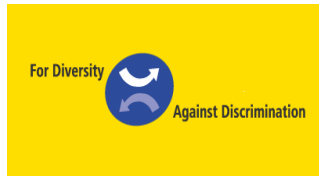




PRESIDÊNCIA DO CONSELHO DE MINISTROS
Alto Comissariado para a Imigração e Minorias Étnicas



MADRID, 24th AND 25th November 2005

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It has been asked to me, to resume in ten minutes a project that lasted ten years which signifies, to give you an image of one whole year per minute. And seeing that this project is a project based on the construction of processes and not specifically on results, by summarizing it, it will be reduced to its results and not to the process of construction of the results! But for us the most important was precisely the process in which this project has constructed itself, e.g., its methodology of intervention which development was related to the implication of the participants, gypsies and non-gypsies.

But to make it short and to answer the first question – what is Nómada?

It's a project based on the construction of a network of significant persons and/or institutions for the gypsy communities. This network, which began in 1995/96 before the implementation of the RMI/RSI (Rendimento mínimo de inserção/ rendimento social de inserção) Social insertion income, included more than 300 professionals of circa fifty institutions of thirteen *concelhos* of the south zone of the country – Setúbal peninsula, Alentejo and Algarve. And why?: because it went through the passing route of the gypsy communities of the Setúbal peninsula.

It tried to fight absence, failure and school precocious abandon of children of a gypsy ethnic groups but it also involved in the end institutions that followed formal and informal education programmes through the implementation of the RMI/RSI. We tried that persons from different professional areas, with different views, met regularly, exchanged opinions, ideas, views and tried, all together, discover the person that lives in the gypsy, the motivations that made this and that family act in this and in that manner.

So that this process of discovery moved faster, strategies of informal education were implemented, namely, Street and markets animation (should you want to know more about what has been done in this matter, I will be delighted to show you and explain to you some images that I brought in my pen), in which participated persons normally occupied with activities of formal education. The sense of discovery of the person that lives within the gypsy was so intense that it transformed the look of those professionals



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and turned them more permeable to processes of negotiation inside their formal institutions. Because I believe that the institutions do not change – the education system, for example, did not change for more than two hundred years, independently from the changes that occurred in all societies – the persons that live in them, on the other side, can change and make some of the difference.

Parallely, with all the voluntarily implied professionals we implemented a process of Ecotraining – ecological training in its social and physical context – that had as results, among other, this book “Ciganos aquém do Tejo” (Gypsies on this side of the Tejo river) published by ACIME and the fruit of nine years of invention by teachers in their classrooms as well with children as with adults.

Also parallely, we stood up to the creation and the development of gypsy cultural groups – informal groups as the Barões and the Vargas – that have been supported by the municipalities. So we could also include the AMUCIP in the training of our teachers, as well as in our monthly meetings as in our national meetings.

It also has been asked to me to identify what we consider innovative in this project?

Good, I will repeat again that for us the most important thing was and still is that “we do the way by walking on it” (Manuel Machado), and that “peace is the way in itself” (Gandi).

So, after a year of participative evaluation fixed on five dimensions of analysis – affections, effects, events, influences, concepts – we concluded that it was useful to continue with the methodology of intervention followed by the project Nómada changing only some of its strategies, which we will construct one footstep after another. Now that the gypsy children, young people and adults are in our regular schools, it is important to invest in the active participation of all of them in informal as in formal citizenship, of our democratic system. It is important that gypsy people have a voice in meetings of parents in schools, but also in the assembly of towns and municipalities. It is important to find strategies that will facilitate the participation of gypsy persons in the associative life already created. Nómada (Nomad) II is so a bet in the «promotion of the transformation of school and of the citizenship of the gypsy communities». Our society has a deficit of citizen participation – we can take as example the absence of voters during elections. Our democracy goes through a deep crisis – take into account the increase of case of violence as well in schools as in the suburbs. Only together, dialoguing, participating in public debates, could we find solutions, case by case, for the many scars of our society, in which all of us are Portuguese citizens.

To conclude I leave you with what we find important to proceed with Nómada II (watch power point of Nómada II).

I thank you for your attention.