



European Crime Prevention Award
and
EUCPN Best Practice Conference 2011
Project Entry Form

The theme for this year's European Crime Prevention Award and EUCPN's Best Practice Conference is: ***"Sport, science and art in the prevention of crime among children and youth"***.

Because of the theme of the competition and general subject of the trio, projects should be linked with:

- activities of allowing young people avoiding the risks of crime or move away of it
- creating the system which allows juvenile to the creative development and which is choice to the juvenile delinquency
- education and related fields (i.e. sport, art, science) used in the crime prevention system

The list is not exhaustive. The projects may address any question relevant to this year's theme.

Please complete the attached form (the boxes are expandable). Note that the last point is for a one-page description of your project.

Entries should be in English, but may be accompanied by a version of the entry in the national language if wished. Each country may enter one project as its ECPA entry and up to two other projects to be presented at the conference. Projects should be submitted only through the National Representatives. The full ECPA rules can be found at www.eucpn.org

Deadline for entries is **October 15th, 2011.**

Send your entry or entries to: eucpn@mswia.gov.pl.

If you have any questions, please contact eucpn@mswia.gov.pl.



ECPA/BPC 2011

Please answer the following questions in English.

1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)

Additional Project – Portuguese Best Practice for the exhibition

2. What is the title of the project?

Programa Escolhas (Choices Programme).

3. Please give a short general description of the project.

Choices Programme was created in January 2001 as the first experimental crime prevention programme in Portugal.

Choices Programme is a Portuguese governmental social inclusion programme, under the Presidency of the Council of Ministers, and integrated in the High Commission for Immigration and Intercultural Dialogue, IP.

More than ten years after its creation, the Programme is recognized as one of the most effective actions aimed towards children and young people at risk, especially those living in the most vulnerable communities in Portugal. Few programs in Portugal have achieved this longevity and recognition.

The relatively long term existence of the Programme gives it a particular character but, more importantly, it allowed the development of a reflective capacity that facilitated a subsequent adjustment to the structural changes over the last decade, permanently adjusting its objectives, methodologies and target-groups over the time.

Currently in its 4th Generation (2010-2012), the Programme will outreach more than 97.000 individuals, gathering local resources from 1.031 local partners engaged in local consortiums that, in a "circular" model of governance, are co-responsible for the local actions delivered in the most at risk communities.

	1st Generation (2001-2003)	2nd Generation (2004-2006)	3rd Generation (2007-2009)	4th Generation (2010-2012)
Projects	50	87	121	Up to 140
Targeted individuals	6 712	43 199	81 695	97 000
Technicians	170	394	480	820
Municipalities	17	54	71	72
Partners	111	412	776	1 031

Fig. 1 – Global results (2001-2010)

The Programme aims to promote the social inclusion of children and young people aged from



6-24 years old, living in the most vulnerable communities, particularly immigrants descendants and ethnic minorities. The Programme also outreaches the families, teachers and the community in general.

Through this model, a first "barrier" of prevention has been established in the most vulnerable neighbourhoods in Portugal, allowing the children and young people to be engaged in preventive, pro-active activities, allowing choices for those who most need them. In order to do so and to better achieve their goals, each one of the projects, develop actions integrated within the following five main axis:

- I. School Integration and non-formal education;
- II. Vocational training and employability;
- III. Civic and community participation;
- IV. Digital inclusion;
- V. Entrepreneurship and empowerment.

The programme is now supporting 133 local projects, in all the 18 districts of Portugal and also in the islands of Azores and Madeira. The programme has a global expenditure of 32.000.000€ for the period of 2010 to 2012. Additionally, the contribution from the local partners is estimated in 24.500.000€ until 2012.

The Programme is funded by the national budget (Ministry of Solidarity and Social Security and the Ministry of Education) and by the European Social Fund.

More details at: www.programaescolhas.pt.

4. Please describe the objective(s) of the project.

According with the Council of Ministers Resolution N. º 63/2009, Choices Programme aims to promote the social inclusion of children and young people, between the ages of 6 to 24 years old, living in the most vulnerable communities, looking towards equal opportunities and social cohesion.

5. How was the project implemented?

Choices Programme was created in January 2001 and has already gone through three phases of development.

