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Towards a Participatory Impact Assessment.

**Voices from the inhabitants of the social
neighborhood of Picheleira, Lisbon.**

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Chiara Annunziata

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Summary

Born at the end of the 20th century, the old Curraleira was known in Lisbon as the district of tin shacks. In 1975, a fire that claimed two lives brought the area renewed attention. It was in 2001 that the city's Municipal Chamber began the program of demolishing the shacks and subsequently rehousing the inhabitants in the surrounding neighborhoods. Mere housing reallocation, however, was not enough to reduce the structural and social precariousness that characterizes the shack population. At the dawn of the 21st century, juvenile delinquency in the city's suburbs was difficult to contain. Thus, in August 2000, the *Programa ESCHOLAS* was born with the specific objective of preventing juvenile crime in the urban neighborhoods, specifically in suburbs of the large cities of Lisbon, Porto and Setubal. Through this program, the social project *Casa da Juventude* arrived in the district of Picheleira, whose objective was and is to accompany and provide a space for young people. The neighborhood community is diverse with a strong presence of the gipsy community. As time goes by, *Casa da Juventude* project continues and new associations arrived in the area, new proposals, new financing, new realities are born, and many projects are passed to Picheleira. In particular, since the headquarters of the *Clube Interculturale Europeu* arrived a direct connection has been immediately created. From this was born in 2019 *Balcão do bairro*, a project in continuity with *Casa da Juventude* with the specific intention of responding to the needs of the adult community in the neighborhood. To date, twenty years have passed since the start of the “Casa da Juventude” project and three years since that of *Balcão*. What impact have these two projects had on the community and its territory? What have been the interventions and their results? How much progress has been made? How much is still to be done? The following thesis aims to present and explore a Participatory Impact Analysis (PIAs). Through the use of participatory approaches and methodologies, mainly qualitative, the aim is to make the voices and stories of the inhabitants the protagonists of an analysis of the impact that the two projects have had on the ancient Curraleira and its inhabitants over time.

Key words: Participation, Action Research, Participatory Impact Assessment, Social housing neighborhood

Nato alla fine del ventesimo secolo, l'antica Curraleira era conosciuto a Lisbona come il quartiere delle baracche di latta. Nel 1975 un incendio che causò la morte di due persone rende la zona oggetto di una rinnovata attenzione. Nel 2001 la Camera Municipale della città inizia il programma di demolizione delle baracche e il successivo rialloggiamento degli abitanti nei palazzi dei quartieri circostanti. Il mero rialloggiamento abitativo però non basta a ridurre la precarietà strutturale e sociale che caratterizza la popolazione delle baracche. Agli albori del XXI sec la delinquenza giovanile nei quartieri periferici della città è difficile da contenere. Nasce così nell'agosto dell'anno 2000 il *Programa ESCOLHAS* con l'obiettivo specifico di prevenire la criminalità giovanile nei quartieri urbani e nelle periferie delle grandi città del Portogallo: Lisbona, Porto e Setubal. Attraverso questo programma arriva nel quartiere di Picheleira, il progetto sociale *Casa da Juventude* il cui obiettivo è quello di accompagnare e dare uno spazio ai giovani della zona. La comunità del quartiere è varia con una forte presenza della comunità cigana. Con lo scorrere del tempo il progetto Casa da Juventude continua e arrivano nell'area nuove associazioni, nuove proposte, nuovi finanziamenti. Nascono nuove realtà e tanti sono i progetti passati a Picheleira. In particolare, arriva la sede del *Clube Interculturale Europeo* con cui si crea subito una connessione e influenza diretta, ente che diventa coordinatore poi del progetto sociale. Nel 2019 nasce *Balcão do Bairro*, un progetto in continuità con *Casa da Juventude* con l'intenzione specifica di rispondere ai bisogni che caratterizzano la comunità adulta e anziana del quartiere. Ad oggi sono passati venti anni dall'inizio del progetto Casa da Juventude e tre da quello di Balcão. Qual è l'impatto che questi due progetti hanno avuto sul territorio e la comunità che lo abita? Quali sono stati gli interventi e i relativi i risultati? Quanta strada è stata fatta? Quanta è ancora da fare? Il seguente progetto di tesi ha lo scopo di presentare e ad approfondire un'analisi d'impatto partecipata. Attraverso l'utilizzo di approcci e metodologie partecipative, principalmente qualitative, l'obiettivo è quello di fare delle voci e delle storie degli abitanti le protagoniste di un'analisi dell'impatto, dell'effetto che i due progetti hanno avuto sull'antica Curraleira ed i suoi abitanti nel corso del tempo.

Parole chiave: Partecipazione, Azione Ricerca, Analisi d'impatto Partecipata, Quartieri popolari

Acronyms

AMBH- Associação dos moradores Bairro Horizonte

AMPAC- Associação De Moradores Do Bairro Portugal Novo Olaias - Paz, Amizade E Cores

AKDN – Aga Khan Development Network

AKF- Aga Khan Foundation

BIP - Bairro de Intervenção Prioritária

CDH - Contratos de Desenvolvimento para Habitação

CEPAC- Centro Padre Alves Correia

CLAIM- Centros Locais de Apoio a Integração de Migrantes

CLDS-Contratos Locais de Desenvolvimento Social

CPCJ Lisboa Oriental – Comissão de Proteção de Crianças e Jovens

CSI- Complemento Solidário para Idosos

ETAR- Estação Tratamento Água Residual

EEA - European Economic Area Agreement

FFH- Fundo de Fomento da Habitação

GAAF- Gabinete de Apoio ao Aluno e a Família

GEBALIS- Gestão de bairros de Lisboa

HCC- Habitações a Custos Controlados

IHRU- Instituto da Habitação e Reabilitação Urbana

INE – Instituto Nacional Estatística

MIPEX – Migrant Integration Policy Index

NEETs- Não em Emprego, Educação ou Treino

SAAL - Serviço de Apoio Ambulatório Local

PALOP -Países Africanos de Língua Oficial Portuguesa

PER - Programa Especial de Realojamento

PIA – Participatory Impact Assessment

PRA – Participatory Rural Appraisal

RRA – Rapid Rural Appraisal

RSI - Rendimento Social de Inserção

SCML- Santa Casa de Misericórdia de Lisboa

TEIP-Territórios Educativos de Intervenção Prioritária

VMBA- Associação de Moradores Viver Melhor no Beato

ZIP - Zonas de Intervenção Prioritária

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*As mãos enrugadas e cheia de histórias
O rosto sereno, calmo e sempre vivo
Um cheiro a infância
A minha nuvem*

Introduction

*Não teme enfrentar, não teme ouvir, não teme o desvelamento do mundo.
Não teme o encontro com o povo.
Não teme o diálogo com ele, da que resulta o crescente saber de ambos.
Não se sente dono do tempo, nem dono dos homens, nem libertador dos oprimidos.
Com ele se compromete, dentro do tempo, para com eles lutar.*

SANTIAGO OUTONO, 1968

When I encountered the concept of participation during my academic career, I experienced a moment of ontological revolution. I found myself having to laboriously deconstruct notions transmitted to me and learnt over years, an action that I still feel is in process. I then wondered why specifically the world of development cooperation has been 'unaware' of decades and decades of promoting projects with a discriminatory perspective. Why did such a fundamental and urgent theoretical awareness that emerged in the 1960s take more than forty years to have an impact on the practices? From such hard-to-answer questions, I then moved on to trying to truly understand the importance of participation and in what really lies what I felt was a conceptual and existential revolution. To date, the answer is that participation has the potential to produce a redistribution of power. In that redistribution, the voice of the other, whoever I am and whoever the other is, has no less legitimacy than my own, to be heard and to be taken into account.

This discovery gave rise to my desire to contribute to the investigation and application of this concept both in academia and 'in the field' in terms of both methodology and positioning. When I then came across an internship opportunity where I was asked to carry out an impact analysis of two local community development projects, I immediately thought it was an opportunity for me to put into practice various theoretical-practical knowledge I had learnt in my academic career, choosing participation as approach. After some brief research, I stumbled upon a methodology that summarized what I was looking for: the Participatory Impact Assessment. A methodology on which there is a vast fragmented literature, but whose only systematization was elaborated by the Feinstein Foundation in a 2013 handbook, later updated. Measuring the impact of a project in a participatory manner means not pre-assuming the results of an intervention in relation to a widespread standard of improvement. On the contrary, it

implies a flexible process of progressive research and discovery of what impact means for the project actors. Inherent in this question is that of positioning. What is my role and position as a supposed 'external consultant'? My answer came through the time I spent within the community. It was more of a deposition, the abandoning of expectations to leave space for what is, letting oneself be led by the narratives that carry stories of meaning.

This text aims to retrace and present the analysis of a participatory impact. The two local development projects being analyzed here are *Casa da Juventude* and *Balcão do Bairro*, which have been in existence for twenty and three years respectively, and whose aim is to provide close support to the population of the social housing neighborhood of Picheleira, Lisbon. The two projects have in common that they were born and grew out of needs expressed directly by the community. The target population distinguishes them. While *Casa da Juventude* is oriented towards supporting children and young people in the district, *Balcão do Bairro* addresses the needs of the more adult and elderly segment of the community. The research questions that this impact analysis attempts to answer: (i) How did the two projects contributed to the development and the change on the district, with its surrounding area, and on the community living in it? (ii) To what extent have the two projects created a climate conducive to the development of social, individual, and local capacities? (iii) To what extent has active involvement/citizenship been promoted and realized in these two projects? To answer these questions, I used a variety of approaches and methods which are summarized in the next section.

The thesis is structured into three chapters: a methodological one; followed by the local socio-territorial characterization of the target community; the third one present and analyses the collected results. The first traces a literature review of the approaches and methodologies used. Choice that has been dynamic and flexible, emerging as time went by in contact with the target population and that finally led to figure out the most suitable approaches and methodologies to apply. Selection that has been preceded by that of two attitudes transversal to the entire impact measurement process: Action Research and Participation. The general framework from which this research started is Case Study Research served to the macro-setting of the analysis, which was fundamental above all for the formulation of the research questions and the relative propositions. The flexibility of this approach allowed me to decline its use through Participatory Action Research which was instead used here as the structuring tool of the process. This participatory research design entails eight phases that will be explored in more detail later in the first chapter. It is of interest here to emphasize the fourth phase consisting of the choice of methods to measure change, a decision made in relation to the population sample analyzed.

These participatory methodologies are: Photovoice, Community Narratives, Participatory mapping and Simple ranking.

The second chapter deals with the social, geographical, and demographic characterization of the community analyzed here. The chapter starts with an introduction to the legacy of history that links the current neighborhood of Picheleira to the surrounding area once called the ancient Curraleira, which was the area of tin shacks. In fact, many of the people who once lived in the shacks have been rehoused in the blocks of flats that now make up the district. This brief introduction is followed by a review of the Portuguese housing policies that have contributed to the production of a type of rehousing in both structural and community terms. Finally, through the socio-demographic characterization of the parish of Beato, which encompasses the Picheleira neighborhood, the social characteristics of the sample population, of which there are no specific statistics, are introduced. The only more detailed but little information can be extracted from the reports produced by the associations in the area with which the chapter concludes.

Finally, the third chapter is divided into two sections: the first dedicated to presenting the impact of *Balcão do bairro* and the second to that of *Casa da Juventude*. The first is a desk dedicated to supporting the resolution of difficulties such as: obtaining a social housing, the public transport pass, social insurance etc. The second one, on the other hand, deals with offering a concrete afternoon space to children and young people in the neighborhood in order to intervene on juvenile deviance and school absenteeism and to promote the stimulation of new perspectives and opportunities of life. Impact, which is differentiated in terms of target population here, but which in the daily dynamic manifests itself as work in continuity between the two projects and which then translates into a holistic impact on the entire population of the neighborhood. The two sections are articulated in the same scheme, an initial systematization of the problems characterizing the area and the relative objectives promoting each project is followed by the presentation of the Result Chain. The third part is then dedicated to the presentation of the results gathered from the application of the various methodologies. Plurality has made it possible to gather the variety of the eyes and voices of the community on the two projects analyzed and which also translates into a variety in terms of analysis products: photos, videos, interviews, maps. The attempt here was to give centrality to the narratives developed around *Casa da Juventude* and *Balcão do Bairro*, thus measuring the impact through the life stories that inhabited and inhabit the neighborhood.

Among the various impacts measured, a more resilient and autonomous community emerges, and this is mainly due to proximity. The two projects initiated a virtuous meeting process of two relationalities: external-internal and internal-internal. Simple or complex support from both internal and external members of the neighborhood community itself produced a dynamic cycle of interaction between needs and responses that in turn fuelled the meeting of the same. Encounter that produced a concrete impact on life story potential. Moreover, the tried and tested virtuosity led neighbouring districts to reproduce the same model of space and support. This dynamic has meant that the impact of the two projects is not limited to a single neighbourhood but has expanded over an entire territory.

CHAPTER 1

THE METHODOLOGICAL FRAMEWORK

*When, where and by whom should social research be done?
(Lewin, 1946)*

The choice of method and approach with which to carry out the impact analysis was first contextual then gradual, pondered and always in process. Considering the cultural, social and organizational premises, this research of the most consistent methodology had as its starting point the awareness and choice of two attitudes and positions towards it: Action Research (proposed to me by my internship coordinator at the organization) and Participation (chosen by me). These approaches will be explained in detail in the following sections. For the time being I am defining them in few words as: Action Research is form of research intended to have both action and research outcomes; Participation is the act and the possibility of being part of a decision-making process, specifically for the “have nots” of our society.

Faced with the lack of an explicit project monitoring system. Furthermore, faced with the desire to measure an impact above all in a participatory manner, the Case Study Research and specifically the design defined by Robert Yin¹ emerged as the most appropriate methodological frame in relation the projects to be addressed and to the methodological plurality required to carry out a participatory impact analysis. In his latest handbook: “*Case study research and application: design and methods*”, Yin identifies three reasons why Case Study Research should be used as an evaluation method: to capture the complexity of a case, including relevant changes overtime; attend fully to contextual conditions, including those that potentially interact with the case; and finally to explain how the “case”, usually a planned intervention or ongoing initiative works (Yin, 2018). Reasons perfectly in line with the objectives of my research.

Case study research - the details in the next paragraphs - is used in this analysis as a general framework, a macro-container approach in which to insert and adopt a more specific design tool, the Participatory Impact Assessment (PIAs), which was appropriate both in relation to the specific objective of the research and to the choice of encouraging participation by drawing

¹ Robert K. Yin is an American social scientist and President of COSMOS Corporation, an applied research and social science firm, known for his work on case study research as well as on qualitative research. Over the years, his work on case study research has been frequently cited.

from Action Research practices. Specifically, PIAs had the function of complementing the Case Study research design in order to apply and direct it in the realization of an impact analysis. A pathway during which the choice of the most appropriate participatory methodologies for data collection emerged. A choice that throughout the research process was subject to pseudo-continuous variations given by the interaction with the social context of reference.

1. The macro approach adopted: The Case Study Research

1.1. Introduction to the Case Study Research

Case study methodology has long been a contested terrain in social sciences research. Even if it is one of the most frequently used qualitative research methodologies it still does not have a legitimate status as a social science research strategy because it does not have well-defined and well-structured protocols (Yazan, 2015; Yin, 2002). In social sciences there is not a common and shared definition of what Case Study Research is. The term “case research” is not a monolithic one: case study methods can be applied and used in many different ways and variations. The Oxford Dictionary of sociology defines a case study:

“A research design that takes as its subject a single case or a few selected examples of a social entity – such as communities, social groups, employers, events, life-histories, families, work teams, roles, or relationships – and employs a variety of methods to study them. [...] Case-studies include descriptive reports [...] The methods used to assemble information are determined in part by ease of access and whether the study is accepted by the subjects. Participants and non-participant observation, unstructured interviews with key informants, analysis of documentary evidence and information in administrative records, content analysis of key documents issued by the study subject, analysis of significant events occurring within the research period, and sample surveys have all been used to varying degrees in case study research. There are no standards for reporting the methods used, the data collected and the results from case-studies, but quantitative is less common than in survey reports“ (Marshall, 2009).

From this definition it is possible to underline which are the recurring aspects of the main widespread definitions of case study research: the qualitative character of the research²; the choice of a social unit of analysis; a methodological plurality; a dialogical dynamic characterizing the access to the field; and finally, the production of descriptive reports. But when and to whom do the origins of the Case study date back? Some authors argue that elements of the case study can be traced back to work of philosophers like Aristotle, Herodotus and

² As it will be largely deepened later in this text. The qualitative aspect of the case study research has been critically addressed and reviewed from different authors along the time. Among them, Yin is one of the most critical about that, advocating for case research to be used also with quantitative or mixed methods.

Thucydides (Elman, 2016). With more certainty it is possible to state that modern case study research arose from ethnographic studies of urban sociology, like Chicago School, in the early twentieth century. In an attempt to define a timeline of the methodology it may be said to begin with J. Mill magisterial study, “*A system of Logic*”, first published in 1843. Years later, in the early twentieth century case study research was influenced by logicians such as Cohen and Nagel, was the subject of intense discussions among important sociologists such as Becker, Burgess, Park and others. In the 1960s and 1970s a new wave of research attempted to define.

If it is true that there is not a shared agreement on a single definition of case study, it is also true that a shared and fairly generalized agreement emerged on its main characteristics in terms of strengths and weaknesses. About the strengths: it has been argued that case research enables the researchers to capture the “reality” in detail by studying a phenomenon in its natural context. It allows for the study of a large number of variables and different aspects of a phenomenon. Furthermore, case research is valuable in developing and refining concepts for further study. In terms of weaknesses, it’s true that with case research it is not possible to generalize findings and to have control over independent variables and this may limit the internal validity of any conclusions. Additionally, case research may establish relationships between variables, but cannot always indicate the direction of causation. When a researcher selects case research as an appropriate research strategy for a study, the strengths of case research are considered of importance and the weaknesses are accepted method-related limitations of the research (Cavaye, 1996).

1.1.2 Misconception(s) about Case Study Research

For a long time, the social sciences have been considered the case study just as an exploratory stage of some other type of research method like survey and histories to describe; and experiments to explain. Yin (2018) in its most recent manual about case study research well synthesizes comprehensively the presumed limits and prejudices against it. (a) The lack of rigor while performing research. (b) The confusion with “non-research” case studies like teaching practice, the popular case studies that appears in the popular literature and media or the case records as an integral part of administrative archives. (c) Concerns over generalizability due to the apparent inability to generalize from case studies, on this it is argued that are generalizable to theoretical propositions (analytic generalization) and not to populations or universes (statistical generalizations). (d) Unmanageable level of efforts: too long and the results are

massive, unreadable documents. Finally, (e) the lack of comparative advantage since data collection procedures are not routinized. Misconceptions that have been produced from two main approaches to case study: a hierarchical view of the methods that legitimize it only as a preliminary mode of inquiry and from a monolithic and limited conception and use of it. Different authors have been deepening and deconstructing these misconceptions, thus promoting a more flexible and pluralistic view in which every research method can be used for all the three common research purposes: exploratory, descriptive, and explanatory studies.

1.1.3 Literature on Case Study Research: the three seminal authors

Case study as a research strategy has been explored in depth mainly by three seminal writers, each proposing a specific epistemological approach to the method: Merriam as an educator, Yin as a methodologist and Stake as an interpreter (Brown, 2008).

For Merriam “the single most defining characteristic of case study research lies in delimiting the object of study: the case” (Merriam, 1998). She conceived case study as a way to gain understanding of the situation, where the process of inquiry rather than outcome of research is of interest to the investigators (Merriam, 1998; Brown, 2008). Within this, the description can be: particularistic, heuristic, or descriptive. Particularistic as relating to the specific focus of the case, and it can suggest to the reader what to do in a similar situation. A heuristic case study is able to shed light on the phenomenon, allowing the reader to extend their experience, discover new meaning, or confirm what is known. Finally descriptive is complete and very literal in its reporting of the findings of research, and it references the “thick description” of anthropology. In terms of epistemological stance, Merriam advocates for qualitative research that understands and prioritizes the meaning or knowledge constructed by people. It is for that the epistemology that should orient qualitative case study is constructivism since “the key philosophical assumption upon which all types of qualitative research are based is the view that reality is constructed by individuals interacting with their social words” (Merriam, 1998).

Similarly, to Merriam, Stake pinpoints as the most important role of the case study researcher the one of interpreter (Brown, 2008; Stake, 1995). Interpreter not as the discoverer of an external reality, but as the builder of a clearer view of the phenomenon under study through explanation and descriptions, “not only commonplace description, but “thick description” and provision of integrated interpretations of situations and contexts. From a Stakeian viewpoint,

constructivism³, and existentialism⁴ (non-determinism) should be the epistemologies that orient and inform the qualitative case study research (Yazan, 2015; Stake, 1995). The case “is a specific, complex, functioning thing, an integrated system which has a boundary and working parts and purposive” (Stake, 1995). It can be studied qualitatively or quantitatively, analytically or holistically, through measures or by interpretations but the critical factor is that the case is a system with boundaries, and with certain features inside those boundaries. The work of the researcher is to identify “coherence and sequence” of the activities within the boundaries of the case as patterns. The case needs to be organized around issues, complex, situated problematic relationships- and questions around these issues will help deepen the theme of the case. “The research must be “ever-reflective” considering impressions and deliberating on materials and recollections. “The purpose of the case study is not to represent the world, but to represent the case... the utility of the case research to practitioners and policy makers in its extension of experience”. In line with Yin, he notes that the methods would be more beneficial to study programs and people and less beneficial to study events and processes. Moreover, Stake mentions four defining characteristics of qualitative research as well as of case studies: they are holistic, empirical, interpretative and emphatic. Thus, researchers should consider the interrelationship between the phenomenon and its context (Yazan, 2015).

Yin (2018) defines case study as:

“empirical method that investigates a contemporary phenomenon (the “case”) in depth and within its real-world context especially when the boundaries between phenomenon and context may not be clearly evident” (Yin, 2018).

A case study, continue the author, “copes with the technically distinctive situation in which there will be many more variables of interest than data point, and as one result; benefits from the prior development of theoretical propositions to guide design, data collection, and analysis, and as another result relies on multiple source of evidence, with data needing to converge in a triangulating fashion” (Yin, 2018). Case study research comprises an all-encompassing mode

³ Constructivism is a view in the philosophy of science that maintains that scientific knowledge is constructed by the scientific community, which seeks to measure and construct models of the natural world. Constructivism concerns the view that “mathematical entities exist only if they can be constructed, and that mathematical statements are true only if a constructive proof can be given” (Flew, 1979). According to this philosophy the world is independent of human minds, but knowledge of the world is always a human and social construction.

⁴ Existentialism, in a few words, is a form of philosophical inquiry that explores the problem of human existence and centres on the subjective experience of thinking, feeling, and acting. Existentialist is generally opposed to rationalist and empiricist doctrine that assumes universe is a determined, ordered system intelligible to the contemplative observer who can discover the natural laws that govern all beings and the role of reasons as the power guiding human activity (Flew, 1979).

of inquiry, with its own logic of design, data collection techniques, and specific approaches to data analysis. It can embrace different epistemological orientations (relativist, interpretivist, and realist). Following the author case study applications can vary and range from the explanation of causal links to the description or illustration of an intervention to the enlightenment of the different set of outcomes of such intervention. Yin often quoted description of the choice of the case study as “the preferred strategy when “who” or “why” questions are being posed, when the investigator has little control over events, and when the focus in on a contemporary phenomenon within some real-life context” (Yazan, 2015; Yin, 2002).

“How and Why are more explanatory and likely to lead to the use of a case study, history, or experiment as the preferred research method. This is because such questions deal with the tracing operational processes over time, rather than mere frequencies or incidence” (Yin, 2018).

The essence of a Case study, argues the author, is that it “tries to illuminate a decision or a set of decisions: why they were taken, how they were implemented and with what results” (Yin, 2018). Peculiar of Yin is the redefinition of the “case study method as a logic of design, seeing it as a strategy to be preferred when circumstances and research problems are appropriate, rather than an ideological commitment to be followed whatever the circumstances”. Methodological specificities that, according to the author, make the case study particularly instrumental for program evaluation. Yin provided an extremely comprehensive and systematic outline for undertaking the design and conduct a case study composed of six phases (that will be explain in details in the next paragraphs): (i) plan, (ii) design, (iii) prepare, (iv) collect, (v) analyze and (vi) share (Brown, 2008; Yin, 2018).

The specificities of both the approach and the process defined by the author, accompanied by his explained and consistent applicability for the evaluation of a program, turned the Yinian case study design as an appropriate one for approaching a Participatory Impact Assessment. Specifically, the design proposed by Yin has been fundamental in tackling the early stages of the research set up, concerning the research questions and its propositions. The next paragraphs will deepen in detail the Yinian logic behind the case study research and its application to the analysis in this text presented. Again, to be specific, the case study here is used as a macro-approach that contains a mixed method of study and of approaches.

Yin's phases of Case Study Research and their application

As previously introduced Yin (2018) in his most recent manual “*Case study research and applications, Design and Methods*”, explains in detail each step to be addressed in order to realize an effective Case Study Research. Six are the phases (*Figure 1*) characterizing the circular and interactive process and method of inquiry: plan, design, prepare, collect, analyze and share.

Plan. In the starting phase of planning Yin (2018) suggests the researcher to: identify the relevant situation for doing a case study; compare with other research methods; understand the twofold definition of a case study inquiry, address the traditional concerns over case study research and to decide whether to do a case study.

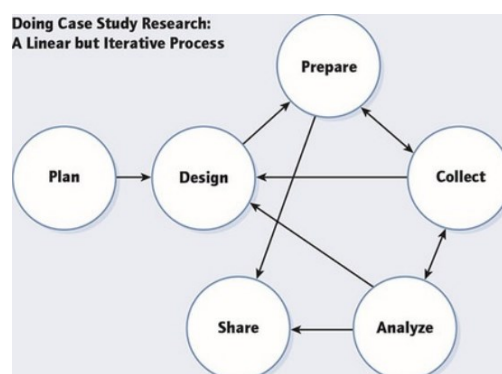


Figure 1. Doing Case Study Research: A linear but Iterative Process. (Yin, 2018)

Design. This phase concerns: the definition of the case(s) to be studied; the development of theory, propositions, and related issues to guide the anticipated case study and generalize its findings; the identification of the case study design; and finally the design against four criteria for maintaining the quality of a case study (Yin, 2018). Components of research design: case study's questions; (how and why); its propositions; its cases: identifying the case to be studied; the logic linking the data to the propositions; and finally, the criteria for interpreting the findings.

Prepare. In order to collect the proper data a meticulous preparation of the researcher and of the research is needed. In the Yinian perspective a good preparation includes: (i) the desired skills and values of the investigator; (ii) the training for a specific case study; (iii) developing a protocol for the study; (iv) screening candidate cases and (v) conducting a pilot case study. The non-routinized collection procedures and the continuous interaction between the issue being studied and the data being collected requires specific technical and ethical abilities of the investigator. Among them: asking good questions, being a good listener, stay adaptive, have a firm grasp of the issues being studied and conducting research ethically (Yin, 2018).

Collect. Step in which Yin suggests arraying and displaying data⁵ in different ways; consequently, watch for promising patterns, insights, and concepts; develop a general analytic strategy; along with the general strategy, consider five analytic techniques; and finally, throughout, address rival explanations and interpretations. Yin identifies four principles of data collection to be importantly addressed: (1) the use of multiple sources of evidence; (2) the creation of a case study database; (3) the maintenance of a chain of evidence throughout all the process and (4) the use of data from social media sources with caution. During the data collection procedures, it's important to continue to address the design challenges: construct validity, internal validity, external validity, and reliability. Furthermore, in this phase the author underlines how the process of data collection focuses on the skills of the investigator: the ability to ask questions, to listen actively, to adapt to unforeseen circumstances that may arise, to grasp the issues being addressed, and to identify personal bias.

Analyze. The phase of analysis, additionally to the previous phase, presupposes the development of a general analytic strategy; along with the general strategy the consideration of five analytic techniques and of rival explanations and interpretations. In terms of analytical strategy, the author presents four possibilities: rely on theoretical propositions, working your data from the “ground up”, developing a case description or examining rival explanations. Independently to the strategy five techniques are viable: pattern matching, explanation building, time-series analysis, logic models and cross-case synthesis. The main challenge is to attend to all the evidence collected, investigate plausible rival interpretations, address the most significant aspects of your case study, and demonstrate a familiarity with the prevailing thinking and literature about the case study topics.

Share. To define how to share the insights and the results of the case study research performed, Yin suggests to: define audience, whether for written or oral compositions; compose textual and visual materials, thus guaranteeing accessibility of informations even for illiterate people; display enough evidence for reader to reach own conclusions and review and recompose until done well. The final case study should not be the main way of recording or storing the evidentiary base of your case study but rather to use the case study database for this purpose: the compositional efforts are primarily intended to serve reporting, not documentation, objectives.

⁵ Case study evidence can come from many sources. Yin (2018) discusses six potentials and viables: documentation, archival records, interviews, direct observations, participant-observation, and physical artifacts.

1.2 Approaching the Case Study through Participation and Action Research

1.2.1 An introduction to Action Research

“Socially, it does not suffice that university organization produce new scientific insight. It will be necessary to install fact-findings procedures, social eyes and ears, right into social action bodies (Lewin, 1946)”.

Action research (AR) has become an increasingly important method in recent decades, its aims is to simultaneously make a positive real-world impact and contribute to academic knowledge (Davison, 2021). The work of Kurt Lewin (1946):” *Action Research and Minority problems*” is considered a seminal paper of AR. The author in the article has researched extensively on social issues and is often described as a major landmark in the development of action research as a methodology (Koshy, 2011). Lewin was particularly concerned to raise self-esteem of minority groups, to help them to seek “independence and equality” (Lewin, 1946), and to overcome the forces of exploitation and colonization that had been prominent in the modern histories (Adelman, 1993; Lewin, 1946). The pioneering action research of Lewin and his associates showed that through discussion, decision, action evaluation and revision in participatory democratic research, work became meaningful, and alienation was reduced. Although there is not a universally accepted definition of Action Research different authors have given their contribution from which have been well synthesize in the definition proposed by Koshy (2010):

“Action Research is a method used for improving practice. It involves action, evaluation, and critical reflection and– based on the evidence gathered – changes in practice are then implemented. It is participative and collaborative; undertaken by individuals with a common purpose; situation-based and context specific. It develops reflection based on interpretations made by the participants. Knowledge is created through action and at the point of application. Action research can involve problem solving, if the solution to the problem leads to the improvement of practice. In action research findings will emerge as action develops, but these are not conclusive or absolute” (Koshy, 2010).

Carr and Kemmis (1986) identifies three underlying principles of the action research approach: participatory character, the democratic impulse and the simultaneous social science (knowledge) and social change (practice) (Kemmis, 1986).

A fundamental objective of AR is to ameliorate a problematic situation and create a positive outcome for the organization and its stakeholders through the process of enacting changes (Davison, 2021). Action Research should inform, at the same time, social planning and action. Some recent authors have labelled the whole process a cycle of action research that consists of a spiral of steps, each of which is formed by a cyclical process of planning, action, and investigation of the results of the action. Many action researchers often cite a basic cycle involving four phases: (a) assessment, (b) planning, (c) action, and (d) reflection. Kemmis & McTaggart (2000)

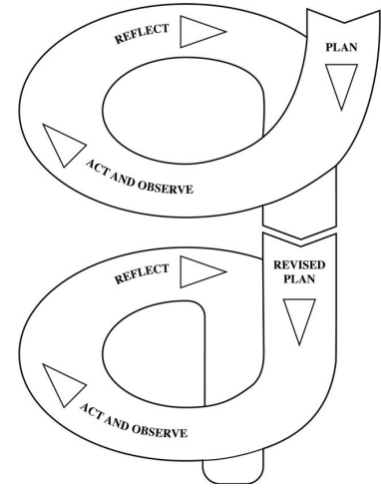


Figure 2. Kemmis and McTaggart's action research spiral. (Koshy, 2011)

proposed a spiral model of action research (figure): planning change, acting and observing the process and the consequences of the change, reflecting on these processes and consequences and then replanning, acting and observing, reflecting, and so on... “The stages will overlap, and initial plans will quickly become obsolete in the light of learning from experience” (Koshy, 2011). Several other models have also been put forward by those who have studied different aspects of Action Research.

Action Research that is designed and conducted well could contribute both to the research literature and social sciences and to social action through identifying commonalities and foundations on which to build bridges between the two. This requires an ability to translate not just research to practice but also action or practice to research.

Meyer (2000) contends that participation is fundamental in action research as it is an approach which demands that participants perceive the need to change and are willing to play an active part in the research and change process. Participation needs trust and equality (democratic impulse) among participants and researchers (Koshy, 2011). This centrality of participation has led to a development of Action Research in Participatory Action Research (PAR), the two term nowadays are sometimes used interchangeably. What PAR stressed more is that the process should be empowering and lead to people having increased control over their lives. PAR is the collective, self-reflective inquiry that researchers and participants undertake, so they can understand and improve upon the practices in which they participate and the situations in which they find themselves. The reflective process is directly linked to action, influenced by understanding of history, culture and local context and embedded in social relationships (Baum, 2006).

1.2.2 Participation and its scalability

“Generally, it is a mystery why it has taken so long for the development community as a whole to “discover” in this way the richness not just of the knowledge of the villagers, but of their creative and analytical abilities. Much of the mystery disappears if explanations are sought not in local people, but in outsider professionals. Many outsiders, either lectured, holding stocks and wagging fingers, or interviewed impatiently, shooting rapid fire questions, interrupting, and not listening to more than immediate replies. Treated as incapable, poor people behaved as incapable, reflecting the beliefs of the powerful, and hiding their capabilities even from themselves” (Chambers, 1994).

Progressively and slowly after World War II national and international initiatives to bring about “development” in less developed countries periodically have aspired to make development participatory. Specifically, the current wave of interest in participation began as a reaction to the highly centralized development strategies of the 1970s and 1980s, which created the widespread perception among activists and non-governmental organization that top-down development aid was deeply disconnected from the needs of the poor, the marginalized, and the excluded (Rao, 2013). Underlying this, the rediscovered awareness and need not to consider the beneficiaries of development projects as mere, passive recipients of an ephemeral and transitory 'act of solidarity', but instead to include them as active and necessary agents of a development in order not just to be effective but also sustainable in the long term. The “necessary shift” for years remained more in the rhetoric than in the practice of development. The dominant rhetoric has been largely about the urgency of reversing the relationship and approach: from top-down to bottom-up, from centralized standardization to local diversity, and from blueprint to learning process (Chambers, 1994). Within such reflection, it appeared useful to reconsider the way development programs were conceived in order to take into account local people’s needs and their aspirations (Mubita, 2017; Crocker, 2007).

Definition of participation

To address a definition of participation it is important to underline that it means different things to different people in different settings, this is basically because the concept has been defined differently by different scholars and organizations (Mubita, 2017). A popular and most used definition of participation was given by S. Arnstein (1969) in which she equates participation to the concept of power. Her seminal paper on the theory of participation starts with this evocative statement:

Participation of the governed in their government is, in theory, the cornerstone of democracy – a revered idea that is vigorously applauded by virtually everyone. However, the applause is reduced to polite handclaps when this principle is advocated by the have-nots... (Arnstein, 1969).

According to the author, participation is about the redistribution of power in which the have-nots of our society, who are presently excluded from the political and economic processes, are given power to have control and influence over matters that affect their lives. Following Arnstein, participation coincide with citizens, the have nots, are in control of: determining how information is shared, goals and policies are set, tax resources are allocated, program are operated, and benefit like contracts and patronage are parceled out.

In the same paper: “*The ladder of participation*” Arnstein has presented one of the theories of participation that soon later has become the most influential and critical in addressing the concept of participation. She pointed out the critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process.

“Participation without redistribution of power is an empty and frustrating process for the powerless. It allows the power holders to claim that all sides were considered but makes it possible for only some of those sides to benefit. It maintains the status quo” (Arnstein, 1969).

In order to avoid the risk of performing a fake participation, Arnstein, in an enlightening manner, has conceived participation as a ladder of eight levels. Each of the eight types

corresponds to the extent of citizens’ power in determining the end product. The ladder (*Figure 3*) shows how much power is embodied in each rung denoting the amount of power citizens have in influencing development outcomes (Mubita, 2017; Arnstein, 1969). Starting from the two bottom, *Manipulation* and *Therapy*, rungs of the ladder that compose the first level: “non-participation”. According to the author, their real objective is not to enable people to participate in planning or conducting programs but to enable powerholders to “educate” or “cure” the participants. Specifically, manipulation signifies the distortion of participation into a

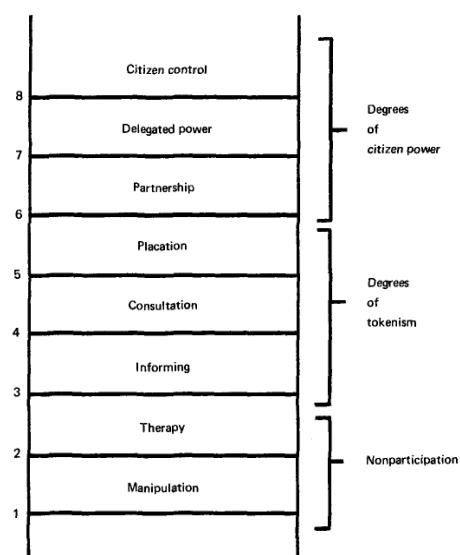


Figure 3. Eight Rungs on a Ladder of Citizen Participation. (Arnstein, 1969)

public relations vehicle by powerholders to gather information, public relations, and support as the explicit functions of the committees. Therapy concerns the dishonest and arrogant conception of powerlessness as synonymous with mental illness, engaging the citizens with a pathology to be cured “rather than changing the racism and victimization that create their

“pathologies” (Arnstein, 1969). The second level, labeled by the author, Degrees of tokenism, is composed of three rungs: *Informing*, *Consultation* and *Placation*. *Tokenism* because even if the have nots have the opportunity and space to hear and to be heard they still lack the power to influence the thoughts and decisions of the powerful. The voice of the have nots remains a contribution of doubtful margin of influence over a status quo. Informing citizens of their rights, responsibilities, and options can be the most important first step toward legitimate citizen participation but if the aim is to perform participation then it cannot be just a one-way flow of information “from officials to citizens with no channel provided for feedback and no power for negotiation” (Arnstein, 1969). In this case people have little opportunity to influence the program designed “for their benefit”.

