISK SCHOOL LEAVERS OTHER YOUNGESTERS PRIORITY TO IMMIGRANTS, IMMIGRANT DESCENDENTS AND RESIDENTS OF DEGRADED QUARTERS
WHAT TYPE OF ACTION * are you wishing to plan
X Developing new projects
PROJECT NAME
"You are an ACE!"
WHAT IS THE OBJECTIVE OF YOUR ACTION PLAN
Main goal:



To Contribute to the integration of young people in the labour market, with priority to immigrants, immigrant descendents and residents in degraded quarters, promoting and supporting excellence and preventing yearly school leavers.

Specifics goals:

- . To involve all Amadora Council young people as well as those from the other city partner
- . To reduce negative peer pressure
- . To create new leaders.
- . To serve as a pilot for the Region of Lisbon involving
- . To provide models of positive social behaviour

The first 2 year the project will be developed in Amadora, as pilot-project jointly with the Region and another city of the metropolitan area, to test the transferability to the wider region of Lisbon. After that it will be replicated in Lisbon Region, in partnership with CCDR-LVT.

ACTION PLAN IDEA

The Action Idea and immediate goals:

The main goal is to detect excellence amongst youngsters in general and to promote its linkage to the education and qualification system and to the job market. Early detection of talents is a good bet for universities and private companies. On the other hand, youngsters with potential often have small behaviour misunderstood, especially if they are poor, immigrant, ethnic or all of these. So although human potential for excellence it is equally distributed opportunities to develop that potential into competences, educational and job assessment are not.

The entire project is based upon the detection of youngster's talents in equal opportunities between native Caucasians and non natives from any geographic or ethnic origin, provided they are legal in the country.

Basically the project is meant:

- 1 – To identify young people with high potential in several areas, such as : Performing Arts, Visual Arts, Sports & Leisure, IT, Fashion, Communication
- 2 – To identify reference persons in each area, who can be a positive model to the youngsters
- 3 - To identify reference companies in each area, that can be a positive model to the youngsters, support their university education (scholarship) and provide employment after education
- 4 - To identify reference universities in each area,
- 5 – Integration in the labour market after an university degree

The action consists of :

- an early competition for youngsters open to all and not only for poor, immigrants or ethnic youngsters (but with minimum quotas)
- a development partnership formed by:



- Amadora City Council (ok)
- Another City of Lisbon (to be chosen)
- The Region – CCDRLVT (ok)
- the Gulbenkian Foundation (ok)
- major TV channel (to invite)
- An urban and immigration sociology research unit specialized in youngsters as consultant to begin the action and evaluate impacts (CIES– OK)
- Top Reference Individuals (to invite)
- Top Reference Universities (to invite)
- Top Reference Companies (to invite)

- Each “Ace” will be “adopted” by a triangle formed by the Reference person + The reference University + The reference Company. Together with the youngster, the city and the region, they are expected to support the youngsters efforts to access proper education in order to develop her/his excellence and to have a job afterwards (it is expectable that each company interested in developing a certain young talent will invest in her/his education and have its counterpart after her/his graduation by working in exclusive for a certain period. The return for the investment done will then come out as publicity, social recognition and talent and skilled employees)

The Strategy behind and indirect impacts:

On the generality of the region´s youth:

All communication campaign, namely TV based, will settle in symbols and references from the immigrant, ethnic or poverty communities. The same will happened with all major events and launching campaigns, for which the youngsters of medium and upper classes will have to get near the reality of socially deprived areas to access their own opportunities. And accessing their own opportunities through the deprived areas and having individual references of immigrant or ethnic origin that are now symbols of Portuguese countrywide and international reference, The strategy is to co notate positively with excellence the badly social connotation critical areas of the city.

On the youngsters with excellence potential from immigrant, poverty or ethnic origin:

The focus on their social reality and the fact that the competition is open to all, allows them both to dream of an opportunity and to recognize they have to compete but with some quota compensation for their social “handicap”. So, a sense of fairness for all and individual opportunities will contribute to their believe in accessing their future through education and to make them work hard to get it.