During the first implementation phase, from January 2001 until December 2003, it was a Programme for Crime Prevention and Youth Integration in the most disadvantaged neighbourhoods around great Lisbon, Oporto and Setubal, implementing 50 projects during this period, covering a target group of 6 712 individuals.

When this period ended, based on the knowledge gathered and responding to new challenges, Escolhas 2nd Generation (E2G) was created. Nationwide, E2G was implemented between May 2004 and September 2006, funding and accompanying 87 projects across the country.



During E2G the priority target group were children and young people from 6 to 18 years old coming from the most vulnerable communities. The Programme also included young people aged between 19 to 24 years old, families and other community members such as teachers, educational assistants, among others.

It was during this phase that the Programme redirected its activities from crime prevention to social inclusion. This change in the approach intended to allow a more socially mixed approach and to deconstruct the negative representations that could be associated to the local projects. By working on the causes of social exclusion, crime prevention started to be seen as an outcome, rather than the starting approach for young people and families, which sometimes discouraged them to participate. It also allowed mobilizing individuals with "regular" modes of integration, fostering co-operative learning and social mix.

In E2G, the Programme also redesigned its model, moving from a rather centralised model to a bottom-up Programme focused on projects that were planned locally and based on the mobilization of local institutions (schools, training centres, associations, civil society organizations, among others). These local organisations were challenged to design, implement and evaluate the projects. Working with local consortiums that involved 412 institutions and 394 project workers, E2G covered a target group of approximately 43.199 people, living in 54 municipalities.

In 2007, Choices Programme 3rd Generation (E3G) extended its activities and was renewed until 2009, with the aim of promoting social inclusion of children and young people between the ages of 6 to 24 years old, from the most vulnerable communities. The greater risk of social exclusion among immigrant descendants and ethnic minorities was also taken into consideration, seeking to promote equal opportunities and to reinforce social cohesion. During this phase 121 projects were developed in 71 municipalities throughout Portugal.

Based on the consortium model already adopted in E2G, E3G involved 776 institutions and 480 social workers, and covered a target group of 81.695 individuals. Through the resolution of the Council of Ministers nº 63/2009, of 23rd July, Choices Programme 4th Generation (E4G) was established and renewed until 2012. The funding and the amount of financed projects increased.

E4G, started on January 2010 by financing 131 projects based in a "circular" 7P's model (an approach based on the previous learning). The resolution of the Council of Ministers allowed the possibility to provide funding to further pilot projects, up to 10, in order to increase the support to local communities and partnerships in the most vulnerable contexts.

In E4G, a total of 106 Community Engagers are working closely with the local technicians. These are young people (19-35 y.o.), who are positive role models, and are a part of the local staff, facilitating its work and delivering their skills to their own communities by doing what they can do best.

Among the 133 ongoing projects financed by "Choices Programme", developing a total of 4.685 daily activities, one has selected three local case studies, which are included in a broader activities plan of each of the three selected projects. One has selected actions under the "Sports, Science and Art" theme of the 2011 ECPA, in order to illustrate some of the ongoing activities as well as the local results achieved so far in these three communities.



Considering the ECPA 2011, and as an evidence of specific measures that are being implemented in the wider scope of the Programme, the case studies are:

- 1 - "Pular a Cerca na Companhia do Rugby" – with a focus on sport, particularly at rugby as a social inclusion vehicle.
- 2 - "O Espaço, desafios e oportunidades" - experiential learning of science and technology, based on the building of rocket replicas and other technological experiments.
- 3 - "Nu Kre" - promotion of dance and other artistic expressions as a mechanism for risk protection and social exclusion reduction.

1 - "**Pular a Cerca na Companhia do Rugby**" is a project implemented in a complex of social housing with a high population density (about 5000 people) - in Campanhã, Oporto. Children and young people living in this area hold low levels of educational and professional qualifications, weak behavioural and educational skills.

Strategies

The idea of this rugby school was to promote health and the learning of values such as respect, cooperation, effort and fair play. Rugby is used as an intervention strategy, allowing skills development through non formal education strategies.