Consultation is slightly a step further compared with just informing. Asking and sharing opinions it’s an important step to address in the long term towards participation but if consulting is not then combined with other modes of participation this way does not offer the assurance that citizen concerns and ideas will be taken into account.

When power holders restrict the input of citizens’ ideas solely to this level, participation remains just a window-dressing ritual. People are primarily perceived as statistical abstractions, and participation is measured by how many come to meetings, take brochures home or answer questionnaire. What citizens achieve in all this activity is that they have “participated in participation”. And what power holders achieve is the evidence that they have gone through the required motions of involving those people (Arnstein, 1969).

Placation then is simply a higher level of tokenism because the ground rules allow have-nots to advise but retain for the powerholders the continued right to decide. It is at this level that citizens begin to have some degree of influence though tokenism is still apparent. The degree to which citizens are placated depends largely on two factors: the quality of technical assistance they have in articulating their priorities; and the extent to which the community has been organized to press for those priorities. Further up the ladder are the rungs concerning citizen power. This level is composed by *Partnership* that enables citizens to negotiate and engage in trade offs with traditional power-holders. In this case the two perspectives agree to share planning and decision-making responsibilities. After the ground rules have been established through some form of give-and-take, they are not subject to unilateral change. Collaboration is tuns in effective one in a dynamic in which each part can lean on organizational and financial autonomy and capability. At the two topmost rungs: *Delegated Power* and *Citizen Control* the have not citizens obtain the majority of decision-making seats, or full managerial power. Delegated power concerns a shared margin of influence between citizens and public officials that can also result in citizens achieving dominant decision-making authority over a particular

plan or program. In a situation in which citizens have a clear majority of seats, at this level the ladder has been scaled to the point where citizens hold the significant cards to assure accountability of the program to them. To the extent in which participants can fully govern a program or an institution and are able to negotiate the conditions under which outsiders may change the charge of policy and managerial aspects this is the point in which citizens reach the control and in which participation is totally accomplished. This ladder is a simplification that helps to illustrate the point that there are significant gradations of citizen participation, in order to be conscious of the steps that have been addressed and then have still to be addressed in thinking about participation. Another important point to be addressed in this section is the both-side, power-holders and citizens, roadblocks that could obstruct the achievement of a genuine level of participation. From the power holders' side attitudes like racism, paternalism, and resistance to power redistribution can limit, if not prevent, the genuine participation of citizens. On the other side, inadequacies of the poor community's political socioeconomic infrastructure and knowledge base; or difficulties of organizing a representative and accountable citizen's group in the face of futility, alienation and distrust can constrain the participation of the have nots (Arnstein, 1969). Limits to which particular attention must be paid in order not to fall into the idealization of participation as a mere moment 'release from shackles' (topic that will be deepened in the section about: limitations of participation).

Addressing participation in planning/approaching development

In 1994 Robert Chambers, a leading proponent of participatory development, listed a range of areas where Participatory Rural Appraisal (PRA) methodologies were already being experimented. Briefly, Participatory Rural Appraisal is an evolution of Rapid Rural Appraisal (RRA). RRA emerged in the late 1970s to respond to some limits of large-scale, structured questionnaire surveys. It tried to promote an alternative technique of research composed by a multidisciplinary team of work performing systematic but semi-structured activity out in the field to obtain new information and to formulate new hypotheses about rural life. Some years later reflections on it led to the development of Participatory Rural Appraisal, which focused more strongly on facilitation, empowerment, behaviour change. One of the most famous definitions has been provided by Chambers (1994): "a family of approaches and methods to enable rural people to share, enhance and analyse their knowledge of life and conditions, to plan and to act". Chambers himself played an active role in conduct research, playing thus an important role in cementing the position of "participation" within the development pantheon

(Williams, 2004; Mubita, 2017; Chambers, 1994). Specifically, the participatory methods developed in the context of PRA became the central tool for national governments and other development agencies to embrace participation in development projects and programs. PRA uses visual representation and analysis by the local people such as: mapping or modeling, transect walks, estimating, matrix scoring and ranking, seasonal calendars, trend and change analysis. A group of techniques that mainly involve group-based learning and planning, placing emphasis on visual inputs to enable all community members to participate irrespective of their literacy levels and expressive styles. (Mubita, 2017) Participatory methods, argues Chamber (1994) enable local people to use their own categories and criteria, to generate their own agenda, and to assess and indicate their own priorities. It allows the incorporation of local knowledge, skills and resources in the design of projects and programs which in turn lead to their effectiveness as it is now viewed as a precursor to successful projects and program completion. Furthermore, participation enhances the goal of sustainability which is an important factor in ensuring long-term development (Oakley, 1991). Sustainability is enhanced through developing local people's capabilities.

“Participation helps to break the mentality of dependency which characterizes much development work and as a result promotes self-awareness and confidence and causes rural people to examine their problems and to think positively about solutions. As such it increases people's self-reliance by enhancing their control over resources, by enabling them to plan, to implement and to participate in development efforts at levels beyond their community” (Oakley, 1991)

Limits of participation

The status of participation as a ‘Hurrah’ word, bringing a warm glow to its users and hearers, blocks its detailed examination. Its seeming transparency — appealing to ‘the people’ — masks the fact that participation can take on multiple forms and serve many different interests (White, 1996).

The concept of participation has been widely idealized in the literature, taking its directly positive implication for granted. Here, however, it is also necessary to consider the critical aspects that the participatory approach may conceal. The recently reviews and critiques of populist participatory approaches argue could be divide in two main forms: “those that focus on the technical limitations of the approach and stress the need for a re-examination of the methodological tools used; and those that pay more attention to the theoretical, political and conceptual limitations of participation (Kothari, 2001). Under these two levels Williams (2004) has proposed a distinction of three aspects of the critique:

Participatory development today stands accused of three interrelated failings: of emphasizing personal reform over political struggle, of obscuring local power differences by uncritically celebrating “the community”, and of using a language of emancipation to incorporate marginalized populations of the Global South within an unreconstructed project of capitalism modernization (Williams, 2004).

Lack of a systematization of the critiques concerning participation instead different authors have been addressing the multiple limits of participation. Picking up from Arnstein (1969) it is important to re-underline that participation is not a one way process but indeed empowerment resulting from participation is dependent upon both the actions of the outsiders and the consciousness and capabilities of the local people to shape transformative processes for themselves (Williams, 2004; Arnstein, 1969). It seems that is taken for granted the potential of transformative power of development professionals as individuals. “It does appear that through the practice of PRA, a revelatory moment, whereby communities uncover their previously hidden knowledge, and “uppers” cast off their professional biases. There is little on the ways in which such individual instances of revelation are built into long-term projects or alliance of change” (Williams, 2004). This statement highlights two important aspects to be taken into account when dealing with participation: local power relations and the long-term effectiveness of participation. As Mosse (2021) clearly underlines:

“local knowledge is simply a reflection of local power relations such that what is considered to be local knowledge is just a construction of the planning context that cover a complex micro-politics of knowledge production and use in local communities”

Local domination, in fact, can be reinforced through the use of participatory methods: using existing structures of local power and organization in fostering participation can reinforce existing inequalities instead of stimulating the desired social change (Chambers, 1994; Mosse, 2001). Connected to this bias is the tendency to uncritically celebrate the community.

Development practitioners excel in perpetuating the myth that communities are capable of anything, that all that is required is sufficient mobilization and the latent capacities of the community will be unleashed in the interests of development (Cleaver, 2001).

One of the first authors noting the undisputed celebration of the concept of community have been Guijt & Shah (1998) that in the book “*The Myth of Community*” question the term in PRA discourse, arguing that simplistic understanding of community led to see it as homogeneous, as singular and unproblematic in their spatial boundaries rather than multiple and overlapping (Williams, 2004). This idealized notion could mask biases in interests, and needs based on age, class, caste and ethnicity thus naturalizing and perpetuating given and internalized power local boundaries (Mohan, 2006; Williams, 2004). Consequent is the intrinsic risk of depoliticizing development in reproducing micro-scale repressive structure. Furthermore,

“If the local is privileged as the site of “authentic” knowledge, then this has a paradoxical effect. The familiar character of the Western/development expert as enlightened and omnipotent savior reappears, as s/he is the only one able to bridge the gap between local “lowers” and global “uppers” (Mohan 2001).

To address these risks careful consideration of how participatory development works within particular spaces and time is essential. Emerge the need to address the political aspects of participatory projects in a manner that explicitly recognizes the political aspects of development to have a self-critical participatory practice. To do so Mohan (2001) suggests two important questions to be addressed in developing participatory development: to what extent do participatory development programs contribute to a process of political learning among the poor? And to what degree do participatory programs reshape political networks? Then to address a step further: what longer-term political do participatory process has for the poor? (Mohan, 2006). Until now, little evidence has emerged about long-term effectiveness of participation to achieve the overall goal of improving conditions of vulnerable people and be considered as a means of social change. Thus, introducing participation still does not ensure the right and predictable outcomes in terms of livelihood impacts but of course people express greater satisfaction in decisions in which they are involved (Clever, 2001).

The last critique to be addressed concerning participation are mainly two. The first concerns the risk that participation is performed just to legitimize the organizations and objectives’ agenda of the project staff (Clever, 2001; Williams, 2004). Here locals are manipulated from “the experts” and just used for rubberstamping or just for purpose of engineering their support (Arnstein, 1969). The last danger concern that people may only participate to take advantage of participating in a project for instance in return for cash, of food or others material and not materials advantages.

To conclude on participation. Mansuri and Rao (2013) well synthesize a suggestion towards a conscious approach when dealing with participation: arguing that there is a need for project design and implementation to be informed by carefully done political and social analyses. To do so, an examination of the practices and social relationships that determine local knowledge production can be made. This will ensure that participatory development agencies understand specific contextual conditions that can influence participation of the voiceless and the marginalized communities (Rao, 2013). Without any doubt participation is an important process through which local people are given the opportunity to decide on matters that affect their lives. Engaging local people and creating modalities to address limitations associated with participation can benefit both the local people and development agencies in terms of empowerment, project efficiency, effectiveness, responsiveness, sustainability, enhancing local

capabilities and promoting self-reliance. Participation should be promoted, viewed as political and planned according to the different local contexts for successful project and program outputs and outcomes. Participation should not be taken as a window-dressing exercise but should aim at giving power to the disadvantaged so that they can shape, control, influence, and direct development. There is the need to encourage genuine participation as indicated by Arnstein by focusing on the higher rungs of the ladder such as partnership, delegated power and citizen's control.

1.3 Participatory Impact Assessment

1.3.1 The need of participation in assessing the impact

The importance and limits of participation have been discussed deeply in the previous section. What is useful to point out in this paragraph is the usefulness and added value that can result from an impact measurement developed following a participatory approach. The Participatory Impact Assessment (PIA) represented and proved to be the most appropriate methodological tool and guide to the objectives of the analysis in this thesis presented. For long time, the measurement of the impact of development projects has been characterized by a strong quantitative bias to respond to and cope with legal procedures for political participation that are mandatory in many countries and sometimes also prescribed by international law. What distinguishes participatory assessment tools from other methods in social sciences is that they assist in bringing people together at a specific location and facilitate some sort of joint assessment (Cuppen, 2015). The UNHCR, define participatory assessment as:

“a process of building partnerships with refugee women and men of all ages and background by promoting meaningful participation through structured dialogue” (UNHCR, 2006).

A definition that well underlines two pivotal notions of participatory impact: the one of partnership (which coincides with the penultimate rung of the scale proposed by Arnstein) and the one of structured dialogue. The origins and rationales of participatory assessment tools and methods can be related to the rise of social movements since the 1960s, which aimed at democratizing decision making at all levels of society (Hisschemöller, 2015). The following section presents the definition, objectives and potential outcomes produced using PIA. The steps involved in the process are addressed in detail specifically following the design guide

produced by the Feinstein International Center⁶. And finally, the methodologies chosen to carry out this measurement are discussed.

To be specific, the PIA method is here used as a specific tool aimed at the realization of an impact analysis, but its use is to be framed under the chosen macro-approach of Case Study Research with a Yinian imprint. The PIA has represented a complementary useful method to define an orientation, both of the direction and of the time, of the analysis. PIAs distinguish eight steps of the process. Above all, as it will be explained below, the first steps of the measurement setup (Stage 1) have already been developed and defined using the design proposed by Yin.

1.3.2 Introduction to Participatory Impact Assessment (PIA)

Participatory Impact assessment (PIA) is an extension of Participatory Rural Appraisal (PRA) and involves the adaptation of participatory tools combined with more conventional statistical approaches specifically to measure the impact of humanitarian assistance and development projects on people's lives. The approach consists of a flexible methodology that can be adapted to local conditions. The approach acknowledges local people, or project clients as experts by emphasizing the involvement of project participants and community members in assessing project impact and by recognizing that "local people are capable of identifying and measuring their own indicators of change" (Catley, 2014). Participatory methods (the procedures) and tools (steps in procedure) facilitate a dialogue as a way to come to grips with complex (unstructured) decision problems that cannot be addressed by scientific expertise alone (Hisschemöller, 2015).

At project level PIA tries to answer the following three key questions:

1. What changes have there been in the community since the start of the project?
2. Which of these changes are attributable to the project?
3. What difference have these changes made to the people's lives?

PIA's aim is to measure the real impact of a project on the lives of the project's participants. Most of the evaluations tend to focus on measuring aspects of project implementation, such as the delivery of inputs and services, the construction of project infrastructure or the number of

⁶ The Feinstein International Center is a research and teaching centre based at the Friedman School of Nutrition Science and Policy at Tufts University. The missions at the base: promote the use of evidence and learning in operational and policy responses to protect and strengthen the lives, livelihood, and dignity of people affected by or at risk of humanitarian crises. (<https://fic.tufts.edu/>).

trainings carried out. Instead, PIA tries to go a step further by investigating if and to what extent these project activities benefited the intended “recipients”, and if these benefits can be attributed to the project activities. The surplus in using this method consists of the opportunity to measure qualitative aspects, qualitative indicators that are often based on opinions, thoughts, and perception and that in previous impact assessment methods were critical to address for their perceived lack of objectivity, measurability, and repeatability. To give some examples: sense of belonging, trust, changes in dignity, status, or wellbeing. The use of participatory ranking and scoring methods⁷, for instance, enables these types of qualitative indicators to be presented numerically. Comparative scoring and ranking methods can be used in PIA to assess project attribution, by comparing both the project and non-project factors that contributed to any assessed change (Catley, 2014). This is particularly useful in two typical situations of humanitarian assistance projects: where the use of a control group is unethical or impractical and when there is lack of a retrospective baseline against which to measure the impact. The lack of baseline data is also the case of the two projects in this analysis considered, and this is one of the reasons why the PIA method has been considered the most appropriate. The PIA approach emphasizes the standardization and repetition of participatory methods, helping to improve the reliability of the information, but ideally leaving enough scope for the open-ended and flexible inquiry typical of PRA. In this respect PIA tries to find a balance between systemic methods and the richness of qualitative inquiry. A systematic, well-designed PIA can assist communities and NGOs to measure impact using their own indicators and their own methods. It can also overcome the weaknesses inherent in many donors and NGO monitoring and evaluation systems which emphasize the measurement of process and delivery over results and impact.

⁷ Participatory ranking and scoring are here referred to a type of visual method in which diagrams and pictures are used to illustrate the different items that are being ranked or scored. While simple ranking requires informants to assess the relative importance of different items usually by placing them in order of importance. Instead, simple scoring requires informants to use counters to attribute a specific score or indicator.

PIA's phases of the cycle of the assessment

The Feinstein International Center in: “*Participatory Impact assessment. A design guide*” distinguish eight stages of Participatory Impact Assessment (figure 3).

Stage 1. Define the questions to be answered. They suggest three key questions: what changes have there been in the community since the start of the project? Which of these changes are attributable to the project? What difference have these changes made to people’s lives? Questions that in this analysis have been already developed and structured using Yinian case study research approach.

Stage 2. Define the geographical and time limits of the projects to ensure that everyone is clear about the time and space that is being assessed.

Stage 3. Identify and prioritize locally defined indicators. A key feature of all types of project assessment is that inputs, activities, outputs, change or impact are measured throughout the definition of the relative indicators. It is possible to distinguish two main types of indicators as follows: process indicators and impact indicators. Process indicators usually measure a physical aspect of project implementation and are useful for showing that project activities were taking place according to the project plan and budget. However, this type of indicator may not tell us much about the impact of the project activities on the participants’ community. Instead, the impact indicators measure changes that occur in people’s lives and can be qualitative or quantitative. Impact indicators look at the end result of the

project activities on people’s lives. Ideally, they measure the fundamental assets, resources and feelings of people affected by the project. Where possible PIA should use impact indicators that are identified by the community or intended project participants. Communities have their own priorities for improving their lives, and their own ways of describing and measuring change. Sometimes these local indicators are similar to those identified by project staff, but, often, local people also suggest important indicators that otherwise would have been overlooked. A way of collecting community indicators of impact is simply to ask project participants, in the case where the project has already been implemented, what changes have already occurred since the project started.

Eight stages for designing a Participatory Impact Assessment

Stage 1 Define the questions to be answered

Stage 2 Define the geographical and time limits of the project

Stage 3 Identify and prioritize locally defined impact indicators

Stage 4 Decide which methods to use for measuring change, and test them

Stage 5 Decide which sampling method and sample size to use

Stage 6 Decide how to assess project attribution

Stage 7 Decide how to triangulate results from participatory methods with other information

Stage 8 Plan the feedback and final cross-checking of results with communities

Figure 4. Eight stages for designing a Participatory Impact Assessment. (Catley, 2014)

Stage 4. Decide which methods to use for measuring change and test them. Once the indicators are decided, the methods to collect them must be chosen. Some useful methods cited in the design guide proposed by the Feinstein Foundation are simple ranking, simple scoring, before and after scoring, impact calendars and others. Methods that produce numbers but that also involve semi-structured interview as a part of the method. One of the most useful advantages of participatory methods concerns the visual aid that they adopt. Advantage that allows to involve illiterate people, characteristic that, as we will see later on, affects a large percentage of the target population in this text under analysis.

Stage 5. Decide which sampling method and sample size to use. Three are the main types of sampling mostly used in performing a PIA: random, purposive and convenience sampling. Choice that relates to end-users, time and money considerations and accessibility issues. Random sampling uses the principle that any location or informant has an equal chance of being selected relative to any other location or informant. It is usually considered as the most representative and rigorous in statistical terms. The purposive type of sampling, instead, uses the judgement of community representatives, project staff or others to select representative locations and/or informants. Finally, convenience sampling just uses the easy accessible, convenient locations and informants (Catley, 2014).

Stage 6. Decide how to assess project attribution. At this stage it is important to address which changes are attributable to the project's intervention and which would have happened regardless of whether or not the project ever existed. To address these differentiated attributions, a distinction between: project and non-project factors, project and non-project activities or service providers, and projects and non-project participants should be performed (Catley, 2014).

Stage 7. Decide how to triangulate results from participatory methods with other information. The cross-check of information is a crucial aspect of PIA and concerns two levels: comparing the results from participatory methods with secondary information's (project monitoring data, and direct observation); and comparing the results from different participatory methods.

Stage 8. Plan the feedback and final cross-checking of results with communities. The final stage of the assessment concerns the presentation of the findings back to the community and local partners and is the opportunity for the community and project participants to verify that results are corrected and provide further explanations and information about the project.

1.4 Methodologies adopted

This last methodological section concerns the participatory methods chosen and used to collect data for the impact analysis presented here. This choice, like the entire process of structuring the whole analysis of the impact, was subject to continuous revisions, adaptations produced by a constant dialogue with stakeholders. A process characterized by a succession of trial and error that led to the selection of the methods briefly described in the paragraphs below, the results of which will be presented and explored in more detail in the next chapter. The non-appropriateness of some methods, in my research experience, is due to several reasons, such as: my initial limited knowledge of the target population and the consequent non familiarity of my presence in the district. Sometimes also affected the simple “not appropriate timing” for the implementation of the activity, which did not influence the choice of method but rather the moment in which to apply it. I feel it is important here to emphasize that, as a new researcher, I learnt the importance of actively listening as much to people and their stories as to contextual moments and dynamics. Especially operating in a neighborhood with complex social dynamics, events such as: a simple tension in a family, the failure to obtain a social insurance document, up to more serious events such as a conflict between families in the neighborhood, or a shootout between gangs belonging to different territories, are all elements to be considered that determine a necessary flexibility of positioning as a researcher.

1.4.1 *The methods in nutshell*

Participant observation

“Participant observation is a method in which a researcher takes part in the daily activities, rituals, interactions, and events of a group of people as one of the means of learning the explicit and tacit aspects of their life routines and their culture” (DeWalt, 2002).

Participant observation, for many years, has been a hallmark of both anthropological and sociological studies, a method that along with interviewing and document analysis have been included under the umbrella term of “ethnographic methods⁸”. Participant observation consists

⁸Ethnography is a form of field research that seeks to learn the culture of a particular setting or environment. It often relies on participant observation through prolonged field work and may include other qualitative and quantitative methods. The researcher becomes embedded in ongoing relationships with research participants for the purpose of observing and recording talk and behaviour. The researcher

of “prolonged, personal contact with events in natural settings” (Chatman, 1984). In this, the researcher simultaneously takes on two roles: that of participant and that of observer. Patton (2002) proposed that researchers exhibit empathic neutrality: “the researcher experiences empathy with the other participants, gaining both an affective connection with them as well as a cognitive understanding of the setting” (Patton, 2002). The method is used most often for descriptive studies, both those that are exploring a new area of research interest and those that are intended to generate empirically grounded theories (Wildemuth, 2017). Participant observation happens over a period of time and in a number of phases, including entering the field, establishing a relation of trust, performing the selected role, making and recording the observation, and withdrawing from the field.

Interviewing

“Qualitative interviewing begins with the assumption that the perspective of the others is meaningful, knowable, and able to be made explicitly” (Patton, 2015)

The purpose of interviewing is to enter the other’s (the one of the researched individuals) perspective, to find out what is in and on someone else’s mind, to gather their stories. Patton (2015) distinguishes three basic approaches to collect qualitative data through open-ended interviews: the informal conversational interview (or unstructured interview); the general interview guide approach; and the standardized open-ended interview. The informal conversational interview is the most open-ended approach to interview, in this case most of the questions will flow in the immediate context without a predetermined set of questions. The strength of the informal conversational method resides in the opportunities it offers for flexibility, spontaneity and responsiveness to individual differences and situational change (Patton, 2015). On the other hand the weakness of this type of interview is that it requires a greater amount of time to collect systematic information, in fact the data obtained can be difficult to pull together and analyze. An interview guide lists the questions or issues that are to be explored in the course of an interview to ensure that the line of inquiry is pursued. The list concerns just the main topics or subject to be investigated thus enabling the dialogue to be open to spontaneous questions and reflections on the topic to be addressed. The interview guide guarantees a systematic and comprehensive collection of data by delimiting in advance the issues that will be explored. At the same time, the lack of defined questions to be answered

seeks to place specific events into a broader, more meaningful context, with a focus on the culture and social interaction of the observed people or groups (Wood, 2016).

ensures a great amount of flexibility of the conversation, thus allowing different perspectives to emerge on the same issue investigated. On the opposite side the standardization open-ended interview “requires carefully and fully wording each question before the interview” (Patton, 2015). The standardization of questions can be preferred for four major reasons: the inspectionability of the exact instrument used to collect the data, variation among interviewers can be minimized, the interview is highly focused, so the interview time is used efficiently and finally the analysis is facilitated by making responses easy to find and to compare. The weakness of the open-ended interview is that it does not permit the interviewer to pursue topics or issues that were not anticipated when the interview was written. To be underlined, these contrasting interview strategies are by no means mutually exclusive but instead they can be combined flexibly.

Simple scoring

Simple scoring could be used as a participatory method that can be flexibly adapted to suit particular need or context. It is a method that along with other participatory methodologies like: simple ranking, before and after scoring etc; produce numbers, but also involves the use of semi-structured interviews as a part of the methods (Catley, 2014). An advantage of many participatory methods is that illiterate people can be involved, specifically they use diagrams and pictures to illustrate the different items that are being ranked or scored. Simple scoring requires informants to use counters (that can be made of different materials) to attribute a specific score to each item or indicator. The method shows the relative size or amount of difference between the items or indicators.

Photovoice

“Photovoice is a process by which people can identify, represent and enhance their community through a specific photographic technique. It entrusts cameras to the hands of people to enable them to act as recorders, and potential catalyst for change, in their own community” (Burriss & Wang, 1997)

Photovoice, continue to argue the two seminal authors, has three main goals: to enable people to record and reflect their community’s strengths and concern; to promote critical dialogue and knowledge about important community issues through large and small group discussion of photographs; and thirdly to reach policymakers. The origins of the method must be traced back

to: Paulo Freire's critical pedagogy⁹, feminist theory, and documentary photography. Freire¹⁰ has pointed out how visual images can contribute to the rise of critical consciousness of people, as tools to document and discuss their own life conditions (Burriss & Wang, 1997). Feminist theory and practice had shed light on the male bias that has influenced participatory research, it sought to elevate the production of knowledge among women and others whose voices often are suppressed. Finally, differently from the common photograph documentaries, photovoice gives cameras directly to the people, thus giving them the possibility to mirror and to represent their own lens, their own perspectives. Photovoice's purpose is also to provide opportunities to learn from each other, to engage in dialogues where new knowledge is generated in problem-posing contexts, and where the acts of cognition and engagement are of foremost importance. Delgado (2015) emphasizes how the plural applicability of the photovoice is particularly effective in social work when it explicitly refers to the narrative dimension.

Photovoice allows the community to assume the role of community historians, capturing events and lived experiences that have either gone unrecorded or been given only cursory attention in local media outlets. Community history is often relegated to local media headlines of crimes, fires and other tragedies, and it thus provides a skewed or stereotypical view of a community. The images and narratives (stories) attached to these images reflect a resident perspective, and a counterbalance that can be tapped by current and future generations (Delgado, 2015).

The instructors' role in photovoice is to facilitate conversation, storytelling, and reflection on pictures taken by participants, and then the attempts to codify the emergent themes that are generated by collective discussion. Three main phases of the photovoice process should have been addressed in order to maximize the effectiveness of the method: preparation, implementation and communication (Santinello et al., 2022). Phase one concerns the definition of the issue/topic to be addressed and of the community of reference, furthermore the preparation of the material and of the tools to monitor and evaluate is needed. The phase of implementation implies firstly the formation of the facilitator(s) and of the group, moment in which to clarify the question to be addressed and the role of tool to do it, the photo. Then, in the same phase will happen the photograph action and the relative codification in which each individual has the time and space to present the meanings and reasons behind the photograph taken. After that, the last step concerns the group codification, the individuation of the main topics addressed during the debate, and finally the selection of the photos that are mostly

⁹ Paulo Freire (1921-1997), a Brazilian educator and philosopher considered one of the most remarkable thinkers in the history of word pedagogy, having influenced the movement critical pedagogy. In its most famous text "The pedagogy of the oppressed" (1971), that nowadays is considered a world reference, he pointed out

representative in relations to the topics emerged. Phase three is the one of the communications of the results of the photovoice performed to the community in order to promote and realize the social action and lately to evaluate the impact of the project (Santinello et al., 2022).

Community Narratives

A community narrative is a story common among a group of people. It may be shared through social interaction, texts, pictures, performances and rituals. These narratives tell the members important things about themselves (Rappaport, 2000).

Formal quantitative data have trouble capturing the most meaningful changes members of the community have experienced, which is often well represented in stories. Community narratives use qualitative research tools in a collaborative process with community members. (Glenwick, 2016). Stories and narratives are used to draw out of stakeholders rich, holistic, and ecological understanding and to eventually paint a picture of a community context or initiative. Rappaport (2000) distinguishes between personal stories and community narratives, associating the story to the individual and the narrative to the community, noting that stories and narratives are intimately tied with one another (Leonard, 2011). Personal stories, in fact, become community narratives at least in two ways: asking community participants interview questions about the personal and historical narratives of their community; and taking a set of personal narratives collected from members of a community and code them, the themes that emerge across community residents are community narratives (Glenwick, 2016). Community narratives are therefore, derived, either from the interviewing process or from the analysis and interpretation process. In either case, they should be offered back to stakeholders and used to further community change efforts. Community narrative as a method has the potential to empower people in fact “story-based questions send a metacommunication that turns research subjects’ roles into that of co-participants” (Rappaport, 2000).

“Telling stories is an enjoyable and enriching experience and community members often report that it feels like a more authentic way of becoming understood from the outside” (Leonard, 2011).

Community Narratives is useful in helping an organization/community and other stakeholders think about and analyse more implicit aspects of its mission, identity, or what some might call the “culture” of a community or setting. (Leonard, 2011). Furthermore, the method helps detect the barometers of change of the whole community: the history, structure, and social features of

those community” (Glenwick, 2016). Its application implies three main steps: the choice and design of the interview, the participants chosen for the interviews and the method of analysis. Among the limits of Community Narratives are: time-consuming, necessitating familiarity with the community and the potential overwhelming amount of data collected and the needed continued efforts in order to identify and engage disparate voices. Among the strengths the method allows is to “identify otherwise invisible features of a setting, its social bonds and changes in the community that reveal significant shifts” (Glenwick, 2016).

CHAPTER 2

LOCAL DIAGNOSTIC

The second chapter of this thesis aims at drafting an introduction to the local territory by presenting socio-demographic and historical-political data. The first part takes a brief look at the processes of migration and urbanisation that led to the progressive creation of a city centre and a city margin. Often this margin coincided with dynamics such as: precarious housing, segregation and ethnic discrimination, lawlessness and crime places commonly referred to as “urban slums”. After the end of the Salazarist dictatorship, the Portuguese housing policies promoted have alternated different approaches: from a participative and local one with SAAL, that will be explained soon later, to structural macro-solutions that still characterise those areas of the city called “social housing neighbourhoods”. The second part of the same chapter consists of an introduction to the main demographic characteristics of the parish of Beato. A necessary premise to make here is that this demographic introduction is functional to the indirect characterisation of the Picheleira neighbourhood, which belongs to the parish, but of which no official and systematised data exist. However, I argue that the data and statistics produced by both the INE and the Parish Council of Beato well introduce the macro-specificities concerning the Picheleira neighbourhood. In this same section, after a brief exposition of the main populations present in Beato and their characteristics, the main dimensions requiring first attention and then intervention are analysed. The third part deals with the more specific attempt to report the little data on Picheleira collected from the organisations operating in the neighbourhood. Finally, after a brief introduction to the *Clube Intercultural Europeu*, the coordinating body, the two projects involved - *Casa da Juventude* and *Balcão do Bairro* in the impact analysis in this thesis are presented.

2.1 The district of Picheleira and the legacy to the ancient Curraleira

The district of Picheleira is located in and belongs to the parish of Beato. Neighborhood formerly incorporated into the ancient Curraleira, area that was located in the parish of São João, on one of the slopes of the Chelas Valley between Picheleira, the Alto de São João Cemetery, Penha de França and Alto do Pina. The history of the old Curraleira is inextricably linked to that of the Picheleira, an influence due as much to the geographical proximity as to the fact that many of the inhabitants of the shacks were later rehoused in the neighborhood's

social buildings. Born at the end of the 20th century, the old Curraleira was known in Lisbon as the area of tin shacks. In 1975, when the partly Cale/Romani neighbourhood caught fire, residents were filmed tearing down their own homes to halt the spread of the flames, which destroyed 69 homes and claimed two lives. An event that brought the area both a renewed attention and urgency of action by the municipality. Worth to highlight here is the great presence of the gipsy community and culture that affected greatly the life of the ancient Curraleira and Picheleira and which continues to characterize the area.

The shack areas were considered problematic as they represented urban and social decay, a 'social evil' that for the Lisbon Municipal Chamber had to be eradicated. In 1993 under the Social-Democratic government of Aníbal Cavaco Silva, Portugal launched its nationwide “PER- Programa Especial de Realojamento” (Dedicated Rehousing Program), based on a census of “shanty town” residents (Guterres, 2021). Hundreds of neighbourhoods were earmarked for destruction, to be replaced with purpose-built housing estates, where all their residents would be moved. In 1994 started the implementation of the program but is in 2001 that the city's Municipal Chamber began the program of demolishing the shacks and subsequently rehousing the inhabitants in the surrounding neighborhoods. The televised demolition of its homes and subsequent rehousing of its residents was considered a success- by the standards of the programme (Guterres, 2021). However, the perception of the inhabitants of the shacks themselves was different from that presented in the public media. The demolition they experienced was painful, complex and multidimensional, not only structural, but crossed with life stories and social relationships established over time.

“In practice, the demolition and rehousing process was- and continues to be – a traumatic experience for many subjected to it” (Guterres, 2021).

PER was controversial even before its implementation, it was accepted as a way to beautify and modernize the cities of Porto and Lisbon. The 1994 was also the year of “Lisboa Capital de Cultura (Lisbon the capital of culture)” and the soon later Expo 1998 accelerated the aspirations of eradicating all slums from the capital. Somehow the PER justified a legal expulsion of the poor and migrants to distant urban areas, thus promoting the ghettoization of them in relegated neighborhoods (Krebber, 2017):

“PER contributed to legislate and redesign the concept of periphery, in which ethnic minorities, immigrants are once again pushed out of the sharing of public space to urbanization far from the obligatory or circulation, with structures specifically created for the neighborhood which push these people into particular spaces of social fabric” (Alves, 2013).

The spatial concentration of socially deprived families far from the urban core contributes to the acceleration of the poverty spiral and path dependency. For people from the secluded

districts, the limited area in which they live often depicts the only reality they know and is part of their social representation and identity. The case of ancient Curraleira and Picheleira therefore speaks for many other cases of marginalized urban neighborhoods where communities have disappeared due to rational urban planning programs. The case of re-housing programs of ancient Curraleira and Picheleira exemplifies how massive anonymous housing reallocations have contributed to the state of advanced marginality¹¹ and isolation of the former slum community (Krebber, 2017). People have often strongly identified with their own “shacks” and could rely on a surrounding nearby community to help them in difficult but even daily times. After the disruption of the shacks emerged the perception that people could no longer rely on mutual support. For many the community spirit was a defining factor of life in the neighborhood they had built themselves.

Many who were rehoused struggled with the constraints that were imposed by the architecture and planning of the rehousing estates, in whose design they had had no participation, in comparison with the neighbourhoods they had built for themselves (Guterres, 2021).

The ancient Curraleira resembled a small village in which everyone helped each other out with daily life tasks (Krebber, 2017). PER re-housing has contributed to the isolation of people and to the retrenchment of social networks. The immense territories of waste land and the remoteness between the social housing blocks isolated people. The disintegrated space constrains mobility and generates a feeling of insecurity which eventually exacerbates a paralysing nostalgia towards an irrevocable past and a population that lives with no future perspectives. Most of the former slum’s residents live nowadays in one of the BIPs/ZIP zones (to be introduced later: section 2.3 pg. 70). Although the former territory of ancient Curraleira is nowadays mainly an empty land, it is of great symbolic value for those who lived in the former slum. The origins of area date back to a late era of industrialization when people left the countryside to live in the city.

The process of marginalization of some urban districts of Portugal must be traced back to the Industrial Revolution (Krebber, 2017). The arrival of capitalist production schemes in the agricultural sector led to greater wealth in the cities and rural exodus. Housing prices escalated due to real estate speculation of low estimated terrain. However, the First Portuguese Republic in 1910 enabled the state to regulate market mechanisms that were controlling the housing market and begun to provide social housing to the former working class. The decree n° 4137

¹¹ Wacquant introduces the idea of "advanced marginality" to describe the social reality of isolation and deprivation created by advanced capitalism in the rich cities of the North. Among the criteria he offers for a social system embedding advanced marginality (Krebber, 2017).

enacted the 24th of April 1918 stated that affordable social housing was required to improve the living conditions of deprived families and individuals. In 1960s have begun to appear spontaneous neighborhoods hammered together from wood, canvas and tin, a historical moment marked by massive migration from impoverished rural areas to the cities, and from the ex-African colonies (Guterres, 2021).

With military conscription – and the flight of those attempting to avoid it – there was additionally a demand for manual labour in Portugal that was filled, in part, by an immigration drive, exacerbated by drought and hardship in Cape Verde, from where the largest of these diasporas originated. Men, women and children continued to immigrate to Portugal from Cape Verde, Guinea-Bissau, Angola, São Tomé and Príncipe, and Mozambique following the 25 April revolution in Portugal, in 1974, and the conflicts in Angola and Mozambique from 1975. Within these historical currents, the various communities who built their own houses and neighbourhoods around Lisbon included Africans and Asians from the former colonies, Cale/Romani Gypsies from the Iberian peninsula, and rural Portuguese migrants – making lives for themselves in neighbourhoods such as Pedreira dos Húngaros, Curraleira, Fontainhas and 6 de Maio (Guterres, 2021).

Many of the settlements, called later “baraccas de lata” (tin shack) emerged at the frontiers of different municipalities. Most of the neighbourhoods were built autonomously, self-build construction as “umbilical”, tailor made. Everything was done together. The space occupied has been decided both spontaneously but also under a logic of a kind of state intervention where local authorities would provide plots of land, sometimes construction materials and even in some cases, a basic prefabricated construction. The precariousness of the materials used to build the neighbourhoods led to much discomfort, and often to tragedy. Emblematic is the fire happened in 1975 in the ancient Curraleira, cited above, that destroyed 69 homes and claimed two lives.

2.1.1 A brief overview on social housing policies in Portugal

On Thursday 25 April 1974, the military coup that erupted with unshakeable determination put an end to forty-eight years of authoritarian and dictatorial regime¹². At that time the “housing problem” was one of the main social issues at the time in Portugal (Antunes, 2019).

¹² The Salazar dictatorship (1932-1974) was based on a one-party system, which used the secret police PIDE- Polícia Internacional e de Defesa do Estado (International Police for the defence of the State) as a central instrument of violence and oppression against political opponents. Strongly modelled on Fascist Italy under Mussolini, the dictator António de Oliveira Salazar introduced “a new state”, “Estado Novo”, which was supported by a coalition of the military, the Catholic Church, business enterprises and large landowners. In addition, Portuguese colonies were ruthlessly exploited in order to fill the state coffers, which were always short of money. The regime worked systematically to depoliticize and pacify the citizens through the three Fs of Portugal: “Fado, Fátima e Futebol” - “music, religion and soccer”. In 1974, though, broad popular protests finally ended the Salazar dictatorship.