On the youngsters with average potential know to become massively (or already) Yearly School Leavers:

The motivation for education and the recognition that excellence is not the average reality will allow them to get to more realistic approaches of their own situation and possibilities. On the other hand, the recognition that the large majority of mankind lives and its not excellent combined with the evident fact that some excellent of their peers are getting far in educational and success (and not only on sports) is believed to impact their individual motivation and wider their range of educational and professional possibilities.

The create of news symbolic spaces that are not in collision with deviant leaderships is expected to be accepted by all members of the group. Starting with what young people like, know and recognize, these symbolic spaces are new, more flexible, open to changes, playful, witch don't collide with the peer group hierarchy. Though maybe it is possible for a youngster to join without having to break with the group.

METHODOLOGY		
WHAT DO YOU WISH TO REALIZE?	WHAT ACTIONS WILL YOU TAKE	WHAT KIND OF SUPPORT DO YOU NEED ?
1) Organization and preparation of the Actions		Monitoring and evaluation during all the project Coaching during all the project
Nov08 – Feb09	Develop the concept and plan of action. Determine scientifically the wright balance for the social quotas to be established whit the university (CIES) Preparing a partnership protocol and presenting a bid to ESF	Expert participation in terms of European practices. Qec ERAN support for the bid and/or partnership
July 2009 until the end of the project	Look for and contact the reference persons in different areas, the companies and the universities and institutions. To establish partnerships: - Public - Ministry of Education, Ministry of Culture, Institutes, Universities - Private – Foundations - Individuals - Security Authorities – PSP	



	<ul style="list-style-type: none"> - SEF - IEFP - CCDD-LVT 	
2) Information and diffusion September to December 2009	<p>Information (streets, door-to-door) Focus groups and information meeting in the neighbourhood for residents. Facilitators/mediators will transfer opportunities to the word to mouth within Neighbourhoods. Involve: Local Association; Secondary Schools; Facilitators; ONG's; VIP's; Companies; Universities; Amadora City Council Projects. The publicity will be done with TV spot, street posters, posters in public transports, flyers, radio commercials, and other forms of spreading the information. It will be possible to include specific events, as music and theatre shows and art exhibitions, among others ways that can attract the youngster and social communication and give a larger public visibility to the campaign. By: Amadora City Council</p>	
3) Motivation and Contact January to April	<p>Involve local associations, schools, enterprises, sportive cultural, artistic, foundations, districts, on organizing events to motivate young people to participate on the project. Identify young who want subscribe the project. Define young Psychological profile to select the potential ACE.</p>	
4) Actions May to August	<p>Activities with selected young people from the previous phase:</p> <p>Playful activities Visit to enterprises</p>	



	<p>Visit to Universities Visit different labour contexts: cultural, artistic, fashion technological, sportive, communication. Others</p> <p>“Young Skill's Festival” - New selection: Evaluation of skills, by Experts Attribution of the Prize (scholarship) or signature of Commitment to accomplish studies.</p> <p>Involve: Amadora City Council, VIP'S (reference person), Companies, Universities and Television</p>	
5) Integration		
September	<p>Restart scholar education. Start the university education in the specific area. After conclusion of high education the youngest will be integrated in different companies or institutions</p>	

Cities, Social Inclusion and Governance

MILE

City of Amadora – Amadora City Council

Third Local Action Plan

Topic 3: Access to services and intercultural dialogue

Intercultural Dialogue and Access of migrants and ethnic minorities to Education, Health
and Housing services

LOCAL ACTION PLAN TO CONTRIBUTE:

To empower migrant and migrant children and youngsters,

To social integration of children and young people resident in critical areas and

To provide a favourable environment to the future construction of individual projects of live