Main Outcomes

About 80 children and young people, between 6 and 14 years of age, have experienced rugby training. Of the 40 beneficiaries referred, 33 have improved their personal and social skills and increased their educational, professional and other qualifications. Some players coming from these schools were integrated in regional rugby teams. The school is now competing regularly with other schools from all the country, allowing a social contact with schools from very high socio-economical backgrounds, enhancing social cohesion and intercultural dialogue.

Besides the rugby training, the project is now developing professional training courses related with refereeing, providing a recognised training certificate. Detailed information can be found at www.companhiadorugby.blogspot.com/.

2 - "**O Espaço, desafios e oportunidades**" is developed in Sintra, in the school *Visconde Juromenha*, which has a total of 2100 students and is located in an area with a significant migrant population, coming from 23 different countries. It is considered a territory with a high rate of exclusion.

Within the school there is a prevalence of dysfunctional and deviant behaviours, high number of individuals followed by the Commission for the Protection of Children and Youth and the Juvenile Court of Justice. There is a prevalence of high rates of school failure, unemployment, lack of work habits and devaluation by young people in relation to curricular subjects exposed in the context of the classroom, namely on mathematics and sciences.

Strategies

The experimental teaching and learning of science and technology, is framed as an activity of non-formal education within the school. Based on educational differentiation, using the "airplanes" and rockets construction model, the project has developed a partnership with NASA. In the phase of construction of the airplanes and rockets models, methodologies



focused on practical, experimental and productive learning are being used, allowing the youngsters to learn by doing. The learning process is active because the students carry out, build, reflect and evaluate. In the phase of experimentation, recreational activities are held, namely the launch of the "airplanes" built by the youngsters. Ultimately, the project is creating a vocational training course on "Electronics and Automation", and allowing job creation in a partnership with a local airport.

Main Outcomes

Increase in the number of students who have concluded the educational year with success; The academic success of those who had initial learning difficulties was increased by 13.6%. Positives impacts on educational achievement and socialization process. Detailed information can be found at <http://oespacoepotunidades.programaescolhas.pt/em-accao/fotos>.

3- The "**Nu Kre**" project develops its intervention in the neighbourhood of "Cova da Moura," where most of the houses were built by the inhabitants themselves. Around 6,000 people live in the neighbourhood, where the majority are immigrants and their descendants (especially children and young people at risk of exclusion).

Strategies

The project invests in the promotion of music and dance, trying to involve participants in all phases of the process, from conception to production, investing in training "on the job" and (semi-) professional skills.

Dance workshops and training with highly recognised artists from the artistic scene are implemented in a regular basis, in order to better prepare the group to participate in different public presentations. This two year process allowed the creation of a dance and a theatre groups.

The aim of this activity is to foster the rising and further establishment of a contemporary dance group and a theatre group, fostering the development of the skills and competences already present in the neighbourhood.

Main Outcomes

Creation of the show "IMAN" inspired by the fusion of contemporary, hip hop and traditional African dances.

Quality certification based on ongoing training with highly recognized contemporary artists.

Development of artistic and personal skills.

Creation of jobs and the participation of the dance and theater groups in several international Festivals (Palestine, New York, etc).

Individual progression and development of critical and reflective attitudes.

Detailed information can be found at

<http://www.nukre.programaescolhas.pt/projecto/actividades/atelier-de-danca>

<http://www.youtube.com/watch?v=BctvEDm5q5M>



6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

During the first implementation phase (2001-2003), the Programme involved 111 local partners. In the 2nd Generation (2004-2006) 412 local partners were involved. In the 3rd Generation (2007-2009) 776 partners were gathered.

Currently in the 4th Generation (2010-2012) 1031 local partners are engaged in local consortiums, ranging from public, third sector and private sector. In average, each project holds a consortium composed by 6 local partners; however 35% of the projects have between 8 to 9 partners.

Type of institution	Total
Schools	169
Civil Society Organizations	115
Children and Young People Protection Commissions	99
Parishes	91
Municipalities	80

Fig. 2 – Top 5 institutions involved in 2010-2012

These local partners are, amongst the most representatives, the schools (169 schools involved in 133 projects), Civil Society Organizations (115), Children and Young People Protection Commissions (99), Parishes (91), Municipalities (91) and Sports and Culture Associations (47). Amongst other institutions, one can highlight also Youth Associations (51) the General Direction for Social Reinsertion and Police Authorities (50) and Immigrant Associations (35).

