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Sustainability of social projects:

Escolinha de Rugby da Galiza (ERG)

Intervention through sport in problematic communities



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ABSTRACT

Title: *Sustainability of social projects: Escolinha de Rugby da Galiza (ERG)*

Sub-title: Intervention through sport in problematic communities

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In the last years, many social projects have been created in order to address problematic communities. Projects that intervene through sport have been successful as they use its appeal to reach these communities. As a result, the number of this kind of projects has been increasing swiftly, in both developed and underdeveloped countries. However, Non-Governmental Organizations and other social organizations are facing increasing difficulties to finance its activities.

The objective of this dissertation is to determine the way these projects can become sustainable in the long term and eventually be turned into social enterprises. More concretely, it is analyzed the case of *Escolinha de Rugby da Galiza (ERG)*, a recent social project that uses rugby so as to intervene in the deprived community of Galiza in Estoril, Portugal, which faces several challenges in its development.

Also, it is analyzed the key factors that allowed ERG to be a successful case of a social integration through sport's project and that are essential for its growth and development. It becomes clear that rugby is only a tool to fulfil the project's mission and therefore ERG should not become a rugby club, as it would deviate the project from its goals.

We can conclude that ERG should adopt earning income strategies in order to become sustainable. The acquisition of a training field would provide a much better athletic development for ERG's players, the field renting costs would cease and could be a relevant source of income through renting. On the other hand, ERG should continue to establish long-term partnerships with companies and other institutions as it would permit more reliable sources of external income.

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PREFACE

Choosing a dissertation's topic is not a simple task. I really wanted to write about a new, interesting subject, something different from the usual analysis about a company's market value or marketing strategy. Therefore, when I became aware that it was possible to do a thesis about *Social Entrepreneurship*, I did not think twice. Since I read the books from Muhammad Yunus about the innovative ways to finance social organizations, I became fascinated with these themes.

There were plenty of successful social organizations in the Third World that I could choose from but I wanted to demonstrate that in developed countries, like my beloved Portugal, social enterprises could also have an important role and make the difference. So I decided to write about *Escolinha de Rugby da Galiza* (ERG), a project that intervenes in a deprived and problematic community near Estoril, Portugal, through the practice of Rugby. It aims to *tackle the differences* in our society by integrating youngsters from many different nationalities and backgrounds - in the difference we all can learn, respect and grow.

In the following pages, the reader can find why ERG is a wonderful and successful case study and what are the challenges that it faces in order to become a sustainable project in the difficult times that lie ahead. I truly think that ERG is really an innovative approach regarding social integration and that it will fascinate anyone who listen its story.

I would like to deeply thank my advisor, Professor Susana Frazão Pinheiro, for all the help, support and comprehension through the dissertation execution. I also would like to thank Maria Gaivão, the ERG's founder and president, as well as the rest of ERG's staff, for all the information, ideas and encouragement generously offered. I would like to thank in particular to my family and my close friends who were constantly supporting me during this long, difficult but worthwhile period of my life. Finally, I am extremely grateful to God, Saint Mary and Jesus who always guided and comforted me when I felt lost and hopeless. I dedicate my thesis to ERG and to the Galiza community, hoping that they will continue to tackle all the differences. *Vam'lá* (Let's go) *Galiza!*

LIST OF ACRONYMS

ASR	Associação de Rugby do Sul
BVS	Bolsa de Valores Sociais
CMC	Câmara Municipal de Cascais
ERG	Escolinha de Rugby da Galiza
FPR	Federação Portuguesa de Rugby
IES	Instituto de Empreendedorismo Social
NGO	Non-Governmental Organization
SCMC	Santa Casa da Misericórdia de Cascais

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Chapter 1: INTRODUCTION

The aim of this research is to evaluate how projects that intervene through sport in problematic communities can be turned in social enterprises and become sustainable. The number of social projects in this area has been increasing, as their impact and relevance have been recognized by several institutions and governments.

Currently, it is common sense acknowledge how difficult it is to social projects to strive and secure the funds required for their operations. Because of the world crisis, governments and companies are less likely to support social projects, so in order to survive they must adopt new strategies.

In this paper, we will address two main questions that are indispensable to turn a normal social project into a successful and sustainable social entrepreneurship:

1. How can this kind of projects be sustainable in the long term?
2. What are the key factors that made ERG a successful case?

This dissertation is written in the form of a case study as it is focused on a specific project, *Escolinha de Rugby da Galiza*.

In chapter 2 - *Literature Review* - we will refer some key concepts regarding social projects, based on articles and other publications, in order to provide a framework to the case study. Firstly, we will explore the *Definition of social entrepreneurship*. The second sub-chapter is dedicated to *Social entrepreneurship, social aid and third sector in Portugal*, presenting an overview of the roots and characteristics of the Portuguese third sector. Thirdly, we will consider the *Sustainability in non-profit organizations*. Furthermore, we will discuss the essential topic of the *Role of sport in social insertion*. Finally, the fifth chapter is devoted to the topic of *Financing Social entrepreneurs*.

In chapter 3 - the *Case Study* - we will present the case of *Escolinha de Rugby da Galiza* (ERG) an innovative project that intervenes through the practice of rugby in a problematic community, Bairro da Galiza near Lisbon, Portugal. Firstly, in subchapter *Project*

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Overview, we will begin to describe the origins of the project and the community in which it intervenes. Then we will briefly refer the Rugby values that are applied in the project and the sport's tradition in Portugal. Furthermore, we will explain the project in more detail, pointing the most important characteristics and presenting its organizational structure. The second subchapter is dedicated to the *Impact of the project* on the Galiza community, media and whole society. Thirdly, the subchapter *Project Sustainability* is devoted to the analysis of the project growth/development, planning and long-term sustainability, as well as the necessities of financing. Finally, we will discuss the key success factors that made ERG a true case study.

Chapter 4 - the *Teaching Notes* - is aimed at support teachers on to prepare an in-class debate about the case study. Firstly, we provide the *Learning Objectives* of this case study, and then the pertinent *Teaching Questions* and the *Teaching Methods*. The chapter is completed by the chapter *Analysis and Discussion* of the teaching questions for which we provide guidelines to address the questions.

Finally, chapter 5 is devoted to our dissertation's Conclusion and the Future Research recommendations.

Chapter 2: LITERATURE REVIEW

2.1 Definition of social entrepreneurship

During the last decades there have been several attempts to define "social entrepreneurship" as it is a recent concept and somewhat difficult to express.

*"Social entrepreneurship is an innovative approach in order to better solve social problems, with clear social mission, sustainable, capable of being replicated in other contexts and with ability to produce large-scale social impact"*¹

Boschee and McClurg (2003, p. 1) refer that the expression *Social Entrepreneurship* has many different definitions as it has been frequently misinterpreted by Politicians and Executives, who confuse innovation with entrepreneurship². We chose the definition mentioned above as it is clear, synthetic and complete. Indeed, a social organization must be capable to finance itself from earned income from its activities, to be called entrepreneurial. These authors state that is crucial to distinguish the two concepts, *"because only earned income will ever allow a non-profit to become sustainable or selfsufficient"*³. In fact, being innovative, although essential, is not sufficient for a social organization to survive and grow nowadays, as the competition for subventions and financial support has risen radically in the last twenty years. Therefore, non-profit organizations must become less dependent of external funds and should move towards the path of entrepreneurship. Ashoka, a leading social entrepreneurship organization, also points that *"the citizen sector has discovered what the business sector learned long ago: There is nothing as powerful as a new idea in the hands of a first-class entrepreneur"*⁴.