The shortage amounted to 600,000 dwellings, with a trend towards a vertiginous worsening. About 25% of the population of the mainland territory was housed in dwellings without any kind of safety, comfort, salubrity and privacy indicators, i.e., in degraded buildings, in overcrowded spaces, on "islands", in shacks, in short, in houses without any kind of habitability conditions. In rural areas the lack of basic infrastructures was very evident. In urban areas, in turn, the degradation of the existing housing stock grew hand in hand with the incessant and extensive increase in precarious and clandestine settlements: shanty towns and squatter settlements. Of an estimated two and a half million dwellings, around 52% had no water supply, 53% no electricity, 60% no sewage system and 67% had no sanitary installations (Bandeirinha, 2017).

In the period immediately following the Carnation Revolution¹³, the problem of housing was one of the main demands of the Portuguese population, especially in the country's two largest cities: Porto and Lisbon. In the whirlwind of events which followed, dozens of popular actions, social mobilizations and demonstrations took place, demanding better living conditions and seeking to put the housing problem on the political agenda (Antunes, 2019). The most expressive example of these actions was the occupation of vacant houses which became one of the most unique phenomena of the post-revolution period. Has been in this specific contest that the active participation of the local communities rises and housing policies that instigates the direct participation of the population have been created. Emblematic, is the creation of the *SAAL - Serviço de Apoio Ambulatório Local* (Local Ambulatory Support Service) created by the architect Nuno Portas in summer of 1974 (Krebber, 2017) . The SAAL aim was to directly contribute to the decrease in the number of slums and of the precarious housing neighborhoods, thus breaking with the previous strictly hierarchical paradigms of intervention characterizing the *Estado Novo*. SAAL's project approach thus demonstrates a bottom-up approach of social re-housing politics, which aimed at fostering proximity governance and participation of the population (Krebber, 2017; Antunes, 2019). To realize that have been created ambulatory brigades, that functioned within the orbit of the *FFH- Fundo de Fomento da Habitação* (Fund for Promoting Housing)¹⁴, composed of multidisciplinary teams (Bandeirinha, 2017). These entities usually entered in direct dialogue with the resident's committees discussing the housing typologies to be built in the new neighborhood, in order to ensure a coherence with the needs and the expectations of the population that inhabited it. The methodology was inspired by a

¹³ The Portuguese 25th April revolution is also known as Carnation Revolution. This name is from the fact that almost no shots were fired and from restaurant a worker Celeste Caeiro offering carnations to the soldiers when the population took to the streets to celebrate the end of the dictatorship, with other demonstrators following suit and carnations placed in the muzzles of guns and on the soldiers' uniforms.

¹⁴ The *Fundo de Fomento da Habitação - FFH* was established in 1969 and abolished in 1982. Decree-Law 49033 of 28 May 1969 created this institution as an organism with administrative and financial autonomy with the simple but ambitious purposes of inserting the promotion of social housing into the equipment policy and integrating the national housing policy with urban planning (Arquivo distrital do Porto, 2022).

direct and participatory democracy approach, which has lost strength as the representative democracy has progressively consolidated among the country thus relegating the SAAL's project to a principle of participatory and innovative flurry, nipped in the bud (Antunes, 2019).

Soon later the *CRP- Constituição da República Portuguesa* (Constitution of the Portuguese Republic) in 1976 was fundamental in enshrining the right to housing in the spirit of the rights upheld in the Universal Declaration of Human Rights. In the first paragraph of the article 65:

Article 65 (Housing and urbanism)

1. Everyone has the right for himself and his family to have an adequately sized dwelling that provides hygienic and comfortable conditions and preserves personal and family privacy.
2. In order to ensure the right to housing, the state is charged with: a) Programming and implementing a housing policy that is incorporated into general town and country planning instruments and supported by urbanisation plans that guarantee the existence of an adequate network of transport and social facilities; b) In cooperation with the autonomous regions and local authorities, promoting the construction of low cost and social housing; c) Stimulating both private construction, subject to the general interest, and access to owned or rented housing; d) Encouraging and supporting local community and popular initiatives that work towards the resolution of the respective housing problems and foster the formation of housing and self-building cooperatives (Constitution of the Portuguese Republic, 1976).

Article that was avant-garde in enshrining the right to housing, which, at the time, was far from being the case in all European constitutions. The same can also be gauged by its concern for the transport network and social amenities, as well as the need to specifically support local community initiatives, self-building, housing cooperatives and policies aimed at establishing a rent system compatible with family income (Antunes, 2019).

In the same period the housing cooperatives have been the protagonists of the social housing political scene. In Portugal, the action of housing cooperatives was possible since the early 1850, however, the activity of these entities was always incipient due to inexperience with the cooperative model. Furthermore, later during the dictatorship, the same were dependent on their self-financing capacity, functioning essentially as Housing Credit Unions, to which was added the political mistrust of the cooperative movement. It has been just after the revolution that the conditions to foster the action of housing cooperatives were created. Between 1974 and 1979 a significant explosion in the formation of housing cooperatives was recorded. Despite the strong growth the number of dwellings built remained small until the 1980 due to the late consolidation of financial support.

According to data from the INE¹⁵, between 1974 and 1980, 1512 dwellings were built, with an annual average of 252 dwellings, which represented, for the same period analyzed, around 5% of the dwellings built on national territory. Between 1980 and 1990 18856 dwellings were built. In the early years of the 1990s, the annual number of dwellings built was over 3000 dwellings per year, having exceeded, in 1993, 4000 dwellings per year, which represented about 6% of the dwellings built. (Antunes, 2019).

After this peak, between 1985 and 1995 the explosion of the housing construction by housing cooperatives decreased again and started a period of attempts of state backed initiatives.

In November 1974 the *CDH - Contratos de Desenvolvimento para Habitação* (Housing Development Contracts) has been created with the objective of awakening the construction industry to the promotion of social housing. The CDH policy aimed to increase the supply of housing for the urban middle class, in a scheme that reduced construction costs and ensured, from the outset, the profit of private companies and the reduction of business risk. In 1985, the CDH program underwent a wide-ranging reform that was intended to bring the program into line with the guidelines for *HCC- Habitações a Custos Controlados* (Controlled Cost Housing) (Antunes, 2019). These changes aimed to reduce state intervention, de-bureaucratize and make the administrative process more flexible and give priority to home ownership. After a further amendment in 1989, the program was consolidated in 1993 in its last wording. Although in a slightly different legal form, housing cooperatives are included in the promotion of HCC.

According to INE, the number of dwellings built by private initiative under this policy was always very small, with a total of 17,807 dwellings between 1974 and 1992, 17 807 dwellings were built in Portugal the national territory, the majority in the districts of Oporto (14%), Setúbal (14%), Porto (11%) and Lisbon (10%). Time in which the construction rate fell to residual values (Antunes, 2019).

Besides these institutional changes, it was also during this period that the legislator defined the concept of "social housing" and established the minimum and maximum parameters for the construction of this type of housing by public, private and cooperative initiatives. Years later, the legislator replaced the same concept by "controlled cost housing", which was later maintained in 1997. During these legal and institutional changes, programs were enacted defining special conditions of access to credit for municipalities with the aim of stimulating the direct promotion of housing and the conservation of the building public housing stock. But these programs lacked the necessary acceptance and cooperation from local authorities. The first major change to this scenario occurred with the promulgation of Decree-Law 226/87, of 6 June 1987, which established in a concrete form the cooperation regime between the central

¹⁵The National Statistical Institute (Instituto Nacional de Estatística- INE) is the official body of Portugal responsible for producing and disseminating high-quality official statistical information, promoting the coordination, development, and dissemination of national statistical activity.

and local administration for the signing of protocols for the construction of social rental housing. In this way the responsibilities and competences of the central and local authorities were clarified and at the same time a support model was defined. By the early 1990s it was clear that only a comprehensive policy of public promotion could solve the problem of substandard housing estates in the metropolitan areas (Bandeirinha, 2017).

It was in this context that the *PER - Programa Especial de Realojamento* (Special Re-housing Program) was published in 1993. The program provided financial support to municipalities for the construction or acquisition of dwellings aimed at re-housing families living in precarious accommodation in the Metropolitan Areas of Lisbon and Porto.

Financial and institutional support for the national plan to "eradicate" the so-called "slums". PER has become the most important and remarkable program in the history of Portuguese housing. In the context of Portugal's entry into the European Economic Community, the development of PER enabled the construction of tens of thousands of houses. The 1990s were not only the most important moment for the construction of public housing, but also the only one in the history of Portuguese housing in which there was a clear national design to eradicate shocking situations of human indignity. The neighborhoods built under the PER Program were the subject of a big technical, political and academic debate in its early stages with several warnings about the excessive concentration and social homogeneity of built neighborhood, as well as to the scarcity of quality public spaces, of collective equipment, of adequate transport network, social support to the population among many others (Antunes, 2019). With regard to direct promotion, the PER became the most important and striking program in the history of Portuguese housing. In the context of Portugal's entry into the European Economic Community, the development of PER enabled the construction of tens of thousands of houses that led to a significant increase of the public housing stock. The 1990s were not only the most important time for the construction of public housing, but also the only time in the history of Portuguese housing when there was a clear national intention to eradicate shocking situations of human indignity (Antunes, 2019; Xerez, 2018). As analyzed, the development of social housing policies in Portugal was haphazard, without continuity, systematization, or a medium and long-term strategy. Currently, serious problems of access to decent housing persist.

In the last decade and a half, the housing governance is developed around three axes: social housing, urban rehabilitation and promotion of renting (Xerez, 2018). As we can see in the graphic produced by the INE (*Figure 5*), along the time, the number of people living in non-standard dwellings has gradually decreased in Portugal. Despite the problems that many social rehousing neighborhoods face such as: the lack of quality of their buildings, degradation and lack of maintenance as well as factors such as territorial segregation and isolation among other, these public initiatives have had a positive impact on the integration of many families with particular importance in the areas of education, work and immigration.

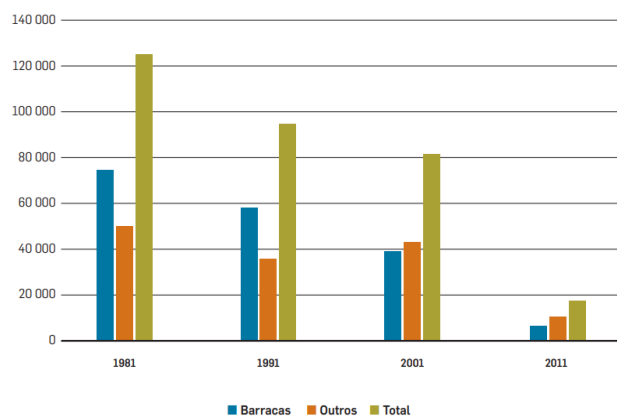


Figure 5. Number of residents living in non-standard dwellings in Portugal. (INE, 2011)

Furthermore, Portugal has consistently evaluated in the top ranks on immigration policy in the MIPEX index¹⁶ (MIPEX, 2015). The access to housing by many immigrant families from *PALOP - Países Africanos de Língua Oficial Portuguesa* (Portuguese- Speaking African Countries) through various programs such as the PER, are example that should be evaluated in a more in-depth manner as they constitute relevant examples of intervention of public housing policies.

In 2003, the PER was revised, being particularly notable for its promotion of urban rehabilitation instead of the acquisition or construction of new housing. The later agreement between municipalities and the National Housing Institute has led to a new program, *PROHABITA* (Lameira, 2022). Unlike the PER the new program aimed, through urban regeneration, at resolving “situations of serious housing shortages”, and not only eradicate shacks as the previous ones, by granting financial support for the construction and rehabilitation of housing and the use of vacant buildings (Antunes, 2019; Xerez, 2018). Also underlining the importance of improving the energy efficiency of social buildings. Following the crisis in the construction market and the growing demand for rented accommodation, in 2006 the *Novo regime do Arrendamento Urbano* (New Urban Rental Regime) was created, with the aim of establishing a special regime for updating old rents. However recurrent problems in the urban rental market, such as the difficulties in undertaking rehabilitation works on rented properties or the protracted nature of the eviction processes, led to further revisions of the law. During this

¹⁶ MIPEX – Migrant Integration Policy Index is a tool measures policies to integrate migrants across six continents (What is MIPEX?, 2020).

period, other programmes and initiatives for rental accommodation emerged, such as *Porta 65*¹⁷ (Door 65) for young people (Decree-Law No. 308/2007, of 3 September) and in 2012 the *Mercado Social do Arrendamento*¹⁸ (Social Rental Market). To be underlined, most of the financing and promotion of state- subsidised housing in Portugal is regulated by the *IHRU- Instituto da Habitação e Reabilitação Urbana*¹⁹ (Portuguese Institute for Housing and Urban Rehabilitation). This public institute—officially created through Decree-Law No. 207/2006 of 27 October—is also responsible for managing and providing maintenance for the existing social housing stock, as well as for promoting and putting into practice public policies relating to accessible housing solutions. Together with the government and specialised teams, the Portuguese Institute for Housing and Urban Rehabilitation developed the Strategic Housing Plan 2008–2013 and the National Strategy for Housing in 2015 (Council of Ministers Resolution No. 48/2015 of 15 July). Documents that reflected the goals and guidelines of housing policies in these periods: the progressive investment in the use of existing buildings through incentives for urban rehabilitation and the growing interest in boosting the rental market (Lameira, 2022).

The supported lease regime was approved in 2014 (Law no. 81/2014, of 19 December), having then been amended in 2016. It consists of renting or subletting public housing or housing financed with State support; the rent is calculated according to the income of the households to

¹⁷ The Programme Porta 65 - Young People is a financial support system for rental by young people, isolated, constituted in aggregates or cohabiting, regulated by a set of legal diplomas. It aims to regulate incentives to young tenants, stimulating more autonomous lifestyles by young people alone, in a family or in young cohabitation; the rehabilitation of degraded urban areas and stimulating the rental market (Programa Porta 65, s.d.).

¹⁸ The Mercado Social do Arrendamento (Social Rental Market) consists of a stock of more than 2,000 rental accommodation units, spread across the Portuguese territory, with monthly rental prices 30% below the average market prices. It is a government's response to combat rising rental prices in Portugal, which in the last quarter of 2021 alone rose 8.3% compared to the same period of 2020. The programme results from a partnership between the State, the Municipalities and several adherent Banking Institutions and has already reached cities such as Aveiro, Cascais or Mafra. This model comprises the use of unoccupied houses for integration in the rental market, allowing the satisfaction of basic housing needs. The objective is to respond to people with average incomes, who have an income too high to be included in the social rental market but have difficulty in accessing the free rental market (Mercado Social de Arrendamento: o que è e quais vantagens?, s.d.).

¹⁹ IHRU- Instituto da Habitação e Reabilitação Urbana is a public entity that promotes the national housing policy, with a nature of public institute of special regime and participated management, integrated in the State's indirect administration, endowed with administrative and financial autonomy and its own patrimony. It pursues the Government's attributions in the area of housing. The IHRU's mission is to ensure the implementation, coordination and monitoring of the national housing policy and the programmes defined by the Government for the area of housing, housing rental and urban rehabilitation, in articulation with regional and local housing policies within the framework of the Housing Framework Law, approved by Law No. 83/2019 - Diário da República No. 168/2019, Series I of 2019-09-03 (LBH) (- Instituto da Habitação e Reabilitação - Quem somos, s.d.).

which it is intended. The calculation of the rent takes into consideration the monthly net income of the family unit. The allocation of housing occurs through a competition by classification, lottery or registration. There is an exceptional regime for people in urgent/or temporary housing needs, as in the case of victims of natural disasters or of marked social vulnerability.

Currently the State financially supports the construction or purchase of Controlled Cost Housing, both for permanent use and under rental conditions. These houses must respond to the specific requirement followed after the ordinance titles *New Generation of Housing Policies* approved in May 2018 (Lameira, 2022). The main changes that it has introduced includes rehabilitation, rental housing at reasonable costs, principles of environmental sustainability and support space for living. The government approach to the housing problem has involved the progressive investment in the construction industry, leading to the building of homes through special financing policies, a subsidized credit regime that has been gradually replaced by the public promotion of controlled cost housing until they were abandoned in 2002.

To conclude this brief introduction on housing policies in Portugal there are few general considerations to be addressed and underlines. Over more than a decade and a half, public housing policies intervention have experienced less state intervention, greater reliance on the market, more municipal involvement and a shift away from decades of encouraging home ownership (Xerez, 2018). The State budget devolved to housing from 1987-2011:

a period of greatest development and transformation of public housing policies, suggest that the main intervention of the State in this area was to promote the purchase of housing, following by rehousing through the construction of new social housing neighborhoods. The support of renting came later, and it has been much smaller compared to the financial support granted to credit for buying a house. From 2002 onwards, the intervention in the area of social housing was aimed at concluding some of the social re-housing processes and there were few new social re-housing, contrary to what had occurred in previous decades. With the problem of re-housing now over, in many municipalities urban rehabilitation became a priority. Despite a general improvement of the housing, Portugal still suffers a high number of buildings with problems such as: leaks, dampness or broken windows; the situation becomes more worrying when compared to the European average (Xerez, 2018). Given the current housing crisis in Portugal, several programs have been

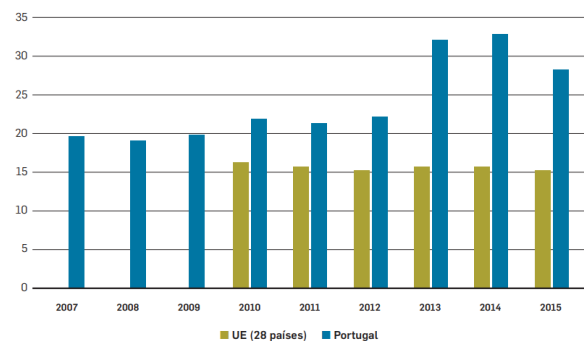


Figure 6. Percentage of population living in dwellings with leaking ceilings, walls, floors or damp foundation or window frames or floors rotten. (Xerez, 2018)

construction of new social housing neighborhoods. The support of renting came later, and it has been much smaller compared to the financial support granted to credit for buying a house. From 2002 onwards, the intervention in the area of social housing was aimed at concluding some of the social re-housing processes and there were few new social re-housing, contrary to what had occurred in previous decades. With the problem of re-housing now over, in many municipalities urban rehabilitation became a priority. Despite a general improvement of the housing, Portugal still suffers a high number of buildings with problems such as: leaks, dampness or broken windows; the situation becomes more worrying when compared to the European average (Xerez, 2018). Given the current housing crisis in Portugal, several programs have been

implemented as a result of the *New Generation of Housing Policies*. These programs are directed at different fringes of population, targeting different types of solutions for rental housing, refurbishment, urban regeneration etc... Programs which aims are universal access to adequate housing with a focus on rehabilitation and rentals. Furthermore, are promoting a paradigmatic shift from a housing policy centered on “houses” to a policy that places “people” at its core. From a centralized and sectoral policy to a multilevel, integrated, and decentralized model of participatory governance. From a reactive policy to a proactive policy based on shared information and knowledge and on the monitoring and evaluation of results. The challenges that Portugal has had to face over the last five years have been huge, and only at the beginning of 2020 did the instrument of New Generation of Housing Policies, defined in 2018, begin to be implemented. Some of the most recent programs, such as *Affordable Rent Program*, implemented in 2019 are already being questioned as a way of bringing these instruments closer to the specific needs of each territory. The housing crisis was naturally aggravated by the Covid-19 pandemic, which not only highlighted the shortage of housing solutions, but has mostly underlined the lack of architectural quality of the current housing stock, with evident deficiencies in terms of comfort, salubriousness, livable area, access to exterior (Lameira, 2022).

To have a macro and comparative overview, it is interesting to present the latest statistical results about housing policy specificities measured at national level by the OECD – Organisation for Economic and Co-operation and Development. As it can be seen in the graphic below, three are the aspects considered: efficiency, inclusiveness and sustainability.

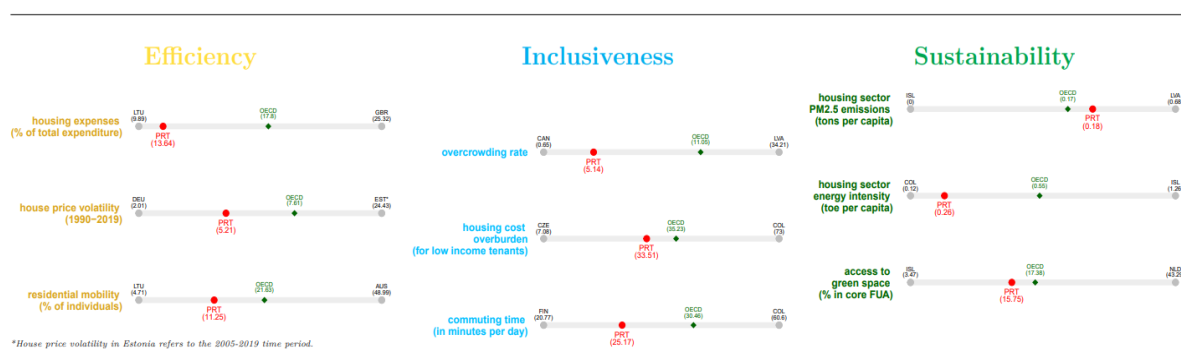


Figure 7. Housing Sector Country Snapshot: PORTUGAL (OECD, 2021)

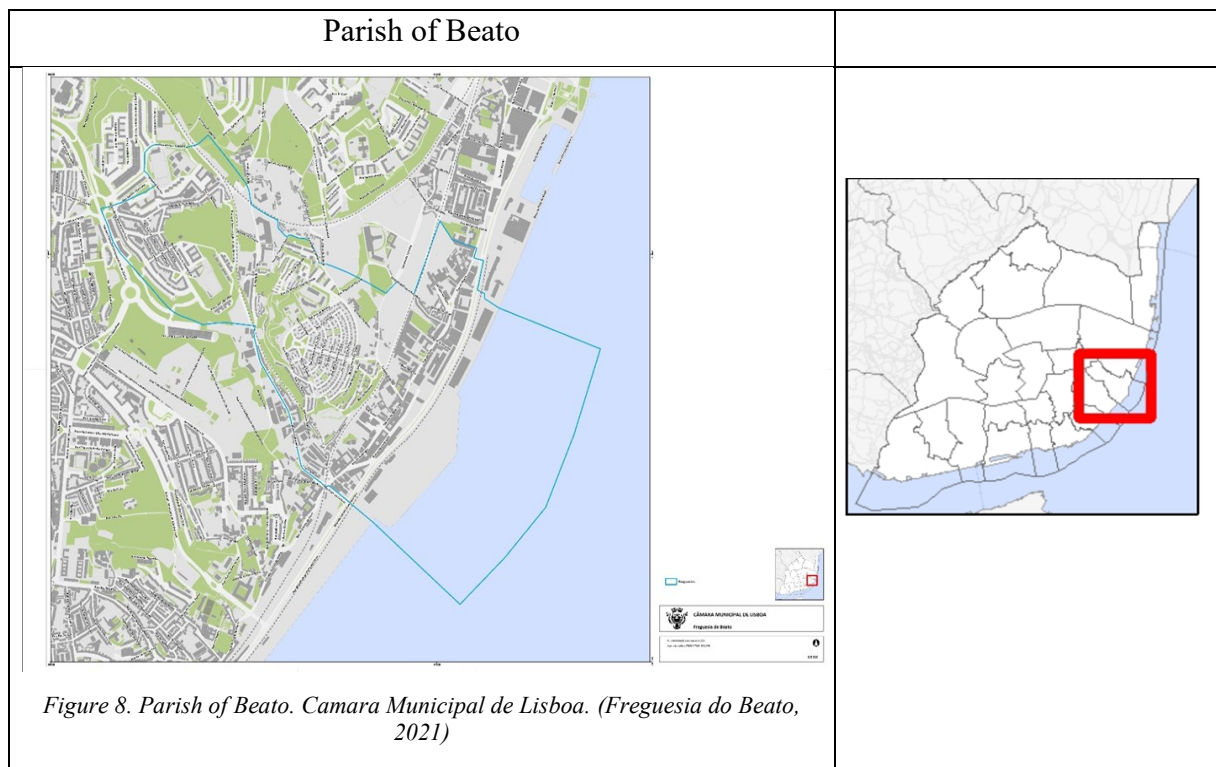
Efficiency measures the economy’s capacity to align housing supply with demand, thereby limiting excessive price and rent increase, contributing to macroeconomic stability and facilitating residential mobility. In Portugal housing costs are rising fast especially in large metropolitan areas, and among tenants and young households. Increase that can be attributed to

difficulties in aligning housing supply with demand. On the demand side, the low interest rate and low unemployment rate environment, as well as the rise in disposable income, put pressure on housing internal demands. An important role is also played by foreign demand. On the supply side, the slow recovery of the construction sector after the Global Financial Crisis and the low share of social housing have contributed to make housing supply less responsive to the demand pressures (OECD, 2021). Inclusiveness refers to the housing sector's capacity to deliver adequate and affordable homes across the income distribution while limiting residential segregation. Portugal displays a relatively low overcrowding rate, whereas housing cost overburden is close to the OECD average. Factors contributing to these outcomes include increasing concentration of economic activity in the largest metropolitan areas driving real estate prices up, low share of social and affordable housing, and low levels of rent subsidies. Lastly, average commuting time is relatively low by international comparison, which suggests that relatively many people can afford living close enough to their workplace. Sustainability assesses the housing sector's readiness for the transition to a low-carbon economy and its capacity to attenuate pressures on the ecosystem by preserving biodiversity and resident's health. Portugal displays housing related PM2.5 emissions in line with OECD average. It is also among the countries with the lowest level of housing-related energy intensity.

Finally, to be addressed is that the lack of data and evaluation studies necessarily leaves incomplete the implications of some housing policies and their relevance in other areas such as education, employment or immigration. Despite the massification of re-housing responses in previous decades and the segregation of the territory, the access to housing for many families through PER and PROHABITA improved the lives of many Portuguese people. The lack of data on housing in Portugal greatly conditions a serious and evidence-based analysis of the State's intervention in this area, especially at the level of the beneficiaries and the evaluation of the programs developed. Throughout the period under analysis, the focus of public policy intervention has been on the physical aspects of housing, such as the building, to the detriment of people (Xerez, 2018). Among some urgent necessities: clarifying the role of the State in housing; adjusting the housing stock to existing needs; evaluating the State's intervention in the area of housing – focusing not only on the quantity and quality of buildings but also focusing on the beneficiaries and how public policies can improve their life; analyze all the existing supports and programs in housing at national and local level, in different areas such as: homelessness, social insertion, local housing programmes, social housing, renting, disabled people etc.; standardizing and developing housing statistics, namely in terms of housing

financing, housing taxation, public and private housing support and public and private support for housing and social housing; integrating the development of housing policy in the European and international context.

2.2 A socio-demographic introduction to the parish of Beato



In order to understand the social reality of the target population in this analysis, the Social Diagnosis of the Parish of Beato 2021 has been read to present the main characteristics of the territory that comprehend the district of Picheleira. Furthermore, the majority of target population of Balcão do morador, that will be explained, are living in the parish of Beato. Thus it is relevant to have the perception of the whole societal dynamics and at the same time the unique way to frame the district of Picheleira. The Social diagnosis intends to gather all the necessary information so that the intervention of the agents of social change can be made in an effective and equal manner.

Currently the Parish of Beato has an area of 2.48 km² and represents about 2.89% of the territory of the Lisbon municipality (85.87 km²) (INE, 2021). As it can be seen in the map (figure) it is located in the south-west of the city. In 2012 changes were made to the boundaries of the territory so that the parish underwent some changes in its geographical limits. The location of

the Parish of Beato is privileged of the municipality of Lisbon, as it expresses a great proximity with several central points of the capital and its respective services. On the other hand, there is a huge variety of public transport, which means that citizens living in Beato have no problems in getting to and from any service (Carvalho, 2022). There is also a vast network of partners, with distinct knowledge about the needs of the territories as each one implements projects and programs oriented towards community development. In addition to this presence, the residents themselves have already created several resident's associations demonstrating a sense of citizenship and autonomy. The public spaces are integral components in the sense of social and community development. Thus the actors in the social dynamic express the need for there to be a greater level of care and investment in the maintenance of their respective spaces, particularly in the cleaning of the streets/open spaces and in the maintenance of spaces for leisure, sporting and recreational activities. (Diagnóstico social da freguesia do Beato 2021).

Starting from the composition of the population of the territory, the recent Census realized by the INE- Instituto Nacional de Estatística has registered 12.185 inhabitants (5.785 men, 6.400 women) of the parish. Distributed in the following age ranges and percentages among the population: 0-14 (11,9%); 15-24 ((9,39%); 25-64 (53,72%) and finally 65 and over (25,79%) (INE, Censos 2021, 2021). Compared to the previous Census, carried out in 2001, a decrease of 1.552 inhabitants has been recorded.

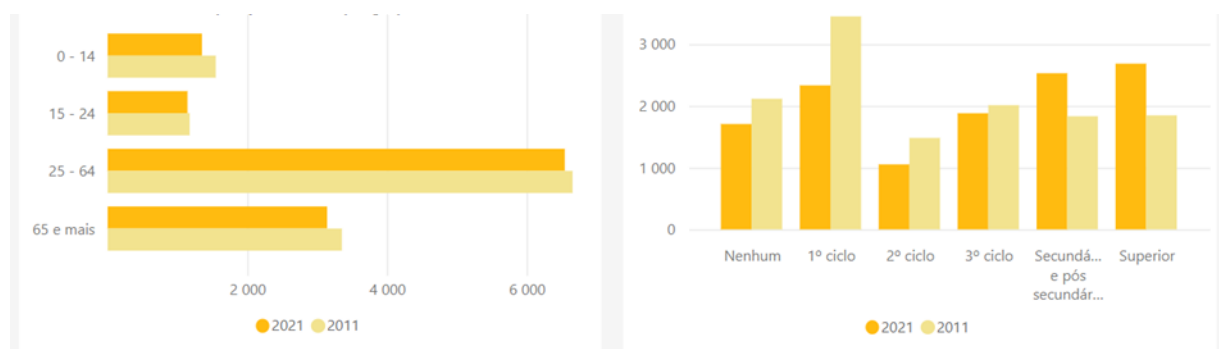


Figure 9. Resident population by age group. (INE, 2021) Figure 10. Resident population by educational level. (INE, 2021)

Following the Diagnosis carried out by the Junta de Freguesia do Beato (Parish Council of Beato) the economic shortage experienced and reported from the families is the product of a combination of factors, fragilities weaknesses existing in the parish that have been accentuated in 2020 largely due to the pandemic situation: increase of unemployed people and therefore of the number of beneficiaries of unemployment benefit, the low education of the resident population and the lack of digital skills, which may condition access to job offers. Furthermore, the widespread devaluation of the importance of school on the part of some young people and some families, added to the high tendency to absenteeism and school early abandonment and

the existence of single-parent families with dependent young people some of whom are RSI beneficiaries. The inhabitants also reported the existence of a concentration of socially excluded/marginalized population in certain areas of the parish which perpetuate difficult-to-break generational cycle of poverty and social exclusion. These cycles are fed by self- and hetero-perceptions of discrimination and social stigmatization, as well as by issues related to the territory (e.g. difficulty of access to services and conditioned mobility) that lead to a physical, but also relational and emotional distancing of those who lives in these “segregated” spaces (Diagnóstico social da freguesia do Beato 2021).

2.2.1 The ranges of population living in the parish

Young population

The following paragraphs provide a brief introduction of the different types of populations present in the parish. According to the provisional results of the Census 2021, the young population of Beato has been decreasing, being more notable the decrease in the age groups between 0 and 14 years old. If in 2011 children up to 14 years old were the 12% of the total resident population and the young people aged between 14 and 25 years old were the 9,5% of the total. Ten years later the first category has decreased one point in percentage (11.09%) and the second category decreased by 0,11 points. Regarding the age distribution by age sub-groups, data is only available for the 2011 census, when there was an higher prevalence of children up to four years old (36%) that compared with others

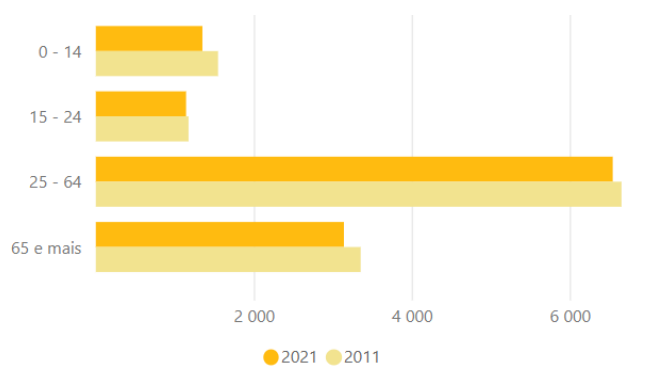


Figure 11. Resident population by age group. (INE, Censos 2021, 2021)

parishes of the municipality of Lisbon, Beato was among the five parish with the highest proportion of children up to four years old (Diagnóstico social da freguesia do Beato 2021). Regarding the youth population, it was possible to observe a prevalence of young people aged between 20-24 years old (55%) followed by the range 15-19 (45%) (INE, 2011). Taking into

consideration the Young-age dependency ratio²⁰: the parish of Beato in 2011 registered a value of 19,7% lower than that registered at national level (22,5%) for the Lisbon region (23,4%). Concerning the main issues that characterize this segment of population in Beato is the perceived lack of childcare services, such as day-care centers and leisure facilities; a low level of education widespread among the young population and the need to have more non-formal education and leisure activities in the parish (specifically for areas as Quinta dos Ouvires e Eixo Xabregas and Beato) (Diagnóstico social da freguesia do Beato 2021). In this context, Casa da Juventude represents an answer of great importance in the lives of these young people.

The *CPCJ Lisboa Oriental – Comissão de Proteção de Crianças e Jovens* (Commission for the protection of children and young people)²¹ reported that in 2018 the active case in the parish were 101 (the 10,9% of the total number of the CPCJ cases), in 2019 the same were 103. The main danger situations reported to CPCJ are related to domestic violence negligence and serious negligence, absenteeism and school abandonment, physical and psychological bullying and the practice of facts qualified by the law as crime (Diagnóstico social da freguesia do Beato 2021).

Just to cite few, among the entities presents and available in the area of youth: Agrupamento de Escolas de Olaias (Grouping of schools of Olaias), Junta da Freguesia do Beato, Clube Intercultural Europe (Casa da Juventude, Projeto Intergeracional Novo Horizonte, C3-Centro Comunitário da Curraleira) and Gebalis. The intervention of various entities, from the parish council to non-governmental organizations and associations, that make up the associative movement, in the scope of promoting non-formal education children and young people is positively recognized and needs to be reinforced. The parish council of Beato underlines the necessity to invest in the concerted efforts between the network of partners and in the deepening of the real needs, problems and potentialities existing in the municipality, thus obtaining concrete information about the real needs of the target population. To fulfill this gap could be crucial to carry out a diagnosis reporting both the problems and needs and the opportunities and the potentialities that children and young people identify as existing at various levels/dimensions; education, leisure free time occupation, health (Diagnóstico social da freguesia do Beato 2021).

²⁰ The Young - age dependency ratio is the ratio of the number of young people at an age when they are generally economically inactive (i.e. under 15 years of age), compared to the number of people in working age (usually 15-64) (EUROSTAT, Glossary: Young-age dependency ratio, 2018).

²¹ CPCJ Lisboa Oriental – Comissão de Proteção de Crianças e Jovens constitute an enlarged commission responsible for developing actions to promote the rights and prevent dangerous situations for children and young people and that operates at the level of four parishes in the eastern zone of Lisbon, which includes the parish of Beato.

The elderlies

In the last years has been registered a common ageing process of the resident population in Portugal that has contributed to the decline in fertility and the increase in longevity. In 2011 there were 3,271 people aged 65 or over in the parish of Beato (26.3% of the total resident population), most of whom were women (1978 people, 60.5%). This number is very close to that recorded in 2021 (3,143 resident people aged over 65), currently representing 25.79% of the resident population in the territory (INE, 2021). Regarding the distribution by age subgroups, in 2011 it was possible to observe that people aged between the ages of 65 and 74 were in greater numbers than those aged 75 years or over. The Elderly Dependency Index²² has registered an increase between 2001 and 2011, from 34,8% to 42,8% a number higher than both the national and the municipal level. The parish of Beato was among the parishes of the municipality of Lisbon with the highest Elderly Dependency Index (INE, 2011)

Table 1. Elderly Dependency Index in the parishes of the Lisbon municipality. (INE, 2011)

Território	2001	2011
Portugal	24,1	28,8
Região de Lisboa	22,0	27,6
Concelho de Lisboa	36,4	37,8
Beato	34,8	42,8

The number of *CSI- Complemento Solidário para Idosos* (Solidarity Supplement for elderlies)²³ beneficiaries has remained constant since 2011 (274 beneficiaries among them 84 men and 190 women) and in 2020 have been registered 215 with a constant majority of women. Regarding family benefits, as it is observable in the graphic the number of beneficiaries has tended to increase since 2011 (1329) to 1455 people in 2020, increase probably due also to the pandemic. Among the main issues perceived and reported by the elderlies: social isolation, inexistence of a family support network and difficulty in accessing adequate responses to their needs (reduced or non-existent offer of services in the territory of the parish), furthermore Social vulnerability is present in the aging process, and it is necessary to address these social

²² The old-age dependency ratio is the ratio of number of elderly people at an age when they are generally economically inactive (i.e aged 65 and over) compared to the number of people of working age (i.e 15-64 years old (EUROSTAT, 2018)

²³ The Solidarity Supplement for the Elderly (CSI) is a monthly cash support paid to elderly people of low resources, aged 66 years and 7 months or older than the normal age for access to the old age pension of the general Social Security scheme and resident in Portugal.

representations that elderly feel (Diagnóstico social da freguesia do Beato 2021). Social isolation often is also due to the existing difficulties at the level of mobility and access (for instance, the existence of physical barriers in buildings – lack of lifts, staircases, difficulties/inability of the person to move around) but also the lack of public and private space for conviviality. The insufficiency of responses is not only at the level of social support, but also for leisure time occupation. Given the gradual ageing of the population, which is associated with a greater degree of dependency, it is essential to look at future scenarios and plan what responses will be necessary to act with an adequate and effective response to the challenges that lie ahead. To combat the social isolation, it seems fundamental to stimulate social networks through voluntary activities (eg. Home-based animation activities) but also through the intervention of the programs and projects already existing in the territory and others to be created. The identification of the main barriers existing in the public space and buildings may be crucial for the improvement of mobility and accessibility for people with greater difficulty in moving around. No less important is the investment in public spaces that allow social interaction, intergenerational activities, recreational and sporting activities for the elderly.