These partners are responsible for managing and delivering the local projects in each of the communities.

7. How did you build in plans to measure the performance of the project? Has the project been evaluated? How, and by whom?

All the selected projects have to comply with a specific Regulation (Normative Dispatch n.27/2009). That Regulation defines the rules and procedures for the applications. Within these rules, evaluation and monitorization is a compulsory requisite in the application form. The projects evaluation is a structural part of the Programme's working method. It includes a technical and a financial evaluation.

The technical evaluation includes:

- a) A process of self-evaluation. The self-evaluation, based on SMART indicators, is the first level of monitorization. That self-evaluation is facilitated through a web based platform (AGIL) that allows all the data to be collected and the outputs to be produced. The application form is a web based platform where all the process is managed. In terms of performance measurement, the application requires:



- Identification of quantitative and qualitative diagnosis (problems, needs, potentialities, resources);
 - Identification of the target groups (problems, ages, qualifications);
 - Action Plan and schedules;
 - Main and specific aims (quantifiable and time-bounded);
 - Self-evaluation procedures (indicators, instruments).
- b) An internal evaluation performed by the Programme's central staff. These evaluation is based on the approved project proposal (expected results, indicators, instruments) and on the implementation of the Action Plans and is based on e-learning methods, b-learning, daily contacts (phone, email, AGIL notifications), field visits, informal visits, mystery client methods, and meetings with the local partners.
- c) The external evaluation which is developed by an external academical research centre and evaluates the programme globally as also the local projects as *case studies*.

The financial evaluation includes the report through a web based application (AFINA), financial audits to all the projects and a daily contact (email, phone, AGIL notifications) by the financial staff of the programme. In 2010, a total of 562 visits to the local projects were achieved, allowing a very close monitorization of the projects.

8. What were the results? How far were the objectives of the project achieved?

The Programme and the projects have been evaluated since 2001, considering the previous different levels. Each project reflects different results, considering the specific context and expected outcomes.

The programme, globally, reflects the projects results. For instance, when one analyses the results achieved by the three selected projects, one can identify important local impacts.

1 - **"Pular a Cerca na Companhia do Rugby"** - focus on sport, particularly at Rugby as a social inclusion vehicle. Main results:

- Nearly 80 children and young people aged between 6 and 14 years old, have experienced rugby through this training school;
- Of the 40 beneficiaries enrolled in rugby training, 33 have improved their personal and social skills and increased their educational, professional and other qualifications.
- Several players coming from these schools where integrated in regional rugby teams.

2 - **"O espaço, desafios e oportunidades"** - experiential learning of science and technology, based on rocket replicas construction. Main results:

- The academic success of those who had initial learning difficulties and risk of retention was decreased by 13.6%;
- 67 young beneficiaries pre-professional skills where improved through training activities focused on workshops experimental teaching of sciences and technologies (such as mechanics, electronics, technical drawing, painting, aviation, etc.);
- 81 young people have increased their personal and social skills.

3 - **"Nu Kre"** - promotion of dance and other artistic expressions as a mechanism for risk exposure and social exclusion reduction. Main outcomes:

- Creation of the show "IMAN" inspired by the fusion of contemporary, hip hop and traditional African dances;



- Deconstruction of the image and perception of the neighbourhood by the population in general;
- Job creation and participation in international Festivals;
- From the 40 participants engaged in various activities namely education support, the project had reached as a midterm result 95% of educational success.

Alongside the local impacts that are monitored by each project, some national indicators are monitored by the programme itself. Therefore, every three years, an external academical research centre, produces research through a complex and multifactorial indicator regarding the risk of exclusion of children and young people. That indicator reflects the changes in the risk associated with youth crime, youth pregnancy, early school leaving, and several other indicators. The Index of Children and Youth Exclusion Risk (2009) is a very powerful tool for a global assessment on our impact.

Considering the global, mainstream approach by the Programme, and even though some results are not exclusively linked with the Programme's work, it is undeniable that several national indicators do reflect the Programme's intervention since 2001. That is clearly highlighted by our external evaluators and several external reports (MIPEX, 2011; Handbook on Integration, 2009; PISA, 2010).