Furthermore, these authors⁵ signalize the importance of distinguishing some key concepts - *entrepreneurship vs. social entrepreneurship, financial sustainability vs. self-sufficiency and earned income strategies vs. social purpose business ventures*. Accordingly, we will follow their definitions.

¹ Our translation from "*Definição-es-ies*", [www.ies.org].

² In Boschee, Jerr and McClurg, Jim, "*Toward a better understanding of social entrepreneurship: some important distinctions*", 2003 [www.caledonia.org.uk/papers/Social-Entrepreneurship], p. 1.

³ *Idem, ibidem*

⁴ http://www.ashoka.org/social_entrepreneur

⁵ In Boschee, Jerr and McClurg, Jim, *idem*, p. 3 and 4.

2.1.1 Entrepreneurship vs. social entrepreneurship

An entrepreneur is someone capable of creating an enterprise from an innovative idea and financing its activities from generated revenues.

The first essential difference between being a plain entrepreneur and a social entrepreneur is that while the first one is occasionally concerned with social themes and applies them in his organization, the latter is primarily focused on a social mission. His earned income strategies are directly related with the organization's mission and are a way to finance its activity. He aims to address the social problems that governments and companies seem unable to solve, in an innovative way, involving the whole community⁶.

The second one is that the traditional entrepreneur is evaluated by the financial performance of the business, not by the social impact of his activity, as the resulting profit goes to the shareholders. Conversely, a social enterprise must achieve a relevant social impact in its activities while maintaining a good financial health in order to reinvest the earnings in the project and ensure its sustainability, the so-called *double bottom line*.

As a result, *"social entrepreneurs are innovative, resourceful, and results oriented. They draw upon the best thinking in both the business and non-profit worlds to develop strategies that maximize their social impact"*⁷. In addition, Bornstein (2004) remarks that *"what business entrepreneurs are to the economy, social entrepreneurs are to social change. They are the driven, creative individuals who question the status quo, exploit new opportunities, refuse to give up, and remake the world for the better"*⁸.

2.1.2 Financial sustainability vs. self-sufficiency

Regarding the non-profit organizations, Boschee and McClurg (2003)⁹ refer that in past years the funding sources have usually been dependent on government and philanthropy subventions, while as we saw above, social entrepreneurs rely essentially upon earning income from their activities. Furthermore, while *sustainability* is obtained by mixing earned income strategies, philanthropy and governmental aid, *self-sufficiency* is only obtained by earned income and should be the final objective of a social enterprise. This way, the organization would be no more dependent on exterior funds, which are by definition, uncertain.

⁶ http://www.ashoka.org/social_entrepreneur

⁷ <http://www.caseatduke.org/about/whatisocialentrepreneurship/index.html>

⁸ *Apud* <http://www.caseatduke.org/about/whatisocialentrepreneurship/index.html>

⁹ p. 3-4.

2.1.3 Earned income strategies vs. social purpose business ventures

Boschee and McClurg¹⁰ expand on the important topic that most non-profit organizations' leaders are somewhat uncomfortable in financing their projects with earned income, as they usually assume that it would be necessary to start a *business venture*. However, the most successful social enterprises achieve its sustainability by adopting *earned income strategies*.

The idea of an *earned income strategy* is to take advantage of the project's regular activity and generate income through it in an innovative way.

On the other hand, a *business venture* is not related with the organization's activity, and should be independent from the main project, in terms of personnel and strategy. It is aimed to maximize the earnings in order to finance the parent institution, and could not have a direct social purpose.

2.2 Social entrepreneurship, social aid and third sector in Portugal

In Portugal, the expression "social entrepreneurship" is relatively recent compared with other "Western States". According to a paper¹¹ from the Portuguese Observatory for Good Labour Practices "in 2001, a study indicated a lack of awareness of the concept of social enterprises and, in 2007, the first congress devoted to social entrepreneurship was held. Today, however, it is used in political, business, academic and media discourses". However, in December 2008, the *Instituto de empreendedorismo social (IES)*, was founded with the objective of developing the concept and initiatives of social entrepreneurship in Portugal¹². This association has assisted several non-profit organizations from the *third sector*, by providing consultancy expertise in the areas of financial and organizational sustainability and by identifying successful and high potential social projects, helping to raise their awareness. Also, it does several studies about social entrepreneurship and related subjects, as well as offering formation programs to university students, in order to raise the interest in these matters¹³.

¹⁰ Idem, p. 4.

¹¹ Associação para o Empreendedorismo Social e a Sustentabilidade do Terceiro Sector, "Social Entrepreneurship and Self-Employment", *Cadernos Electrónicos OPBPL*, 2011, page 4-5, in http://opbpl.cies.iscte.pt/content/documents/_opbpl_electronicpapers_9_zero_co2.pdf

¹² Our translation from "*Relatório de Gestão IES 2009*", in http://www.ies.org.pt/content/files/Relatorio_de_Gestao_2009_IES_final.pdf

¹³ In <http://www.ies.org.pt>

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A recent study about the Portuguese non-profit sector¹⁴ provides an overview about the third sector's history in Portugal. In the first centuries, the existent social organizations were essentially created and supported by the monarchy and Catholic Church institutions. The Portuguese "age of discoveries" provided the necessary funds to the establishment of new and innovative social and civic institutions, as the well-known *Santa Casa da Misericórdia de Lisboa*, founded by Queen Leonor of Portugal in the late fifteenth century, followed by the creation of many others. The great social changes derived from the late Industrial Revolution were the main reason for the development of new mutual associations, but still in the orbit of the Church and Governmental institutions, as the civil society was somewhat incipient due to a paternalistic tradition. The *Estado Novo* regime, which emerged in the early 1930s, ended a period of a relatively bigger involvement of civil society, but the rise of democracy in the 1974 definitively granted the opportunity for the civil society sector to grow up. Following the integration in the European Union, the *third sector* expanded significantly¹⁵.

As a result, Portugal has a less significant civil society sector than most western countries, which is compensated by the active role of the Catholic Church institutions (see **Annex 1** for a resume chart of the Portuguese Third Sector).

Franco et al (2003, p. 8-9) list and describe the existing types of civil society organizations in Portugal:

Associations, which can be aimed at different sectors of the society, as students, women, or immigrants;

Foundations, a relatively recent kind of organization in Portugal, existing about 350 foundations nowadays;

Local Development Organizations (LDOs), which work in rural areas; they can be either public, private for-profit or non-profit entities.

Holy Houses of Mercy (Santa Casa da Misericórdia), as we referred before, are broadly Catholic Church organizations (about 400 institutions have been created)¹⁶;

Museums, which are defined as non-profit-distributing institutions, in the majority belong to state, being public propriety;

¹⁴ Franco, Raquel Campos, Sokolowski, S. Wojciech, Hairel, Eileen and Salamon, Lester, 2003, p. 3.

¹⁵ Quintão, Carlota, *O Terceiro Sector e a sua renovação em Portugal. Uma abordagem preliminar*, 2011, p. 13.

¹⁶ The most important Holy House of Mercy, *Santa Casa da Misericórdia de Lisboa*, belongs to the State and the bidding of the remaining Holy Houses to the Catholic Church is disputed.