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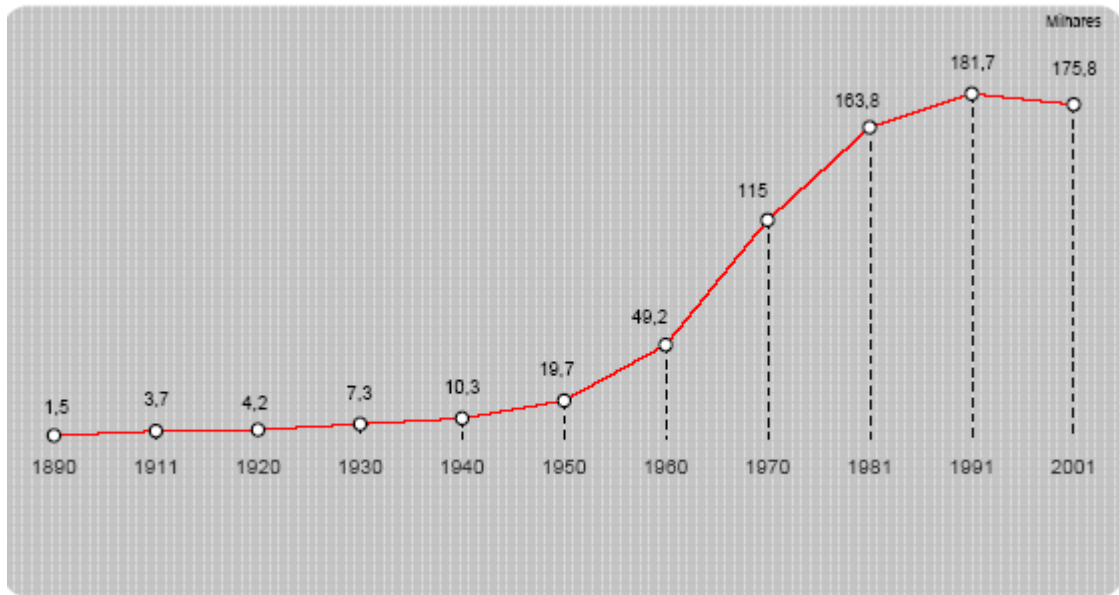
1. Analysis of the reference context

Camara Municipal da Amadora the Local Authority that governs the city of Amadora.

Amadora is a City Council since 1979, has a total area of 24 Km² and is located a west of Lisbon in the capital outskirts.

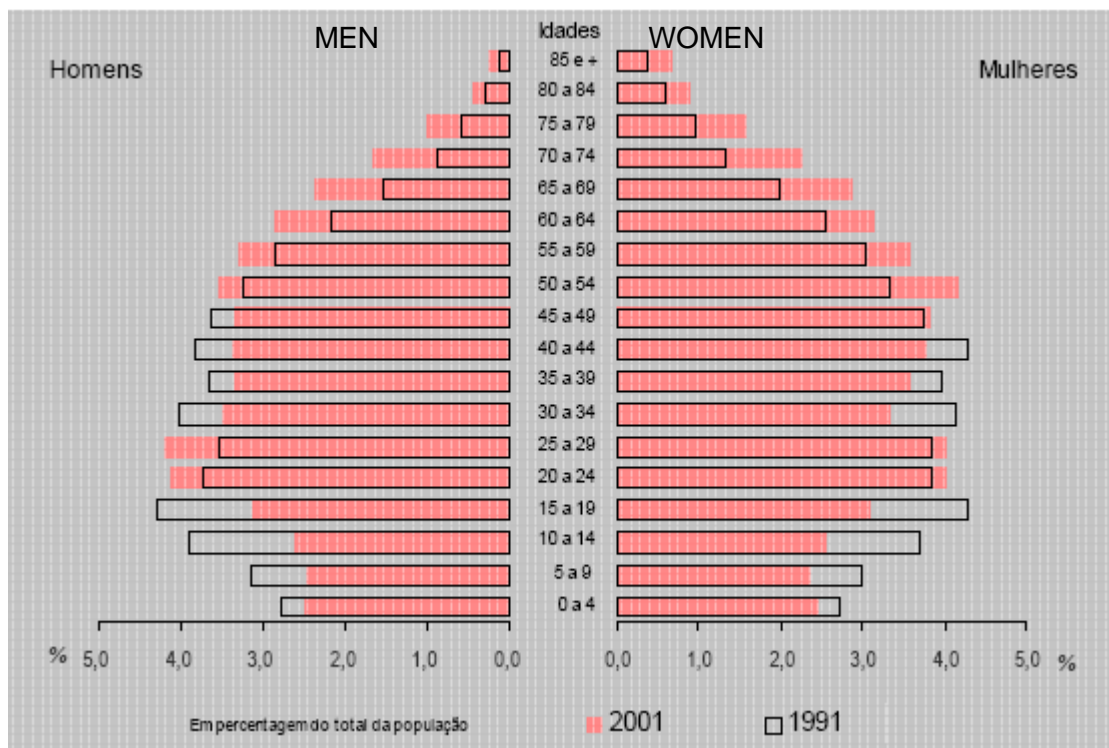


Population growth



Amadora has increased its population from 2000 inhabitants in 1901 to 175872 in 2001.