Therefore, on a national perspective, and since 2001, it is possible to identify a continuously decline in the juvenile crime rates.

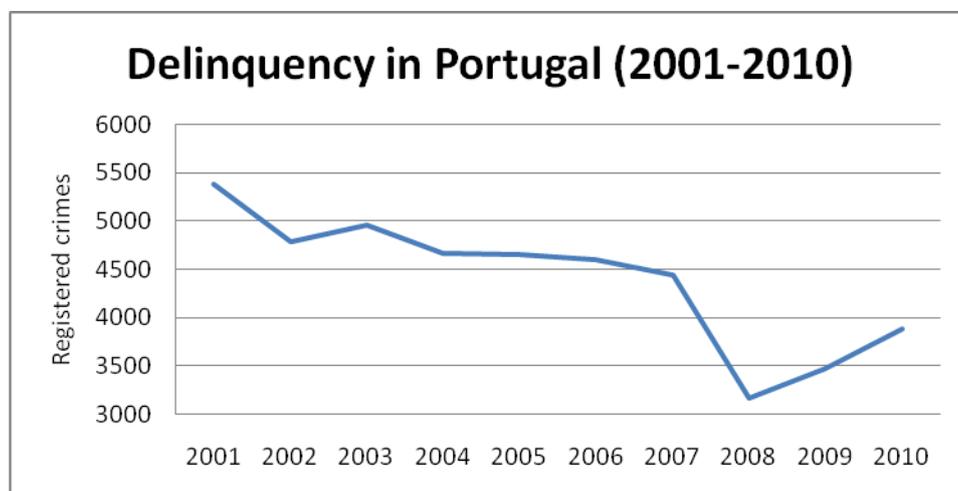


Fig. 3 – Source: Ministry of Interior (2007 RASI, with posterior updates).

Since 2000 it is possible to acknowledge an effective decrease in the number of early school leavers

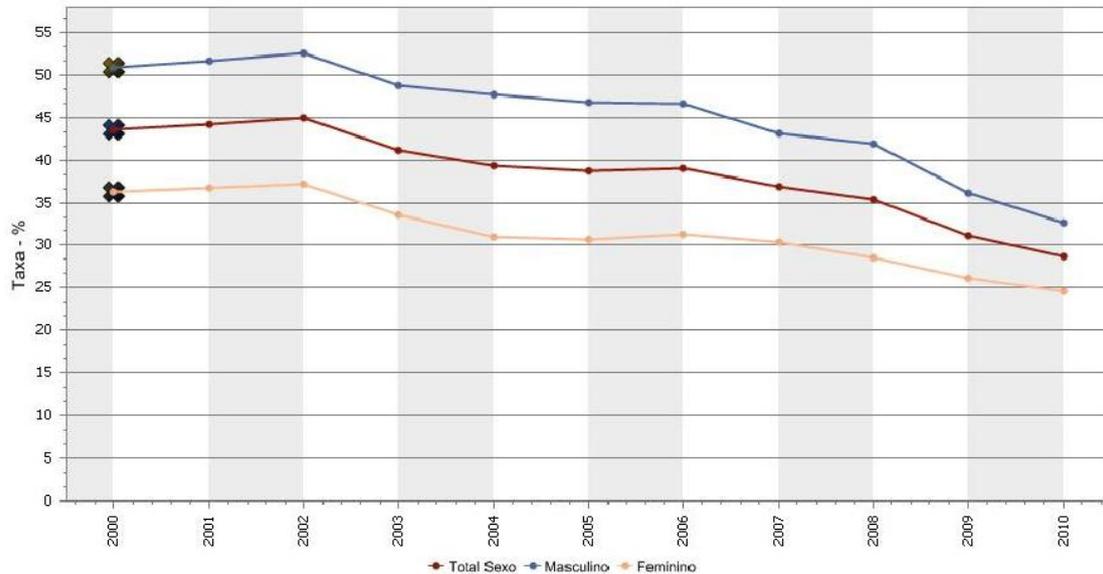


Fig. 4 – Early school leavers per sex and total (2000-2010). Source: INE, Pordata – (C) FFMS

In a more qualitative approach, the final external evaluation report produced about the 3rd Generation, highlights the following results: “Close monitoring, knowledge of the local projects, monitoring and information system innovation, quality and dynamism of the central staff, remarkable flow of interpersonal communication between projects, effective mobilization of information technologies and knowledge, importance given to innovation and experimentation methodology, high number of promising practices related to projects are elements that materialized in the overall quality of Choices Programme and that make a difference compared to other interventions, both in the national or, in some areas, in the international arena”.