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Nongovernmental organizations for development (NGOs) which are private non-profit organizations that focus their activities in social, environmental and culture issues, act both in Portugal and in underdeveloped countries;

Mutualist Associations (Associações Mutualistas), which are aimed to assist their members;

Cooperatives, which can distribute profits to their members;

Further in that research project it is referred some key findings¹⁷, which can be summarized in the following subjects:

Significant Economic Force: In Portugal the common perception is that the civil society sector is not very significant. The fact is that it constitutes a larger part of the economy than one would think. It is a remarkable contribution to the national GDP – Portuguese civil society organizations had expenditures of €5.4 billion in 2002, which is more than 4% of the country's GDP. It is also an important employer, which employs 250,000 workers, more than two thirds paid. The volunteer work accounts for 0.5% of Portuguese GDP.

Slightly Below the International Average: Portugal's civil society sector is below most Western European countries but is significantly larger than the civil society sector in transitional countries and in line with Spain and Italy. The volunteer activity in Portugal is less relevant than in other developed countries.

Strong Presence of Service Organizations: The Civil society organizations provide mainly healthcare, educational and social services and community development. The role of these associations is also relevant, as they can identify and bring to public attention several social, environmental and community problems that are not visible. There is also a variety of athletic cultural, spiritual and recreational organizations. Therefore, Civil Society Organizations are very useful as they can enhance social changes and involve communities in global projects.

Revenue Dominated by Earned Income: The most relevant source of revenue is *Earned Income* which includes private payments for goods or services, membership fees and

¹⁷ Franco et al, Pages 11-19.

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income from investments, representing almost half of total revenues. *The Government and public support* represents 40% of the revenues while *private philanthropy* is responsible for the rest.

2.3 Sustainability in non-profit organizations

The definition of *social entrepreneurship* is strongly related with the issue about *sustainability*. Thus, if social projects are totally dependent on charity, corporate social responsibility or state aid, it is expected that their work and projects will be affected in times of crisis. These organizations have fewer possibilities to set up a long-term strategy than others less dependent on this type of funds.

Therefore, a sustainable project must search other ways to finance itself as well as adopt business standards and methods in its activities and strategies. The path must be taken towards social entrepreneurship.

The sustainability of a social project can be addressed in several ways¹⁸:

Technical Sustainability, regarding working methodologies, qualification of human resources, work quality and learning capacity of the institution, its institutional development.

Political Sustainability, which is the inclusion of NGOs in political affairs that increase the capacity of the society to exercise social control over public policies and government actions.

Financial sustainability, which means possessing the financial resources necessary to continue developing its mission in the long term. A social project is financially sustainable if it manages to fund a significant part of its budget through income earned due to activities related to its mission. For instance, an institution that shelters pregnant teenagers and teaches them cooking skills, can fund its project by selling take-away meals prepared by them¹⁹.

Sustainability is currently indispensable in the world of social projects, not only because the difficulty of financing is increasing dramatically, but also because sponsors and other stakeholders demand more and more information about the project. Therefore, accountability and managerial methods are essential.

¹⁸ Our translation from "*Definição-es-ies*", [<http://www.ies.org>].

¹⁹ This example is real.

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Weerawardena et al (2010) wrote a paper that reinforces the ideas stated above. Not only non-profit organizations are more concerned with their financial sustainability, but also they "have been forced to adopt an organizational sustainability focus in both strategic and operational levels of management"²⁰. These institutions are trying to diversify their income sources, since they can no longer be dependent on exterior income. Also, the efforts in reducing expenditure have been increasing.

2.4 The role of sport in social integration

Nowadays some international organizations research and study the impact of sport in the social insertion. Sport can contribute significantly to achieve some of millennium goals (**Annex 2**). *Right to Play* is a non-governmental U.S. organization with the mission of improving the lives of children in problematic communities by using the power of sport on health, development and peace issues. A paper²¹ from *Right to Play* about the impact of sport in social inclusion, conflict prevention and peace-building, refers several aspects: *building relationships, connecting individuals to communities, using sport as a communications platform and the role of sport in youth development*.

*"The purpose of sport for peace initiatives is to harness the power of sport to support the four types of peace-building activities. Sport alone cannot prevent conflict or build peace. However, it can contribute to broader, more comprehensive efforts in a range of important ways"*²²

Building relationships: Sport can be a bridge between different economic, social, ethnical and cultural backgrounds. It can be very useful when trying to build relationships, because it could join different groups together by sharing common goals and values. Therefore, *"NGOs are well positioned to facilitate the process of relationship-building by bringing people together and engaging them in dialogue and programs that cross diverse boundaries. When properly supported, sport programs can play a contributing role in this process, creating more opportunities for social contact"*²³.

²⁰ Weerawardena et al 2010, p. 346-356.

²¹ "Harnessing The Power of Sport for Development and Peace: Recommendations to Governments", 2008, p. 206-208, in

<http://www.righttoplay.com/International/newsandmedia/Documents/Final%20Report%20revised%202010.pdf>

²² Idem, p. 206.

²³ Idem, p. 207.

Connecting individuals to communities: Athletic activities have the power to tackle the differences between communities, but also help in the integration of individuals into communities, by providing strong and healthy experiences. It is also stated that sport activities can have an important role in reintegrating war victims in their communities, especially children, because they offer a friendly and safe environment, so individuals can rebuild their lives by creating strong bonds. In conclusion, "*sport programs are often the initial «hook» that opens the door to other opportunities to connect people to a wider range of services and supports that can assist them*"²⁴.

Using sport as a communications platform: The authors point that sport celebrities can be very useful at promoting peace and human values, not only in global conflicts but also at local level. They are often venerated by the younger generations, so they can promote dialogue between hostile groups and "*can be extremely influential as role models*"²⁵. That is the case of athletes like Luís Figo and Zinedine Zidane, former football players who regularly promote matches against hunger, through their foundations.

Role of sport in youth development: Furthermore, the study signalizes the importance of sport in children and youth development²⁶. Athletic activities can help children improve their physical condition as well promote a healthier and more active life, in an entertaining way. Also, it should be integrated with health education and nutrition programs to provide a global experience to the youths. Secondly, it could enhance school performance by combining sport and learning activities. The coaches can be essential, because as they act as adult role models, they can have a positive impact in children behaviour, boosting youths' self-esteem and confidence, which are crucial in their development. It can be a bridge between the adolescent, family and school. Last but not the least, athletic activities can have a crucial role in deviating youths from delinquency and marginal behaviours.

Nevertheless, the referred authors point out "*that sport that is overly focused on competition and winning at all costs, or that fails to place the healthy development of children and youth at the centre of the experience, can create negative experiences*"²⁷.

²⁴ Idem, Ibidem.

²⁵ Idem, Ibidem.

²⁶ Idem, p. 81-109

²⁷ Idem, p. 82

2.5 Financing Social entrepreneurships

As we referred before, financing social entrepreneurships is one of the main challenges for this kind of non-profit organizations. Like any other organization, social enterprises have to reach financial sustainability. Leon (2001) refers that "*the main difference (...) is that the surplus generated in the corporate sector is used to create individual wealth. In the nonprofit sector, this surplus is reinvested to accomplish a mission. After all, "not-for-profit" does not mean «for losses»*"²⁸. Nevertheless, social entrepreneurs have been developing the so-called *earned income strategies* to achieve these objectives. This author²⁹ provides us with some insights about how to finance Social Entrepreneurships by listing four essential pillars that should sustain financial sustainability (In **Annex 3** we present some crucial questions every organization should consider regarding each pillar). Below, we briefly describe the four pillars following Leon's thoughts.