Resident Population by Age Groups



The shape of the pyramid of the resident population in Amadora reflects the growing aging population (that the population is growing old), which is absent in poorer neighborhoods of the city where the population is still predominantly young.

In 2001 12,79% of the population were immigrant. In fact immigration has built this city.

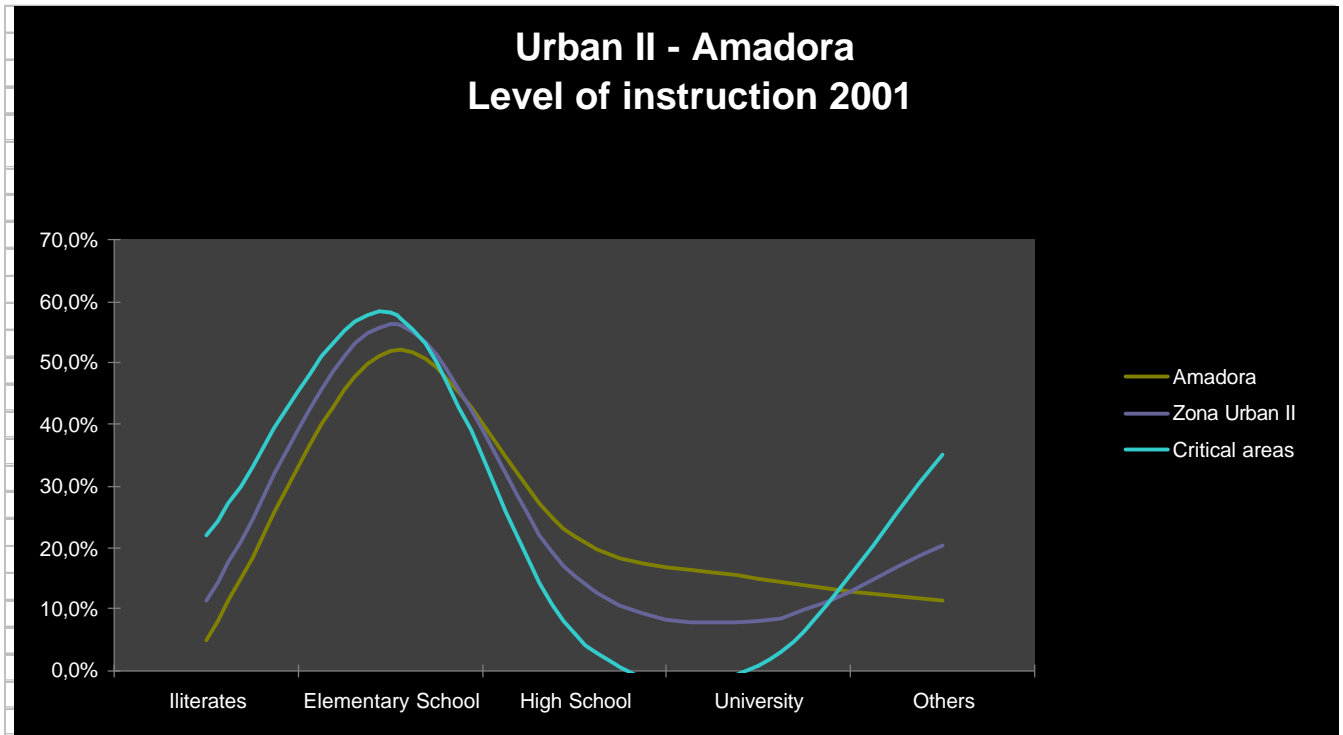
Firstly from the inner regions of Portugal (1950-1970), secondly, since 1974 with refugees from Portuguese former colonies independences and immigration from those new countries.

More recently, eastern Europeans and Brazilians, join the Portuguese born, the Capeverdians and other African immigrants.