Families

In 2011 there were 5,757 families living in the parish of Beato, mostly composed of one person (2,051 representing 35,6% of the total number of families, and by two people (1,933 representing the 33,6% of the total number of families). The families composed of three persons, or more were fewer in the territory (30,9%). The average size of the households was 2.2 persons (the same value registered in the municipality of Lisbon (Diagnóstico social da freguesia do Beato 2021, 2021). Important to be underlined is that the 47,5% of the one-person households were made up of people aged 65 and over years old (974 families). The families composed by two persons were, in their majority, composed of two persons aged 65 and over, or at least one person of that age (55,1%).

Table 2. Classical resident families in the parish of Beato, by size. (INE, 2011)

Concelho e Freguesia	Famílias clássicas segundo a dimensão (N.º e %)										
	Total	1 pessoa		2 pessoas		3 pessoas		4 pessoas		5 ou mais pessoas	
		N.º	%	N.º	%	N.º	N.º	%	N.º	%	N.º
Lisboa	243892	85244	35	79452	32,6	40964	16,8	25826	10,6	12406	5,1
Beato	5757	2051	35,6	1933	33,6	1005	17,5	506	8,8	262	4,6

In terms of employment, since the year 2013 and until the year 2019, has been reported a decrease in the number of beneficiaries of unemployment benefit, living in the parish: from 585 to 308 people. In the year 2020 the number of the beneficiaries rose registering 522 persons receiving the benefit, increase probably due to the pandemic situation.

The number of RSI - Rendimento Social de Inserção (Social Integration Income)²⁴ beneficiaries living in the parish of Beato has been tending to decrease since 2013. However, since 2015 was registered a decreasing trend in the n° of RSI beneficiaries aged between 18 and 59 years old, as opposed to the number of people aged 60 years old and over which has been increasing. In 2020, 856 people benefited from this benefit (52,3% males among which the 32% with an age lower than 18 years old) (Diagnóstico social da freguesia do Beato 2021).

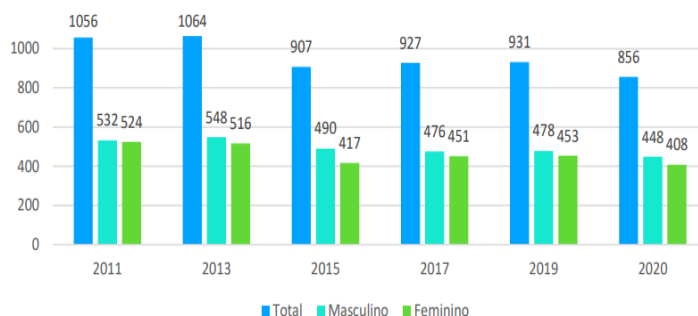


Figure 12. RSI beneficiaries living in the parish of Beato, by gender. (Diagnóstico social da freguesia do Beato 2021)

To conclude about the families, two other indicators are presented here. The number of holders of child and youth family allowance has tended to increase since 2011 (as it is possible to see in the graph below), while the demand for food support has tended to decrease: registering in 2015 721 family processes and in 2020 567.

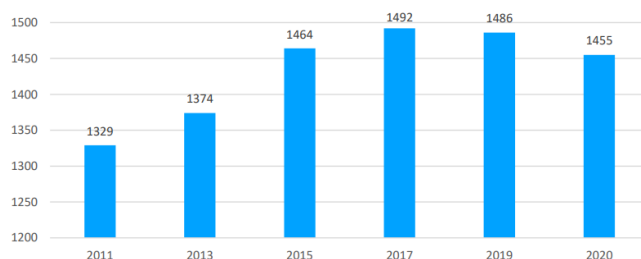


Figure 13. Beneficiaries of family allowance for children and youths living in the parish of Beato (2011-2020). (Diagnóstico social da freguesia do Beato 2021)

²⁴ The RSI is a support aimed at protecting people who are in a situation of extreme poverty, consisting of: (i) a cash benefit to ensure that their minimum needs are met, and (ii) an insertion programme that integrates a contract (set of actions established according to the characteristics and conditions of the family household of the applicant of the benefit, aiming at a progressive social, labour and community insertion of its members).

Migrants

The foreign population with legal resident status has been increasing in the municipality of Lisbon. In 2019, 98,841 migrants were resident in the municipality (37.9% of the total number of migrants residents in the district), 53,215 more than in the year 2011 (Sefstat - SEF Statistics Portal). In 2011, there were 854 people with foreign nationality living in the parish of Beato (425 more than in 2001), corresponding to 1.9% of the foreign population living in the municipality and 6.9% of the total population living in the parish. The foreign population living in the parish was made up of 425 men and 429 women, mostly aged 25 and 39 years old (42.6% of the total foreign population living in the parish). Among the foreign population present in Beato: 42% are from America, 29% from Europe, 20% from Africa, 9% from Asia and 1% from Oceania (INE, 2011). Although no concrete needs related to this specific population have been identified it is important to reinforce the approach that has been implemented in the territory, which values inclusion and combating discrimination and stigmatization of population groups such as migrants and ethnic minorities. To be guaranteed is the access to information to all population groups, regardless their nationality. In this way, it is fundamental to adopt culturally adapted communication strategies (e.g. translation and recourse to more visual strategies) (Diagnóstico social da freguesia do Beato 2021). Among the organizations and associations working on and for the topic in the area: Fundação Aga Khan, Associação CRESCER and CLAIM- Centros Locais de Apoio a Integração de Migrantes²⁵.

2.2.2 The main urgent dimensions of intervention

Employment

The major problems that characterize the employment in the parish are unemployment, insufficient/low schooling and training/formation, low supply in the labor market and job insecurity. The resident population over 65 identifies access to stable employment as one of the most worrying problems in the territory. At a territorial level has been in Estrada de Chelas, Picheleira e Quinta dos Ourives, areas in which the over-65s population shown themselves to be most concerned by this problem. According to the latest available data from INE in 2011 the

²⁵ CLAIM- Centros Locais de Apoio a Integração de Migrantes (Local Centres for Integration of Migrants) are offices whose mission is to go beyond information, supporting the whole process of welcoming and integrating migrants, articulating with the various local structures, and promoting interculturality at local level. These services provide general support and information in various areas, such as regularisation, nationality, family reunification, housing, voluntary return, work, health, education, among other daily issues (CLAIM Lisboa – Marvila, s.d).

parish of Beato the 7.43% of its population was unemployed compared to a national rate of 6.27%. Currently, according to the same source, the unemployment rate in Portugal, in the last quarter of 2020, stood at 7.1%

This is an area of intervention that raises enormous concern, given the pandemic crisis that has caused and increase in unemployment in various sectors of activity particularly in trade and services. The INE's forecast published in April 2021 has shown a 1,9% of decrease in jobs and commerce sector, which corroborates the concern felt by the population and by the various social actors, regarding the short- and medium-term future. Lay-off situations, closures and insolvencies, redundancies, non-renewal of work contracts, precariousness in existing jobs, reduction in the number of hours worked and consequent remuneration as well as the adaption to teleworking are some of the realities emerging as a result of the pandemic (Diagnóstico social da freguesia do Beato 2021, 2021).

According to the Observatório de Luta contra a Pobreza (Observatory for the fight against poverty) (Figure 14) in the city of Lisbon, the amount of unemployment in the municipality, registered at the Job Centre, had been decreasing since March 2014 (33,950 registered) until March 2020 (16,339 registered). With the first confinement due to the Covid-19 pandemic from March 2020 the n° of people enrolled in the Job Centre Employment, increased by 17,3% in the city. Associated with that is the decrease of the 60,5% in the numbers of job offers in the city of Lisbon. Regarding the parish of Beato, in the last quarter of 2020, 633 people were registered in the Job Centre, showing an increase of 7.3% in relation to the 1st quarter of that year. The majority of this population was between 35 and 54 years old (44%) and in terms of education, the majority did not complete the 1st cycle of basic education (24%) (Figure 15).

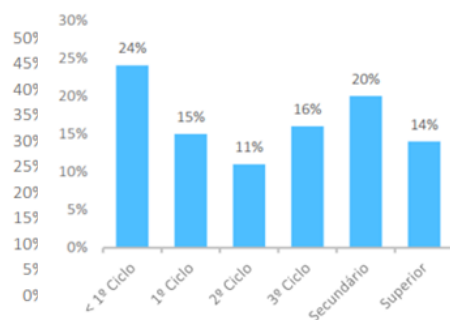


Figure 15. People registered at the Job Centre, by education level, residents in the parish of Beato, by age group (4º trimestre 2020). (Diagnóstico social da freguesia do Beato 2021)

Regarding the unemployment benefits, from 2013 to 2019, among the residents of Beato there has been a decrease in the number of beneficiaries of the unemployment benefit, as it is shown in figure 9. In 2020, the number of beneficiaries of this subsidy rose to values close to those recorded in 2013, possibly due to the impact of the pandemic on the working situation of the population living in the parish. There were 522 people who benefited from unemployment benefits in 2020, most of whom were male (53,6%).

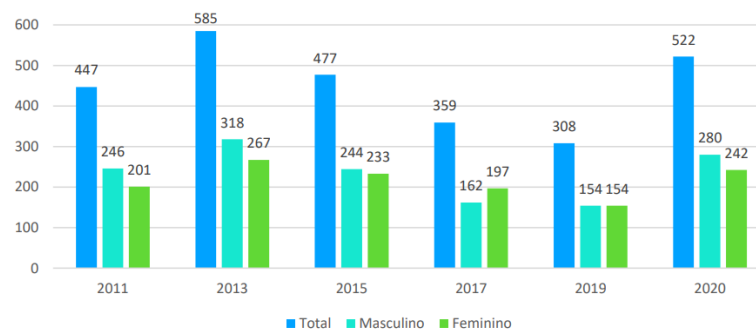


Figure 16. Beneficiaries of unemployment benefit, resident in the parish of Beato, by gender (2011 - 2020). (Diagnóstico social da freguesia do Beato 2021)

For the population living in the parish there are several institutions and projects that intervene in the scope of employability: either at the level of attendance, referral, training in personal and professional skills and/or training paths. Among them, just to mention some:

- ✓ **IEFP – Centro de Emprego de Picoas** (Employment Centre of Picoas)
- ✓ **Rede EFE** – a group of partners that intends to create synergies and answers in the area of education, training and employability through the development of differentiated opportunities in local dynamics. In the municipality of Lisbon
- ✓ **A Bairros** carry out activities in the field of non-formal and informal education. It operates in the areas of local development, entrepreneurship and empowerment, cultural and creative industries and community intervention.
- ✓ **Santa Casa da Misericórdia de Lisboa** – Social Service in Proximity Development and Intervention Unit through which the population has access to an intervention of an individualized nature, but which considers the collective dimension of the person.
- ✓ **Balcão do Bairro** (financiado através do Programa DLBC) – A front line service to promote employability, offering proximity services.
- ✓ **Projeto Porta a Porta** - Projeto promoted by the VMBA- Associação de Moradores Viver Melhor no Beato (Beato Better Living Resident’s Association), which aims is to strengthen community cohesion in BIPs (59 and 60²⁶).

²⁶ BIPs 59 and 60, are the result of the relocation of Curraleira and Casal do Pinto, a process that led to the loss of community identity and rivalries and disagreements between residents. The lack of institutions in the neighbourhoods, the stereotypes and prejudice on the part of some institutions, the lack of job opportunities, the economic crisis and the economic crisis and the consequent economic poverty of many families, are at the root of many of the illicit disruptive behaviours and social problems that are identified, and that has led these territories to be considered BIP (Programa BIP/ZIP 2019. Ficha de candidatura. Viver Melhor no Beato, 2019)

- ✓ **Orientar** – works towards the full reintegration of socially excluded individuals through its various programs: the Orientar Project, the Orientar Residences and the GEF-Gabinete de emprego e formação (Employment and Training Office).
- ✓ **Clube Intercultural Europeu** – boosts local and international projects in the area of employability, namely CapacitArte Project and the Blue Generation Project.
- ✓ **Fundação Aga Khan** – Promoting entity of the CLDS program in the territory, which in its axis Employment, Training and Qualification aims to promote employability and entrepreneurship.

Future interventions concern the creation and reinforcement of synergies between the various social actors both outside and inside the labor market.

Education /formation

The major problems identified in the area of education and training are: low educational attainment of certain population groups, the devaluation of schooling by some households, early school drop-out and unattractive training opportunities (Diagnóstico social da freguesia do Beato 2021). In the area of education and training the reciprocity of cause/effect in several areas is notorious and evident, insofar as the problems identified are also related to cultural and socio-cultural issues of the households, as well as having future influence in areas such as employment. Today the majority of the population has higher education, followed by secondary education, which reverses the trend so far recorded, because according to the 2011 census most of the population of the parish held only the 1st cycle of basic education completed. Even so, the parish is far from the percentage of people with higher education in the municipality of Lisbon (*Table 3*). With regard to the illiteracy rate the table reported below (*Table 4*), shows a percentage of 4,24% in the district compared to the 3,21% of the municipal level.

Tabel 3. Comparison of the population living in Lisbon and in Beato by the highest level of education. (INE, 2021)

Concelho e Freguesia	Total	Nenhum nível escolar	1º CEB Ensino Básico	2º CEB Ensino Básico	3º CEB Ensino Básico	Ensino Secundário e Pós-Secundário	Ensino Superior
Lisboa	45 923	70 781	72 619	37 119	64 508	100 092	200 804
Beato	12 185	1 707	2 332	1 053	1 880	2 529	2 684

Tabel 4. Population living in the parish with no complete level of education. (INE, 2011)

Concelho e Freguesia	Sem qualquer nível escolar com 10 ou mais anos de idade (N.º)			Taxa de analfabetismo (%)
	Total	H	M	
Lisboa	19 109	5 180	13 929	3,21
Beato	544	156	388	4,24

In 2011 the school drop-out rate registered in the parish of Beato (2,89%) its superior in comparison with the data of the council of Lisbon (1.81%) (INE, 2011). The INE reports the dates of the last two decades in which it is possible to notice an important decrease of the school drop-out rate from 1991 to 2001 and an increase among the 2011. Concerning the pre-schooling rate, it has been measured in the council 80,96%, in the parish 73,48%, data that can be justified for two main reasons: unemployment (inactivity), existence of a family support network and undervaluation of the role of the school.

The parish presents still a significant rate of early school dropout, 2,89% in 2011, a value that increased compared to the one collected in 2001 in which the council district rate was major (1,81%). Following the local partnerships this phenomenon it is much worrying in the BIP territories namely Picheleira, Estrada de Chelas e Eixo/Xabregas Beato.

Ensuring continuity of the intervention with children and young people through the school, namely with the *GAAF- Gabinete de Apoio ao Aluno e a Família* (The Student and Family Support Office)²⁷ and the integration of the schools in the TEIP (Territories of Priority

²⁷ The Student and Family Support Office (GAAF) as a multidisciplinary structure of socio-educational response, operates in schools and provides a support service to students and their families, teaching and non-teaching staff and the entire school community, coordinating its action with services and structures of the grouping or external to it. With a specific focus the area of health, social security, employment, child protection, among others. It is a space for the exteriorisation of personal, relational, emotional and family conflicts/affects/emotions, which safeguards the privacy and confidentiality of the interventions. It works as a support service to the students and their families, available in various aspects, which contribute to the harmonious and integral development of children and young people, as well as their integration. (GAAF- O que è?, 2021)

Intervention), with the allocation of multidisciplinary outreach workers in schools and communities, are aspects to be preserved and strengthened. Also, the existence of greater synergy between partners acting in this field namely: Junta da Freguesia, the Clube Intercultural Europeu with the Casa da Juventude are concrete and helpful necessities that have to be maintained. Along these lines and taking a systemic and holistic approach to social intervention, the local intervention teams, whether from community projects, Santa Casa da Misericórdia, Gebalis or others, which promote a growing valorization of the school and training process of these children and young people, as well as a work at the level of defining life projects that value their education and training.

Housing

Regarding housing the main issues concern lack of housing conditions and difficulty in accessing housing. According to the provisional results of the 2021 Census, there are 1,730 registered buildings in the parish of Beato, representing 7,525 dwellings in the parish. In comparison with the (2011) there was a negative variation of 7.1% in buildings and 3.4% in dwellings

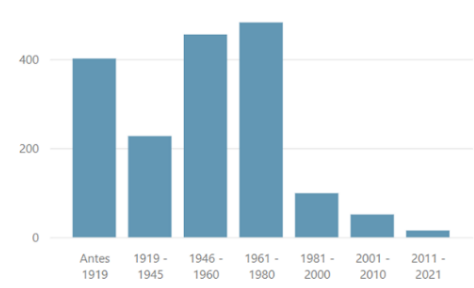


Figure 17. Buildings by construction period. (INE, 2021)

(INE, Censos 2021, 2021). According to the provisional results, the majority of the buildings in the parish of Beato have been constructed between 1961 and 1980 (27.86%) followed by buildings constructed between 1946 and 1960 (26.3%). In 2011, the average age of buildings in Lisbon was 61.7 years and in Beato a higher average age (65.8 years). The 2011 data highlights the low percentage of buildings in a very degraded state of conservation (4.9%) although 57.8% of the buildings are identified as in need to be repaired. Also, according to the 2011 census: 0.23% of the usual dwellings had no water; 0.23% had no retractable toilet; 0.12% had no sewerage system and 1.6% had no place to bath. These data, despite indicating very low percentages, reflect the existence of a lack of conditions of habitability, hygiene, and safety on the part of some of the existing dwellings in the parish. It should be noted that the percentage of dwellings without water and without bath is higher than the percentage registered for the entire municipality of Lisbon. Other indicators referring to dwellings show worrying signs regarding housing conditions, since 18.5% of the dwellings in 2011 were overcrowded and 13% of the buildings were considered to be degraded.

Health

The difficulty in access to health services and the lack of local health response represents the two important needs perceived in the parish. The parish of Beato is part of the ACeS-Agrupamento de Centros de Saúde (Health Centres Cluster) of Central Lisbon, which has an area of coverage that includes 13 parishes of the municipality of Lisbon. Having such a wide area of influence different socio- demographic realities can be identified within different parishes. The most prevalent diagnoses in primary health care at ACeS Lisboa Central, in 2016, were hypertension, lipid metabolism disorders and tobacco abuse. The existence of a significant percentage of depression diagnosed in women (10.4%) compared to men (3.3%) is noteworthy. The issues most highlighted in this domain were the difficulty in accessing health services, whether in terms of transport, physical access, communication and scheduling; or in terms of lack of adequate responses and services to meet needs (for instance, not having a family doctor and insufficient responses in terms of mental health, for example). In order to minimize waiting times and communication difficulties, partnership and close collaboration between the different actors in the territory, namely those who work with the vulnerable population and with fewer means and conditions to access and/or contact these services, will be an added value and a process that may minimize constraints and difficulties in access to health service. In this way, IPSS, associations, schools and other social actors should converge towards a better network performance so that the referral and access to primary health services. However, initiatives of proximity should be maintained, like the Health Space, street teams dealing with dependencies and solidary transport. In parallel to the existing offers in the territory, at the health level, it is necessary to reinforce the promotion of these offers so that they reach all the population who need them, as well as increase the information and prevention campaigns among the younger public, namely in the schools of the parish.

Crime

The area of crime and security was not highlighted by the majority of respondents as an area of concern and was only considered as the 4th most important area of concern by the social partners, who highlighted the problem of drug trafficking and consumption, physical and verbal violence, including disagreements, and lack of policing in the territory. For the residents and workers in the parish, this is not considered to be a priority problem. They even highlighted tranquility and safety as aspects that they valued most in the territory. Even so, are the residents of Picheleira and Madredeus areas that most identify the area of crime and security as an area

to be taken into account in the intervention in the territory. As this was not considered a priority area by most of those interviewed, the suggestions and the existing police, the increase in street lighting and the requalification of some areas of the territory, favoring a greater use by all and thus acting as a deterrent to the practice of less licit or healthy behaviors (Diagnóstico social da freguesia do Beato 2021, 2021).

2.3 A zoom on Picheleira

As the bairro of Picheleira is the intervention territory of the two projects in this impact analysis considered, is useful here to delve into the social-demographic characteristic of the neighborhood. Given the absence of a specific diagnostic of Picheleira, the specificities that are reported below are taken both from the administrative documents produced by the Clube Intercultural Europeu and from the participant observation realized during my internship/fieldwork.

Picheleira constitutes one of the ancient neighborhoods of Beato and it is located near the district of Olaias and Portugal Novo. Picheleira is identified as a BIP/ZIP territory. The BIP/ZIP program was initiated in 2011 in face of a long-lasting socioeconomic inequalities exacerbated by the impacts of the global sovereign-debt crisis that erupted in 2009. Its main goal is to promote socio-territorial cohesion by supporting implementation of short, middle and long-term initiatives in the identified priority areas through funding local partnerships composed by NGOs, associated and non-associated citizens and parish governments (Tejerina, 2019). Fundamental is for the program to foster partnerships and small local interventions for the improvement of the habitats covered, and to meet the multilevel needs of the local community thus contributing to the strengthening of the micro and macro socio-territorial cohesion in the municipality (Lisboa, Bairros e Zonas de Intervenção Prioritaria de Lisboa , s.d.).

The first task of the program involved the construction of the concept of *BIP- Bairro de Intervenção Prioritária* (Priority Intervention District). Its meaning has been based on the definition of *Bairro Critico* (Critical Neighborhood) presented in the Resolution of the Minister 142/2005 of 2 August:

“Urban spaces that due to the concentration of social problems, the disadvantage and less empowerment of their populations, the concentration of groups that are more vulnerable to different forms of discrimination, the social stigma associated with them and the blocking of opportunities (..) constitute the most urgent challenge in terms of promoting citizenship and social cohesion”

A definition that in conjunction with the socio-economic, urbanistic indicators has led to the definition also of the ZIP - Zonas de Intervenção Prioritária (Priority Intervention Areas) (Lisboa, Carta dos BIP/ZIP. Bairros e Zonas de Intervenção Prioritaria de Lisboa , 2010). A number of relevant indicators have been selected to identify the most critical situations, that in turn have been complemented, cartographically, with the data at a municipal scale. The social index and the urban index, properly filtered, allowed the creation of a comprehensive index that that synthetizes the most critical occurrences.

Social, economic, environmental and urban are the four dimensions, and their relatives' indicators have been considered in order to produce two indices, the urban and the social one. The first dimension taken into account is the social, composed by the following indicators: concentration of unemployment population, concentration of less qualified resident population, concentration of emigrant residents, ageing index, social benefits (RSI, CSI, SD), sense of security, areas with lack of security. Regarding the economic dimension, the indicators are: employment, residents' income by scale of RSI and assets value of the fractions. The environmental: coverage of the network for selective collection of urban solid waste, state of conservation of public spaces, areas with poor lighting. Lastly the urban dimensions has been represented by: state of conservation of buildings, number of empty housings, age of the buildings, access to a network of public transport, coverage of public childcare facilities and coverage of the public kindergarten network. The combination of the various results then led to the creation of the two indexes: the social and the urban. The juxtaposition of which has highlights the urgent areas, called by the program *Fraturas socio-territorial* (Socio-territorial fractures) of the city of Lisbon: the areas or the neighborhoods with the highest probability to find the worst social, economic and urban conditions (Lisboa, Carta dos BIP/ZIP. Bairros e Zonas de Intervenção Prioritaria de Lisboa , 2010). The maps below show the results in cartographic terms. A quick glance at these shows the identification of Beato and Picheleira as areas with a medium to high urgency of intervention.

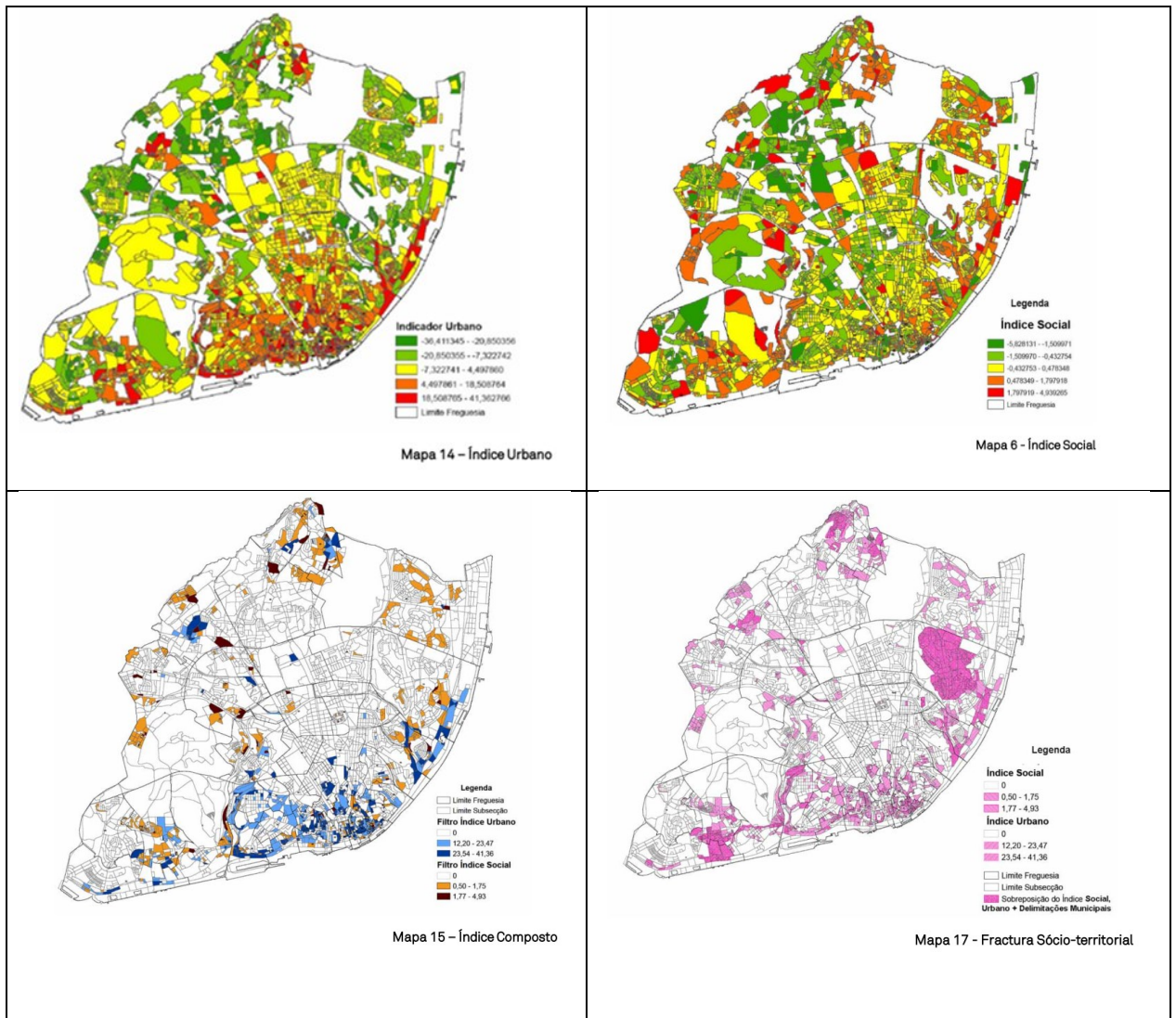


Figure 18. BIP/ZIP maps. (Lisboa, Carta dos BIP/ZIP. Bairros e Zonas de Intervenção Prioritária de Lisboa , 2010)

The first screening and selection resulted in a list of 50 districts. Later with some adjustment derived from a dialogue with some stakeholders and the raised necessity to enlarge the area of intervention to conclude 61 districts. The resulting document is: *Carta dos Bairros e Zonas de Intervenção Prioritária de Lisboa* (Lisbon Charter of Priority Intervention Areas and Neighborhoods). The later debates revealed the need to find ways to act in a participatory manner, which should include transversal and articulated technical support from the municipal services involved, the parish councils, resident's associations, non-governmental organizations and citizen's movements that are active in the area of interest.

Casa da Juventude and the Balcão do Bairro, projects that will be analyzed soon later in this document, pretends to intervene specifically in the BIP/ZIP districts Nascimento Costa, Carlos Botelho, Cooperativas Ex-SAAL. These are very vulnerable communities at the socio-

economic level, disconnected from the urban network, in which the decentralization of public services in the community is non-existent. Furthermore, what characterizes these territories is a lack of physical, educational, social and cultural space to support the various age groups. Often, if not always, the projects spaces (Casa da Juventude, Viver Melhor no Beato, Bairro do Morador) are the only places of population involvement, besides continuing to be also the only medium through which to access to different services. These districts are constituted as socially cohesive and identity system that involves two districts of Penha da França: Quinta do Lavrado e Bairro Horizonte, both developing local responses to support the academic success of children and young people (*Projeto Geração Com Futuro, Quinta do Lavrado, Associação de Moradores Geração Com Futuro; Projeto Espaço Comunitário Novo Horizonte, Bairro Horizonte, Associação de Moradores do Bairro Horizonte*). Looking at this territory as a system, including Nascimento Costa, Carlo Botelho, EX-SAAL Cooperatives of Beato and Quinta do Lavrado the 95% of the residents are Portuguese (a considerable proportion of gipsy community) (Junta de Freguesia do Beato, 2019). In these four BIPs live 900 families and are 2468 residents (INE,2011). According to the SCML- Santa Casa de Misericórdia de Lisboa, at the end of 2018 there were 243 social action processes (689 people, 28% of residents), and 220 people were benefiting the RSI (451 people, 18%). The neighborhood of Quinta do Lavrado concentrates the 47% of the processes and beneficiaries but has only the 23% of the residents in the four BIP/ZIP. The 20% of Beato's residents in these neighbourhood have social action processes and 12% RSI (38% in Quinta do Lavrado). In 2011 the unemployment rate in Lisbon was 12%, in these four BIPs it was over the 20%. A proportion of residents aged 20-29 in NEET situation is higher than in Lisbon (18%) and in Beato (26%). The four BIPs have only the 16% senior citizens vs 24% in Lisbon, and more 0-14 population than Lisbon, 19% vs 13% (22% in Quinta do Lavrado). At the end of 2018, the CPCJ Lisboa had 16 cases in Lavrado (mainly about domestic violence) compared with the 60 cases that the CPCJ Lx Oriental had in Beato. In this territory Santa Casa de Misericórdia of Lisbon is supporting twelve children, five of whom with process in the CPCJ Family and Minors Court. The data shows a concentration of families in a condition of social exclusion in the four BIPs. The majority of children and young people from these neighborhoods attend local schools of the Olaias School Grouping. The cultural diversity and variety that characterize the school creates challenges for educational, personal and social development. With a 21% of risk of children and youth exclusion in Lisbon and being a TEIP- Territorios Educativos de Intervenção Prioritaria²⁸ it has registered a weak

²⁸ The TEIP Programme is a government initiative, currently implemented in 146 school groupings / non-grouped schools that are located in economically and socially disadvantaged areas, marked by

interest and involvement in learning, lack of attendance, absenteeism, indiscipline and frequent retentions. Most of the families have a low socio-economic status, precarious employment, benefit from RSI, have lack of food, hygiene and health. Many of the same are dysfunctional, among the reasons: the low level of participation in the education process, the devaluation of schooling and the lack of working habits and methods. Only half of pupils concluded the 1st cycle (2% PT), 22% the 2nd (6% PT), with a positive evolution since 2014. In terms of indiscipline, the number of students detained for exceeding the limit of absences and with disciplinary measures has increased, youth unemployment and delinquency is a reality rooted in cultural and social issues. During the 6th generation of the program ESCOLHAS (that will be introduced in detail later in this document) two young people from the community were murdered, one of them from the team, thus it is necessary to deal with the violence. The partners of this consortium will try to define the best strategies of intervention in these new situations of violence, which present levels of danger never before experienced in Portuguese society (Junta de Freguesia do Beato, 2019).

2.3.1 Organizations and social projects in Picheleira

Clube Intercultural Europeu

Clube is a non-profit association, existing since 1998, which operates in the fields of formal and non-formal education, socio-community intervention and employability. The CLUBE's action has been community-based, always in relation and with the involvement with the communities that inhabit the territories and always in cooperation with various partners, including local entities such as local residents' associations (Carvalho, 2022).

In the area of Employability, Clube has developed local and international projects, within the scope of programs such as BIP/ZIP and EEA Grants²⁹. These projects promote the

poverty and social exclusion, where violence, indiscipline, dropout and school failure are more prevalent. The central objectives of the programme are the prevention and reduction of early school leaving and absenteeism, the reduction of indiscipline and the promotion of educational success for all students. (educação, 2020).

²⁹ Through the European Economic Area Agreement (EEA), signed in Porto in May 1992, Iceland, Liechtenstein and Norway are internal market partners with the Member States of European Union. As a way of promoting a continuous and balanced reinforcement of economic and commercial relations, the parties to the European Economic Area Agreement established a multi-annual financial mechanism,

employability of young people and adults living in vulnerable territories, based on a methodology of empowerment and in close articulation with the labour market. The entity co-ordinate two employability networks: REDE EFE - Education, Training and Employment Network (part of the program promoted by CML- Camara Municipal de Lisboa and GT- Grupo Trabalho Empregabilidade (Employability working group) which gathers social entities and companies. Rede EFE, is a network integrated in RedEmprega Program, promoted by the Lisbon City Hall, which operates in the parishes of Beato, Penha de França and Areeiro. The focus of the work carried out by the network is to achieve a greater number of responses in the promotion of employability, achieving a sustainable development of the community itself. Therefore, EFE Network expresses several initiatives to enhancing the skills of the technicians of the organizations involved, including the Clube, and to achieve a greater number of the resources and services in its area of action. The GT Empregabilidade inserted in the Integrating in the Labour Market axis, this group is a space for sharing information and building inclusive recruitment processes with the presence of private, governmental and third sector institutions, in order to promote the integration of different publics in the labour market. It developed the femployability of vulnerable publics, which allows companies to embrace greater diversity. Companies can rely on the group to support the implementation of a more inclusive process and to reach out to diverse audiences (GRUPOS DE TRABALHO, 2022).

Clube's international projects

On an international level, the Clube is involved in various projects, namely the *Blue Generation Project*, *Valits 2.0*, *Never Too Late*, *Street Art-Star*, *Games as a Tool for Social Change*, among others. Just to introduce the idea behind some of them.

As the Clube is one of the organizations involved in the "EEA and Norway Grants - Youth Employability Fund, the *Blue Generation Project*' aim is to involve young people between 15 and 29 years old, that are or at risk to be NEETs- Not in Employment, Education or Training to investigate an innovative career in one of the great growth areas of the of the Blue Economy, namely: coastal tourism, aquaculture, maritime transport ocean energy and biotechnology (BlueGeneration Project, 2018).

known as EEA Grants, through which Iceland, Liechtenstein and Norway financially support the European Union Member States with the greatest deviations from the European average GDP per capita, where Portugal is included (Iceland, Liechtenstein and Norway grants, 2018).

Valits 2.0 is a project that aims to support people with low qualifications and/or in a vulnerable situation to have their personal skills recognized, facilitating access to employment or training, in order to improve the skills, they already have and/or acquire new skills (Valits 2.0, 2018).

NEver TOO LAte's aims to develop tools in order to encourage young people and adults, with little or no schooling, European and non-European citizens, to improve and develop their functional literacy, numeracy and digital skills, with the objective of acquiring more skills to learn how to learn, to improve social and citizenship skills, such as the ability to act as responsible citizens and to participate fully in civic and social aspects of life (NEver TOO LAte, 2018).

Clube's national/local project

At national level, more specifically at local level, the Clube Interculturale Europeu projects of local community development, among which it is possible to highlight: *Participação*, the Intergenerational Project New Horizon, Local Volunteering, the C3 Space, the Transforming Talents Project, the *CapacitArte*, *Roteiro Emprega*, and finally *Casa da Juventude* and *Balcão do Bairro*. These two last projects will be deepened in the next paragraphs as they are the protagonists of the impact analysis in this research. To underline is that all the projects cited above are the result of the work of the Clube with various local entities, which work together in order to achieve local (community) development. The aim of these projects is to demystify the popular idea of what a social neighborhood is and to empower its inhabitants to improve their social, professional and community connections.

Participação is a project co-financed by the program PO2020- *Parcerias para o Impacto* (Partnership for Impact) and by five parish councils: Beato, Carnide, Marvila, Penha de França e S. Domingo de Benfica. The objective is to promote a greater participation and inclusion of the community groups of the parishes cited, through the co-creation of concrete responses to the challenges and obstacles to inclusion that are encountered in some specific urban peripheries (Participação, 2018).

The *Projeto C3- Centro Comunitário da Curraleira* is a space for the organization and coordination of different local projects. Concretely it is a co-working and youth space that can be used for several purposes such as training. The core idea of this place is to involve and provide the local community a point or reference in promoting active citizenship, capacity for self-organization and collective search for a solution. The intention is to contribute to greater

social and territorial cohesion providing the neighborhood with new features that will give it greater centrality in the city, renewing its image and, above all, contributing to improving the living conditions of its population (Projecto C3 - Centro Comunitario da Curraleira , 2018).

These are just two of the projects that are implemented by Clube at the local level. To conclude and before to present the two core projects evaluated, it is valuable to understand from where the finance of the entity comes from.

About the financial sustainability of the Clube there were two major moments that differentiate the origin of the monetary inputs to the philanthropic entity. In the first moment the financial sustainability of the entity was focused on mobilities: hosting international exchange internships and thus obtaining financial support. After the start of the pandemic phase, started a new moment of financial sustainability for the Clube: most of its income comes from the involvement or in leading different types of projects with the financial support of various entities such as the Lisbon City All.

Casa da Juventude

Formally, Casa da Juventude (The Youth House) is the result of a consortium between *Associação de Moradores Viver Melhor no Beato*, *Associação Geração com Futuro*, *Fundação Aga Khan* and *Santa Casa da Misericórdia*, and the managing entity is *Clube Intercultural Europeu*, under a protocol of decentralization of competences, promoted by the Lisbon Municipality, with *Junta de Freguesia do Beato*. The project was created in 2001, through the Programa ESCOLHAS, within the interventions in the territories BIPs Nascimento Costa Carlos Bothelo, Ex-SAAL Cooperatives of the parish of Beato, knowing in advance that given the territory and its surroundings it will also attract the children and the young people from the Municipal Quarter of Quinta do Lavrado that belongs to the parish of Penha da França.