Strategic and Financial Planning: It is essential in any social organization to develop its own strategic plan, which is "*is the mechanism to help clarify an organization's mission and objectives as well as prioritize the actions needed to accomplish them*"³⁰. In addition, it also necessary to determine the financial resources necessary to fulfil, as well as build a strategy to obtain them - a financial plan. A financial plan takes into account the expected organization expenditures, and forecasts the potential income. In that sense, it differs from the budget plan, which is essential static and for a specific period of time (usually a year). A good financial plan must consider different scenarios, from the *worst-case scenario* to *the ideal scenario*, enumerating the financing priorities and determining if it would be always possible to sustain the fixed costs. Both strategic and financial plans must be designed alongside and for the medium/long term.

Income Diversification: While it could be seem obvious, it must stressed that an organization is in danger if it depends too much of single income source, especially if it is from philanthropy or a government subsidy. Therefore, the funding sources should be as diversified as possible.

²⁸ p. 7.

²⁹ Idem, p. 15-20.

³⁰ Idem, p. 16.

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Sound Administration and Finance: A social organization should be capable of implementing accounting and administrative procedures that ensure earned funds are well managed, as well as provide all the information the stakeholders require. When estimating the overall budget of the organization, instead of simply adding the expenditures of each project, a *cost centre accounting* should be adopted, because it permits a more precise review of the institution's financial health. There are several financial statements that an organization should produce and periodically review such as *investments reports*, *budgets*, *income/expenditure statements* and *audit reports* (see **Annex 4** for a detailed list).

Own Income Generation: There are several ways to generate internal income. Firstly, a social institution can invest a fraction of its financial resources on a trust fund, in order to earn the resulting interest, which can be applied to covering a fixed percentage of the expenditures. This way, it provides a continuous and certain cash flow. However, legal measures must be taken in order to ensure the transparency and effectiveness of this action.

Another way is to generate income through "public contributions", such as membership fees, organized events or exchange royalties and licensing. Furthermore, selling goods or services is a common way to generate income. It could either be the selling of promotional products, offering services related with organization activity or providing consulting services to other organizations or corporate businesses. The most ambitious approach is to create a separated business, owned by the parent institution but with distinct staff and policies, in order to increase the earned income. It usually happens when it is identified a good business opportunity not directly related with the organization's mission. However, the for-profit business must not be incompatible with the institution's activities. In addition, an organization could also earn income through financial and asset management. For instance, it can rent its facilities, propriety or other assets, which can be a valuable source of income, with little risk and investment.

Finally, a social institution can pursue a strategy of income generation through corporate alliances, which is the case of *Grameen Danone Foods*. These alliances are forged in order to achieve mutual benefits by promoting an image, products or services. The downside of this approach is that the organization image would be closely attached to the company's reputation, which could be risky.

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There are some crucial requirements that an organization should fulfill in order to reach financial sustainability:

- Long term commitment within the whole organization
- Strong and inspired leadership
- Investment of time and financial resources
- A well structured business planning, regardless of the organization dimension
- A competent, dedicated and motivated management team
- An effective team work

In conclusion, *"achieving financial sustainability should no longer be an impossible dream. Achieving this goal is both a necessity and an obligation for non-profit organizations since it ensures our ability to accomplish our respective missions"*³¹.

³¹ Idem, p. 29.

Chapter 3: CASE STUDY

3.1 Project Overview

In this section, we will provide an outline of the project, beginning by explaining its origins³². Then, we describe the project's vision, mission and objectives. Afterwards we explore the project's concept and activities in more detail. Finally, we will summarize ERG organizational structure.

3.1.1 Introduction

On a cloudy Saturday morning in April 2010, in the outskirts of the city of Coimbra, a group of recently created rugby schools³³ gathered to discuss their mission, objectives and the common challenges each one faced, as well as how they could join forces to address them.

Maria Gaivão (see **exhibit 1** for a short bio), the founder and president of *Escolinha de Rugby da Galiza* (ERG), a pioneer project that intervenes in a problematic community through the practice of rugby, began her speech by saying that the meeting was an historical moment. It was the first time that they could share their experiences and discuss the challenges facing them.

When presenting ERG, the first rugby school³⁴ ever created in Portugal, Maria Gaivão referred that it was born from a necessity that the *ATL da Galiza*, belonging to *Santa Casa da Misericórdia de Cascais* (SMSC), faced during its long intervention in the problematic community of Galiza, in Estoril, Portugal.

In fact, although they all came from the same idea - to provide rugby practice to youngsters from problematic communities – the approaches, stages of development and organizational structures were very diverse across the projects. Soon it became clear that, although different, all rugby schools faced common challenges³⁵:

³² The author of this paper has been involved in some ERG's activities, being some following considerations personal insights.

³³ The success of ERG originated eleven other rugby schools in problematic communities in Portugal, ones still in preliminary stages while others are already consolidated, all of them supported by Federação Portuguesa de Rugby.

³⁴ A rugby school differs essentially from a regular rugby team in the sense that it pursues social objectives, being athletic activity a way to achieve them.

³⁵ The following list has been compiled by a ERG Management Board member

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- Lack of players due to unawareness of Rugby among the youths and their families
- Lack of family commitment in their children's education
- Lack of (their own) facilities
- Lack of Volunteer's long term commitment
- Difficulty in defining and implementing an adequate Organizational Structure
- Difficulty in providing medical checkups to its practitioners
- Difficulty in achieve long term sustainability
- Difficulty in providing snacks to the players as a complement to their nutrition
- Difficulty in supporting their coaches' wages
- Difficulty in providing adequate transportation to the trainings and meetings
- Difficulty in registering players in the Portuguese Rugby Federation

3.1.2 The Galiza community

The Galiza community, which also includes “*Bairro do Fim do Mundo*” district (“End of the World” neighbourhood) is a poor and problematic neighbourhood, in the outskirts of Estoril, mainly composed by immigrants from Africa, Brazil and Eastern Europe.

In the beginning, it was mainly composed by shacks, but they have been slowly replaced by social housing.

3.1.3 Santa Casa da Misericórdia de Cascais: "*Satisfy social needs through the practice of the fourteenth mercy deeds*"

Santa Casa da Misericórdia de Cascais (SCMC) was founded in 1551 by the inhabitants of the Cascais town, inspired by the creation of the first Santa Casa da Misericórdia by the Portuguese Queen D. Leonor in 1498.

Its objective was (and remains the same) to put in practice the fourteen mercy deeds, that express the Christian charity. This institution aimed at providing assistance to the poor and neglected, prisoners and captives. Nowadays, SCMC owns several institutions, from kindergartens to retirement homes, in order to address the diverse socioeconomic needs and challenges.

Indeed, one of these lesser institutions belonging to SCMC is *ATL da Galiza*.

3.1.4 ATL da Galiza: "*the right to be different*"

The *ATL da Galiza*, a youth’s recreational and leisure centre, was created in February 1984, with the intention of attending to the problems detected in Galiza primary school – poor academic performance, instability, children aggressiveness and violence. It was a result from an integrated Programme (“*Programa Integrado da Galiza*”), which included professionals from different areas and services of the municipality of Cascais. *ATL da Galiza* opened its facilities in Galiza’s Old School, its legal status being supported by SCMC. It started its activities with 70 children from different neighbourhoods of Estoril (a district from the municipality of Cascais) – Galiza, Bairro da Liberdade, Bairro Pinhal Fim do Mundo, among others. These neighbourhoods were characterized by a high percentage of non-native population, illegal shacks and deficient urbanization, violence and delinquency.