This historical way has created a city with many contrasts and disruptive in both the social and urban meanings. Thus, several pockets of poverty and deprived areas co-exist in the city with modern quarters.

The low educational and professional qualifications of the resident population in these districts have been identified as two main factors that block the upward of the social mobility of this individuals and families.

The instruction level is one of the discrepancy factor between 2 worlds. In fact literacy rate is higher on degraded areas and social housing quarters, such as Zambujal, Boba, and Mira quarters, some of the Amadora poverty pockets.



The graph above compares the level of education in the city of Amadora with the levels of instruction for specific areas within the City.

On the critical areas the blue line shows that the percentage of illiterate population is higher, tends to fall since the elementary school and the percentage of high school population is inexistent.

Zambujal, Boba, and Mira quarters, are some of these critical areas. Despite being neighborhoods of resettlement, poverty and the risk of marginalization remain present in community life.

The phenomenon of early school leaving for social - economic or cultural reasons (gypsy population), is the cause of low instruction level on the young people, and this has effects on the quality of jobs and income levels of the working age population.

a) Zambujal Social Housing quarter

This neighborhood, of social housing consists of 1,082 houses and the respective public space, mostly built in the 1970s and 80s, the state of degradation and interlocking space perpetuated a stigma difficult to overcome.

However, the construction, in the 90s of the cooperative housing and later the construction of some equipment/devices and commerce in surrounding areas, produced positive impacts in terms of interaction with the outside of the neighborhood.

There is no precise reality of this social neighborhood. Among the several sources close to reality, at this level it is set out the below:

- § From a sample/universe of 798 households and 3,345 people surveyed by IGAPHE in 1998, found - that the illiteracy rate was 6.69% for men and 15.66% for women. Well above the average of the Municipality of Amadora in 2001 that was 5.5%.
- § Through a social diagnosis in Zambujal conducted in 2004 was found the following:
 - 4,650 Households
 - Predominantly young population (22.8% between 0-14 years)
 - 9.25% of residents are 65 or more years
 - Majority of residents is Lusa
 - 7.7% of the population is from the PALOP
 - There is a large gipsy community
- § According to the Department of Education and Culture of the CMA, for the academic year 2007/08:
 - Basic School of the 1st Cycle B1 of Alto do Moinho (population 186 children)
 - 3.76% school dropout
 - 16.67% Retention
 - Basic School in the 2nd and 3rd cycle Almeida Garrett (population 656 students):
 - 23.3% school dropout
 - 73.1% Retention

In this neighborhood, where there is a significant percentage of gypsies, the dropout school numbers are very high on the 1st cycle and increases abruptly to the 2nd and 3rd Cycle.

Even for the students who still attend the classes the results (grades) are dramatic 73% of the students flunk.

As a City Council, CMA rules the city with an elected local government, and its responsible by territory management, urban growth and renewal, social housing, Educational infrastructures, Social Care and other social businesses.

It has a proactive posture on its role in the city. Therefore, municipal action tackles the cities matters in an holistic approach, with active policies in terms of training, employment, social integration, health, education, youth, and others.

ALS3 and "Symphonic Youthful Orchestras" (Generation Orchestra) became an opportunity of learning and creating a new intervention methodology for dealing with the phenomena of early school leaving, as a positive action to immigrants, immigrant descendents and residents of degraded quarters, not only in Amadora City Council but also in other Cities Councils.

2. The Third Action Plan MILE and the contribution for the integration of migrating pupils into the educational system - "Symphonic Youthful Orchestras"

The Project "Symphonic Youthful Orchestras" (Generation Orchestra) is inspired in the National System of the Youthful and Infantile Orchestras of the Venezuela, that has in the Orchestra Sinfónica Simón Bolívar its maximum exponent of quality, directed for great experts of the world of music, and that it has more than 38 years integrates in its groupings (more than 200 local youthful orchestras) children and young proceeding from problematic quarters, with problems of failure and pertaining to school abandonment, and with difficulties of social integration.

This project constitutes a case of success for his innovatory contribution for the insertion and development of children and the most discriminated young persons originating of social ways.

The project is going to be implemented in association with a school with 1st and 2nd cycle, which pupils reside in problematic districts or of social dwelling.