From the interviews conducted, it emerges that Casa da Juventude's approach and project actually originated well before its space. The middle of the last decade of the 1990s and the early 2000s were years characterized by a strong concern about high levels of violence prevalent in suburban areas. Picheleira was, and still is, renowned for being both a drug dealing and drug abuse haven. The Portuguese government, concerned by the worrying rising statistics, launched the Programa ESCOLHAS in 2001.

“The relationship between children and young people who commit crimes and society has always been an object of attention, which through time(s) and space(s) have assumed forms of

demonization, moralization, re-socialization or even excuse. This relationship is currently impregnated in Portugal by the widespread and common discourse that children and young people who tend to be in the streets constitute one of the main causes of “citizens’ insecurity” (Presidência do conselho de ministros, 2001).

From this starting assumption born the *Programa de Prevenção da Criminalidade e Inserção dos Jovens*, so called «ESCOLHAS» (Programme of Crime Prevention and Integration of Young People, which we call "CHOICES"). It has been created within the development of the Program of the XIV Constitutional Government and formulated in respect for the United Nations Guiding Principles to prevent the youth delinquency and approved in the 68^o plenary session the 14 of December 1990. The aim of the program was to implement activities that stimulate the personal development of young people in the community in which they were living. The objective was to develop an immediate, selective intervention, integrated (interinstitutional and interdisciplinary) and in partnership, through which rather than promoting new interventions the aim was to use existing initiatives, interventions and resources converge towards the same plan in order to contribute to their optimization and profitability.

Prioritized objectives:

- a. Crime prevention and inclusion of young people from the young people from the most vulnerable neighborhoods in the districts of Lisbon, Oporto and Setúbal, which are identified.
- b. The personal and social educational, professional, and parental training of young people in these neighborhoods
- c. Encourage partnerships between public services and communities in the selected neighborhoods in order to develop the strategic areas with an intervention of: social mediation, organization of the leisure time and community participation. In order also to allow and promote the valorization of school and professional schooling, professional and parental training of young people. The expected result is to prevent them from dedicating to the practice of facts that the criminal law qualifies as crime.
- d. Contribute to the articulation and concertation of all the actions that work in the integration of young people in each of the selected district.
- e. Articulate the action with the local Commission for the Protection of Minors and other partnerships on the ground (Presidência do conselho de ministros, 2001).

It is from these assumptions and these directives that Casa da Juventude was born. An action that first began spontaneously in the street, in simply being and accompanying the young people of the neighborhood in their daily lives, and then came to have a physical space with the arrival of the ESCOLHAS program. The whole intervention was made in a logic of proximity and relationship, diagnosing intervention priorities, outlining objectives and strategies with the population and the stakeholders (Clube, 2020). Casa da Juventude represents and is reinforced as a central space in the territory for social support and community intervention at various levels. It works through the implementation of participative, empowering, and integrated methodologies with the aim of stimulating a strategic development and operative activities of

social inclusion. The project promotes an active and participatory citizenship intervening in an innovative, effective, and sustainable way in the fight against exclusion, violence, enhancing dynamics that contribute to the territory's social cohesion.

As a Local Development initiative, the Casa da Juventude do Beato

"intends to (...) potentiate the human and logistical resources of the community, (...) [and] advance in the strategic planning (...) constitute itself as the necessary and fundamental ignition for the installation of projects with local and city impact. The Youth House represents a collective of partners, consisting of public entities (Lisbon City Hall and Junta de Freguesia do Beato), local entities (*Associação de Moradores - Geração com Futuro and Associação de Moradores - Viver Melhor no Beato*) and social entities with an intervention in the territory (European Intercultural Club, Aga Khan Portugal - FAKP and Santa Casa da Misericórdia de Lisboa - SCML), which in a collaborative manner (Clube, 2020).

To be underlined, is that Casa da Juventude has changed a lot over the years, this was mainly due to its way of operating and being always in and as reflection of the community that inhabits both the district and the House. In fact, Casa da Juventude has always been co-constructed as much on the level of space as on the level of activities. There has always been a strong and fundamental dialogue between the work team and the users, distinction that has faded over the years. A bond and a collaboration that has been intensified and structured to such an extent that many of the young people and children who used the space have themselves become educator, community dynamizers/facilitators or even coordinators of the space. Emblematically, actually the stable work team consists of three members, two of whom are residents of the district and who have experienced Casa da Juventude in the past both as children and as young people.

The following paragraphs address what the project is. Casa da Juventude is a community project supporting children and young people, families and social community interactions (Moura, 2022).

"A house of all and for all, with total focus on the various dimensions of the community that is finally governed and recognized in a developed and oriented citizenship that in turn can provide values and skills for future generations, in an autonomous and sustainable way (Moura, 2022)"

The mission is to activate citizen participation through the training and the empowerment of individuals and entities, anchored in a close relationship and in the self-determination of the community. The main aim is to empower the community and stimulate and orient life projects through a pedagogy centered on their social and psychological skills, in order to grow as a community. Among the specific objectives: create opportunities for skill enhancement in various communities and age groups; motivate innovative and enterprising minds to realize current and future projects; orient life projects through non-formal education; promote active

citizenship and citizen participation; and finally give visibility to the intervention/impact of the project (Moura, 2022).

In constant complementarity with the community, Casa da Juventude intends to direct its approach and work valorizing the unicity and individuality of each element of the community. An objective that is guaranteed through participation: putting each child and young person at the centre of his/her own development simply supporting, guide and help to realize their decisions. Thus, a biunivocal learning process and a pedagogical plan must emerge, that on one hand recognizes the dynamics involved in the acts of teaching and learning and on the other recognizes the cognitive evolution respecting the timing and stages of evolution of each individual. To implement and enhance the co-conceptualization and the co-construction of Casa da Juventude the Reggio Emilia pedagogical approach seemed for the equipe the appropriate one.

Reggio Emilia is both a region and a town in Northern Italy. Since the end of the World War II the city has become famous for developing an educational system for young children through the collaborative efforts of parents, teachers, and the general community under the guiding influence of Malaguzzi (Hewett, 2001; Arseven, 2014). The Reggio Emilia philosophy is an approach to teaching, learning and advocacy for children. In its most basic form it is a way of observing what children know, are curious about and what challenged them. Teachers record these observations to reflect on developmentally appropriate ways to help children expand their academic and social potentials. Loris Malaguzzi, the pioneer, famous statement is that children have 100 languages:

“100 languages to discover, 100 languages to invent, 100 languages to imagine” (Arseven, 2014)

Malaguzzi, in this approach, reflects social constructivism under the effect of the opinions of Dewey, Piaget, Vygotsky, Bruner and other researchers. Within the Reggio Emilia Approach, the fundamental belief is the child having rights than simply needs. Rights that comprehend an imagine of the child as an active constructor of knowledge, a researcher as well as social being (Hewett, 2001). Reggio Emilia is based on community and the use of its characteristics as a form of education for all, through a collective sense of togetherness focused on the personal value of each child and the development of structural relationships to build learning and skills (Moura, 2022). Within the Reggio Emilia knowledge is viewed not as a static list of skills and facts to be transmitted from adult to child, rather knowledge is perceived as dynamic and in that it is constructed within the context of the child-child and child-adult relationships (Malaguzzi, 1993).

The principles behind the approach:

- “Education for all, by all, in an educational space open to others and where relationships are at the basis for all learning
- In education it is important to have a collective sense of unity in order to achieve a goal
- Cultivate a strong sense of community, regardless of the role that each person fulfills or function they perform it is important in learning teaching (we all have something to share). Social development as a part of the community. The community offers numerous conditions for meaningful learning.
- The space and the environment is an educators
- Parents, children, and community take an active part in the construction of learning
- The events are organized as a community (children, families, technical team mediators, partners all from the community). Integration and collectively.
- Values each person and their experience
- The naturalness and interdisciplinarity towards skills and experience
- There is a continuity of home, of welcome, of relationships” (Moura, 2022).

In this pedagogical approach space is also valued as a medium that welcomes, accompanies and represents. In this respect, it is crucial that the space represents the culture that inhabits it, that uses it. Cruciality that well reflect the case of Casa da Juventude that is a place whose first aim is to be a second house both for children and young people, besides being an institutional social and communitarian reference for all the community living in the district. Within the Reggio Emilia approach another process that is constantly stimulated in Casa da Juventude is the participation: allowing children and young people to express preferences, desires, goals and needs to be addressed together in the space. Decisions that can range from the simplest like which film to watch, to complex ones like deciding the destination of the summer camp, or which activities or topic they would like to do and deepen etc.

Worth to underline is that especially for the coordinators, but in general for the team, the “educational line” between letting things happen and setting rules is always tricky to deal with.

Casa da Juventude pretends to support, orient and realize two categories of competencies: socio-educational and socio-emotional. The first category concerns: financial management, critical thinking, digital literacy, creativity and literacy. The second comprises: communication, responsibility, autonomy, organization and work in a team. Competencies that are developed specifically in relation to some specific thematic areas identified and chosen as urgent and real both in the specific context of the neighborhood and in the wider social contemporary context. These areas are namely: entrepreneurship, social violence, emotions, environment, community and gender equality. All this through non-formal activities (Moura, 2022). To give some examples of activities: in Culinaria the children are responsible not only of cook but also to organize the catering necessary to sell the food cooked to the community of the district, the

proceeds of the sales are then devolved either to buy games or useful materials for the Casa or to guarantee and organize trip outside Picheleira. The children thus have the opportunity to experiment with the management and organization of the resources (material and human) in relation to the objectives they themselves have set. A series of cakes sales has resulted in the purchase of a table of football.

Other examples of activity are the Thematic Cinema which consist in organizing the projection of a film in an open-air environment followed by a debate on the film, trying to address topics that are important for the whole community. Furthermore, the *Ludoteca* that consists of the construction of games in partnership with the VMBA, transforming traditional games in actual ones with the goal to organize communitarian *Gincana*. To conclude another activity to be cited is the *Clube de Leitura e Escritura* (Club of Reading and Writing) that consist in two or three weekly appointments in which an intern provides a non-formal and recreational activity and study support, trying to intervene on the literacy deficit that characterize a lot of the children and teenagers of the Casa.

Espaço de sucesso

The “Espaço de Sucesso” (the Successful Spaces) project arose with the aim of facilitating cooperation between various local entities that carry out specialized work with children, young people and families, as well as providing training to complement the work of the technicians and the community facilitators. The entities involved are: AMPAC- Associação De Moradores Do Bairro Portugal Novo Olaias - Paz, Amizade E Cores– Portugal Novo; Casa da Juventude – Picheleira; Geração com Futuro – Quinta do Lavrado and AMBH- Associação dos moradores Bairro Horizonte– Bairro do Horizonte. This project aims to be a pedagogical and educational space, which responds to the need to support study and develop activities that refer to the various intelligences and skills of children and young people. The network would support a community development capable of caring for people and what surrounds them by sharing the best of each one collectively building meaning in the development of projects, experiences and learning in a sustainable, participative and responsible way in order to promote autonomy (Moura, 2022).

Balcão do Bairro

Balcão do Bairro (Neighborhood Desk) is a space of physical and emotional proximity which began its service in October 2020. Its necessity emerged spontaneously from the needs felt by the population whose frequent request for help to the technicians of both the Clube and Casa da Juventude has led to a progressive realization of the need to think and implement a specific answer for this need of support (Carvalho, 2022). Balcão also stemmed from the need to differentiate and distribute the answers to the various entities working in the district, thus enabling a plural management of differentiated target populations groups. In fact, prior to Balcão's arrival it was often the case that inhabitants of the district used or turned to Casa da Juventude technicians to resolve issues. A dynamic that sometimes made the youth space confusing and overcrowded and somehow affecting the focus on the children and young people. Balcão also emerged at the time of the health/economic crisis, caused by Covid19, with its consequent negative impact on employment level. In fact, more than 50% of the users of the desk stated they had a sharp drop in income, particularly migrant families (growing in the area) and to which are added challenges of integration such as language legal issues and lack of access to information. INE reports that around 90% of jobs destroyed between March and April 2020 are women. Historical moment in which the lack to access to digital equipment/internet and the lack of digital literacy exacerbated the impossibility for families to access services and support that were only available through the internet. The growing urgent need for greater focus on the responses to be offered to the community has led to the creation of Balcão do Bairro. Nowadays the project works in a logic of proximity and accessibility of services, ensuring greater capacity to support the population and articulation with the services available in the city, reducing physical distances and displacements. Balcão concretely is a desk, a service available to the residents of Beato, Areiro, Arroios and Penha da França, which provides support in issues related to social security, housing, education, health employment and finance, among others. It is an answer that interconnects the various public, private and social services and the inhabitants of the respective parishes. Being the desk a service that comprehends and interconnects several entities. The main objectives of Balcão are: solve users' problems, promote entrepreneurship and self-employment, enhancing the knowledge and skills of each individual, mobilize the users and the partners to support small business and/or promote trainings (Carvalho, 2022). Furthermore, and additional to these objectives the general aim is to energize the community to become more cohesive and with greater participation in citizenship, enhancing all existing resources in the parishes and reducing the problems highlighted in each neighborhood.

The project targets are adult people, unemployed and/or socially fragile, living in the BIPs, identified by Rede EFE and resident's associations. In the course of the intervention that has been carried out by the promoters and collaborators in recent years, based on networking in the area of employability and social integration, it has been identified that the population of these BIPs is essentially characterized by low qualifications (at the 6th grade level); low income; diverse cultural origin (with a strong presence of the Southeast Asian community, namely Nepal, India, Bangladesh among others); precarious and temporary jobs. The current pandemic, the need for confinement and the generalization of teleworking has made visible the poor access of this community to digital media (computer and internet) and their illiteracy in the use of digital platforms to access basic services (social security, Finance, Registration Portal etc..) which have become indispensable for accessing most services, which is expected to continue in the near future and in what will be the so called "new normal".

The need to work on employability issues with adult public, due to many needs and few/inadequate answers in the territories, gains new expression in this phase of pandemic crisis. The work carried out in previous projects, allowed us to identify rivalries (namely "contraries" between Roma families) between these BIPs, originating geographical barriers (in addition to others) that need to be broken down, hence the importance of a service that goes out to meet people for the first contact/capturing the public because many of them do not spontaneously address to organizations and often they even do not know to whom to turn, to ask this also due to lack of information (Anexo C- Memoria Descritiva).

Currently Balcão is understood to be a physical space guided by the Clube that expresses different services of family and individual care. It promotes not only interest in employability but also in active citizenship, solving the issues presented by the residents and highlighting social responses /resources willing to help them. Provides support to the local community by creating links with local associations and national responses. Informs the community of various issues that are important for their positive citizenship and promotes information with videos, flyers and other methods with different languages (Carvalho, 2022). Balcão's role is to act as a bridge, helping to solve a problem, that if simple and possible, is solved on site otherwise the users is directed to the appropriate service often through the mediation and support of a technician.

Will be considered now some statistical analysis collected between the months of March and April through the internal document "Participants register Balcão" and systematized by the intern Andreia Carvalho. Regarding the population received in the month of March: the 68,3%

was from Beato, the 13,3 from Areeiro, the 5% from Penha da França and the rest 13,3% from other parishes. In the month of April: 65,7% from Beato, 14,3% from Penha da França, the 4,8% from Lumiar and the 14,3% from others.

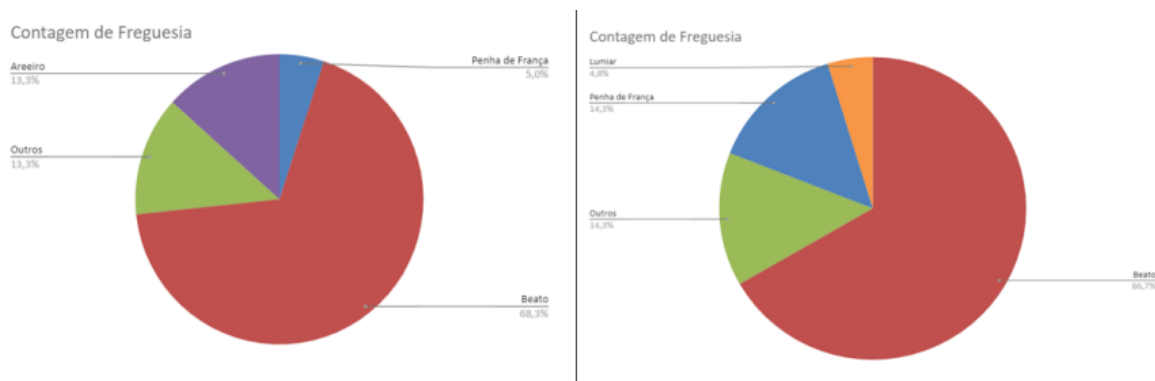


Figure 19. Percentage relating the participants from the parish in March and April. (Carvalho, 2022)

Regarding the gender of the participants: in April 50,8% were men and 49,2% women. In March the 75% women and 25% men. Considering the age of the participants, there is not a specific public of Balcão. Any resident or citizen who needs help in any area can approach the service. In fact, the age of the users is very heterogeneous.

The idea of a "balcão (desk)" that integrates various services that promote employability and access to basic services in a logic of proximity, logic that arose from the REDE EFE - Employment, Training and Education Network of Areeiro, Arroios, Beato and Penha de França. Part of the services provided were and are made available by entities belonging to this group, namely Santa Casa da Misericórdia, School Groups, local based organisations and the Parish Councils of Areeiro, Arroios, Beato and Penha França. It is from this network that the project has been monitored, as well as the creation of an integrated and formative responses that promote lifelong learning. The territorial scope of the REDE EFE has allowed consolidating the intervention in the employment area in the four identified parishes, thus reinforcing the annual intervention of projects within the BIP/ZIP, as well as Casa da Juventude and the CLDS- "Na onda do bairro" with which a close collaboration is foreseen, allowing for the so-called "multiplier effect", in the sense that the Balcão correspond to a logic of spin off of the joint action of REDE EFE and these projects, thus allowing to generate the conditions for the creation of this new structure, independent from the two projects mentioned above and in permanent articulation with the REDE EFE.

The innovative character of Balcão relies on a few specific aspects. First of all, it was born from the request of the neighborhood associations and well founded on their support, through the involvement of local leaders, and it is supported by the action plan of the REDE EFE. Secondly

it consists in a first line support, specifically considering that a significant part of the requests have a simple resolution (request of a password, printing statements, submitting applications, paying VAT). What is valued is the existence of a technician/mediator who responds quickly and immediately to these requests “on one’s doorstep”. Thirdly it provides a digital space open to residents with computers and tablets for free access, with the support of local facilitators if needed. Furthermore, it performs the important task of mediating and orienting both services and training opportunities. Another aspect worth noticing is that it is important support for the action of local grassroots organizations. Finally, Balcão has an holistic approach to the community: from capacity building and employment promotion to mental health tools are given to build individual resilience in the context of economic, social and pandemic crises.

The real added value of this project is the network of neighborhood associations, local leaders, the local consortium REDE EFE, and the existence of the operational teams of medium-term projects namely Casa da Juventude and *CLDA- Onda no Bairro* which guarantee the framework and rapid appropriation of the Balcão by the different actors of the territory (Anexo C- Memoria Descritiva).

The intern Andreia Carvalho, as part of her work with Balcão, created a graphic that significantly and representatively synthesizes the plurality and multidimensionality of Balcão's work and partnership. There are three distinct levels in the diagram, and they are arranged concentrically: micro (yellow), meso (grey), meso (blue). The various links are represented by lines distinguishing two types of interaction (dashed: informal relationship, continuous: formal relationship), the colour of which is representative of the frequency characterizing the interaction (green: very frequent relationship, purple: frequent relationship, red: infrequent relationship). As regards the micro level, the most frequent and informal relationships occur between Balcão and: the inhabitants/families, Casa da Juventude and the various inhabitants' associations in the area. The same frequency but with a more formal exchange and at a mainly meso level occurs with entities such as AKF-Fundação Aga Khan³⁰ and CLDS-Contratos Locais de Desenvolvimento Social, Santa Casa da Misericórdia, CEPAC- Centro Padre Alves

³⁰ The Aga Khan Foundation (AKF) is a private, not-for-profit, non-denominational, international development agency established in 1967 by His Highness the Aga Khan. AKF brings together human, financial and technical resources to address some of the challenges faced by the poorest and most marginalised communities in the world. With an emphasis on women and girls, AKF invests in human potential, expanding opportunities and improving quality of life. It works in various continents across the world and among them Portugal is one of the European countries in which since 1983. The Foundation’s activities in the country primarily focus on innovation in early childhood development and education, and strengthening civil society through the social, cultural and economic inclusion of people living in neglected or underserves communities, with a specific focus on migrant inclusion (AKDN | PORTUGAL, s.d.).

Correia³¹, Junta da Freguesia do Beato and Segurança social. As regards frequent relations, however, the exchange is totally formal and at a meso level takes place with entities such as Projeto Internacionais, GEBALIS- Gestão de bairros de Lisboa³² and Orientar Apoio a Toxicodependente. At a macro level, the same frequency characterizes the exchange with Instituto de Emprego e Formação Profissional, Projetos Locais, Hospitais and Centros de Saúde. Finally, the only exchanges that involve an infrequent and formal relationship are those with courts and embassies.

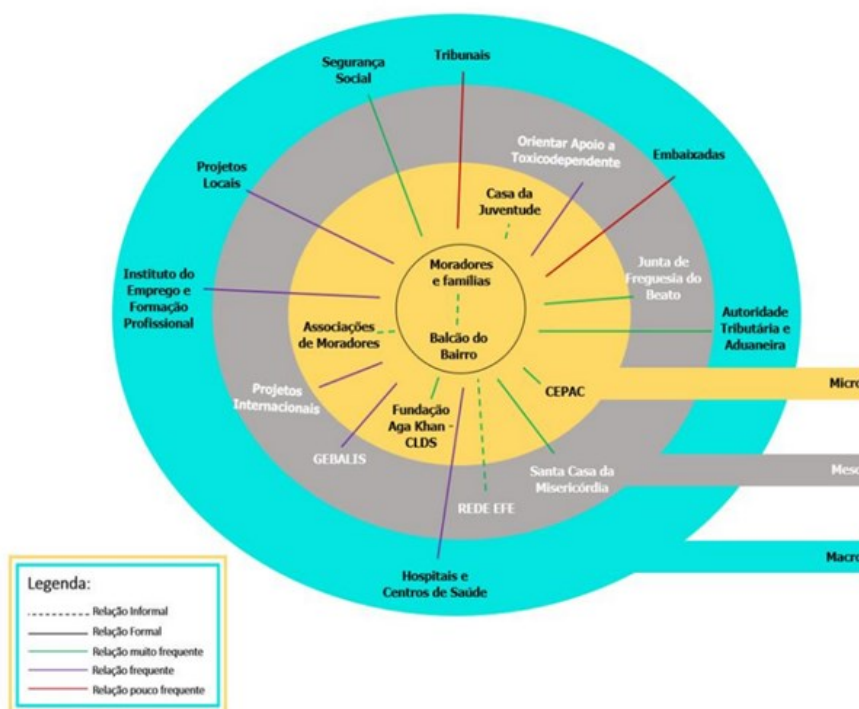


Figure 20. Network and partners of Balcão do Bairro. (Carvalho, 2022)

³¹ The Father Alves Correia Centre (CEPAC) is a non-profit institution, with juridical personality in canon and civil law, created in 1992 on the initiative and under the responsibility of the Portuguese Province of the Congregation of the Holy Spirit. The mission of the institution is to support immigrant people in vulnerable situations to build a dignified and happy life project (CEPAC - Quem somos, s.d.).

³² GEBALIS - Gestão de bairros de Lisboa, was created in 1995, it is a local company for the promotion of local development that aims to promote and manage municipal housing properties. It ensures an integrated management policy that aims at the administration of the neighbourhoods, the quality of life of the resident populations and the conservation of the patrimony. The mission is to effectively manage the neighbourhoods with a strong perspective of development and social integration, environmental education, heritage conservation and professional integration of the population (e.portugal.gov.pt, s.d.).

CHAPTER 3

APPLICATION AND RESULTS

This third chapter presents all the data collected in the field through the use of specific methodologies. A brief introduction to the research questions is followed by two sections, each dedicated to the presentation of the data collected per specific project, first Balcão do Bairro and then Casa da Juventude. The point from which I started the analysis in each section was to try to identify the main problems of the area of intervention and the related project objectives pursued. This systematization was carried out using tools from Project Planning and Evaluation, namely the Problem and the Objectives tree. It should be emphasized that in a participatory approach, and especially in a participatory impact analysis, this identification should be done in collaboration with the beneficiaries of the project. In the case study analyzed here, this co-identification of the problems and the objectives did not take place due to the need for mutual recognition, between the local population and myself as an intern, and the necessary urgency to get the analysis started. This gap, however, was partially bridged by subsequent informal discussions and dialogues that led me over and over again to modify the problems identified to add the concrete, real and forthcoming needs that emerged from the population of intervention. This characterization of both problems and objectives is then followed by the presentation of the Result Chain representing the underlying process of each project. Central to the two sections are then the reported applications of the methodologies used and the analyses of the data collected. Finally, the impact of the project is reported and explained.

3.1 The Research Question

Definition of the research question(s) and its propositions

Defining the research question is the most important step to be taken in a research case study. Research questions have both substance (what is my study about?) and form (who, what, where, how, why questions) (Yin, 2018). A Descriptive Case study research aims to describe or define the topic at hand. A descriptive case study is a story about a real world situation facing people or groups and how they addressed it. It includes a concise but thorough account of the facts of the situation and expert commentary to help the audience understand the causes of the problem, the forces behind the solution, the outcomes of implementation, lessons learned, and

connections to theories, concepts, policies, and tools relevant to the situation. Propositions for descriptive functions: concerns should focus on issue such as: the purpose of the descriptive efforts; the full but realistic range of topic that might be considered a “complete” description of what is to be studied and the likely topics that will be the essence of the description.

Research questions:

- *How the two projects (Casa da Juventude since 2002 e Balcão do morador since 2019) have contributed to the development and the change on the district, with its surrounding area, and on the community living in it?*
- *To what extent have the two projects created a climate conducive to the development of social, individual, and local capacities?*
- *To what extent has active involvement/citizenship been promoted and realized in these two projects?*

The purpose of the descriptive effort:

The research aims to qualitatively measure the impact that the two projects have had on the neighborhood community. The choice of adopting a descriptive-qualitative approach is mainly due to two matrices of reasons. From a "logistical" point of view, the lack of a monitoring system designed and implemented during the development of the projects forced me to decline the analysis qualitatively. Secondly, the objective manifested to me by the project coordinator was precisely to collect the impact through life stories, the stories of the population.

Range of topics addressed/investigated:

- **Community capacity building support** should be designed jointly with the community and should be based on an analysis of the community’s skills, capacities, and objectives (UNHCR, A Community-based Approach in UNHCR Operations, 2008). Three areas of capacity building are particularly important: (i) organizational, leadership, communication, participatory and analytical skills combined with an understanding of good governance; (ii) data collection, project design, planning, management, administration and evaluation; (iii) technical skills for specific areas (for instance microcredit schemes, basic accounting and savings systems, agriculture.)

- **Empowerment** “is the process by which individuals in the community analyze their situation, enhance their knowledge and resources, strengthen their capacity to claim their rights, and take action to achieve their goals” (UNHCR, A Community-based Approach in UNHCR Operations, 2008). Empowerment increases people’s opportunities and capabilities to make and express choices and to transform those choices into desired actions and outcomes. People’s capabilities to participate effectively in local development are determined not only by individual resource endowments, but also by social capital that provides the basis for collective action. (L. Helling, 2005).
Individuals, households, and communities need both opportunity (the availability of options for meaningful decisions and actions) and capability (the ability to make meaningful choices and act on them or express them through institutions open to popular voice) in order to be truly empowered.
- **Local governance** is the way authority is organized, legitimated, and employed by and on behalf of local people through planning, decision-making, rule enforcement, and accountability processes. Local governance includes not only local governments and other public sector structures but also a variety of community and civil society institutions by which people organize to act collectively (L. Helling, 2005).
- **Local service provision** systems – including public sector, private sector, non-governmental, and community-based organizations – mobilize and manage resources and produce public facilities and services. The mobilization of local revenues to finance local development is an important foundation for sustainable empowerment and governance as well as for service provision (L. Helling, 2005).
- **Ownership** is achieved when persons of concern assume full responsibility for the continuation of the work and manage the activities and services that they consider priorities. Ownership is the natural outcome of a process that has respected the principles of meaningful participation and empowerment (UNHCR, A Community-based Approach in UNHCR Operations, 2008).

- **Participation** refers to the full and equal involvement of all members of the community in decision-making processes and activities that affect their lives, in both public and private spheres (UNHCR, A Community-based Approach in UNHCR Operations, 2008). The level of participation will depend upon how rewarding people find the experience and whether they gain something from the process. From users to subjects.
- **Proximity** means literally “being near” but the term meant a lot more than in its geographical understanding. The literature deepens how proximity can result in different dimensions and types of relationships that may be more or less frequent and intense. Between places (geographical proximity). Between individual and group based on trust coming from experience (social proximity). Concerning similarity of frames of reference and knowledge (cognitive proximity). Concerning institutions, norms, behaviors and habits (institutional proximity). Concerning organizational models (organizational proximity) (Boschma, 2010).
- **Social Capital** “refers to features of social organization such as networks, norms and trust that facilitate coordination and co-operation for mutual benefit. Social capital enhances the benefits of investment in physical and human capital” (Putnam, 1993).

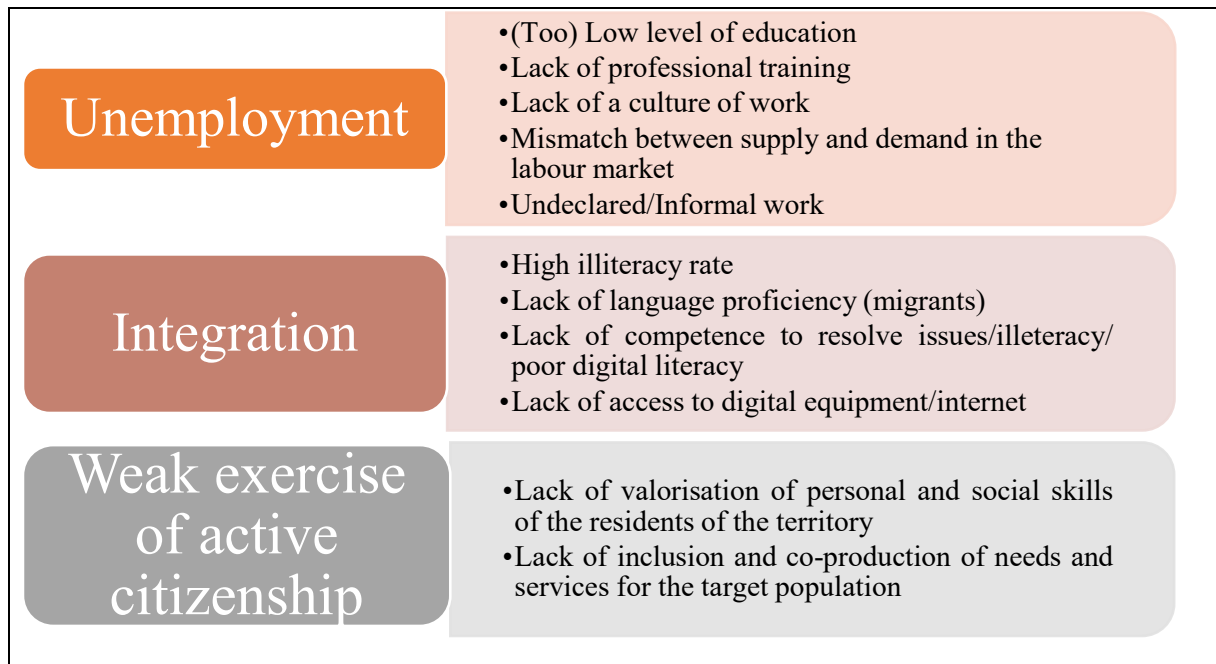
“Social capital is defined by its functions. It is not a single entity but a variety of different entities, with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors – whether persons or corporate actors – within the structure. Like other forms of capital, social capital is productive, making possible the achievement of certain ends that in its absence would not be possible” (Coleman, 1998).
- **Sustainability** “is the possibility of maintaining the achievements of any support provided to the community to ensure effective protection and solutions” (UNHCR, A Community-based Approach in UNHCR Operations, 2008). Sustainability is about community development: building and investing on the capacities and skills of community members to manage representative and fair structures that can respond to both
- **Territoriality** is creating ownership over a defined space. “Territoriality is a behavioral phenomenon associated with the organization of space into spheres

of influence or clearly demarcated territories which are made distinctive and considered at least partially exclusive by their occupants or definers” (Seamon, 1979). Territoriality expresses a “relationship system” that is marked by power. Among the main sources of power: possession of knowledge and expertise; the position (title and responsibilities); the personality; the possession of resources, the *know-how* to manage: organization, relationships and communication.

- **Neighborhood development (ND)** is an umbrella concept including a broad set of measures tackling social problems at the neighborhood level with the aim of improving liveability and people’s health in the target area (K. Froding, 2011). Programs that may contain physical renewal as well as interventions focused on individuals and households with the aim to empower inhabitants with regard to employment, education, culture and health promotion. ND commonly involves local citizens, non-governmental organizations and local government institutions, and although they often take the form of formal projects directed by key players, they can also be informal initiatives. For a resident, participation in neighborhood improvement activities has three interrelated aspects: participation in governance (decision-making), in the implementation of the project and in mobilization of the efforts.

3.2 Framing the project: Balcão do bairro

3.2.1 The Problems Tree – Balcão do bairro



The problem tree above summarizes the main critical issues present in the population that turns to Balcão and for which it provides support. The population mostly belongs to the Beato neighborhood, but it also came from other districts like Penha da França, Arroios. The problems exposed here were identified mainly through four types of sources: the documents, both internal and external, produced by the desk's work team; documents written by the trainees who did a internship period at the project; interviews with both team members and users; and finally, participant observations made in the field. It should be noted that the issues presented here are mainly representative of the period of time I spent as an intern at the two projects, from May to October 2022.

Three macro-categories were identified (by me) under which to summarize the different problems, namely: unemployment, integration challenges and weak exercise of active citizenship. Starting with the first category 'Unemployment', five are the main problems identified: low level of education, lack of vocational training, lack of a 'work culture', mismatch between supply and demand in the labor market and undeclared and informal work. The first is the widespread and too low level of education of the population, in fact a large proportion of the population has only completed the fourth year and is illiterate. On the other hand, most of the people who are available for work have normally completed the sixth or ninth year, with

very few having completed the tenth year. This low level of schooling is compounded by the lack of, or difficult access to, specific training courses in line with the interests of the population. Another dynamic complex to manage is that of undeclared work: a large proportion of the users who come to Balcão have always worked undeclared, consequently living in the precariousness that strongly characterizes this type of work, a dynamic that has been worsened by the pandemic period. Somehow consequently and related to this is the lack of “work culture”. In fact, there is a widespread non-valorization of work as a social lift, but instead prevail an utilitarian vision of work as a mere means of earning income to survive. Finally to be underline is the manifest non-correspondence between the supply and demand side of the labor market and this is due ad much to mismatched skills, competences, to incompatible time slots/time tables because are unsocial or incompatible with the management of sons for instance (Interview of Genoveva) ; or for reasons of geographical distance not having public transport specifically at certain times of the day. This non-correspondence sometimes emerges also after a person has started a work. As deepened in the interview (Patricia) work continuity is an indicator to be taken into account because what happens frequently is not so much that people do not find a work but they do not continue for reasons cited above or just because they are not comfortable in doing that type of work.

Taking into account the second problematic category “Challenges of integration”. The high level of illiteracy widespread among the population, often constrains the same to solve even the simplest of the problems with the consequence of struggling in accessing information, services, solutions etc. The same illiteracy is often reflected in a digital one accompanied by the lack of infrastructure such as computers, tablets or the lack of access to the internet.

Finally the third category concerns the weak exercise of active citizenship. It is useful here to define what it is, or what I mean here, by active citizenship. The EucA- European university college Association states that active citizenship:

“means people getting involved in their communities and democracy at all levels from local, to national to global. An active citizen promotes the quality of life in a community through both political and non-political processes developing a combination of knowledge, skills, values and motivation to work to make a difference in the society” (EucA, 2020).

It is often the case that perceived social, geographical, and institutional isolation leads people to feel abandoned and demotivated. Frustration which in turn fuels a vicious cycle of passivity in the face of serious basic deficiencies in food, health, mobility. The lack of valorization of personal and social skills of the residents of the territory lead to a lack of participation and co-production of needs and services. To address this issue the associations and the network of them

present in the territory are working a lot trying to stimulate, even informally or randomly, the participation of the target population.

3.2.2 The Objectives Tree – Balcão do bairro



In relation to and in reflection of the problems identified above Balcão promotes and works towards the realization of a series of specific objectives in line with necessities found in the target population. How so? Balcão do bairro is, as extensively discussed in the previous chapter, a desk and a network in which different technicians with different backgrounds and working in different areas (employment, housing, finance, social security and others...) receive individually and by appointment anyone who needs this kind of support. In terms of employment the service pursues the objective of increasing the employability of the target population and consequently the increase in percentage of the same with a job. A fundamental role in the area is the one of mediating and orienting the two sides, supply and demand, of the labor market, not only before the starting of the work but also during it. The same orientation

also regards the training opportunities that emerges. Balcão promotes integration towards proximity responses. Towards identification of the needs of a specific individual or of a group and its consequent or resolution in loco, if it is possible, otherwise through the orientation to the service in charge of solving the specific problem. Towards the provision and open-access workstation provided with computers which can be either used directly by the user or, if unable, with the help of an available technician. Finally, towards the dissemination of informational material, sometimes even in different languages, about local events and activities, training opportunities etc.

Balcão, but even before with Casa da Juventude and the Clube are all projects and entities interconnected that promote active citizenship. In fact, from the very beginning, they worked in close synergy with the population of the area with the aim both to stimulate and foster participation. The dynamics have been always characterized by co-production that can be defined as the involvement of individuals citizens and/or groups of citizens in public service delivery. Nabatchi et al define co-production as an:

“Umbrella concept that captures a wide variety of activities that can occur in any phase of the public service cycle and in which state actors and lay actors work together to produce benefits” (Nabatchi, 2017).

In the case of Balcão it happens mostly in the first phase of the service-cycle: the co-commissioning in which the actors co-identify the priorities of a service. People/users often come to the desk for a reason, but then other needs emerge, necessities that determine a variation of the responses provided by the service.