Over the years, the number of children and youngsters grew steadily, as the number of inhabitants in those neighbourhoods increased. The charismatic leadership of *Maria Gaivão*,

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president of *ATL da Galiza* since its beginning, has contributed greatly to the success of this institution.

3.1.5 An innovative approach: Rugby for the excluded

In Portugal, when one thinks of rugby, it is immediately associated with the traditional families of Lisbon, Coimbra and Oporto, being clearly classified as an elitist, manly³⁶ sport. In fact, it is far less popular than football, the most played and popular sport in the country³⁷. Even so, rugby has never been trendier, mainly because of the excellent performance of its national team, “Os Lobos”, in the 2007 World Cup. As a result, the number of registered players and clubs almost doubled from 2006 to 2010 (See **Exhibit 2** for detailed info about Rugby numbers in Portugal).

Rugby is a cooperative sport that promotes discipline, mutual respect, teamwork, loyalty and bravery, among other values (International Rugby Board - IRB). Also, it is pointed that Rugby is really a School of life as it can teach its practitioners how to apply its values to their daily lives. Therefore, all these characteristics can be applied to address social exclusion, by using rugby to tackle the differences.

As IRB states in its Playing Charter Conclusion³⁸, *"rugby is valued as a sport for men and women, boys and girls. It builds teamwork, understanding, co-operation and respect for fellow athletes. Its cornerstones are, as they always have been - the pleasure of participating; the courage and skill which the game demands; the love of a team sport that enriches the lives of all involved; and the lifelong friendships forged through a shared interest in the game. (...) The long standing tradition of players from competing teams enjoying each others company away from the pitch and in a social context, remains at the very core of the game"*.

3.1.6 Escolinha de Rugby da Galiza: "Tackle the differences"

Escolinha de Rugby da Galiza was founded in September 2006 with the *vision* of building a more dignified and fair society where the life of every human being is loved, respected, defended and promoted at all stages and in all its dimensions (cultural, race, religion, sex, etc...) from the conception to the natural death. Since the beginning, ERG's *mission* has been the social integration of children and teenagers from problematic communities through Rugby.

³⁶ In 2007 the number of registered male players were 4887 while there were only 337 female players (Instituto do Desporto de Portugal, 2011)

³⁷ In 2010 there were 5224 registered players in Federação Portuguesa de Rugby, far behind the 148106 registered football players (Instituto do Desporto de Portugal, 2011)

³⁸ International Rugby Board, *IRB Playing Charter*, 2008

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ERG was the first rugby-training centre in Portugal using rugby discipline and values with children and teenagers from one of the most problematic social neighbourhoods in Portugal, Bairro do Fim do Mundo in Galiza, Estoril. When the idea was tested in Fim do Mundo, all participants gave a very positive feedback. However, *ATL da Galiza*, (owned by SCMC), the owner of the project, did not have enough financial conditions to support the project. There were no equipments, no training facilities, no experience. But Maria Gaivão, president *ATL da Galiza* and the heart and soul of the project, did not give up. Therefore, She gathered some volunteers, former youth rugby players, who joined together to give the first training session to the young people from Fim do Mundo. And that is how the ERG started growing until today.

Since its foundation, the project has been very clearly defined objectives. ERG's main goals are the following (see **Exhibit 3** for a detailed list of other specific objectives):

- To promote through Rugby values such as team spirit, solidarity and acceptance of difference - all are necessary regardless of their physical, cultural or temperamental nature.
- To promote shared experiences and the transmission of moral, ethical and social values, to contribute to a more sustained growth and also to enable the development of a sense of responsibility and respect for others and for human life.
- To promote the engagement of families, schools and other partners in a global project of education and harmonious development of the child or the teenager.
- To integrate the youngsters on an athletic activity - Rugby - by learning the sport and in the extended community through meetings and tournaments with other clubs;
- To engage and mobilize institutional support governmental and non-governmental organizations, to ensure measures to prevent drug abuse and criminality, and enhance integration in the extended community.

In ERG, players are divided by echelons, according to their ages: *Mega Bâmbis* (3 - 5 years), *Sub 8* (6 - 7 years), *Sub 10* (8 - 9 years), *Sub 12* (10 - 11 years), *Sub 14* (12 - 13 years),

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Female echelon (12-14 years) and *sub 16* (14-15 years). Currently more than 130 youngsters play in the different echelons (excluding *Mega Bâmbis*).

ERG designed a very interesting model of incentives and motivation to their young players. According to ERG, rugby can be the beginning of a new path of children's lives. The values that rugby brings could change their behaviours in society, at school, at home and with their colleagues. ERG have always believed that young people once start playing rugby would be totally engaged because rugby is a sport that easily promotes the commitment of the ones who play it. In the end, these youths could be called to the National Teams, become referees, coaches or other sport agents. In that sense, ERG designed a “business” model where the players have to fulfil certain school results and other previously agreed objectives³⁹, in order to play in ERG's team. The minimum school performance of each rugby player would have their own requirements according to the problems and the needs of each one.

The project also intervenes in nutrition and healthcare areas through reinforcement of afternoon snacks, annual medical check-ups, oral healthcare sessions and a physiotherapy office.

The way that ERG operates, having each player in the centre of the concerns and their academic results, makes ERG a unique project with a strong positive impact on youth and inside of their community. Through team inclusion, children and youngsters are integrated in projects that intervene in different areas of their lives, namely academic, athletic and healthcare, which essential promote self-awareness and attitude through a life project that they can pursuit. By working side by side with the families, in a coordinated way, their expectancy in their children future increases.

According to ERG, the impact is very tangible. In a few years there is a better welfare, there are changes in children's attitude and behaviour, a larger involvement of the whole community (families and school and other stakeholders) and school performances have been improving steadily, as well as the players are keener into pursuing a life project. That is the case of Marius (fictional name), a Romanian boy, who managed to be called to the Regional Rugby team and at same time improved his grades at school (**Exhibit 4**).

³⁹ In the beginning of each scholar year each player signs an *objective contract* where is defined the objectives that he/she must achieve. These can scholarship, sportive and behavioural ones.

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Being a very broad project that operates with verified success in various levels through the whole community, it already originated the creation of other eleven Rugby Schools in problematic communities in Portugal, some still in preliminary stages while others already consolidated, all of them supported by Federação Portuguesa de Rugby.

3.1.7 ATL da Galiza Study office

The *ATL da Galiza* study office promotes the school performance and attempts to minimize negative evaluations and the early school abandonment. It aims not only at aiding the players in believing in their capacities and gifts, but also in defining and accomplishing their behavioural and scholarship objectives, therefore facilitating the achievement of their future life projects and the integration in the whole community.

Furthermore, it is a bridge between the school (which is responsible for the acquisition of knowledge and skills) and the families (primary educators), involving them in a global educational and formational project, by using motivation tools like periodic *objective contracts* (scholarship, sportive and behavioural), *auto-evaluation records* (self-control, behaviour and punctuality) and monthly *parent meetings*.

The *objective contracts* made in the Study Office with all ERG players oblige each one of them being to be capable to define his academic, athletic and behavioural objectives, and built around the compromise of achieving them (penalties and awards can be defined by themselves). This process is always monitored by an ERG director and a player's close relative.