The recruitment of the children (between the 6 and 12 years) must be done in the quarters through "facilitators " and in the schools through the teachers.

The project begins with the spread, recruitment and selection of the pupils, through auditions done by the Conservatory teachers.

In the first year the orchestra can go even to 60 pupils and the instruments are only of rope.

The classrooms are administered in the installations of the School in time-table school-powders or in school time-table when the project is considered as a " activity of extracurricular enrichment " .

In the end of the 1st year a workshop of one week is promoted.

In the second year the wind instruments are introduced in the group of the ropes, and the orchestra may admit more 16 pupils. The year ends with a workshop of a week of intensive work with all the pupils and eventually with other orchestras.

The third year marks the entry of the percussion instruments, the orchestra may have 80 elements, the necessary number to be considered a symphony orchestra. It ends also with a final workshop.

Public presentations of the orchestras will have to be promoted, as well as presentations that bring together several orchestras, it is of reinforcing the spirit of share and familiarity, as well as it of healthy competition between same.

So the annual activities are:

First year

- Teachers training given by professionals of the music area [1 teacher for the area of the orchestra, 1 teacher pair area of the instrument in the perspective of education in not individual lessons] and of the psico-social area [1 psychologist]
- Development of the section of rope
- Period of training - intensive work during one week [June]. The training will have to be carried out by an invited teacher of the Simón orchestra Bolívar.
- Public presentations after the period of training

Second year

- Development of the section of the blows
- Eventual contribution with the group of percussion of the school
- Periods of training - intensive work during two weeks [March and June]. The June training will have to be carried out by an invited teacher of the Simón orchestra Bolívar.
- Public presentations

Third year

- Reinforcement of the percussion section
- Periods of training - intensive work during two weeks [March and June]. The June formation will have to be carried out by an invited teacher of the Simón orchestra Bolívar.
- Public Presentations

3. Main Target Group and Aims of the Action Plan

Main Target Group

- Children 6 to 16 years old in elementary school (1st up to 7st living in Amadora (pilote) council and other cities of the region of Lisbon.

General aims

- 1 Empower migrant and migrant descendent children youngsters
- 2 Contribute to social integration of children and young people resident in critical areas
- 3 Provide a favourable environment to the future construction of individual projects of live

Specific aims

- Tackle unsucess & early school leaving
- Provide models of positive social behaviour
- Serve as a pilot for the Region of Lisbon involving
- Raisy family & community self esteem and social recognition
- Create new leaders
- Reduce negative peer pressure
- Promote group work, discipline, responsibility and tolerance
- Implement innovative and effective action on intercultural dialogue
- Approach the parents of the educative process of their children
- Facillitate the access to a musical formation that would be impossible for them in normal circumstances.

4. Methodology

The Action Plan is being implemented in Amadora, as pilot-project in 3 lines of intervention:

A. Extensive action in the Region (jointly with the Region and other cities of the metropolitan area, to test the transferability to the wider region of Lisbon.

B. Intensive action at City level - _ territories of intense intervention – Boba, Mira, Zambujal (Wich will work as a laboratory, evaluation and demonstration)

C. Thematic development (social development, music, education, Ethnic and Intercultural Dialogue)

A. Extensive action in the Region (jointly with the Region and other cities of the metropolitan area, to test the transferability to the wider region of Lisbon.

Concerning to Action 1 it was presented a bid of the “Symphonic Youthful Orchestras” for OP Lisbon to all the 18 councils of Lisbon Region, by JML, CCDRLVT(MA) and the Applicant Cities, on December 2008.

On March, the current year the candidature to Lisbon OP was approved for 6 cities within the Region :

Amadora – Zambujal Quarter

Loures – Quinta da Fonte/Apelação Quarter

Oeiras – Outurela/Portela Quarter

Sintra – Cavaleira Quarter

Sesimbra – Bairro da Boa Água/Quinta do Conde Quarter

Vila-Franca de Xira – Vialonga Quarter

This widening of the Project to the Region of Lisbon goes to create intercultural and educational chances for children living in degraded quarters of the involved city councils and in the process will allow also the creation of employment.

This add value is of an extreme importance in the actual social economical context characterized by the increasing unemployment and poverty carrying out new forms of this phenomena.