3.2.3 *The results chain*

A Result Framework is an explicit articulation (graphic display, matrix or summary) of different levels, or chains, of results expected from a particular intervention – project, program, or development strategy. The results typically comprise the longer-term objectives (often referred to as “outcomes” or “impact”) and the intermediate outcomes or outputs that precede, and lead to, those desired longer-term objectives. The result chain captures the essential elements of the logical and expected cause-effect relationships among inputs, outputs, intermediate results or outcomes, and impact (World Bank, 2012). If the first two categories represent the supply-side, the latter three/four are representative of the demand-side, that is the level of results. Starting from the first, inputs can be defined as the physical and not-physical resources that are necessary to carry out the planned activities and manage the project. In this, a distinction can be drawn

between human resources, financial resources, equipment and time. Activities concern “what the intervention does”, a specific task or grouping of tasks that provides a specialized capability, service or product. The outputs are the immediate, visible concrete developmental product or service that is the tangible consequence of project activities (through the use of inputs). Outcomes concern the developmental change (of the beneficiaries of the project) that are the logical consequence of achieving a combination of outputs, they are achievable in a medium term. The outcomes can be disaggregated into Intermediate and Final one. The first is the change generated resulting from the use (or consumption) of goods and services produced (outputs). The second concerns the change generated when all planned intermediate outcomes are achieved to the target group. Finally, the impact represents the higher level, long-term developmental change that is the logical consequence of achieving a combination of outputs and outcomes. Usually, it is not measurable until after a project ends, it is linked to the final outcome and it is expressed in terms of region, country, province. Projects are not normally responsible for measuring results at impact level. From the lectures: the result chain is a description of the various stages of an intervention that lead to the changes that are intended, a process that often concerns a series of five/six categories: inputs, activities, outputs, (intermediate outcomes), (final) outcomes and impact(s). There are many debates, and considerable controversy, on the distinction among outputs, outcomes, and impact. A useful approach is to consider outputs as the particular goods or services provided by an intervention, whereas an outcome is usefully thought of as benefits of that particular good or service to the target population, and impact refers to evidence on whether outcomes are actually changing beneficiary behavior or longer-term conditions of interest (Bank, 2012).

INPUTS	<ul style="list-style-type: none"> • Blended funds • Community development professionals/technicians • Local Facilitators • Local Associations • Local population
ACTIVITIES	<ul style="list-style-type: none"> • Creation of a service and information desk • Reinforcement of proximity responses in support of the local economy • Production of information material

	<ul style="list-style-type: none"> • Creation of a digital space open to residents with computers and tablets available for free access with, if needed the support of the technicians • Dynamization of a support office for associative activity (fiscal, legal, financial, elaboration of projects etc.) • Create a space for sharing and promoting individual development and mental health (applying stress management and promotion of healthy habits).
OUTPUTS	<ul style="list-style-type: none"> • A resident's desk is created (physical space) • A specialized support service for employability is provided • The informative material is distributed • An open digital space equipped with internet and computers is provided • A care services in different areas: housing, education, social and health is provided • Consultancy for local economy initiatives (business/associationism) is provided • Physical and emotional proximity support service is provided • A support office and service to develop and reinforce in the territory a collaborative network of partners is also provided
OUTCOMES	<ul style="list-style-type: none"> • Fostering entrepreneurship and associationism • Creation and maintenance of jobs in local contexts/associations • Valuing and developing residents' individual knowledge/competences • Residents are supported in fiscal, legal and social needs • The network of partners is reinforced • Increase in the level of trust in the population
IMPACT	<ul style="list-style-type: none"> • Increase in employability and employment of the neighbourhood's residents • Positive revaluation/ Emancipation of the territory • Increase in the level of active citizenship of the territory population

	<ul style="list-style-type: none"> • Resilient and autonomous community in building its empowerment specifically regarding socio-professional integration and the capacity to respond to present and future crises
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The result chains above presented is useful to understand the process behind the action and the strategy project. Starting from the problems identified and the related objective that Balcão pursue each framework of the Result Chain describes in detail the path through which the initial resources both material and human (inputs) have been shaped and used (activities) in order to produce services or just responses (outputs) that in turn provoked results in the short term (outcomes) and in the long term (impact). A tool that during project implementation is always in process and subject to revision due to the constant interaction with the beneficiaries.

In order to concretely trace this process, the following paragraphs analyze and report some of the testimonies and experiences of each phase of implementation. The following information came from three types of sources: interviews or informal conversation, participant observation and internal official documents.

Starting now from the inputs. The project was created in 2019. The space, in which it is right now, at the time was a place entrusted to the group of young people of the district, which now refers to and appoints again to Casa da Juventude. Given that the dynamic managed by the youth within it was not too active and given the emergence and urgency of needs coming from the adult population of the neighbourhood it has been thought a service to deal with that. To be specified here are the starting conditions of such a project. Balcão was in fact, born in a street where the historical presence of Casa da Juventude had already accustomed the inhabitants of the district to having someone and something close by to turn, to ask, to call in any eventuality. In addition, the technicians working there today are people who were already working with the community before. An emblematic example is Vasco who, after working twelve years in Casa da Juventude, started to work for Balcão. His familiarity and trust cultivated over the years with the neighbourhood population is a fundamental resource, especially in an area where the strong institutional distance and absence has produced a perception of abandonment in the population against which a relationship of proximity and mutual trust is somewhat the only comfort. Mention should also be made of Patricia, who has always worked in the area of employment, carrying on her activity in dislocated places such as the Casa da Juventude itself or Clube. Their familiarity with both the area and the community has led to produce an immediate reception and use of the desk by the population. Another added value to take into consideration is the vast

network of partners both institutional and with whom there was already an established and developed collaboration. A network that enabled an immediate activation and operation of the service.

Among the **Activities**, at least few are worth citing. The preparation of the space equipped with a digital station. The planning and organizing meetings with the mothers' group. Management and distribution of different technicians and their relative support among the different days of the week. The organization of the *Cafè de Empregabilidade*³³ (Cafè of employability): eleven reunions, capacity building for technical experts, safe space for technicians to talk about the challenges of this work (EFE, 2021/2022). The production of information material about various and different initiatives.

Among the **Outputs**. A support desk has been created. It opens weekly from 10am to 13:30pm. Every day in the desk is present one technician Vasco, who provides general support, and on different days, other technicians specialized in resolving specific topics alternates within the week. Information material is distributed at the desk. The digital station is provided and accessible. The mother's group met weekly. Three Cafè de Empregabilidade have been organized.

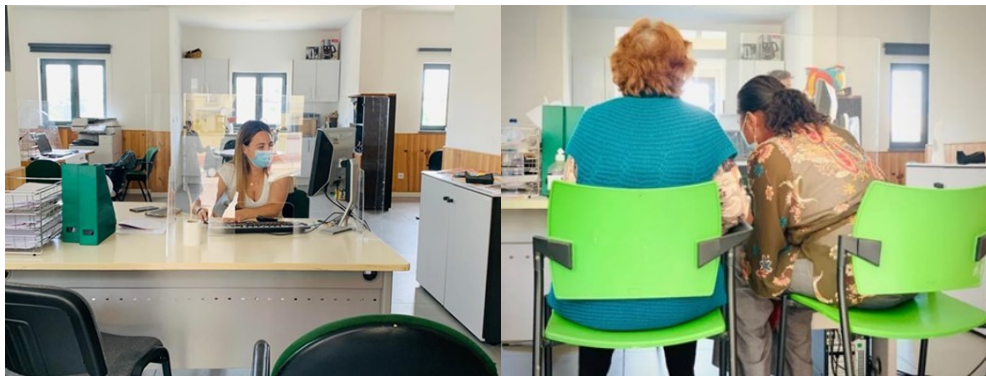


Figure 21. Technicians attending the inhabitants at Balcão.

³³ The Cafè de empregabilidade (Employment Cafè) is an event organized by the REDE-EFE whose aim is to match labour supply and demand (Roteiro Emprega, s.d.).

HORÁRIO SEMANAL

Quem?
O quê?

Observações:
 - Horário atendimento Balcão do Bairro
 - Segunda a Quinta-feira
 - 10:00 - 13:00

Horário	Segunda	Terça	Quarta	Quinta	Sexta
10:00 - 11:00	ESTER ERAS BALCÃO DO BAIRRO	PATRICIA VASCO BALCÃO DO BAIRRO	GRÁZIA FERREIRA BALCÃO DO BAIRRO	VASCO PATRICIA BALCÃO DO BAIRRO	BALCÃO DO BAIRRO
11:00 - 12:00	Apoio a Associações, Micro negócios e Projetos	Apoio para Emprego e Formação	Apoio no desenho de projetos de vida	Apoio para Assuntos legais, Projetos e Habitação	BALCÃO FECHA PARA ATENDIMENTOS
12:00 - 13:00	Apoio para a Segurança Social habitação	Apoio para Assuntos legais, Formação e Habitação	Apoio para Emprego e Formação	Apoio para Emprego e Formação	Balcão FECHA PARA ATENDIMENTOS
14:00 - 15:00			Atividade ORO (duas semanas) 10:00-12:00		Balcão FECHA PARA ATENDIMENTOS

Figure 22. Weekly timetable of the opening hours and relatives support provision of Balcão do Bairro.



Figure 23. Publicity flyer to provide support (computer and digital literacy) the compilation of Census 2021.

Among the **Outcomes**. From January to June 2021 644 people have been cared for. (Relatório trimestral do Projeto de Desenvolvimento Local para a Casa da Juventude do Beato, 2021). Relative to the employment support: 220 have been received for employment, 61 have been employed and about more or less 20 have been directed to training courses (Interview with Patricia). Data that, in relation to the result chain described above, prove that residents are supported and that an increase in employment among the target population has been produced. Furthermore, I argue, that resident’s knowledge has been valued, the level of trust has increased, and the network of partners has been reinforced (results that will be proved in the next paragraphs through the brief and in-depth interviews collected). Instead, the two outcomes mentioned above fostering entrepreneurship and associationism and the creation and maintenance of jobs in local contexts/associations are not supported by specific evidence.

3.3 The collected results

3.3.1 Participant Observation in Balcão

My presence in Balcão compared to that in Casa da Juventude was much more passive and simply observant. The specific and personal nature of the appointments only allowed me to observe from far away. Observation that allowed me to deepen my knowledge of the dynamics taking place in the desk but above all to frame the target population. My only interaction with the target population was through the short interviews conducted once the appointments were over. In general, the desk is an always dynamic space where various and different technicians

take turns every day to offer general and specific support. During the days I was there, about two weeks, Balcão was attended by an average of about ten to fifteen people each day. People show up with or without an appointment with a wide variety of needs: from reading and understanding a document, to renewing a document, to simply asking for information, etc. There are people who pass by every day and there are some who appear sporadically or even just once. Worth to report, in my opinion, is that most of the users of the desk they just enter and say that they are looking for a specific technician, calling she/he by name. This is emblematic and representative of the confidentiality that characterize the service.

3.3.2 Simple scoring

Activity/Methodology:	Semi-structured brief interviews and Simple Scoring
Aim:	Investigate and collect what
Target population:	Random users of Balcão do bairro
Participants	22 people interviewed
Duration:	3-5 minutes per interview

The data shown below have been collected between the last week of July and the first weeks of August. Before choosing and using the Simple Scoring I tried different way of interaction. My first methodological choice was the Diamond Ranking³⁴, which especially at first, when the population did not know me, proved too complex. Following the suggestions of the technicians working there for years I started asking simple and brief questions trying to turn the interview into small informal conversations, happening suddenly after the end of the appointment for which each person was in Balcão. In general, users always made themselves available for conversation, often with time limits due to personal commitments. The type of questions has been: What represents and what is Balcão for you? And for the neighborhood? Why do you

³⁴ The Diamond ranking is a thinking skills tool designed to facilitate talk and encourage people to consider their values on a given topic. Traditionally this activity involves the ranking of nine written statements according to a range of criteria (e.g., most important, most interesting etc.). Diamond ranking can be used in two distinct ways, either to establish people's existing experiences and understandings of the learning environment, or to begin to explore alternatives. The method has been used across a number of cultures and countries by academic researchers and teachers interested in school users' views of learning environments and practices, sometimes to inform the redesign of space (Diamond Ranking (DR), s.d.).

come here to the desk? Some of the most significant interview fragments³⁵ are presented below. Most of the respondents started to report the helpfulness of the desk by stating:

“Balcão is there to support us [...]” (Interview n° 2)

“Balcão is the SOS of the people of the street” (Interview n° 6)

“The desk is to help people. When people need help and there is no one they can come here to ask for help” (Interview n°4)

“It is there to solve people’s problems. [...]” (Interview n°1)

“I live here in front. I think Balcão is good for everything, for me was a great help [...]” (Interview n°11)

“For me the Balcão serves to help people who have more difficulties”. (Interview n°14)

Recurrent is the use of words such as “help us”, “support us”, words that have been part of the beginning of almost every answer given to the question "What is Balcão for?". From these interview fragments it is possible to conclude a general and widespread recognition of the social utility of the service. The reasons for which people turn to Balcão are multiples and of different levels of complexity. For instance, a respondent reported:

“I came here to deal with a fine. [...] For me the most important service is the support to employment [...]” (Interview n°1)

Other interviewees reported that turned to the desk to obtain a council house, to solve school bureaucracies for their sons, to apply for social security or social income,

“In my case I am always struggling about housing with the Lisbon city all, or some documents for the school of my children, that's all” (Interview n° 14)

“I’ve been here several times. In search of a room, they helped me to find a room. I was without job and they helped me to find it. A document to renew and they also helped me. [...]” (Interview n° 2)

“. [...] I was in need of a social worker because I don’t have an income and here I found help. Until now I’ve always encountered and answer here” (Interview n° 11)

Sometimes the help requested is simply asking for help in understanding or reading a document.

“I for example am here because I didn't understand Portuguese that well, so I needed some help, so I came here”. (Interview n° 4)

During the interviews, there also often emerged an awareness about the presence of many people in the area, especially the elderly but also adults in general, who lack basic and

³⁵ The following link contains all the data collected during the field work. The consultation is accessible to everyone has the link:
<https://drive.google.com/drive/folders/1SSj5xcLHRDRarhgmjoc8vN34XeQVUtc9>.

indispensable skills to manage basic needs. Among the most frequently cited deficiencies: not knowing how to read or to write, a digital illiteracy but also the general perception widespread among the interviewed population not only of not having “the knowledge and the experiences” but also of not knowing how to inform oneself. To which must be added and considered material deficiencies such as lack of access to internet networks and lack of technological devices (computer and printer).

“There is a lack of courses to improve digital skills and also many people here do not know how to read and write, this is a shame” (Interview n°1)

I think that the desk is very valuable for us because if it wasn't sometimes, it would be worse for us because there are things that we can't do because we don't have the experience or the knowledge. Balcão helps in this support, with work, with housing etc... [...]” (Interview n°2)

“To help people here who don't have internet and don't understand certain things” (Interview n°8)

As introduced in the previous chapter, the idea of Balcão arose spontaneously from listening to the increasingly urgent request from the adult population of the neighborhood to be helped with the most bureaucratic issues. Listening which then led to the design of a reference and listening desk for both the neighborhood and the surrounding areas. The existence of such a neighborhood service is considered a very valuable presence, from the voices of the users:

“This is good for the district, otherwise it was dead, some years ago the neighborhood was empty”. (Interview n°1)

“It's not only me, but everyone who comes here that needs something is helped. [...] I think that the desk in the neighborhood is always needed. If I didn't have it I was worse off. It's worse for everyone in the area. If we didn't have Balcão we'd have to go somewhere else and maybe we don't have any support there. The help desk but any institution that is here in the neighborhood, is needed by the it. It's missing not only for the district but also for other people who come here to ask for support. People who come from far away, from Amadora or Benfica, people who don't have a Balcão in their area and so come here.” (Interview n° 2).

“It's important for the neighborhood because we have a lot of old people and people who can't read and write, so it's important. I come here to be able to do what I can't do by myself or to take care of myself”. (Interview n°14)

Given the redundancy of the responses and having already gathered the approved and widespread feeling of comfort and proximity in the population produced by the presence of the service, I decided to introduce a methodology involving a visual product, I thus constructed a Simple Ranking. This methodology seemed appropriate to me for main two reasons: to visually stimulate responses and to focus, and consequently, deepen opinions on the specific areas dealt within the support provided by the desk. The categories chosen, based on the suggestions of the technicians, are: employment, health, housing, emotional support, general support (that ranges

from the use of computer, of the internet to the request to print a document or just to be helped to understand it) and finally learning Portuguese. I asked each respondent to rate, through the use of a paper token, the support received from Balcão by assigning a grade from one (not very satisfied) to six (very satisfied) in relation to each type of support requested and used. In the case in which a type of category/support was not used by the respondent, I asked him/her to place the token outside the paper. This modality proved to dynamize the interview and often created a stimulus that led the interviewees to deepen a bit more certain argument. Below are reports showing some of the Simple Scorings collected.

	1	2	3	4	5	6
EMPREGO						○
SAÚDE				○		
HABITAÇÃO						○
APOIO EMOCIONAL						○
APOIO GERAL						○
APRENDIMENTO LINGUA PORTUGUESA						

“For me Balcão has been fundamental because it is here that I found support, my daughter also. And I think that for the neighborhood is great, and here everyone comes to ask help. In relation to employment, I can say that was satisfactory enough because it happened with me in the case of my family. Health, it’s four because they helped me, but I still haven’t succeeded. In terms of housing, I’m in process, they are taking care for it. Emotional Support, this it’s a lot. General Support also, I use the computer, print documents for my daughters etc....” (Interview n° 16)

	1	2	3	4	5	6
EMPREGO		○				
SAÚDE						○
HABITAÇÃO						○
APOIO EMOCIONAL						○
APOIO GERAL						○
APRENDIMENTO LINGUA PORTUGUESA				○		

“Balcão can be used for everything. It is a great general support. It helps in everything, especially for the elderly, for us as fiancés who don’t have the sole responsibility of solving some issues and here it helps a lot. Employment: we don’t have much, so two. Health: I never asked for this support. Housing and General Support also I’ve never asked. General Support yes, thus six. (Interview n° 17)

	1	2	3	4	5	6
EMPREGO						0
SAÚDE						0
HABITAÇÃO						0
APOIO EMOCIONAL						0
APOIO GERAL						0
APRENDIMENTO LINGUA PORTUGUESA						0

“For me it is for everyone, for all the people who live here. For me it has value because it helps many people. At all, if there are things that people don't know how to treat, they come here to treat and be helped. It's a great help. There are things on which people here have not knowledge to deal with. I think it was very good to bring this here. [...] I value everything here [...]. I came here because of the public transport pass but I have already been here because of the citizen's card, and I was well treated. [...] Employability, Health, Housing everything is six for me“(Interview n° 20)

	1	2	3	4	5	6
EMPREGO						0
SAÚDE						0
HABITAÇÃO						0
APOIO EMOCIONAL						0
APOIO GERAL						0
APRENDIMENTO LINGUA PORTUGUESA						0

Because we come here, and we are attended. There are things that we would have here five stars. I come here for RSI, for anything I need from finances, to the doctor. I come here for things in the neighborhood, here we are always well attended. [...]. I only come here when I really need it. I value everything about the service. [...] I have lived here for many years, almost 40 but I have lived in a shack before, in the same place. [...] Employment, I am retired so I never used it. Health and housing, I never used it either. The only thing is General Support that is six”(Interview n° 22)

Again, emerges Balcão as a point of reference and support for the entire community of the neighborhood. Recurrent, in almost every interview, is the valorization of the desk as a great and efficient provider of general support. Few, however, explicitly acknowledge the emotional support of the same. Except for one interview in which this emerges (Interview n° 16). This diffused non-recognition is attributable to the meaning that respondents gave to the concept of emotional support: many thought directly of psychological therapy, others were bewildered by the concept and preferred not to evaluate it and categorize it as “never used”. What the participant observations have allowed me to observe is that every day, people who come to Balcão often spend part of their appointment talking about the difficulties they encounter not only in solving the particular problem but also deepening personal dynamics and experiences. This confidence is certainly due to the proximity relationship established with the technicians

who have been working in the area for years and speaks of an informal emotional support that happens every day.

To conclude it is interesting to note that individuals often talk in the plural in the interviews, clearly referring to the community living in the neighborhood, Needs are also stated in plural, A plurality whose boundary is difficult to determine: whether as a community of the territory or as a community of people in need of a service of proximity to solve the simplest and the most complex problem or necessity. I would argue here, and I will deepen later, that services such Balcão and Casa da Juventude for their distinctive character based on proximity and familiarity nurtures a sense of community among the population specifically of the district.

Limits of the data collected

There are two main limitations of the data collected in the preceding paragraphs: the too short nature of the interviews and my not complete familiarity with the Portuguese language. To overcome these two limitations, I adopted two strategies. On the language side, I recorded each interview, and the replay allowed me to capture the details of the conversation, but this did not remove the limitation of interaction that occurred during the interviews, which often prevented me from understanding the details of people's answers in the moment. Secondly, to overcome the brevity and the consequent superficiality of the many interviews, I conducted a few in-depth interviews outside the Balcão space trying to use the community narratives methodology.

3.3.3 Community Narratives

Activity/Methodology:	Community Narratives
Aim:	The aim is to bring out the stakeholders rich, holistic, and ecological understanding in order to produce a picture of a community context or initiative
Target population:	People who as inhabitants, as technicians or as both roles are witnesses and narrators of a piece or the whole story of Balcão
Participants:	3
Duration:	From 40 minutes to 1h and half

The following paragraphs report what are, from my point of view, the most significant fragments of the interviews conducted that tell of Balcão's work and impact on the Picheleira

community. There are three in-depth stories. That of Vasco, historical technician first of Casa da Juventude and now of Balcão do bairro, considered an inhabitant due to his continuous presence over the years. That of Genoveva, an inhabitant of the neighborhood for two years and a participant in the mothers' group. That of Patricia, a local development technician in the employment area. For each interviewee, I prepared a series of questions in relation to their experience in or around the two projects analyzed here. I proposed to each respondent to choose whether to answer these questions or to simply and freely tell me his or her story in relation to the two projects, with my only request being to keep in mind the objective of the analysis: to measure the impact that the two projects have produced over time on the territory and the community that inhabit it. The three interviews are analyzed here separately as I felt it was important to differentiate the three perspectives each carrying a specific story, in Patricia's case I would say more experience.

Vasco is a sort of institution in the territory, often jokingly referred to, by the population, as an inhabitant of the neighborhood even though he is not really. Spending a few weeks in Balcão I often witnessed people continuously asking and searching for him, and when he was on holiday, I heard someone saying: "But how is he on holiday? How am I going to solve this problem?". His having worked for many years first in Casa da Juventude and then in Balcão has allowed him to cultivate a relationship, confidence, and consequent deep trust with local people. After reading the questions, Vasco spontaneously decided to tell me his story with the neighborhood, which began in 2006 with Casa da Juventude and has continued for the past two years with Balcão. He began:

[...] Casa da Juventude and Balcão are structures that serve to plug the holes that the system has which are huge and immense. In fact, the aim would be that these do not exist. That people could solve their own problems on their own, that children could develop their own... that they could find their own space in the community, that they wouldn't need outsiders but instead the people from the inside, from the neighborhood themselves would find a way to solve their needs [...]. What we do is plug some holes in the system that isolates people, and it doesn't correspond to people's needs. [...] Although we have people from the community, the truth is that these are external elements that have objectives that are not the objectives of the neighborhood [...].

He then goes on reporting an example of a problem often cited in the formal problems description of the area: that of school absenteeism, a problem which in Vasco's opinion is caused by failings intrinsic to the school system, and which the latter should take responsibility for. In front of these shortcomings, external projects intervene attempting to plug institutional holes.

[...] In other words, the school should respond to the needs of the people and since it doesn't, we are here trying to get them to participate as much as possible in a school that doesn't really correspond to their needs. [...].

Vasco emphasizes the area of the social as problematic itself because:

[...] The objectives for the future would be that the people of the community organize themselves: to go on walks, to give support to children, to give support to those who need support. But it is a community, like any other, which is complex and has many difficulties, not only financial, but also, they don't know how to read and write. [...]. As normally you would have a family in which the parents, who know how to read and write, support the children in learning to read and write as a normal thing. Not a social technician that comes to help the little children to read and write because the parents don't do it...it's not part of it, people help each other...and these institutions are plugging holes in a social situation that doesn't work [...]

Since Casa da Juventude began in 2001 with the Program ESCHOLAS an attempt has been made to intervene in serious socio-educational deficiencies. Fundamental, says Vasco, has been the participation of the neighborhood inhabitants and the collaboration with them, which over the years has cemented into a relationship of trust and proximity. All the dynamism and associationism that then emerged in the following years was always based on the same relationality and reciprocity.

[...] It's not just about coming here, putting a pole here and things happen because of that, not really. They only happen because there is a relationship, because there is a close relationship where it is possible, where people feel supported to do things [...]

Vasco's work in Balcão is also based on this confidence:

[...] I've been here for many years and the relationship that I have here facilitates things that maybe wouldn't be possible otherwise [...] What we do at Balcão is: the person wants to do something and we help them to do it, but they are doing it, we are not doing it for them... we would love to have a more direct contact with certain services to be able to speed things up but it doesn't exist. What does exist is what anyone can do in their own name, and we do it together: to call, send an e-mail. Because they can't write, they can't read, they can't understand what is being said and so we just facilitate this [...]

Vasco then told me how as a technician he 'allows' himself to give indications but only on the strength and based on a confidence cultivated over the years. He explains to me that the service Balcão offers is evaluated and is dependent on the user's evaluation.

[...] Because here we are always saying people what they should or should not do, but there is this relationship. We are evaluated by the people who are here, it's not my superior who tells me how I must behave or not behave. I am dependent on the assessment of the people with whom we are here [...]: That's important that it be like that [...]

[...] Now I have a guy who has been trying for a year to resolve a question of his driving license, he goes to the places and they only tell him: "now you go there and they don't say anything else, he doesn't know what he has to do, that is, there is no... and but he also can't go there and tell them that: "you can't do this, you have to help me", there is no relationship, there is nothing ... [...]

What distinguishes Balcão's work is precisely the proximity and continuity of a support that inevitably implies a relationship, a bond that implies a sense of mutual responsibility.

[...] I have a responsibility towards them, and they also have a responsibility towards me because I can't say: "I can't help you". There is a certain relationship that is... these things get lost when you get to a place and the person in front of you owes you nothing. That person who doesn't owe you anything can send you away and he/she won't have any problem with that, as long as the person is not directly related [...]. That question is always... democracy has made it possible for people to vote to say what they want, what they don't want, it's annoying that afterwards they can't ask for satisfaction about what you told them [...] If this was not possible, Balcão is just like everything else and serves no purpose, it is nothing more than a thing to say that we have something to help people [...].

I argue that the value of Balcão lies in the close and reciprocal accompaniment of the difficulties emerging from the population. This accompaniment brings with it two potential types of impact, which I will only confirm at the end of this section. The first could be an increase in the knowledge and skills necessary to manage 'personal bureaucracies', which in the long run translates into an increased autonomy and consequent sustainability of the community. The second strictly concerns the proximity that characterizes service, which is reflected in an increase in two relationalities, two senses of belonging: to the State and to the Community. To the state because the perceived de-bureaucratization and consequent facilitation of accessibility, permitted by the desk, could lead to a renewed sense of capacity and citizenship within the target population. To the community because having a common reference point to turn to, in which to meet and recognize oneself as a member of the same community, whether of the neighborhood or the bearer of more or less the same difficulties, nourishes a sense of belonging that in the long term can translate into increased community sense of belonging and resilience.

It is now the turn of Genoveva. She has lived in the neighborhood for two years, since her emigration from Cabo Verde. She has two children whom she takes care of by herself. The following narrative somewhat summarizes Genoveva's experience of both Balcão and Casa da Juventude.

"I have been living here for two years. Now I don't work and that's why I'm meeting with Patricia but I hope to have started next week. I'm waiting for an answer, I've already had an interview and we'll see what happens [...]. I've been going to Balcão for a while and there was a time during Covid when they contacted me, which was the first contact... they contacted me to ask if children who were at home needed something for school [...]

She tells me that from that first contact, frequent interaction ensued. From the first dialogues, it emerged that she was a dance teacher of African dances and ballet, which led her to collaborate with both Casa da Juventude and Viver Melhor no Beato, where she started giving

dance classes. Parallel to this she was doing a training course as a receptionist, at the end of which she turned to Patricia to seek first an internship and then a job.

When I finished the formation, I needed to do an internship [...] Patrícia has many contacts, she said: "Look, let's try the hotels that we also use for some events" [...] I don't know what and she spoke with the director and explained my need [...] It was an hotel near here because I needed to facilitate with the children [...] Then I was an intern, they liked it and I ended up staying to work[...].

Genevova goes on to telling me that in addition to this support in finding work, she turned to Balcão to renew her documents and to obtain school passes for her children, but what often happens is that in trying to deal with and solve one problem, solutions or opportunities emerge that relate to other problems.

[...] Sometimes I go there to deal with something, and a solution comes out about other things that have nothing to do with what I went there to deal with. [...] We often think that there are things for which we are not competent to do, or that they cannot help and sometimes they can. It's not that we don't know, it's that we don't inform ourselves. I think that there are a lot of people who sometimes don't take advantage of what the associations have to offer, because they don't try to know, they always try to solve things on their own, I also have this defect, but sometimes in the middle of the conversation something always comes out and sometimes there's a solution [...]

It is interesting how in telling me about her perception and vision of Balcão, a desire for more animated and frequent community participation emerges. It is curious because unlike the previous data collected in the short interviews and with Simple Ranking Genevova speaks of an advantage that goes beyond the 'utilitarian' one of resolving bureaucracies and that lies in 'taking advantage' of the network of associations that inhabit the area by participating in events and activities.

[...] I think it's a very good base reference. It's a support, its many things, it's what I said before. People in the neighborhood don't take advantage of it, it's like this: if they were more interested, if they got more involved it would be much better, but people only come to Balcão just when they want something. But they don't know about the activities [...] When an event happens, the same people I meet at the desk asking to be helped with paperwork are never there. When there is a bazaar or an exhibition of whatever, I never find the people that are queuing in Balcão [...]

She then goes on to tell me how her criticism of the low participation of the population stems from her experience with the mothers' group in which the mothers living in the street of the associations sporadically participated.

[...] I notice this because I have been part of the mothers' group for a long time. In the mothers' group we had very few, practically no one from the street. I'm not talking about the neighborhood in general, just from here on the street we didn't have many mothers [...].

The purpose of the mothers' group is to bring together local mothers to create opportunities for interaction, dialogue, and growth. For a year, Genevova participated in these meetings, which took place weekly at Casa da Juventude. These meetings, especially for a mother who had just

migrated to the country, alone with her children, proved to be an important means of integration and interaction. Meetings that represented the beginning of a social life in the country for Genoveva.

[...] The mothers' group is very good. We used to talk about everything. Sometimes we had a debate about how we deal with the children at home or how do we deal with the lack of money for our things at home, for our children. [...] Since I arrived in Portugal, I had never celebrated my birthday like I did last year here in the group [...] Everyone spoke, everyone gave us their point of view. Sometimes we were six, sometimes five, but very few. What emerged were things like: hearth to hearth, being a mother, having children, things that sometimes you have difficulties to deal with [...] With this group I started to have a social life, to make friends, we always have things to talk about.

From Genoveva's words Balcão once again emerges as a place of encounter, this time of skills, in this case dance, which from personal become a resource for the community as much as for the associations in the area. Such micro-valorization of the social capital present in the territory if applied on a large scale over the long term can promote empowerment and reinforce that autonomy and sustainability mentioned above. In addition, the orientation provided by the desk to opportunities such as the mothers' group encourages encounters, which in this case is not related to the specific territory analyzed here, but it is reflected in opportunities of integration and of initiation of a social life that may result in the long run as an increased sense of trust and citizenship. To conclude the interview, I asked her what the impact that Balcão and Casa da Juventude had on the territory. From her words emerges that, even though she has not lived in the neighborhood for a long time, these projects have been a symbol of re-signification and emancipation of the territory.

[..] I think that these are projects that have changed some things, because from what I know from listening to people who have lived here for a long time, this used to be a very feared neighborhood, with drug trafficking [...] but it changed a lot because these institutions of relevance are being implemented here. It's a reference, this part of helping with documents, dealing with something, maybe it has a differential social impact in relation to other neighborhoods that don't have anything [...]

Patricia, a local development technician in the employment area, has been working in the territory for about five years. Her work is part of that of REDE EFE which claims to intervene in four Lisbon neighborhoods: Beato, Penha da França, Areeiro and Arroios. There are three main actions carried out by REDE EFE: training centres, front offices, and “welcoming institutions”. The network's main role is to support the individual in the process of first assessing and identifying his or her skills, then in training and finding a job, and finally to accompany him or her during the process of integration into the world of work, which is one of the most difficult phases. The aim, however, is to provide people with the knowledge on which they can

then base autonomous research of job. The mediation carried out by the network is fundamental in this process:

[...] We are the mediators between the company and the person [...] We do post-placement follow-up, we often talk to the companies [...] integrate the candidates and then we keep in touch with the companies to see if there is any problem. I'll tell you a case that makes sense [...] Which is: we integrated a lady in a supermarket and the lady said "yes it's all right", she worked the first day and as there were no buses or subways that arrived on time, because she had to start to work at 6am, she quit the job without talking to anyone. This is one of our roles: to talk to the company if the person does not have the courage to talk to the employer [...]

This episode above reported, and others that emerged during the interview, are emblematic of the lack of “job culture” that often is expressed in a difficulty to manage the communication of their needs and difficulties. Prior to Balcão's arrival, employment support appointments took place in a dislocated manner in the various locations of entities such as Casa da Juventude, or the Clube Intercultural Europeu or the C3. With the arrival of the pandemic and the consequent increase of support requests from the population, emerged the urgency to concretize an idea that was already in the pipeline.

[...] When the time of the pandemic came, we realized that people needed help more and more, because the services had closed down and we had no way of helping because we were all teleworking. Then we realized that maybe it was time for an idea that was completely in a drawer to come out and so we created a space to attend to the population in which all the services that we offered in the neighborhood could be found in a single space. [...]

Whereas before Balcão the different technicians were dislocated and made appointments in different places, since the desk exists all support is concentrated in one place to which the person can turn for the management of various needs. One of the greatest surpluses of having such a concentration of different types of “answers” lies in the fact that the people who turn to Balcão manifest complex and multidimensional problems of which they themselves are often unaware, and above all, they are unaware that a support service may exist to resolve or respond to a given need.

[...] Why is it so important to have employment support inside Balcão? Because people go there, I usually say this jokingly, but it is true that people are “like onions”: because you start peeling them and in the end the problem is much deeper... they go there to solve a social security problem but then you realize that they have to solve a tax problem and to solve this problem people actually need a job. And so, we are all there in the same space and it is much easier to direct people. For me it is much better to have a Balcão [...] Because I get to know that persons who until now has never needed a job, but the person already knows me from being there and in the end now that they need a job support they send me a message or just they go to the desk and say they want to see me... and I think it is a much more communitarian thing and I end up knowing many more people and many more solutions than if I had to do it alone in a dislocate space[...].

Balcão, she continues, is also important as a physical place to have a bulletin board where all local activities and offers for both training and work can be displayed. It should be emphasized the often-found laziness or passivity that characterize the unemployed population due to the sad objective fact that sometimes wages are so low in Portugal, especially for certain jobs, that it is almost not 'worth' working and instead it is 'worth' living on social benefits. Once again there emerges that lack of culture and vision of job as a social lift already mentioned in the characterization of problems in the first paragraphs of this chapter (Problems Three). Moreover, a major problem that characterizes being unemployed, especially in the long term, is that people tend to be or perceive themselves to be socially excluded, a dynamic that often fuels self-isolation. In this vicious circle of self-isolation, having access to a reality as close and familiar as Balcão's favors greater freedom and greater ease in asking for help.

[...] So, I think that the objectives of Balcão in terms of employment are: to try to combine the communitarian work part, the street work part. Of me standing in the street drinking my coffee and smoking my cigarette and hearing: "Look this girl (that's me) is helping me to look for a job" to a person who doesn't know me. I think it's worth it. Balcão is in a central place in the neighborhood, where a lot of people pass by and I think it has a super mobilizing role [...]

Talking strictly about the impact:

[...] I think that the desk had a brutal impact on the lives of residents because they have a service where they can turn to every time they have some difficulty... and I'm talking about public services because then we were also for a long time the institution that supported them with food distribution [...]. And then I think that we are seen as people more than what we do, people pass by on the street and come to say "Hello". I think this already means a lot for the community development that we do here in the neighborhood. We are not just the technicians who are in there, we are already the people who are part of the neighborhood in some way because we also help people. [...] Now they know that they can count on an entity that is there for them, for anything they have. Even if we don't know how to solve it, we try to find ways of knowing how we can solve it, or how the person can solve it [...]"

“People are like onions” is a metaphor, in my opinion, that is very representative of Balcão's target population. Often, in fact, those difficulties that prevent the exit from conditions of serious socio-economic deficiency are not identified and recognized as such by the very people who experience them. The support of the counter carries with it the potential to stimulate an awareness that could be followed by the request and practice of citizenship. Finally, and again, Balcão emerges as a place that produces a sense of belonging to the community.