The Study Office, through self-created tools - *attendance sheet*, *daily records of attitude, self control and effort* - permits that, at the end of each period, relevant information about each player can be provided. These data, crossed with other athletic and behavioural information, is very useful to renegotiate new contracts, with the possibility of obtaining a *merit award* for all who deserve it (**Exhibit 5**). For instance, Pedro, a problematic Portuguese teenager, managed to soundly improve his school performance (**Exhibit 6**).

In addition, the Study office activities have been complemented by a computer room and a library - the *Galizoteca* - in order to optimize the players' academic results (**Exhibit 7**)

3.1.8 ERG organizational structure

ERG has a fully developed organizational structure, with clearly defined roles, positions and goals (see **Exhibit 8** for a detailed chart of ERG's organizational structure).

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The *Management Board* has the competencies of defining the project strategy, managing the financial resources and elaboration of ERG's budget, project sustainability, elaboration of internal regulation, human resources management (hiring, appointment and salary policies when applicable), institutional representation and management of ERG's physical assets, among others. Besides the *President* (Maria Gaivão), the *Management Board* includes a *Team Director* (responsible for the sports planning, meetings and tournaments), a *Manager* (mainly responsible for logistics and the family relations), a *Communication Advisor* (responsible for communication, visibility and institutional representation) and a *Health Advisor* (responsible for the medical check-ups and other healthcare programs). The Board must elaborate an annual report, and its performance is evaluated by SCMC.

The *Technical Council* has the responsibilities of monitoring the development of ERG's activities, program and budget as well as supporting the board in defining medium/long term strategies. It is also in charge of representing the project in Rugby associations' sessions and promoting the integration of ERG's players in other clubs from "SUB 14" echelon onwards.

The *Technical Coordination department*, led by the Team Director, has the responsibility of managing and organizing the team, defining the echelon's coaches, planning trainings, meetings and tournaments and evaluate coaches and trainings among other functions.

The functions of the *Educational Coordination department* are to promote the integration and the players' physical mental and emotional well-being, in articulation with the School, *ATL da Galiza* and the families. It includes the study office, the hostesses (volunteers who take care of younger players), the ERG Family Association⁴⁰ and some other complementary leisure activities.

The roles of *Public Relations department* are external communications, raise funds for ERG's sustainability, permanently update ERG's blog/site and represent the Managing Board when needed.

⁴⁰ Created in September 2010, the ERG Family Association aims to support ERG's activities and serve as an driving for parents to take an interest, motivate and value the educational, athletic, academic and behavioural process of their children, increasingly assuming their essential role as educators. It is mainly composed by Rugby players' parents.

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The *Healthcare Support department* has the responsibility of conducting medical check-ups and ensuring physiotherapy support to all practitioners, promoting oral health and vaccination, as well as detecting problems and refer them to local health centres.

Finally, the *Logistics department* is in charge of the distribution of food supplements in training sessions and games to practitioners, of ensuring the cleanliness and maintenance of players' sports equipments and the teams' transportation in tournaments and meetings.

3.2 Impact of the project

In this section, we will provide some key figures about the project in order to evaluate its impact. Since its creation in 2006, ERG has formed more than 200 players. Some of them have been transferred to other clubs when they reached the age limit (16 years). Other practitioners even have been called to regional and national teams⁴¹. These are impressive numbers as Rugby is not a very popular sport in Portugal, especially in deprived communities.

Regarding season 2010/2011, a total number of 131 children and teenagers were involved in the project, and 95% of them remained the whole season (see **Exhibit 10** for detailed numbers), representing an annual growth of 18%. ERG teams participated in 36 tournaments and meetings and it has organized three of them. ERG teams plays with prestigious clubs like Agronomia, Belenenses or CDUL without complexes, and sometimes even manages to win. It could be as any other club in spite of having more than ten different nationalities in its ranks. Also, it is crystal-clear that winning matches is not the main goal of this project.

In September 2010, following the success of the project in involving the players' families and the whole community, the *Associação das Famílias da Escolinha de Rugby da Galiza* (ERG Families' Association) was created. It aims at supporting the activities of the project and throughout the season it secures the organization of the sports equipment and its members accompany the teams to the matches. The Association also has developed some fundraising activities.

⁴¹ In 2010/2011 season eleven adolescents have participated in trainings promoted by Federação Portuguesa de Rugby and Associação de Rugby do Sul.

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The success of this project has been recognized by several institutions. In 2009, ACEGE⁴² selected ERG for the award *As melhores causas* (the best causes). In the same year IES⁴³ titled ERG as an *Iniciativa de elevado impacto social - Caso de Alto potencial de Empreendedorismo Social ES+* (great social impact project). In 2011, as a result of the creation of eleven other rugby schools, IES developed a study in association with ERG concerning the replicability of the project's model.

Also in 2009, ERG won the prize *EDP Solidária*⁴⁴, awarded by Fundação EDP and in 2011, *Escolinha de Rugby de São João da Talha*⁴⁵ and *Rugby Alta de Lisboa*⁴⁶ - "sister schools" of ERG - received the same prize.

ERG has participated in several other initiatives like *Greenfest*⁴⁷, organized by Fundação EDP, *1st Boot Camp IES*⁴⁸, organized by IES and INSEAD, among others. Several students from different universities, like Universidade Católica Portuguesa, Universidade Nova de Lisboa or ISCTE, have contacted the project for their thesis and researches.

Tomaz Morais, the National Rugby Team Manager, has encouraged enthusiastically ERG's activities since the beginning, and in 2011 became *godfather* of the project (see **Exhibits 11** for an article about ERG written by Tomaz Morais). This support have been proven very useful in order improve the project's awareness and to secure vital partnership with Rugby institutions, like Federação Portuguesa de Rugby (FPR) and Associação de Rugby do Sul (ASR). Also, many National Rugby Team players are often engaged in ERG's tournaments and hangouts.

Impact in Media:

The Media has also recognized the power and potential of the project. Several newspapers have written articles about ERG (see **Exhibits 12 to 16**) and the TV channels RTP, SIC, TVI and SportTv have made several reports. It even appeared in International Rugby Board's *Total Rugby Magazine*.

⁴² ACEGE - Associação Cristã de Empresários e Gestores Católicos (Portuguese Christian Association of Entrepreneurs and Managers)

⁴³ IES - Instituto de Empreendedorismo Social (Portuguese Institute of Social Entrepreneurship)

⁴⁴ <http://www.fundacaoedp.pt/inovacao-social/programa-edp-solidaria/edicao-2009/51>

⁴⁵ <http://escolinharugbysaojoaotalha.blogspot.pt/>

⁴⁶ <http://altarugby.blogspot.pt/>

⁴⁷ <http://www.greenfestival.pt/2010/programacaoAgendaDetalhes.aspx?dia=12&idEvento=129>

⁴⁸ http://www.ies.org.pt/formacao/ies_powered_by_insead/bootcamp/,
http://www.ies.org.pt/content/files/PR_I_Bootcamp_Empr_Social_IES_-_pos_evento.pdf

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Below we present a summary table of the project awareness in Media⁴⁹:

Project Awareness	
Blog visits	85,219
TV reports and appearances	5
Articles in regional and national newspapers	30
Broadcasts	3

Partnerships

ERG has managed to establish many partnerships with several institutions, companies and foundations, which have permitted the project's development and its sustainability. In the table below we refer the most relevant partnerships:

Organization	Type of Partnership
Federação Portuguesa de Rugby (FPR) ⁵⁰	Athletic Support
Associação de Rugby do Sul (ASR) ⁵¹	Athletic Support
Escola Superior de Saúde de Alcoitão ⁵²	Health Support
Nestlé	Nutritional Support
Unicer	Nutritional Support
Banco Alimentar Contra a Fome ⁵³	Nutritional Support
Fundação Calouste Gulbenkian	Financial Support
Fundação EDP	Financial Support
Associação D. Pedro V ⁵⁴	Financial Support
Câmara Municipal de Cascais (CMC) ⁵⁵	Financial and Logistics Support
Junta de Freguesia do Estoril	Logistics Support
Agrupamento de Escolas de S. João do Estoril	Educational Support
Instituto de Empreendedorismo Social	Consulting Support

⁴⁹ These data has been provided by ERG's Management Board

⁵⁰ Federação Portuguesa de Rugby – support in coaches and directors' formation and in the payment of players' insurances.