B. Intensive action at City level -_ territories of integrated and intense intervention – Boba, Mira, Zambujal (Wich will work as a laboratory, evaluation and demonstration)

The orchestras generation, had its origin in Generation Project within Boba rehousing quarter of Amadora City and initially had been financed by EQUAL Programme, Amadora Council City and Gulbenkian Foundation, with National Conservatory pedagogical responsibility.

Later they had been associating private entities as EDP Foundation, that had supported specific necessities of the Project as, the acquisition of some musical instruments.

After the end of the period of intervention of EQUAL Programme the Amadora City Council, Gulbenkian and EDP Foundations became the supporters of the Generation Orchestra of Miguel Torga School.

Within this quarter the Generation Project has involved until now 70 children almost immigrant descendents.

In the rehousing Mira quarter the Generation Project was implemented in 2008, in November was involved about 30 children, and the Project is entirely financed by a an entrepreneurial group, Chamartin/Dolce Vita the group

In concerning to Zambujal quarter the orchestra is starting this year, integrated in a major Project called “Zambujal Get Better!” Project, and will benefit from the dynamics of this major project. With the widening to this quarter, we have the opportunity of working with gipsy population, men, women, children, old and young, who, as known, is a very closed community with very strong rules and traditions which make specially difficult the access of the young women to the education.

To promote the intercultural dialogue and straighten the link between the local Communities, the african culture and the gipsy culture we:

- . Are now training facilitators and mediators (young people from the local communities to work with the technicians within the projects).

- . We intend to realize a great concert with TITO PARIS, gipsy artists and african artists performing with the orchestras. This concert is also a way to disseminate this methodology and show the results.

This musical strategy intends to, empower migrant and migrant descendents children and youngsters, contribute to social inclusion of children and young people resident in critical areas and provide a favourable environment to the future construction of individual projects of live.

On the other hand this intervention within these territories of intense intervention will work out as a laboratory, witch will test the methodology, evaluate and demonstrate the results.

In fact, in spite of all the projects and programs the poverty is still in our countries and we are going to fail the goals for 2015. Something must be done. So it is time to test new methodologies, new approaches, and the Generation Orchestras is being tested and until now the results are very positive.

C. Thematic development (social development, music, education, Ethnic and Intercultural Dialogue)

Concerning to this action we have already started a work group within Amadora City Council who have been work on the gypsy culture, assuming that we do not know roma culture. We intend to widen this working group to other technicians, Local Support Groups, stakeholders, residents and also the National Institute for housing.

5. Expected results

Music while space of opportunities, learning, construction of identities, cooperation and conflict resolution constitutes a privileged strategy to sensitize the children for a bigger understanding and acquisition of values and concepts that contribute for their autonomy and civic responsibility.

Music, as most arts, is a non-threat full activity which is therefore accepted by established youngsters' groups. Thus, although it transforms individuals in a positive way it rises no hostile reaction or group pressure. On the contrary, there is a pride effect on the success of the orchestra that is common to the entire community.

So, we expect that with this opportunity of accessing to a musical education that would be impossible for them in normal circumstances, children and youngsters remain at school and improve their scholar results, particularly gypsy children and youngsters.

Also the orchestra and the public presentations scheduled for the end of each year will counteract the negative image often associated to these critical areas. These neighbourhoods usually appear in the media for the worst reasons.

Public presentations will provide opportunity to show the good in these communities as well as theirs skills.

6. Possible indicators

Number of formed orchestras – 1 (we have already two, one at Mira Quarter and the other at Boba Quarter.

Number of involved pupils - 80

Number of public presentations - 3

7. Local support group members involved

a) General Project and thematic action - Strategy project design, stockholder's development and funding

Amadora City Council:

Jorge Miranda

Ana Monteiro

Ana Paula Tomás

Liliana Cruz

Vanda Santos

Fernanda Teixeira

Region of Lisbon:

João Afonso

National Conservatory of Lisbon:

António Wagner

Calouste Gulbenkian Foundation:

Lúisa Valle

b) Wider working group – Cities and partners involved

ž AMADORA

§ Boba

Amadora City Council , the Caloust Gulbenkian Foundation, EDP Foundation, National Conservatory of Lisbon, School Miguel Torga, Neighbourhood based organizations (NGO)