Summing up the impact of Balcão

To conclude, I summarize in bullets points in the following table the main potential collected impacts (right column) emerged through the analysis. Results that compared the initial expected

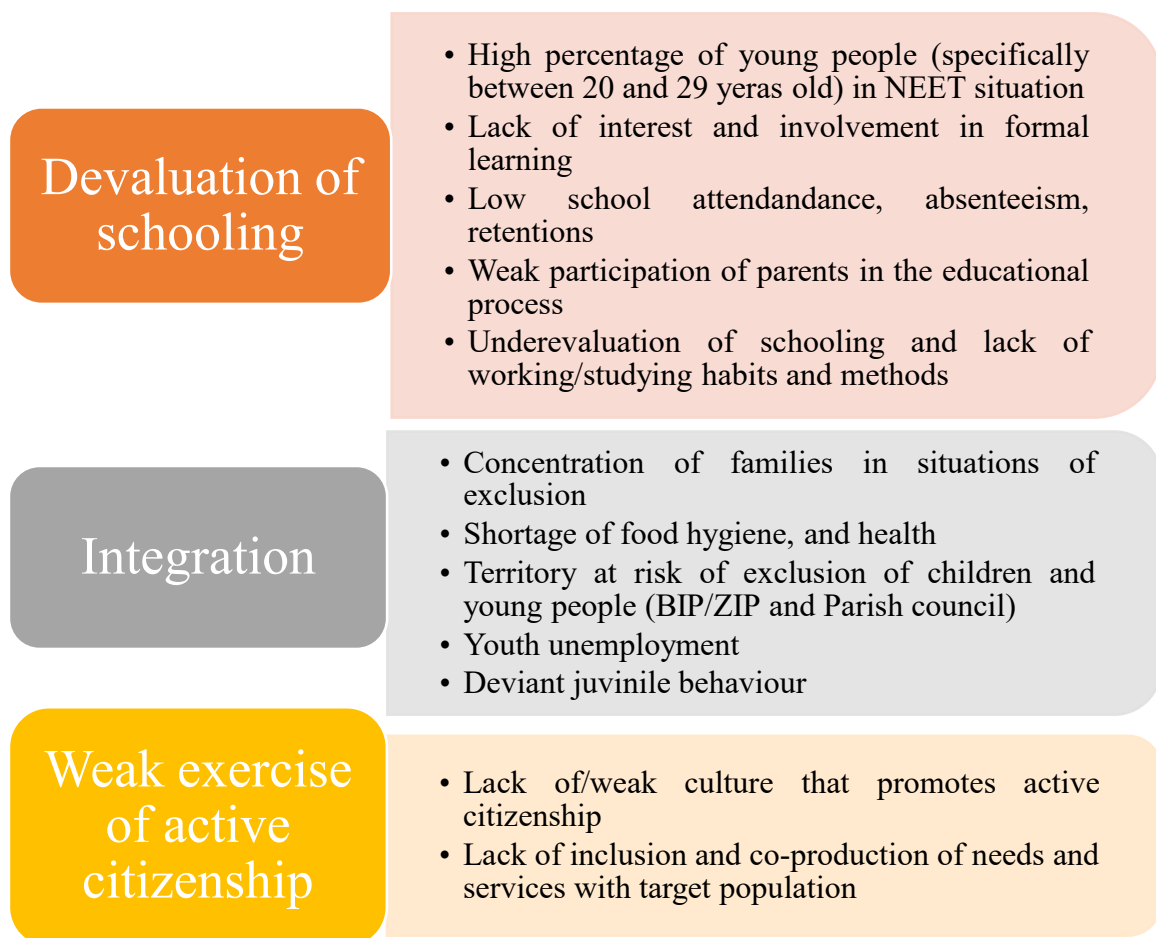
impact identified in the Result Chain (left column) confirm more or less the prevision with the need, however, to make a few clarifications. The increase in employment is visible strictly in terms of quantitative data whose measurement needs a constant monitoring system over the years, which is still lacking in this project. Given these assumptions and given the support provided and some informal quantitative data such as that which emerged during the interview with Patricia (220 people have been received, 61 got an employment), it can be stated that Balcão contributes to the increase of employment and the employability of the population in the neighborhood. Furthermore, it is possible to assert a positive impact on empowerment, exercise of citizenship and an increased sense of belonging to the community. Concerning the holistic impact relating the promotion of a resilient and autonomous community in building its empowerment specifically regarding socio-professional integration and the capacity to respond to present and future crises, I would argue that even in this case is difficult to monitor an increased professional autonomy and the data that have been collected confirm that there is still a lot to do in order to reach this type of impact. So it is possible to talk a about a more resilient and autonomous community in building its empowerment regarding just the social integration.

Expected Impact	Collected Impact
<ul style="list-style-type: none"> • Increase in employability and employment of the neighborhood's residents • Positive revaluation/ Emancipation of the territory • Increase in the level of active citizenship of the territory population 	<ul style="list-style-type: none"> • Increase in employability and employment of the neighborhood's residents • Positive revaluation/ Emancipation of the territory • Enhancement of social capital • Increased autonomy and sustainability of the community/ empowerment • Increased access to and acts of citizenship • Increased sense of belonging to the community
<ul style="list-style-type: none"> • Resilient and autonomous community in building its empowerment regarding socio-professional integration and the 	<ul style="list-style-type: none"> • Resilient and autonomous community in building its empowerment regarding social

capacity to respond to present and future crises	integration and the capacity to respond to present and future crises
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3.4 Framing the project: Casa da Juventude

3.4.1 The Problems Tree – Casa da Juventude



The Problem Tree above summarizes the main critical issues present in the youth population of Picheleira. Problems that relate the time in which the project started, in 2001, but whose legacy is still being felt today. I identified three macro-categories of problems: the devaluation of schooling (absenteeism/low level of schooling); integration challenges (neighborhood segregation and ethnic discrimination); and a weak exercise of active citizenship (low participation in taking care of the commons). It is recurrent in the area, as we could see in the previous diagnostic, that there is still a high percentage of young people in a NEET (Not in

Education, Employment or Training) situation, specifically the 20-29 age group. This is due to several reasons among which: the absence or the low local of a culture that values both the education and the job, this in turn is produced by the low parental participation of in the educational process (lack of working and studying habits emerges) and which in turn is reflected in still an high school absenteeism.

Concerning the integration issues. Still exists a high concentration of families in situations of exclusion and this is due to: low level of income, unemployment, informal or illegal work that in turn produce a shortage in the access of food and health. This exclusion is also produced by the still present, albeit in a lower percentage compared with the past, stigmatization of the social housing neighborhood population, to which is added the ethnic discrimination of the gypsy community, as a great percentage of Picheleira's inhabitants are of gypsy origin. It is worth underlining that during the field work, several times in informal conversations, it emerged that the spatial segregation is self-powered by the locals in two ways. The first: spatial segregation is often fuelled by the self-perception of having everything there, of not needing anything more than what is already present in the neighborhood. Secondly, it is caused by the dynamics of defining territorial social and family affiliations that characterize the gypsy community and which often lead to conflicts and the prohibition of access to a particular neighborhood. In third came to light a low exercise of active citizenship due, on the one hand, to a lack of awareness and a culture, both local and institutional (e.g. the school) that values the right to citizenship, and especially active citizenship. On the other, this is compounded by a lack of opportunities to practice citizenship. Casa da Juventude has been trying to respond to these problems for the past twenty years by promoting the objectives presented in the next section.

3.4.2 The Objectives Tree - Casa da Juventude



Since its inception in the early 2000s, Casa da Juventude has promoted an informal, convivial, and always participatory community-based intervention. As we will see in detail from the community narratives collected and presented in this document, from the very beginning the project was co-constructed and co-thought with the neighborhood population and at times self-managed by the same. Given the complexity and multidimensionality present in the area, Casa da Juventude has always proposed itself as a space for both accompaniment and transversal and plural social intervention, in terms of actions and in terms of target populations. It is important to emphasize that, especially until Balcão's arrival, CJ has been a reference point for the entire community and the various ethnic groups that make up it. Let us now elaborate on the objectives pursued in relation to the three problem areas identified above. As far as interventions against the devaluation of education are concerned, the objectives pursued are: in the long term, an overall increase in the number of completed degrees and young people in work; an increase in the valorization of both the education system and work. In the short and medium term, on the

other hand: the close and constant intervention on children's learning difficulties through the use of non-formal pedagogical methodologies and in articulation with the school; promoting collaboration with associations in the area in order to pursue a coherent action; and finally mediating both family-school and parent-child relations. On the other hand, with regard to the interventions related to fostering an increase in the level of integration: strengthening the territorial network of associations and the consequent collaboration that silently seeks to intervene on the territorial fractures created by the various local populations; promoting food access through the articulation of a food distribution; maintaining and dynamizing a space of comfort and expression in which to promote inter- and intra-generational encounters and cement a sense of community. Thirdly, in the face of a low exercise of active citizenship Casa da Juventude proposes the creation of concrete opportunities for involvement, the development of personal and social skills that contribute to the empowerment and capacity building of young people firstly as citizens but also, a small, part as project staff or community facilitator. Resources that in the long term lead to co-construction and implementation of a collaborative governance model of the project, between: civil society, residents, municipal institutions and other relevant entities.

3.4.3 The result chain: Casa da Juventude

<p>INPUTS</p>	<ul style="list-style-type: none"> • Blended funds • Community development professionals/technicians • Local Monitors/ Facilitators • Local Associations • Local population
<p>ACTIVITIES</p>	<ul style="list-style-type: none"> • Organize a space of encounter for leisure activities (cooking, playing games, watching a film etc...) both for children and young people • Conceptualize and organize a space of encounter to stimulate critical thinking of young people of the district (e.g <i>Jantares temáticos</i>) • Support and stimulate the development of Life Projects both of children and young people • Organization of Youth and children exchange • Training and capacity buildings of technicians

	<ul style="list-style-type: none"> • Provide and promote a pedagogical and educational space (Study support, Artistic Activities) • Participate and contribute to organize weekly meetings with the others local associations working in the territory (<i>Espaço de sucesso</i>) • Implementation of Associative Support Area • Organization of events open to community
OUTPUTS	<ul style="list-style-type: none"> • Space of encounter open every day from 3pm to 6pm (summertime: 2pm-7pm) • A summer camp per year for all children of the local associations part of the <i>Espaço de Sucesso</i> is co-provided • Summer activities on a three-weekly basis with the territorial partners are co-organized and provided during the three summer months • A thematic dinner per month targeting the youth population is organized • Participation to Youth Exchange for young people aged in Spain Bilbao • Daily study support is provided every day • Participation of a Youth Exchange for young girls aged 12-14 in Paris • An event/activity open to the community at least once or every two months is realized
OUTCOMES	<ul style="list-style-type: none"> • Valuing young people's individual knowledge/skills • Increase of young people's competences • Development of a sense of community and sharing between children/young people/families • Increase awareness and monitoring of school status • Lower school absenteeism rate • Increase in employability of young people/ definition of life projects • Mediation between services and families

	<ul style="list-style-type: none"> • Greater participation of young people in defining and addressing the problems of the territory • Increase and reinforcement of the skills of young people/children
IMPACT	<ul style="list-style-type: none"> • Increase of community participation in the commons • Concrete impact of the life projects of young people/children presents in the territory • Increase of academic success • Increase of youth employment • Decrease of deviant behavior among young people/Increase in appropriate behavior • Resilient and autonomous community in building their socio-professional integration and ability to respond to present and future crises

An introduction to the theoretical framing of the logic underlying a Results Chain has already been made in the previous section on Balcão. Let us therefore proceed here directly to the narration of what was the process that led to the conception of the Casa da Juventude social project. It is important to emphasize here, that as the project is twenty years old, there are, in my opinion, various Results Chains that have alternated over time, with, however, a consistent and constant thread that I have tried to represent as much as possible in this outline. Interestingly, the concept of Casa da Juventude was born before the preparation of its space; in fact, the project began with young people on the street. In the late 1990s, the problem of drug addiction was of great urgency in the neighborhood. Once the ESCHOLAS program was created and obtained both funding and a space, what was already a group and a more or less consolidated dynamic moved from being outside to being inside a place. From the very first decisions, both structural and in terms of content, young people were the protagonist-actors of this project. Then the Programa ESCHOLAS been several coordinating bodies (first Medicos do Mundo, and then Clube Intercultural Europeu). To summarize the inputs: blended funds, community development technicians, local population and territorial associations (this last input has emerged over the years and thanks to the impetus provided by Casa da Juventude that we will deepen later on).

We are turning now to the activities implemented by the project. The preparation of the space, the thinking and organization of daily activities in line with a non-formal learning approach.

The research and subsequent process of applying and organizing international youth exchange experiences. The organization of thematic dinners for young people to which a moderator is often invited. The organization of events open to the community, during my internship for example I had the opportunity to attend several such as: celebration of the twentieth anniversary of Casa da Juventude, *Bairros Abertos* event or *Magusto Comunitário* which I will elaborate on in the participant observation account. Finally, another group of activities to mention is that of reinforcing and utilizing the collaboration of the network of associations in the area.

Concerning the outputs. The activities implemented led to the creation of a space open daily from 3pm to 6pm. In which play and study support activities alternate every day. The space is configured as having open doors, willing to welcome ideas for activities and projects as well as people. Indeed, it often happens that Casa da Juventude is a host site for European volunteers carrying out both short and long projects. Complementing this hospitality is the search for outgoing youth exchange opportunities. Two exchanges took place this year: one in Bilbao for the youth group and one in Paris for the group of young girls³⁶. Furthermore, the space once a month is the venue for the thematic dinner organized by and for the youth group. In parallel, the cooperation with the neighborhood associations is nurtured and developed, which led to a summer camp in which one hundred children participated and which led to co-organization of summer activities on a three-weekly basis.

The use of these outputs is intended to stimulate outcomes such as: a renewed and stimulated sense of community not only related to the specific neighborhood but also to the broader territory, an enhanced awareness and monitoring of school status by the parents and a consequent decrease in school absenteeism, and finally a greater participation of youth and teenagers in defining and addressing the problems of the territory.

Finally, about the desired impact, the project aim is to produce: an improvement in educational success and youth employment-related indicators; a concrete impact on the histories and projects of life; an increase in participation on the community in caring of the common good (both material and social); a decrease of deviant behavior among young people. Impacts that contribute to the creation of a resilient and autonomous community in building their socio-professional integration and ability to respond to present and future crises.

³⁶ This youth exchange experience in France was designed exclusively for women to try to stimulate a representation and participation that for cultural reasons is still low and often hidden even among the youngest people.

3.5 The collected results

3.5.1 *Participant observation*

I entered Casa da Juventude for the first time in May 2022, the idea was to do two weeks of participant observation as a volunteer to begin to familiarize myself with the space, the dynamics, and people in it. Casa da Juventude has an entrance directly on the street and is a space that is divided into three places: a very large one equipped with a kitchen, board games, table football and table tennis, and two other smaller rooms, one used as a games room and the other as a reading room. From the very first day, children and young people of different ages alternated, with a predominance of boys aged between eleven and fourteen. Basically, there is a monthly and weekly planning of activities including: cooking, study support, specific workshops, hosting youth exchanges, reading club and others that emerge daily through dialogue with the children and teenagers. However, the door is always open to anyone; in fact, it often happens that someone from the youth group or some parent, or anyone from the community needs help with any kind of general or specific issue, whether simple or complex. To give a visual as well as a conceptual idea, below are some of the events and activities I witnessed that from my point of view can be useful for two purposes: give an idea of the local context and to frame the impact analysis. Before proceeding to this, however, it is important to specify that my presence in the project was more or less constant throughout the entire process of observation, planning, data collection and even interpretation. This is because I personally consider it fundamental to be in the community as much as possible both to understand the context and the culture that inhabits it and to obtain that familiarity and relation of trust that allows access to communication and the sharing of life stories.

Among the first community-oriented events I attended was the Community *Arraial*³⁷ to celebrate twenty years of Casa da Juventude. An event in which I met the community for the first time and all the associations in the area that participated that day, bringing with them the children/young people of the association. It was also an opportunity to meet again all the people who have worked in the project over the years. As a main attraction, the Casa da Juventude team prepared, on the wall just outside, a collage of photographs representing the twenty years

³⁷ The word “arraial” in the Portuguese culture define a popular open-air festival, traditionally of the occasion of the “Santos Populares”, event to celebrate holy Antonio patron of the city.

of the project: photos depicting children who are now parents of other children participating in the project, a display of the generations that have made up the Casa.



Figure 24. Arraial to celebrate the twenty years of Casa da Juventude.

Another activity, from my point of view, also worth mentioning here is the preparation and organisation of the camp for children and adolescents co-organized with local associations (VMB, AMPAC, Geraçao com Futuro and Horizonte). It was one of the moments when I saw the group most active in participating in activities as well as in simpler aspects such as what to eat and the division of rooms. Such occasions are those through which the project seeks to stimulate children's participation, teamwork and taking responsibility



Figure 25. Reunion with the teenagers to organize the summer camp, Casa da Juventude.

Also worth mentioning are the thematic youth dinners that take place monthly, on the first Monday of the month. The purpose of these dinners is to bring together the young people of the neighbourhood and in a convivial and informal manner address and discuss a topic of interest to them. These topics are usually picked up spontaneously by informal conversation by the youth leader, Xaxao, who from being a child user of the space has now become a young

community dynamo of the project with a specific role and responsibility linked to the youth group. The dinner is usually divided into two moments: the first one of conviviality and the second one of debate stimulated by an external interlocutor and expert on the subject, but always in an informal manner. The dinner I attended had as its theme racism, a topic which, the young people explained, is not only interesting and important for them to explore but also touches them personally as many of the group are of gipsy ethnicity which is often subject to strong discrimination. The desire was to address not only 'black' racism. There were two guests from the SOS RACISM³⁸ association. The conversation started with a general presentation of both the group and the association and then developed into a debate in search of a definition of racism and the difference between this concept and that of discrimination. The young people all took part, often sharing their own ideas and hypotheses as well as their own first-hand experiences.

The last two interesting activity to mention are: *Opina sobre o suo bairro* (Have your say on your neighborhood) and hospitality of a group of French children/youths belonging to and participating in the same type of project in the style of Casa da Juventude but in a French version. *Opina sobre o seu bairro* consisted of collecting the problems that the children/adolescents think characterize the neighborhood and the type of solution they propose or think might be viable. Four people took part: three teenagers and Xaxao as the youth representative. The problems and the solution identified by each participant are shown in the table below.

Problems	Answers
Poor housing conditions (Xaxao)	Meeting/reunion with housing authorities – Gebalis, Lisbon City Hall
Lack of opportunities of deepen learning/curiosities (Fabiana)	Find people from the community to teach it
There is not a football field (Nà)	Asking the Parish Council for money to build a field (Nà)
Poor cleaning of the neighbourhood (Betto)	Call for help the Beato's resident's

Although the opinions collected are numerically few, it is interesting to note that most of the perceived problems are at the structural-landscape level, only Fabiana instead speaks of a lack

³⁸ SOS RACISMO has existed since 1990 and is a non-profit association which aim is to “promote a more just, egalitarian and intercultural society where all, nationals, and foreigners of any skin tone, can enjoy the same citizenship rights” (RACISMO, s.d.).

of learning opportunities related to topics of interest. It is equally interesting to note that the solutions emerge in similar proportions in institutions as in the population. In my opinion, this very much denotes the peculiar tendency of this community to seek self-answers within itself.

Hosting the interchange group of French children was as much a reciprocal opportunity for exchange as it was for interaction. The afternoon activity consisted of a simple cooking competition. It was interesting to note that although there was no common language, as both groups of children, French and Portuguese, did not speak English, a convivial and interactive atmosphere was gradually created.

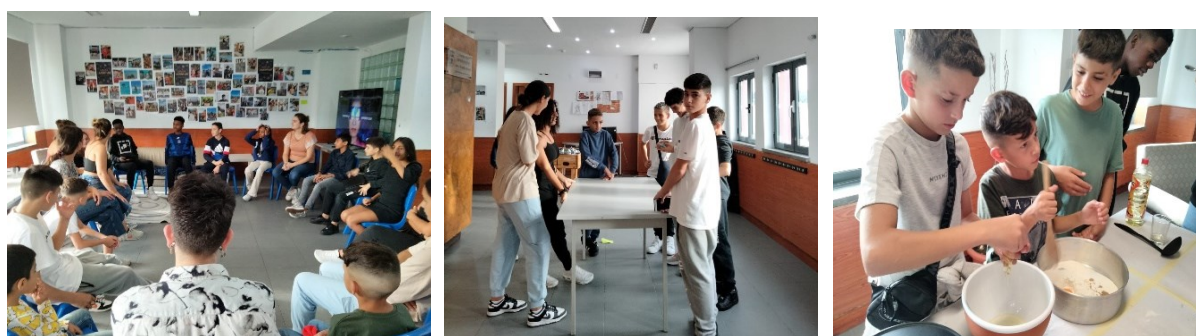


Figure 26. Youth exchange. An afternoon in Casa da Juventude with the French group.

3.5.2 Transect walk

Activity/Methodology:	Transect walk/ Participatory Mapping
Aim:	Investigate how the district is perceived and experienced by the children that live in it.
Target population:	Youth people living in the district of Picheleira or in the areas close to/around it
Participants	From 3 to 6 children
Duration:	2h

The idea of this activity arose from a collaboration with a photographer who was willing to help me to shoot both photos and the video-interviews. This activity was designed as a “warm-up” to a cycle of activities aimed at children and adolescents and which was to take place once a week, on Mondays, for two or three weeks. This first meeting was then followed by another one consisting of video interviews of the children, the purpose of which are to become, together with the interviews conducted with other local actors, a video-documentary. In these interviews, I asked both children and adults to tell and to explain me about the story of Casa da Juventude. This visual product was conceived by me with the aim of making the results of my fieldwork

as accessible as possible for the local population. Considering reasons such as: the high rate of illiteracy prevalent in the adult population, the general lack of interest in academic-formal methods and forms, and thirdly being a video one of the most direct way to report the voice and perspectives of the protagonists, I choose to try to realize a video-interviews documentary with the help of the photographer. This collaboration led to the production of essentially two products: a small photo book and an amateur short video-documentary whose objective is to summarize both the history and the impact of the two project here analyzed. The proposed “warm-up” activity consisted in asking the children present that afternoon in Casa da Juventude to go for a walk in the places they frequent most and take pictures of them. Three are the children that participated from the beginning to which three more were spontaneously added during the walk. Four are the main places that have been showed: the main street (Rua Almirante Sermento Rodrigues, Lisbon) in which there are both Balcão and Casa da Juventude, the park (Street workout & Calisthenics park), the so called “as vivendas” that is the area in which are present the *ETAR-Estação Tratamento Agua Residual* stations the water, and the park in front of the mural commemorating the fire happened among the shack in 1975. The map displayed here, and modified/drawn by me, shows the localization of the four main sites visited. A map that has two main objectives: the first is to show which are the places of reference for children in the neighborhood and secondly, as this map is the same as the one used in the participatory mapping activity with young people, it will also have the function of being a term of comparison regarding how different age groups experience the same area.



Figure 27. A walk through the children/teenager’s places of the district.

The map displayed here, and modified/drawn by me, shows the localization of the four main sites visited. A map that has two main objectives: the first is to show which are the places of reference for children in the neighborhood and secondly, as this map is the same as the one used in the participatory mapping activity with young people, it will also have the function of being a term of comparison regarding how different age groups experience the same area.



Figure 28. Some of photos taken from the children/teenagers during the walk.



Figure 29. The park - Street workout & Calisthenics Park



Figure 30. The playground in front of the commemorative mural



Figure 31. From the backstage.

3.5.3 (Participatory) Mapping

Activity/Methodology:	Participatory Mapping
Aim:	Investigate how the district is perceived and experienced by the young people that live in it.
Target population:	Youth people living in the district of Picheleira or in the areas close to/around it
Participants	14 young people (17-23 range age)
Duration:	1h of activity (2h with the dinner)



Figure 32. Some of the photos taken during the mapping activity.

This activity, like the one just mentioned, was designed as a warm-up in order to begin to get to know the group of young people and introduce them to both the topic and the objective of the impact analysis. In addition, this activity strategically also served to prepare and initiate the methodology that would take place the following week: the Photovoice.

Coming back to the activity realized, it is now useful to give just a brief definition of participatory mapping.

Participatory mapping is a map-making process that attempts to make visible the association between land and local communities by using the commonly understood and recognized language of cartography. As with any type of map, participatory maps present spatial informations at various scales (IFAD, 2009).

Applying the above definition, the aim of the activity was precisely to bring out the vision and perception of how the neighborhood is perceived and experienced by the young people who live there. To achieve this, I thought of printing out a simplified map of the district and asking those present to mark on the map: in red a place in the neighborhood that they like; in black a

place in the neighborhood that they don't like; and in blue a place in the neighborhood where they have noticed a change. Then I gave them few minutes to mark the maps.

Here are some of the maps (the rest of which can be consulted the database³⁹):

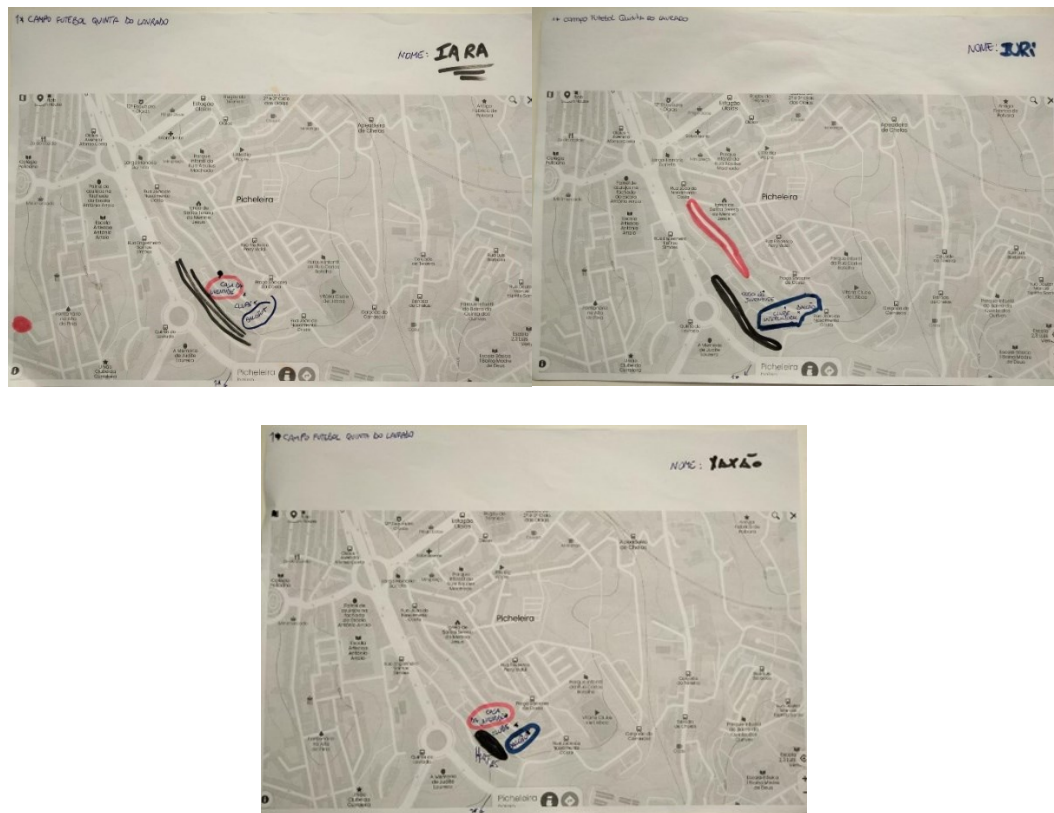
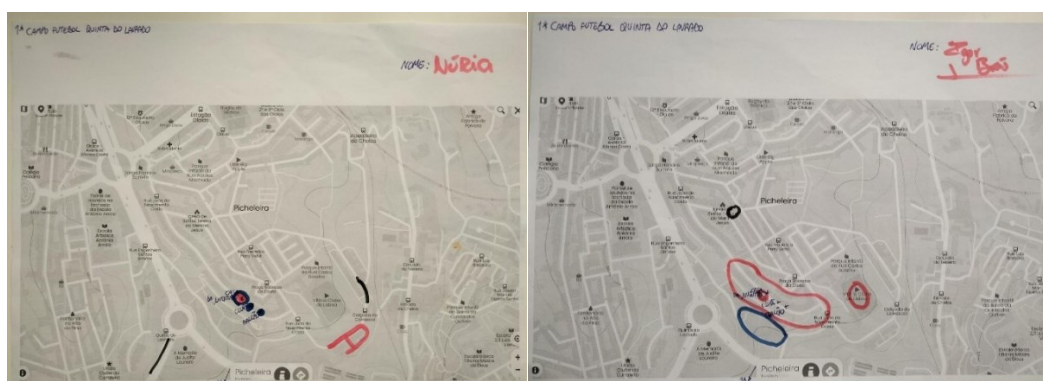


Figure 33. The maps realized by some of the participants to the youth group.

In general, a perceived centrality of the street emerged, with the two projects Casa da Juventude and Balcão do bairro frequently indicated, as can be seen in the maps above, the first as a place they like (in red) and the second as a place where they have noticed a change (in blue). Many, on the other hand, indicated in black what is now a community garden. During the discussion about this widespread choice of indicating the community garden as a place they do not like, after statements such as 'it is of no use, it does not work', the real reason then emerged, namely that they had been collecting signatures for some time to build a football pitch, a project which, however, did not lead to the desired result. Let us now take a closer look at some of the maps. Even with Nuria (map on the left) there is a common tendency to regard Casa da Juventude as a central point of reference and instead consider Balcão do bairro and Clube Intercultural Europeu as places where a change has been noticed. The following are indicated as negative

³⁹ The following link contains all the data collected during the field work. The consultation is accessible to everyone has the link:
<https://drive.google.com/drive/folders/1SSj5xcLHRDRarhgmjoc8vN34XeQVUtc9>.

places: the Quinta da Lavrado neighbourhood, which is still renowned as a drug hub in the capital; and part of the Carlos Botelho street, an isolated street with often a large presence of rubbish.



Igor (map on the right) also points to the whole street and specifically to Casa da Juventude and the football pitch as a place that enhances, the vegetable garden as a place where an unhoped-for change was noticed. From the maps collected and the discussion that took place afterwards, it emerged that Casa da Juventude is the main if not only reference point for them as a group of young people, a central presence in their experience of the neighbourhood.

3.5.4 Photovoice

Activity/Methodology:	Photovoice
Aim:	Facilitate conversation, storytelling, and reflection on pictures taken by participants, and then the attempts to codify the emergent themes that are generated by collective discussion.
Target population:	Youth people living in the district of Picheleira or in the areas close to/around it
Participants	14 young people (17-23 range age)
Duration:	1h of activity (2h with the dinner)

The second dinner with the group of young people took place two weeks after the first one. The task was to take two photographs concerning: what Casa da Juventude represents for me and what Casa da Juventude represents for the neighbourhood. Of their own free will, they decided

not to take new photos and instead used photos taken by them in the past. This time, unlike the previous activity, the group consisted almost entirely of boys.



Figure 34. Some of the photos taken during the Photovoice.

After collecting the photos in a folder, I used the computer to show each photo individually and ask the author the why and the history behind the chosen photos. During the various explanations and dialogues that emerged spontaneously, I tried to collect the keywords in order to then identify the categories into which to divide the various photos presented. The keywords that emerged are : opportunity, conviviality, continuity, family, place of encounter, long-lasting friendship, shared memory, intra-generational, redemption, employment and games. Among them, five were the most frequently repeated words, which form the categories within which we now analyze the photos.

Starting from opportunity. For many of the young people present, Casa da Juventude represented a springboard to gain experiences they would not otherwise have known how to access. Among the most frequently cited experiences were international youth exchanges, both incoming and outgoing. For Martim (left photo) and Balão (right photo) the Juventude gave them the possibility to participate to an exchange.



“It’s the only photo I had. For me, it represents a moment of conviviality, the exchange”
(Martim)

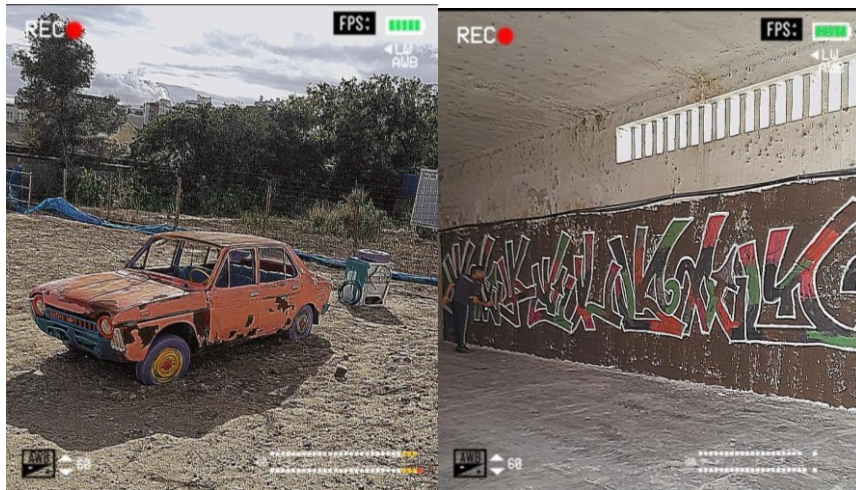
“I didn’t grow up here, but they did have always accompanied this project and that’s an experience I enjoyed” (Balão)

In defining what Casa da Juventude means to her, Nuria talks about her experience with the group of teenage girls in France. Nuria is an example of a young girl who went from being a teenager at Casa da Juventude to becoming a summer monitor and is already in her second year in this role.



“What Casa da Juventude represents for me is opportunities, and one of them was to go to Disneyland Paris. It was when I went there, that was one of my dreams since I was a little girl and it was one of the many opportunities that Casa da Juventude provided me. Not only me, but I also know many people who had the same opportunity” (Nuria)

Even for Rudi, who does not live in the neighborhood, Casa da Juventude represented opportunities, that of meeting new people and finding work experience which, although temporary, gave him the opportunity, in addition to earning a little, to get to know a well-known cultural event in Lisbon, the *Festival Iminente*, an urban art and music festival. As the curators of this event are local community development technicians, they thought they could rely on unemployed labor for jobs such as setting up and organizing the event space. To represent this opportunity, he chose two photos taken by him during the set-up of the festival.



“I never grew up here. This photo is linked to André⁴⁰, I met him here in Casa da Juventude. André is a good friend, one of the best I have. He helps me a lot. Through him today I had the opportunity to work, to collaborate in the organization of the Iminente Festival. These places of the festival that I like the most” (Rudi)

The second and most cited category is friendship. Casa da Juventude for all the young people the meeting place par excellence, the place where the socialization process took place. Many of them have known each other since they were children and the place where they met was in Casa da Juventude. Over the years, they tell me, this friendship that was born there has been cemented and established in the group that today constitutes the youth group, with which they have organized various experiences, including the summer camp.



“This is a photo that we took at the summer camp. It represents a friendship that I have had since childhood. It has to do with Casa da Juventude because the meeting that we have here has not happened for a while”. (Israel)

Igor currently works as a community facilitator at *Geração com Futuro* and for him, Casa da Juventude represents a place that has influenced his life, which led him to do the work he does today and which represents first and foremost a life of friendship.

⁴⁰ André is a technician of Aga Khan Foundation, one of the sponsors of the Juventude project and he is the responsible for the youth group.



“Since I attended Casa da Juventude, this changed my life. This photo represents for me the beginning of life of a friendship and with the Juventude” (Igor)

Also, Xaxao it’s an example of those group of young people who grew up in the Juventude and who over the time went from being children of the space to become communitarian development dynamizers, nowadays it’s almost one year that he is working in this role with the responsibility for taking care of the group of the young people. To represent what Casa da Juventude is for him and to the neighbourhood, he chose two photos, both representing stories of friendship.



“This photo (left one), for me, marked the beginning of my generation. It has many meanings because it is a friendship that I still have today and it is one of the best that I have. I met him here in Casa da Juventude. He represents a friend created here. [...] Everything I said in the other photo is the same. From a neighborhood perspective, because we were brought up in this neighborhood, without the Juventude this group of children would not exist. These children belong to different territories, different streets and it was here that the group has been created” (Xaxao)



“What does CJ represent for the neighbourhood? I can't explain, it represents everything. I have made many friendships with many people here, we have a lot of fun and we have had many activities here, jujitsu for example”. (Thomas)



Ricardo, like Rudi is not a inhabitant of the district, but being a friend of Xaxao he also started to frequent the space and the group.

“Here I had the opportunity to meet new people” (Ricardo)

A third category is representativity, concerning the symbols, the voice carriers of this project. When I show the photo of Israel chosen to show what casa da Juventude represents to the neighbourhood, the group bursts into roaring laughter. The photo shown below actually depicts Lara, a participant in the group photographed in a slide down a water fan. What appeared to be a playful choice was later revealed through Israel's words to have a very specific meaning.



“It has been a trip with Casa da Juventude. She is Lara and represents the neighborhood very much: because in every place she goes she always likes to explain the situation of the district, what projects we are doing, what is going on, what nots” (Israel)

It was already over when Igor decided to present and narrate this last photo, which represents exactly the street where the two projects are located and consequently the first community and territory of intervention.



“Despite the various things that this photo represents: my father smoking, sports. If the bairro is the way it is today, it is because of Casa da Juventude. It was my father who sent me here: " you stay at home to do what? Go downstairs!” (Igor)

The last category identified is that of continuity of generations, and more or less constant presence that have been constituted and continue to be from and in Casa da Juventude. A continuity that has created a familiarity among the people living within x



“If the first photo represents my beginning with Casa da Juventude, this one represents where we are now. Inside the photo there are several generations that participated in Casa da Juventude: Rita, Xaxao, Capela, and the rest, Antonio, are already the most recent. They haven't lived the Juventude since they were little, but it's as if they were from here” (Igor)



“This photo is what Casa da Juventude is for the neighbourhood. I think that in my opinion this photo represents my family from Juventude, who all come from the neighbourhood. Rita doesn't appear in this photo but she took it. But from Rita, Xaxao, all the kids are there. It represents all the family that's in CJ. I think it's a family not only for me but for everyone who passes by. (Nuria)

To conclude and to sum up the main results obtained from the realization of this photovoice we can say that the main impacts that Casa da Juventude has produced on the life of the group of young people are mainly two. The first: it gave and created the opportunity for young people to break out of their habit and have experiences they would otherwise not have had access to. We cannot just talk about experiences, we must also talk about people, the flow of both European volunteers and local workers from outside the neighborhood has led to a mutual and dynamic exchange that has affected the perspectives of young people. This consequently produces a stimulation that leads them to seeing the various possibilities and opportunities of life that sometimes the context just around them does not allow and instead obstructs. The second impact is relational. Casa da Juventude was first and foremost a meeting space whose main palpable product for young people is precisely the friendships created there.