⁵¹ Associação de Rugby do Sul – athletic and technical framework of ERG.

⁵² Escola Superior de Saúde de Alcoitão – physiotherapy framework and clinic supervision of injured players.

⁵³ Banco Alimentar contra a Fome – players' nutritional reinforcement (afternoon snacks and specific nutritional problems) and project visibility.

⁵⁴ Associação D. Pedro V – support in sport equipment

⁵⁵ Câmara Municipal de Cascais – project financing through an agreement that permits the weekly rent for 1h30m of a field, the salary of one coach and the requisition of a transportation van for meetings and tournaments.

3.3 Project Sustainability

Regarding this topic, we interviewed ERG's President Maria Gaivão and other *Management Board* members as no one better than them has an insight about the project challenges and how to face them (see **Exhibit 17** for the full interviews with Maria Gaivão, António Cunha and Alexandra Fonseca).

3.3.1 Long term planning and sustainability

In this section, we will discuss what the future will bring to ERG, its long-term planning and its sustainability.

3.3.1.1 Project Growth

The project began with about 60 players in 2006 and it is predictable that in 2012/2013 the number of practitioners reaches 140, which represents an increase 133% in 6 years. Also, with the foundation of ERG Families' Association, which represent a mark in the involvement of players' families in the project, it is expected that in the following years these numbers increase even more.

One could argue that, because of the project's huge success, the next obvious step would be turning ERG in a formal Rugby Club. Wrong, in the opinion of Maria, António and Alexandra, as it would distort the project mission. Rugby is a tool and a way to social inclusion, not the other way around. As Maria Gaivão points, "*everything that is made here must be under the guidance of ERG mission. Maybe this is one of the reasons why inside and outside the field we are different*"⁵⁶. António Cunha also refers that "*If we ever perceive that this transformation can serve the vision and mission that we propose, then it will be considered as a possibility*". Therefore, it is clear which path ERG wants to walk.

Regarding the future of the project, António Cunha affirms that "*the main concern (...) is to ensure the sustainability of the project. We are currently working in that direction and we hope that gradually it will be reached as well as the continuous integration and growth of our athletes. In three years we hope to be more responsive to the challenges that daily arise and to have the necessary infrastructure to ensure a better work*". Alexandra Fonseca also believes that project will manage to have a sustainable growth.

⁵⁶ This and the following quotes have been translated by the author from interviews performed by him.

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One of the major concerns of ERG's Management Board is related to the absence of a proper training field. Currently, the players have to play in rented or lent fields, and some of those are not quite adequate to the practice of rugby. We will focus on the logistic and athletic aspects of this problem, as the financial aspects of this situation will be discussed later in the Teaching Notes. During 2010/2011 season, the various ERG echelons participated on a total of 545 training sessions (see **exhibit 18** for detailed numbers by echelon), so it is not hard to imagine the logistics involved in transporting the players to the rented training fields⁵⁷. In addition, it affects the players' athletic development and somewhat can discourage some of them from pursuing the activity. Therefore, the acquisition of the training field must be a priority as it will boost the project's growth. Besides, it would mean the elimination of field renting costs and could generate internal income through field renting.

The other main point is related to the transport logistics. Although ERG has managed to acquire a minivan for its activities, which will be referred later, it is still not enough for the project needs, as it is necessary to transport many players to matches and tournaments and a 9-seat van is a bit short for the task. That means that it is always necessary to rent bigger vans to transport the players⁵⁸.

Maria Gaivão concludes by referring that she hopes to continue to see happy, motivated and dignified kids because of ERG's effort, in articulation with their families, schools and voluntary organizations, to create the right conditions that they deserve as true human beings. Management, vision, commitment, permanent evaluations and trust are and must remain ERG's foundations.

3.3.1.2 Megabambis: when a problem can become a sustainable solution

In this section, we present an example of a sustainable solution which emerged from a serious problem:

Megabambis is a group of children between 3 and 5 years old, mostly siblings of elder ERG players. They became a “problem” when their conscientious brothers and sisters began to skip trainings in order to take care of them. What could be a major drawback turned to be a great solution when this special class, the *Megabambis*, was created. Therefore, the children

⁵⁷ ERG rented four training fields during 2010/2011 season.

⁵⁸ During 2010/2011 season, in 36 tournaments and meetings, ERG had to rent vans in 26 occasions (in the other 10 occasions Santa Casa da Misericórdia de Cascais or Câmara Municipal de Cascais lent their vans).

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begin earlier their initiation to the culture and practice of rugby, which is not well known in their community, through simple, playful games. Consequently, it is a good motivation strategy in medium/long term, as they will be the future of the project (see **exhibits 19 - 20**).

Megabambis are defined by Maria Gaivão as:

- *A group of small beings that occupy a great space in the field (they still don't understand the rules!)*
- *A group of small beings whose garments covers all their body.*
- *A group of small beings who fall under the weight of their equipment bags and need serfs (the volunteers) permanently to carry that burden for them*
- *A group of small beings that pay more attention to the “picnic” than to the game itself*
- *A group of small beings that guarantee the future of ERG's project!*

3.3.2 Financial Sustainability

In this section, we will address specifically the funding necessities of the project.

3.3.2.1 Project Necessities of short and long-term financing

Regarding ERG's budget for 2012/2013 season - €111,750.49 - we can observe that an important part of the total expenses (70%) is related to Human Resources expenditure. Almost 75% of HR costs will be ensured by Câmara Municipal de Cascais (CMC) and SCMC, which, while not guaranteed, is likely to be maintained for the following years. The transportation costs will be almost €15,000, with emphasis on van renting, which will cost approximately €8,900, and only €1,200 of those will be financed by CMC. Finally, the training field renting costs will reach €9,000 (see **Exhibit 21** for the detailed Budget).

Regarding long-term financing, in order to obtain the desired training field, ERG would need to gather huge financial resources (see **Exhibit 22** for a resumed chart that displays the estimated costs of building a rugby field). This can only be achieved through a partnership with CMC and some companies.

Fundação Gulbenkian and Fundação EDP through its project EDP Solidária, have sponsored the project by approximately €30,000 per year, but these subsidies are negotiated

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yearly, so by definition, not certain. Other institutions had supported the project in past years but not in a continuous way⁵⁹.

Every year ERG organizes a Golf Tournament and a Dining Event which represent an income of about €15,000, which by far are the most important sources of internal income, which totals €25,000. Therefore, earned income represents only about 23% of the total budget of 2012/2013 budget.

If we compare ERG's budgets of 2009/2010 (€70,702.85€) and 2012/2013 season (€111,750.49), we can conclude that it was increased significantly, due to the growth of rugby practitioners (from 100 to 140), which means more transportation and renting costs, and to the increase of the number of related activities offered - study office, healthcare services, etc.