§ Casal da Mira

Amadora City Council , Dolce Vita Tejo, National Conservatory of Lisbon, School Cardoso Pires, (NGO)

§ Zambujal

Amadora City Council, National Institute for Housing, Private Partner under negotiation, National Conservatory of Lisbon, School Almeida Garret, (NGO)

ž LOURES

Loures City Council, National Conservatory of Lisbon, School of Quinta da Fonte/Apelação, (NGO)

ž OEIRAS

Oeiras City Council, National Conservatory of Lisbon, School of Outurela/Portela, (NGO)

ž SINTRA

Sintra City Council, National Conservatory of Lisbon, School of quarter Cavaleira, (NGO)

ž SESIMBRA

Sesimbra City Council, National Conservatory of Lisbon, School of quarter Boa Água/Quinta do Conde, (NGO)

ž VILA FRANCA DE XIRA

Vila Franca de Xira City Council, National Conservatory of Lisbon, School of Vialonga, (NGO)

8. Partnership

The Action Plan is contributing to the establishment of new and lasting partnerships and to the reinforcement of the existent ones.

In fact, the partnership between the public sector, the private sector and the university already tried in the ALS1, with the Social Entrepreneurship Municipal Programme is being consolidated with this initiative.

We are involving governmental and not governmental organizations that work with immigrants, and gypsy population namely, Immigrants Associations, Resident Associations, Gypsy Associations.

The spreading of the initiative, as well as the identification of candidates, in collaboration with these entities is very important so that the message arrives at the biggest possible number of young immigrants within the communities.

On the other hand to support this initiative we already involved, as said above, Calouste Gulbenkian Foundation, EDP Foundation, Chamartin / Dolce Vita Group, National Conservatory of Lisbon, Region of Lisbon, other City Councils, other stakeholders.

The results gotten with the Orchestra Generation Project of the Boba Quarter, developed in partnership with the Foundation Calouste Gulbenkian, the EDP Foundation and the young people, constitutes the engine booster of the consolidation of this initiative, while experience pilot, in this Quarter, as well as of its widening to other critical zones of Amadora Council: Mira Quarter and Zambujal Quarter.

As said before, in Mira quarter, this initiative has the support of an enterprise entity, within of the respective Social Responsibility, Group CHAMARTIN.

The widening to Zambujal Quarter, also foresees the stimulation to the participation of the enterprise sector and also implies in intercultural terms the involvement of gypsies population and also gypsies associations.

On the other hand the partnership between several City Councils involved on single Project obviously reinforce the existent connexions between policy makers, technicians, target publics, and all other potential stakeholders in each City Council.

9. Sustainability and stockholders (Private + Ministry of Education + Ministry of Culture) "Symphonic Youthful Orchestras" and school education

At this point is important to remember that the Project must be implemented in a basic school, and in the future the "Symphonic Youthful Orchestras" may be one of the activities at school.

There is the possibility of integration of this Project in the activities of the curricular enrichment. So in the first cycle of basic education this activity may be financed by Ministry of the Education. Contacts at the highest level have been made between the Ministry and the National Conservatory to implement this idea.

Relatively to 2º and 3º cycle of basic education the Project will be also able to integrate the extra school initiatives.

The City Councils have educative funding materialized in the Quality Schools Support Programme, which may, in the future, be able to finance part of the future implementation of the "Symphonic Youthful Orchestras".

On the other hand, having in consideration that the Council Cities had assumed the transference of abilities at the Education level, and several new attributions, this means that this may also be able to finance the continuity of this initiative.

10. Critical elements arising along the analysis

The analysis has pointed to the need to developed the evaluation, starting for what we have learning with the research of previous Generation Orchestras.

It was suggested to consider the opportunity to publish an annual report on-line (for facilitating dissemination), and also strongly recommend to involve Roma youth/families in a participatory process during all the project.

Concerning to the evaluation and demonstration the Project intend to involve the university and the Region of Lisbon.

The possibility to publish an annual report on-line is a very interesting suggestion to think about.

The Roma youth/families involvement had already start as we are now training a team of Facilitators that integrate young gypsies.

The role of a gypsy facilitator is essential concerning to the stimulation of the gypsy children and gypsy families participation on the generation orchestra.