Globally, and considering the in-depth and wide scope approach that the programme enhances, the results are gathered in the following way by the external evaluators:

1. A widespread intervention in promoting preventive and educational attainment tend to result largely achieved;
2. A strong intervention and impact on personal, social and civic dimension presented as a promoter and promotion of other fundamental results;
3. A bet on the referral to vocational training and the labour market;
4. A commitment to promote digital inclusion, in some cases as an aim in itself as other strategy and contribution to personal empowerment, social, educational and technical;
5. An intervention with families geared to promoting the appreciation of the schooling of their children and in improving their parenting skills, however, with results less than expected.



Another important set of results is related to knowledge and skills transferability, namely through the local partnerships. This aim of enhancing local governance is clearly highlighted as effective by the external evaluators: "The programme manages to locally be set up as a promoter and enhancer of partnerships to diagnose, plan and intervene, arguing in a register of community partnership, actions and even sharing of resources trying to overcome obstacles such as the unavailability and sometimes the lack of technicians or spaces in the neighbourhoods or schools."

9. Are there reports or documents available on the project? In print or on the Web? Please, give references to the most relevant ones.

From other reports and documents available, one might highlight the following:

- a) *External Evaluation Interim Report (2011)*
http://www.programaescolhas.pt/index.php/_cf/263878
- b) Annual Activities Report (2010):
http://www.programaescolhas.pt/index.php/_cf/203678

Video produced during the 3rd Generation of the Programme: <http://vimeo.com/11873155>
(English subtitles)

10. Please, write a *one page* description of the project:

Choices Programme was created in January 2001 as the first crime prevention programme in Portugal. Currently in its 4th Generation (2010-2012), Choices Programme will outreach more than 97.000 individuals, gathering local resources from 1.031 local partners engaged in local consortiums that, in a "circular" model of governance, are co-responsible for the local actions delivered.

Since January 2010, 133 local projects are being supported with the possibility to provide funding to 10 further projects, in order to increase the support to local communities and partnerships in the most vulnerable contexts.

Through this model, a first "barrier" of prevention has been established in the most vulnerable neighbourhoods in Portugal, in order to achieve five main results: a) increase school success, b) promote vocational training and employability, c) develop civic engagement, d) promote digital inclusion and e) foster the empowerment of the participants. As a final outcome the Programme is promoting social inclusion and crime prevention.

The vast majority of the projects are integrated in large counties where there is a high or very high risk, according with the Risk Index of Children and Youth Exclusion (2009).

Currently the Programme is strengthening its attention on youth empowerment, seeking the involvement of the target groups in the project actions, in order to guarantee the future sustainability and continuity of the actions developed.

Among the 133 projects, currently financed by "Choices Programme" one can select three local case studies, to better highlight the scope of the programme regarding the ECPA 2011 selected theme. One has identified actions under the "Sports, Science and Art" in order to illustrate some of the ongoing activities, as well as local results achieved so far:



- 1 - "Pular a Cerca na Companhia do Rugby" - focus on sport, particularly at rugby as a social inclusion vehicle.
- 2 - "O espaço, desafios e oportunidades" - experiential learning of science and technology, based on airplanes and rockets construction in a partnership with NASA.
- 3 - "Nu Kre" - promotion of dance and other artistic expressions as a mechanism for risk protection and social exclusion reduction.

The relatively long term existence of the Programme gives it a particular character but, more importantly, it allowed the continuous development of a reflective capacity that facilitates a subsequent adjustment to the structural changes over the last decade, in order to bring "choices with a future" to a larger number of children and young people.

Choices Programme has created opportunities and spaces for sharing strategies that can contribute to the development of wider plans for the prevention of crime.

Choices Programme is a good practice in the prevention of crime and social inclusion promotion, which should be shared among representatives of various Member States, fostering the exchange of ideas within and outside the network.

More details at: www.programaescolhas.pt (several translations available).