3.5.5 Community narratives

Activity/Methodology:	Community Narratives
Aim:	The aim is to bring out the stakeholders rich, holistic, and ecological understanding in order to produce a picture of a community context or initiative
Target population:	People who as inhabitants, as technicians or as both roles are witnesses and narrators of a piece or the whole story of Balcão
Participants:	5
Duration:	From 40 minutes to 1h and half

The following analysis of the life stories that took place around and inside Casa da Juventude aims to present that narrative from within, of those who live there. A method that carries with it the privilege of accessing the project's most intimate and real stories. It seems important to me here to take a small parenthesis on what it means to measure an impact through life stories. I did not deepen this for Balcão because I think that given its “youth” (two years), it is still difficult to perceive its impact on a life story. Instead, the impact is measurable when we talk about Casa da Juventude, which is a project that has been going on for twenty years. What does it mean to measure impact through listening to life stories? It means grasping the meanings and meaning attributed by the people who personally, in their own skin, with their own eyes and with their own values and culture have experienced an and in the project. To this end, five narratives were collected, each representing a piece of Casa da Juventude's past and present history. In chronological order, the story told by Antonio Guterres, Casa da Juventude's first coordinator and who then continued to work in the area but for another organization, made it possible to unearth the details of the project's beginning: how and when it was born, who started it and inhabited it, and how it developed over the years. The interview with Vasco, a technician who still works in close daily contact with the same community and already mentioned talking about Balcão, similarly to Antonio's, also tells of the beginnings, the changes, the goals achieved and those still to be worked on. The story of Carla Alves, first young resident of the neighbourhood and frequenter of Casa da Juventude and now president of the inhabitants' association "*Geração com Futuro*" located in the close Lavrado neighborhood tells of the inspiration drawn from Juventude and translated into the need to reproduce this mother project so that other communities in the area could benefit of a proximity service and support. Then

Rita Moura, a historical inhabitant of the neighbourhood, a young frequenter of the space and current co-coordinator of the project together with Diogo Moura, who has never lived in the neighborhood, they both represents Casa da Juventude today.

Antonio's history with Curraleira began in the 1990s, well before his work with Casa da Juventude. His being close to a loved person subject to drug addiction led him to get to know the area when the social housing buildings of today did not yet exist, when the neighborhood was characterized by high levels of corruption and social degradation. Years pass and Antonio devotes himself to travelling and cultivating international activism. In the meantime, he is a student at the Faculty of Social Work but attending very little. One day, some of his course colleagues told him about the internship they were doing at the old Curraleira neighborhood in Casa da Juventude and express the need for the presence of a man to coordinate the space.

[...] Apparently there was a difficult gender issue which was: most of the users of Casa da Juventude were men, young men, and they supposedly did not respect women for cultural and historical reasons, so they were looking for a man to work there [...] (Antonio)

This is how his journey began at Casa da Juventude in 2003.

[...] The fact that I already knew the territory and of being used to this type of urban landscape and life, also allowed me to enter in force. What happened was, I think, that the supposed brutal difference that existed between me and the people here was always used as a working tool, a tool for exchange, for swapping, for openness, for knowing how to listen, for learning from each other, and I think that this possibility had allowed me to look at this relationship between them with added value [...] (Antonio)

The early 2000s were also the years of the destruction of the shacks and the consequent process of rehousing people, which caused a serious disruption in their lives. The shack dwellers were accustomed to a familiarity and ownership that characterized their community and their way of life.

[...] Between them, they self-organized their life in the territory and they felt themselves, despite the precarious conditions, the owners of the territory. Because they built their staircases, they built their backyards, they built their rooms, they built the football fields and suddenly they were moved to a neighborhood, which is right next door, but they had to live vertically, they have no rights over their houses like they had before. The neighborhood had nothing, it didn't have a football pitch, it didn't have a playground, nothing, and they couldn't build it [...]. From a more commercial and economic point of view, only cafés were rehoused, so all the workshops, the most local economy was just eradicated... and there was also a time of great drug consumption and trafficking, and the rehousing part enabled the police to arrest several people [...]. (Antonio)

Arrests that aggravated parental neglect and led many young people to find themselves 'orphans' and lost in the absence of any kind of institutional reference (school, work, government). This is how the action of Casa da Juventude began, on the street with young people between twelve and fifteen of gipsy and non-gipsy origin.

[...] The work started in the street through the *Programa Escolhas*. There was no space then around 2002/3 we moved to the *Casa da Juventude*... In any case, it was important to work with them in the street because when the Town Council granted project space, the young people were in the street with us and they suddenly entered with us in it, and so they were part of the creation of the space: how it was organized, how it was managed, etc. Since the beginning... because this is the philosophy of the project: with people who were here, and the programming is all done with them [...]

From the very beginning the project was co-constructed with the young people: from the simplest choices regarding the space and its decoration to the planning of the activities. The aim was to stimulate a perspective of active citizenship that was not dictated or imposed but participated.

[...] The big function here at the time was to give them a perspective of active citizenship and that they could actually take care of things and be responsible, and also to move around and connect with the rest of the city. Basically, the various things that you can do in life. [...] There was, and I think there still isn't, no moralism attached to being here, there was nothing like: "you don't do this, you're a dropout, you live in a neighborhood, and I don't know what"... there was no moralism about it, there was only the chance that they could do things in order to have more options in life[...]. (Antonio)

Antonio, goes on telling me that the work was not easy. The participants were young people who often had no knowledge of life outside the neighborhood and who lacked points of reference and often showed a distrust for any kind of institution. He then emphasizes how fundamental it was that people from the territory worked on the project from the very beginning, and equally fundamental was the participation of the community, which was the bearer of a rich potential know-how.

[...] From the beginning people from the neighborhood have always worked in the Youth House, that is important. But we have also tried to incorporate, in the way we worked, the community spirit that had been inherited from the Curraleira neighborhood. There were a lot of people, especially older ones, that had a giant know-how of organizing things, so we also took this know-how and experience of collective organization and brought it into the work of the project and used it also as something for people to learn, also for servers to learn. I personally learned a lot from that, and so that's why naturally the Casa da Juventude, despite being funded by a youth and children program, became basically a community space because there was nothing else [...].(Antonio)

Emblematic of this co-management is the fact, that in those early years of the project the space opened in the afternoon until eight o'clock in the evening with the presence of the technicians as well, after that time however until around midnight it was instead managed by the young people and adults of the neighborhood, also because there was and is no bar or restaurant open in the evening.

[...] To create this nocturnal space of care, and to let them organize and have a small bar, everyone gathering money, to do their own things. Basically the whole spirit of the Casa da Juventude has always been that people gather around here and have dominion [...] (Antonio)

Before the arrival of Casa da Juventude, the neighborhood was completely devoid of institutions. The Programa Escolhas funding made it possible to obtain a concrete space that was and still is owned by the Parish Council of Beato. Funding, however, has not been constant over the years, so different coordinating bodies and different sources of funding have alternated. It was the year 2004 when the Escolhas program first experienced a crisis that threatened the continuation of the project, but what happened was that instead of ending it turned into a competition in which each entity had to present a project to obtain the finance resources. In order to participate in such a competition, however, it was indispensable to have a coordinating and representing body, a difficult quest in the face of the institutional vacuum characterizing the area.

[...] What was interesting at the time, basically I was out of a job, because the first phase of the program ended. And together with young people and families we did a project, but we needed an organization to apply and there was none. So, basically, I went from door to door selling the project and I convinced *Medicos Do Mundo* to be the promoter of the project.[...] Therefore, imagine when the *Programa Escolhas* ended here the first time, the way to get more funding was a group of technicians, at risk to lose their job, that together with the residents made an application and they were selling the project door to door. [...] The strength of Casa da Juventude, of its contents has always been the fact of being the neighborhood's main ambassador[...]. (Antonio)

The search of a representative led not only to find a sponsor organization but was the beginning of the process of attracting various organizations and initiatives to the neighborhood. When *Medicos do Mundo* ceased to be the project's representative, the meeting with *Clube Intercultural Europeu* led it to take the former's place and moved its headquarters not far from Casa da Juventude. As time went by, the development and continuity of Casa da Juventude stimulated in the participants themselves the desire to spread the style and the objective of the project. Indeed, it was from and in Casa da Juventude that ideas were born that later led to the creation of residents' associations such as: *Geraçao com Futuro* in the close neighborhood of Lavrado, *Viver Melhor no Beato*, *Horizonte* and *AMPAC*. Associations that now coexist in a network that provides a response that is as specific as it is extended to a wider territory.

[...] This network exists and helps a lot because it has brought new offers to the territory, new opportunities to do things, but it is also curious that it has always been Casa da Juventude that has played this role of attraction. [...] It's interesting because I worked here 20 years ago when there was nothing, no institution, and suddenly when you see 20 years later, you can imagine the whole territory has a lot of activities widespread in various associations, and a large part of the workers who are spread across this set of partnerships are people who have passed through the project, it's brutal. And always thinking that a great part of this strength was born in the Juventude, and its presence had an impact on people's lives. [...] (Antonio)

After these twenty years and trying to identify the impact of Casa da Juventude, it is necessary to distinguish two levels of the same: the first concerns the individual, the second the collective.

At the individual level it would be necessary to retrace the history of each young person, what can be said is an increase in the educational qualification obtained and the appreciation of the school. At the collective social level, on the other hand, it is important to mention that many of those young people who passed through Casa da Juventude are now community leaders whose inspiration came from Casa da Juventude.

[...] At that time, nobody had more than the fourth grade. There were those who had reached sixth grade, but very few. [...] And now we have several cases of them, from the second generation, going to university: Igor, who is Dália's son, Bruno who is a lawyer and is currently working in Malta. [...] From the first generation, the kids the first kids that were here and they only had the fourth grade, for instance, they now as parents, that in the past were always dropping out the school, nowadays they take care of their children and their education: going to pick them up from school for lunch or at the end of the day [...] (Antonio)

The story reported by Vasco has already been explored in the previous section on the impact of Balcão. However, since he is a historical educator of Casa da Juventude, it is useful here to report other fragments of his story that delve into the dynamics and activities of the project in the time window between the years 2006 and 2012. Years when, especially in the area, access to both a computer and the Internet was not yet so widespread.

[...] I've been working here since 2006, but I also left, for a year and a half I left and then I was here. But I came here as a computer monitor when there were no computers, no mobile phones, nothing, and I wanted to set up a computer center for young people and children. [...] At the time the community here didn't have Internet access at home, and also was not normal to have a phone. We provided people with a computer station in order to let them to use the mails, to learn how to write a Word document, or to do a research on the web for school. Basically, it was an introduction to computers for the community. [...] I came as a computer monitor but then I applied myself to other things: going out with them, going to the beach with them .. that was very much based on the group we had: we did whatever was necessary so that things could go well [...] (Vasco)

Among the first actions pursued by the project one was to provide tools and skills to digitally equip the community. This action was mainly aimed at older children aged from thirteen to fifteen. Over the years the space started to be a reference for younger children as well. He emphasizes several times that the activities were always designed and constructed in relation to the group present and always in a non-formal manner. Finally, Vasco in defining the impact of Casa da Juventude tells me of its potential to open “windows” outside the world of the neighborhood.

[...] I think it's being very good the fact of Casa da Juventude being able to take the kids to do things outside of what they are used to, to make them awake to other things that they are not... it's allowing the children not to be closed in their own world and to jump a bit outside and to interact with different people. [...] (Vasco)

The years Vasco talked about were those when Rita, the current co-coordinator of the space was a young frequenter of Casa da Juventude.

[...]I am already a resident of the neighborhood, I have lived here since I was four years old.[...] I always saw the Juventude as a base because when I was a teenager I started attending the Youth House at the age of thirteen, there was not the external world that we have today, children did not go alone to a shopping center, there were no mobile phones so easily, and there was no internet at home, and the Casa da Juventude had internet. At that time the people that worked here were people that we also saw as family, and I still relate with them, and it is very interesting this path because I went from participant to project worker.[...] (Rita)

She tells me how Casa da Juventude was a reference point that her parents trusted and where she could meet friends in a safe place. In adulthood Rita always worked in sales, but then the opportunity emerged to work first with Balcão and then with Casa da Juventude. For the past two years, in fact, together with Diogo she has been co-coordinator of the space, a role that allows her to have a dynamic perspective and responsibility over the community in which she has lived since childhood.

[...] Casa da Juventude responds to various needs; we cannot mention just one. [...] It is located in a strategic place where no other identity had a response in this parish. Regarding the needs of the children, many of them go on holiday through Casa da Juventude, many of them receive school support through the project, many of them are shown affection and even the unblocking of the problems is done through the Juventude. Everyone also knows that many people find it difficult to talk at home what they talk with friends, and above all those of us who work here are friends. This is the message that we also try to get across, that you can count on us for everything: whether it be formal or informal situations, so that we can also guide and give the proper support to the children [...]. (Rita)

Such informal support I think is one of the most important actions and meaning that the Casa da Juventude project brings. Support that is difficult to translate into impact. The domestic violence sometimes present in the neighbourhood community obliges Casa da Juventude to intervene even in the face of such dynamics.

[...] A child who misbehaved, had his reasons, his temperament, his upbringing. At the time the child's father was aggressive, he hit the child and when we are talking about hitting, I'm not talking about a slap, it was really aggression, and no one managed to react because we are in a community that has very specific laws or a very specific way of looking, in which it is natural for a father to hit his child, it is natural for there to be subjected to domestic violence.[...] At that moment it was aggressive, it was very bad and no one could calm the child down, and I grabbed the child and came inside the Juventude. I didn't know what I was doing, what I should do: if I should give my support, if I should encourage the child to complain, if I should call the father and make him see reason. What should I do in a moment like this? If, in the environment in which we live, what the father did was no big deal. I see that child so upset, so angry about so many things and you feel incapable, you feel: what is my role here? What is right? What is wrong? I think that was my great experience, I think it was one of the things that marked me most.[...] (Rita)

An episode that ended with a dialogue with the father and with the child being able to calm down, but which highlights another role that Casa da Juventude silently plays: that of being a safe place in which to find comfort and that of being a mediator of conflicts between families, both within and between them.

[...] I think that people can no longer associate the neighborhood without Casa da Juventude because we've been here for twenty years, twenty years is a long time, and the impact is exactly that. One day when everything ends, many things will end, and who will support these families? Who will have the answers? There will start to be other types of problems, I think the impact is enormous, not all neighborhoods are lucky enough to have a space like ours which covers all types of difficulties. It is a space that also gives access to new cultures and old cultures such as the gypsy culture that here is strong and very present and we just coexists [...] (Rita)

Diogo, the current co-coordinator, tells me how today the community is still characterised by complex dynamics of crime, poverty and discrimination also related to the fact that many members of the community belong to the Cigana culture. What has always characterised this community, however, has been the constant struggle to maintain this open space because from the beginning it has been a place that has always been wanted, almost as if it were 'a call for help from the population itself'.

[...] Casa da Juventude responds so much within failure at school and between the barriers that exist between this community and the outside world [...] Through the little things we manage to make them see that there are other paths, that in the future there may be more than one option and that they don't always have to follow the most difficult path, they don't always have to follow the path that they are supposed to follow. I think that the Juventude offers a freedom to these children, and to this community that because many times it is not obvious that many times it clearly does not happen but I think that the idea is that more and more this happens and that we can kind of intervene with the community in this sense of really offering different paths, options, support in whatever is necessary so that later on we do not need to be here.[...] (Diogo)

This simplicity and, I would say, authenticity are also reflected in the pedagogical approach, which cannot be chosen regardless or a priori of the target group, but on the contrary, it is precisely from the target group that the pedagogical approach arises, in relation to the specific skills, difficulties, ambitions and opportunities.

[...] It's not at all easy to have a pedagogical approach here but I think that being here you can learn to be pedagogical in a thousand different ways, with simple things. You can learn to transform something that is very simple, that at first glance you look at it and think: "I don't learn anything from that" but then in doing it you realize that it has really a lot of potential and content [...] (Diogo)

A pedagogical unpredictability whose potential for impact involves the need to listen actively, and to think and organize activities and objectives but this, especially in such a context, cannot be done independently of the wills and moods of those present that day. He tells me how often

the children arrive nervous, with no desire to do anything, and then they start to talk back or behave badly, and it is only through patient and gradual interaction that the difficulties experienced on that day by that individual child or young person emerge. Sometimes the reasons lie in family or neighbourhood dynamics. Unpredictability that entails a necessary flexibility in both positioning and expectations.

[...] I learned that I had to not assume that things were a certain way. I had to know the space, I had to know the people and I had to understand how that culture and that community works in order to have a more direct interaction with them. [...] It has a lot to do with it being unpredictable and being a place where we have to consciously adapt, where we can't just think: "today I'm going to do this activity" [...] It's a question of understanding the timing, what is happening on that day, on that hour, why is it happening [...] (Diogo)

Carla, the current president of *Geração com Futuro*, was also a young frequenter of Casa da Juventude, who then decided to recreate in the same style a place of reference for the neighbouring Lavrado district.

[...] "Casa da Juventude has been in the territory for twenty years, which is when we were rehoused. It was through o Programa Escolas and it came to do and does what the community needed, which was: to have a space that would respond to the leisure time of the children and young people who were in the neighborhood without doing anything or having any physical space to stay.[...] (Carla)

For Carla, the great insight of Casa da Juventude was to valorize local human resources by transforming and accompanying young people to be educators and community dynamizes themselves, thus ensuring continuity to the project. Accompaniment that has also had the result of diverting many young people from deviant paths.

[...] It is very good to see that young people who were children and young participants have been trained and now are able to work in local associations with what they have learnt. There is a product, they have worked for twenty years with a product. And if you win five out of ten children, you win so that they don't fall into ways that are easier but more dangerous, If you win five, you already won. Casa da Juventude was and still is today a balance sheet. [...] If it hadn't existed we would probably have had a gigantic loss in the territory because everything that involves the associations started from the Juventude[...] (Carla)

She then emphasises how all neighbourhoods around in the area need a space of proximity to access to a physical community support service both for children and adults. This need and concreteness of response was precisely stimulated by the example of Casa da Juventude, which over time has established itself as a mother project that has helped initiate and mediate similar realities in the area.

[...] The registration of Geração com Futuro has been done in Casa da Juventude. Other associations were created and today are fully autonomous, but they were created here. So, the impact of Casa da Juventude, compared to other neighborhoods is this: a series of associations or organizations were founded there for various tasks and in various areas [...] (Carla)

The progressive emergence and affirmation of so many realities spread throughout the territory has recently led to the creation of a network, mediated by CLDS, called Espaço de Sucesso. Network that has consolidated a modus operandi and is acting in concert with the aim of having an impact on a wider territory.

[...] The Espaço de Sucesso has fostered this network of associations and that is why it makes sense for it to remain because it is there that we discuss and share work methods and it is there that we also realize that the associations are not all the same, regardless of where they are located or how they work, but it is from there: these meetings, these groups, these things that we manage to complement each other. [...] We all live for the same goal. We all live with the awareness of what is needed and that is the most important part. We are all rowing in the same direction, and whether we work differently or in the same way, we know that when we are working together, we all have the same purpose and the same goal. Now each one adapts to the needs of their own territory: the children they have, the adults they have [...] (Carla)

I then ask her what impact she thinks Casa da Juventude has had on the community and the territory. She tells me from the perspective of a young frequenter the space was an opportunity for awareness, to pay attention in that hidden urban interstice.

[...] In reality Casa da Juventude has been an eye-opener calling the Earth and look at it: there is there, there is the knowledge there, the conversations, the calling of attention, providing knowledge to other people, the opportunity to let in, to give and receive, or even just receive. [...] (Carla)

The greatest impact for Carla lies in the collective and widespread desire for Casa da Juventude to continue, to remain in order to provide the response that the community needs and to continue to be a “territorial parent” whose absence alone entails the terror of not being able to imagine that territory and the identity that has characterized it for the past twenty years.

[...] The greatest impact was reflected when there was the possibility of Casa da Juventude not opening anymore, because a fund ended and there was the possibility of it not opening anymore, and then we really felt the true impact that the Juventude has in the territory for other associations, for the community and for everyone, because there was a joining of forces for the resolution in order not to close it and seek solutions for it to remain open. [...] It was horrendous just to think about the possibility of closing and the community be left without the Juventude [...] Where would the population find an answer? Where would they look for an answer? [...] I think that the impact of the entire Vales de Chelas is not before Casa da Juventude is recognized, because only the union of everyone gives an answer to this question: what impact does Juventude have on the community? It is essential that it remains in the territory. (Carla)

3.8 Summing up the impact of Casa da Juventude

How to synthesize an impact that is as multidimensional as it is multi-level? I think that as far as Casa da Juventude is concerned, compared to Balcão do bairro, it is possible to clearly distinguish three levels of analysis: micro (individual), meso (community) and macro (territory). A clear and perceptible distinction also due to the fact that this project has been going on for twenty years. The plurality and diversity of the methodologies used and presented above gave me the opportunity to highlight various perspectives and impacts over time.

On an individual level, Casa da Juventude has represented and still represents a place of close support, a second home to turn to for small and big needs: from helping with homework to being a refuge when the first home is not. Secondly, it is a place for socializing, for meeting people, for long-term friendships. Thirdly, Casa da Juventude is as much a springboard as the water in the pool that welcomes the diver. Indeed, the project promotes international interchanges, both incoming and outgoing, that produce that freedom and opportunity to rethink oneself beyond the often-limiting contingent context. These nourish and induce the process of emancipation from the social segregation that the inhabitants of social housing neighborhoods often suffer. All these opportunities together foster the improvement and change of perspective towards one's potential life path, through the slow and silent enhancement of one's education, work, but also of one's specific and unique skills. And if sometimes the goal of changing perspective did not happen for the first generation of participants, it is happening with the second and third ones.

This individual work and product is reflected at the meso level in the progressive and slow construction of a local community that is increasingly becoming the protagonist of an active citizenship exercise that consequently guarantees: the long-term sustainability of the project, a renewed sense of community belonging, and the capacitation of the same.

At the macro level, Casa da Juventude having been a virtuous and welcoming mother model, this has led to its reproduction on a territorial scale. In fact, the project has extended its impact by becoming a stimulus and mediator of the birth and growth of many similar realities that could spread the same style of close response to communities in other neighborhoods, which also have specific difficulties and needs. Stimulating the dynamism and virtuosity not only of a neighborhood but of an entire area, the one of Vales da Chelas.

To conclude, taking a look to the expected results initially hypothesized, I would argue that I confirm them with the need, however, to make a few clarifications. Regarding scholastic

success and youth employment it's difficult to directly measure and report the impact, but what can be stated here is that certainly the analysis I performed confirmed the positive influence of the project on these indicators. A second clarification concerns the hypothesized increased resilience of the community from a social and professional point of view, in this case if we can broadly confirm the former aspect, the latter is more complex. About the professional resilience of the community, we can only affirm the slow and positive influence of Casa da Juventude on it. Finally, three impacts were not identified at the outset but instead emerged during the analysis. They are: an increase in the virtuousness of the surrounding territory; an increase in the sense of trust in life and people, and an increase of the socialization process. As an holistic impact, we can state that Casa da Juventude produced a great contribution to the creation of a resilient and autonomous community in building their social integration and ability to respond to present and future crises

Expected Impact	Collected Impact
<ul style="list-style-type: none"> • Increase of community participation in the commons • Concrete impact of the life projects of young people/children presents in the territory • Increase of academic success • Increase of youth employment • Decrease of deviant behavior among young people/Increase in appropriate behavior 	<ul style="list-style-type: none"> • Increase of community participation in the commons • Enhancement of social capital • Concrete impact on the life projects of young people/children presents in the territory • Positive influence on scholastic success • Positive influence on youth employment • Increase in appropriate behavior • Increase of virtuousness of the surrounding territory • Positive revaluation/ Emancipation of the territory • Increase sense of trust in life and people • Increase of socialization

<ul style="list-style-type: none"> • Resilient and autonomous community in building their socio-professional integration and ability to respond to present and future crises 	<ul style="list-style-type: none"> • Resilient and autonomous community in building their social integration and ability to respond to present and future crises
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Before proceeding to the conclusions, I want to mention here two stimuli to leave with the community and the equipe of the territory. The first will be an event of presentation and validation of the results produced by this thesis. The event will happen the 5th of December at Casa da Juventude (event flyer in Annex I), and it will consist of a journey through the results organized in: photographic exhibition, exhibition of the visual results collected, projection of the documentary video and finally a presentation of the results obtained. The aim in organizing this event is to obtain the evaluation and validation of the results collected, by the community. The second stimulus I leave is a draft Indicator sheet (Annex II) that can be used as a basis for setting up a monitoring system to be implemented in the near future.

Conclusions

This text presented a Participatory Impact Analysis of two local development projects located in the social housing neighborhood of Picheleira, Lisbon. A district and area that since the late 20th century has been known as a place of segregation and urban stigmatization, mainly caused by the prevailing drug trade. For the past twenty years, Casa da Juventude has crept in from the inside as a social project, which, starting from the accompaniment of the neighborhood's young people, has become a driving force for community support and involvement. This "mother" project then gave birth to Balcão do Bairro, which responds more to the (administrative and bureaucratic) needs of adults and elderly of the same population. Twenty years later, a desire emerged to try to understand what impact these presences had on the neighborhood and the community that live in it. Therefore, the following research questions were formulated: (i) How have the two projects contributed to the development and the change on the district, with its surrounding area, and on the community living in it? (ii) To what extent have the two projects created a climate conducive to the development of social, individual, and local capacities? (iii) To what extent has active involvement/citizenship been promoted and realized in these two projects? Questions to which I tried to give an initial direction, through the formulation of the propositions, following Yin's instructions. In the face of the descriptive objective pursued here by the analysis, the definitions of the propositions related to identifying key concepts and topics regarding to the subject matter. I identified the following key concepts: community capacity building support, empowerment, local governance, ownership. The lack of an explicit project monitoring system made the assessment attempt more difficult but not impossible especially if the objective is to monitor it through life stories.

Before moving on to general conclusions, I think it is appropriate to spend a few words about the limitations of the main tool of research I applied, the PIAs. Although the objective was to carry out a participatory impact analysis, I can say that I have only come closer to it. This happened because of three reasons. First, the participation of inhabitants in the realization of the impact analysis for logistical and time reasons did not start from the first steps of the process (identification of problems and indicators). It only began in the fourth step, that of data collection. The second reason concerns the type of participation achieved, which, referring to Arnstein's scale, corresponds to the sixth rung of the scale: partnership, the measurement in fact took place through shared planning and decision-making responsibilities. Finally, it is important

to underline that participation is not one-side process but indeed is dependent upon both the action of the outsiders and the consciousness and capabilities of the local people to shape transformative process itself. This shared responsibility and the personal linguistic and time limits resulted in the here presented “collaborative impact analysis”. Let us turn to the research conclusions.

In general, the results collected through the attempt to apply various participatory methodologies showed that the two projects stimulated both a capacitation and an enhancement of the neighborhood community and the surrounding area. It is worth specifying here that although in this analysis the two projects were differentiated, actually there is a strong continuity between them in both structural and identity terms. This continuity can also be seen in the comparison with the associations of the surrounding area, so much so that it would be difficult to differentiate a territorial impact that concretely is produced in concert by a plurality of actors who are not only active but also cohesive in providing a networked response. The one factor that makes the impact produced by Casa da Juventude stand out more strongly is the fact that this project, unlike the others including Balcão do bairro - which are on average three years old - has existed for twenty years. The historicity of its presence has allowed it to be a container and spectator of life stories, as well as a mother project. I will now try to answer each of the research questions through the main results collected and at the same time testing the related propositions identified. Starting with the first.

How have the two projects (Casa da Juventude since 2002 e Balcão do morador since 2019) contributed to the development and the change on the district, with its surrounding area, and on the community living in it?

Casa da Juventude's style has always started from the inside, where the need is urgent, but especially in the relationship in which this emerges. Emblematically, we can say from the interviews that its content was born before both being a project and being a space. Let us, however, delve into the how. From the many stories, collected formally and informally, and from the participant observations, it emerged how the two projects support the community through being close to it. Proximity it's what has strongly characterize the style of both projects, which I distinguish here in geographical, social and emotional. By geographical proximity I mean the simple fact of being supportive places just a few meters from the houses of the community's inhabitants. Social proximity in two senses: because they are places in which to find answers to individual as well as communal difficulties, and at the same time places where people can meet and gather. The third declination of proximity is emotional: in both Casa da

Juventude and Balcão, interpersonal interaction widely characterized by mutual trust and confidence is the main vector-motor of action, implying a sense of responsibility towards the other, which is followed by the perceived duty, or at least attempt to help, to seek an answer. This proximity was accompanied by the constant enhancement and concrete utilization of the Social Capital, both human and material, present in the local population. The enhancement of human resources has taken the form of three actions: firstly, employment of some members of the community as community dynamizers/facilitators or co-coordinators of the space (to date, actually two are inhabitants working in the two projects, and fifteen in total in the area distributed in the various associations); secondly, informal and spontaneous collaborations that emerged: of talents, knowledge or simple labor (examples are Genoveva's dance lessons, Rita's cooking workshops); and thirdly, accompaniment to training, school and work. To factors such as community proximity and enhancement should be added the continuity that has characterized the projects and which concerns a support that has remained and wanted to remain, ensuring stability and progressive evolution of the community itself. Finally, territoriality also gradually began to form part of Casa da Juventude's *modus operandi*, which in this case does not concern the ownership of spaces but the definition and subsequent dissemination of a style of community and networked intervention that today characterizes the Vale da Chelas area. This territoriality, however, before being part of the *how* of the two projects, is one of the impacts produced by Casa da Juventude that we will now discuss in answering the second research question.

To what extent have the two projects created a climate conducive to the development of social, individual, and local capacities?

If the answer to the first question described the “*how*”, this second question sets out to analyze the “*what*” (the impact) achieved in order to stimulate the local development desired by the two projects. Thus, we come to the measured impact. I argue that Casa da Juventude and recently Balcão do Bairro are delineated as spaces of three types, to which correspond specific and differentiated impacts. A space of: (i) community aggregation, (ii) socio-individual support and (iii) promotion of territorial virtuosity. Firstly, as places of reference and community aggregation, they have contributed to the channeling of three types of impact: increased sense of belonging, increased participation in taking care of the commons and an increased socialization. Secondly, as socio-individual support spaces, they initiated a process of positive influence on indicators such as scholastic success, increase in (youth) employment; as far as more informal and personal skills are concerned, the two projects contributed to the capacitating and equipping of the community with a consequent increase in appropriate attitudes and

behavior and a concrete impact on the potential of the projects' life stories, especially of the youngest. Thirdly, Casa da Juventude was a “mother project”, so defined by the interviewees themselves, a vector and vehicle project of a blossoming and diffusion of local and territorial activism. Many of those who frequented it, both as young people and as employees, became the bearers of a style of intervention that, according to them, it was important to build with the communities of the surrounding neighborhoods, bearers of the same urgent needs but also endowed with the same varied potential to be brought into play. Casa da Juventude as a space of promotion of territorial virtuosity achieved the impact of extending its influence beyond the circumscribed local area, making itself the promoter and vehicle of an increased virtuosity of the surrounding territory and the emancipation of an area that was for too long subject to stigmatization, 'because it was an area of tin shacks', a 'drug den'. A territorial action that strongly characterizes Casa da Juventude work both in daily and common activities and strategies – as a consortium and as member of Espaço de Sucesso- and even regarding the continuity of the project itself. In fact, when it became clear that there was a risk of no longer receiving funding, it was the networked “child projects” that claimed to ensure Casa da Juventude would continue. All these impacts achieved over time add up to an impact that on a holistic level contributes to the stimulation of resilient and autonomous communities in building their social integration and ability in responding to present and future crises. Let’s deepen now the last research question.

To what extent has active involvement/citizenship been promoted and realized in these two projects?

In answering this last question, the limitations of both projects emerge. As extensively explored, the two projects arose from the needs manifested directly by the local population and were always inhabited by them both as project goers and project enablers. Capacity-building support has certainly produced an increase in the potential exercise of active citizenship through the facilitation of accessibility to services (housing, social insurance) and opportunities (training, international exchanges). On the basis of the results collected and field observations, I argue that while we can claim a proven active involvement of citizens in the formulation of the projects’ contents, it is not fully appropriate to speak of active citizenship. The path towards an autonomous promotion of citizenships’ rights and exercise is still in process. However, there is no doubt that the two projects contributed to the start of it. Furthermore, to be addressed, the proximity, especially the geographic one, of such projects has the inherent risk of fuelling a self-enclosure of the community. Another question arises here concerning the desired autonomy and sustainability in building the community own local development. The virtuosity of these

projects lies precisely in this mix of external, both technicians and sponsors, and internal agents that in mutual listening and adaptation build their sustainability. A balance that is objectively precarious and in which it is inevitable that the desistance of actors outside the community would cause the projects themselves to become unsustainable. Long-term sustainability could only be guaranteed through a structural-political paradigm shift in which the concept of public service and support is redefined and delocalized on a micro- or meso-scale by promoting mechanisms of participatory local governance. Echoed, however, are the words 'if such problems did not exist, such projects would have no reason to exist' and it is true and sincere to say so. The reality, however, tells of a community that still has many needs and whose process of autonomy in managing them is still to come. It is also true, however, that it makes a lot of sense to think this in relation to the strictly public services that Balcão do bairro mainly mediates. I would argue, however, from the contact I have been able to experience, that specifically Casa da Juventude began as a project to respond to needs and shortcomings, which it still does, but over time it has established itself as not only a place of response but also of proposal. By proposal I mean here being a welcoming space for ideas, events and activities. Throughout the text of the thesis the use of the term community rather than population prevailed, and I had no epistemological doubts in using it. Because the neighborhood of Picheleira is inhabited by a community and one can see and feel this. A community bearing limits and potential like any community but whose sense of belonging is perceptible, and this is due to the presence of projects such as those discussed here, which are a vehicle of encounter. A simple but perhaps indispensable and marking encounter. Let us imagine we are an illiterate elderly woman who, for a variety of reasons, has no one to turn to understand what the doctor has written on that piece of paper. Let us then imagine that we are a lonely migrant mother struggling to understand the school bureaucracy required for her children to go to school in their new country. Imagine then we are a child who has just been physically assaulted by a parent. But let us turn also to the proposal side. Imagine are a young person, and you have a reference place in your neighborhood where you can meet other young people and you can organize moments of reflection. Imagine then being a teenager who on the way home from school can go in a space where s/he can do homework with his/her neighbors and do activities instead of staying at home in front of a screen, because that is what happens. Finally, imagine having community meeting events once or twice a month. These are just some of the examples that can be observed in Picheleira. In these situations, what is the value of having a close, safe, and familiar place to find people to turn to for an answer or for a proposal?

Annex I

CASA DA JUVENTUDE

ATRAVÉS DOS OLHOS E DAS VOZES DA COMUNIDADE

5 DEZEMBRO
18:00 ATÈ 20:00

**QUAL O
IMPACTO**

APRESENTAÇÃO DOS RESULTADOS
EXPOSIÇÃO FOTOGRÁFICA DO STEFANO MELIS
VIDEO DOCUMENTÁRIO COM ELEMENTOS DA COMUNIDADE
EXIBIÇÃO DOS RESULTADOS OBTIDOS



Annex II

Indicators' sheet

- Casa da Juventude

Thematic area	Objectives of the project	Indicators	Description of indicators	Baseline (2022 Sept-Oct)	Target (2024)
Devaluation of schooling	Increase in young people studying or working (Quanti)	<p>% of young people studying in the neighborhood and in the parish</p> <p>% of young people who work in the neighborhood and in the parish</p>			
	Increased awareness about the importance of education among youth/children (Quali)	Young people's perception/opinion on the importance of education			
	Follow-up in connection with school for learning difficulties (Quanti)	Nº/ frequency children reported by the school and attending the activities proposed to fill the training gaps			

	CJ mediator of communication where the school fails, mediator also with the associations in charge of the territory-(es: Santa Casa family support team) (Quanti)	No. of children notified by the school and forwarded by the CJ to other bodies present in the territory			
	Increased participation of parents in the educational process (Quali and Quanti)	N° of participants to the mothers' group Continuity of participation Mothers' perception of the importance of education/ importance of caring parenting			
Integration	Reinforcing the network of associations of the territory (Quali and Quanti)	Development and dissemination of methods Establishment of collaboration mechanisms Establishing preconditions or initial support for effective service delivery N° of consortium meetings organised in a year			
	Ensure access to food through food distribution (Quanti)	Frequency of food distribution (times per week.)			

		N° of households to whom food was distributed			
	Frequency of spaces for meeting and sharing experiences and intergenerational experiences (Quali and Quanti)	No. of children/youth present in Casa da Juventude per day No. of hours spent in CJ frequency of attendance per week Sense of belonging and group cohesion			
	To create a space of security (of comfort) and promotion of activities according to non-formal methodologies	Level of trust / Feeling of belonging reliability Ability to promote and suggest activities according to the wishes of the children/young people			
	Development of a sense of community and sharing between children/young people/family	McMillan & Chavis (Theories of sense of community) <ul style="list-style-type: none"> • - Perception of belonging • - (Influence) x • - Integration and satisfaction • - Shared emotional connection 			

Weak exercise of active citizenship	Creating concrete opportunities for those involved in community initiatives	N° of activities/events carried out by the CJ in the community N° of activities/events held in col			
	Development of personal and social skills that contribute to the empowerment and capacity building of children and young people	Spirit of initiative - programming and planning activities			
	Co-building and implementation of a collaborative governance model for the project, between civil society, residents, municipalities and other relevant entities	No. / percentage of activities co-constructed with children/young people Influence on decisions / Perception of influence on decisions			

- **Balcão do Bairro**

Thematic area	Objectives of the project	Indicators	Description of indicators	Baseline (2022)	Target (2024)
Unemployment	Increase in people with a job (Quanti)	Nº of people helped by job counters to find a job Nº of people who got a job through the help provided by the Branch Nº of people who found a job in the six months following the training courses promoted by the Branch			
	Increased employability of people (Quanti)	Nº of people attending training courses			
	Facilitating access to literacy courses (Quanti)	Nº of people who had access to the literacy course			
	Facilitating access to Portuguese language courses (Quanti)	Nº of people who obtained the language certification Nº of people who attended the Portuguese language course			
	Identification and orientation to public services (Quanti)	Nº of public service-oriented people			

Integration	Creation and/or access to information material on local response activities (Quali)	Perception of being informed about the services and initiatives offered by the neighborhood or nearby			
	Facilitation of access/support in carrying out the procedure (Quanti/Quali)	N° of people supported in the implementation and access to processes per year Level of Confidence/ Perception of be supported			
	Performance of procedures (Quanti/Quali)	N° of cases followed up/ N° of cases closed			
	Facilitating access to digital/internet equipment (Quanti)	N° of people who had access to digital equipment through the Balcão			
	Direct support to associations and individual entrepreneurs (Quanti and Quali)	N° of people supported Effectiveness of this support			
Weak exercise of active citizenship	Development of personal and social skills that contribute to the empowerment and capacity building of residents, as project technicians, as mobilisers and/or mediators (Quali)	Spirit of initiative - programming and planning the needs to be met and the opportunities to be promoted			

	<p>Co-construction and implementation of a collaborative governance model for the project, between civil society, residents, municipalities and other relevant entities (Quanti and Quali)</p>	<p>Nº / percentual de atividades/ serviços co construídos com os utilizadores de Balcão</p> <p>Influência nas decisões / Percepção de influência nas decisões</p>			
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