In conclusion, it is evident that the financial necessities of the project are huge, as the number of players are increasing rapidly and as the sponsorships and subsidies are become scarce and uncertain. Therefore, ERG should implement earning income strategies to secure the necessary resources for the project's activities and to become less dependent from external funds.

Below we will describe how an original ideal was applied to fund the acquisition of a minivan.

3.3.2.2 A Creative Way to Fund a minivan

Until 2010, ERG did not have a minivan to transport the ERG players to rugby training sessions and matches, so they had to request one minivan to CMC but usually it was not available. In this chapter, we will describe how it is possible to raise funds for a specific project with creativity and with a whole community commitment.

Ângelo Felgueiras is 45 years old and he has been a TAP's pilot for more than 20 years. Currently he is captain of long haul flights. In 1997 he started climbing to the top of the highest peaks of the world and in 2010 he decided to launch the project *Escalar por Uma Causa* (Climb for one social project).

⁵⁹ In 2011, Grupo Mello - one of the biggest Portuguese business groups - subsidized the project in 60,000€, which could represent about 55% of 2012/2013 ERG's budget.

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In 2010 one of ERG's main needs was a minivan to transport the players and the coaches to the respective trainings and matches. Therefore, Ângelo Felgueiras decided to climb the Everest highest peak with the purpose of collecting funds to purchase the so long wanted minivan (see **Exhibit 23** for an article about the campaign).

In order to reach that objective, Ângelo and ERG launched the campaign *1 metro, 1€* (1 meter, €1). During the climbing of Everest peak Ângelo was always updating the number of meters climbed in his website⁶⁰ and everyone could donate €1 or more in order to collect the total of €8,848 (Everest highest peak has 8,848 meters). This campaign was followed closely by ERG, which prepared some parallel events in order to involve the Galiza community in this project⁶¹.

When Ângelo Felgueiras returned to Portugal, he has collected close to the targeted amount of €8,848. However, the minivan's price was almost €20,000, even with all discounts that were granted. So, in order to collect the remaining €11,000, he decided to establish a partnership between the minivan manufacturer and a shopping centre in Oeiras. Ângelo asked the shopping centre to allow the minivan's exhibition during one week free of charge, which was accepted. In exchange, the minivan manufacturer offered a €5,000 discount. During that week, the minivan was exposed in the shopping centre with a small exposition about the Everest expedition and the objective of this project. It was also asked to the shopping centre clients to give a *two-euro* donation for the cause and in exchange, they could write their signature on the minivan.

After these two fundraising phases, Ângelo Felgueiras and ERG collected all the necessary funds. Today this minivan is one of the assets that allow this project to keep running (see **Exhibit 24** for a photo of the minivan).

⁶⁰ http://www.angelifelgueiras.com/index.php?option=com_content&task=view&id=34&Itemid=64

⁶¹ <http://escolinhaderugbydagaliza.blogspot.pt/2010/07/Ângelo-felgueiras-deu-nos-uma-carrinha.html>,
<http://escolinhaderugbydagaliza.blogspot.pt/2010/04/por-nos.html>

3.4 Critical Success Factors of ERG

In this subchapter, we will briefly analyze critical success factors that have permitted ERG to become a renowned project.

First, it is necessary a charismatic leader with vision and courage. Maria Gaivão is a good example of that. But as Alexandra Fonseca states, "*shared management, a strong team spirit, being proactive and results-oriented is also essential*".

One aspect that could go unnoticed is the experience and knowledge about Galiza community the almost 30 years of *ATL da Galiza's* activity provided. Trust is difficult to obtain, but it is radically important in projects that intervene in problematic communities. Drawing on that, the integration of the different projects of *ATL da Galiza* - the academic, athletic and family projects - has been very fructuous.

António Cunha states that what makes ERG project a successful case is the fact that "*all strategies and techniques that are applied in the project are based on the pursuit of the values and the objectives that we established. The decision-making, from the smallest to the most important, at all times follow the criteria that arise from the vision and mission that guide us. This gives the strategic coherence and unity that motivates, strengthens and maintains us focused step by step*". In conclusion, rugby is only a tool to fulfill the project's mission: *the social integration of children and teenagers from problematic communities*".

The partnerships with athletic institutions have been indispensable, as rugby is not a popular sport, especially in this kind of communities. Also, ERG managed to attract the attention of several other institutions and from Media which has proven crucial to the funding necessities of the project.

Nevertheless, ERG faces several crucial challenges. A large slice of ERG's budget is assured by subsidies from companies, which, as we referred above, are becoming every day more uncertain. Therefore, how can ERG finance its activities and achieve financial sustainability?

Chapter 4: TEACHING NOTES

4.1 Learning Objectives

This case study is aimed at students attracted to the social entrepreneurship and social integration subjects. It may be a useful tool for a management course because the students can learn relevant strategies and become aware of ERG, a successful and awarded social project which integrates youths through the practice of rugby. Below we point out the most relevant learning objectives:

- This case exposes the role of rugby in integrating problematic youngsters in the society and how important is to have a clear mission and vision in order to successfully pursue the project objectives.
- This study also points out the crucial importance of strategic partnerships in this kind of projects.
- It underlines the financial necessities of social projects nowadays and the new, innovative ways to reach long-term sustainability - to turn a social project in a social enterprise.
- The students will have the opportunity to acknowledge the critical factors that have permitted ERG to grow and to become a successful case.

4.2 Teaching Questions (TQ's)

ERG's have become a very popular project not only in the rugby field but also among NGOs and other social organizations. Below we state three relevant TQs that should be addressed in order to explore this case:

TQ1 - What is the impact that ERG has had and how can the organisation leverage this impact to demonstrate its success to potential donors and supporters?

TQ2 - Which are the critical factors that made ERG a successful case?

TQ3 - How can ERG finance itself and become sustainable in the long term?

4.3 Suggested Teaching Methods

During a class, it might be interesting for the teacher to present this case and the students could assume the role of ERG's Management Board. Therefore, students can assume that the TQs were formulated by the ERG's President, Maria Gaivão, to her Management Board.

The students would be divided in groups, and each group should address all the three questions. Students would have access to the Case, where they could find relevant information for their research, and they could contact ERG for further information. It should be emphasized to the students that the first two questions are essential to address the third one, which is very relevant to ERG. So, well elaborated answers would prove to be very useful to elaborate strategies to secure the future of the project.

In the following class, the teacher might invite the ERG's President, Maria Gaivão. Maria might start by presenting her experience as ATL da Galiza's Director and ERG's founder, and the impact of the project in the Galiza community. Then, each group would present its answers to the questions proposed. After each presentation, the rest of the class would be asked to comment on the group's presentation.

Finally, Maria and the teacher would comment on all of the answers and choose the most complete ones, suggesting an opportunity for the group to help implementing it or offering to the winning group, as a prize, the possibility of a short internship in ERG.

4.4 Analysis and Discussion

In this sub-chapter, we do not intend to comprehensively answer the TQs but to provide some guidelines for students' answers. Accordingly, we will only briefly analyse each question and how it should be properly addressed.

TQ1- What is the impact that ERG has had and how can the organisation leverage this impact to demonstrate its success to potential donators and supporters?

In subchapter 3.2, we described the impact that the project has had in the Galiza community and in the society in general. ERG has managed to raise the project's awareness both in the Rugby world and in the civil society. As a result, ERG has partnerships with IES, FPR and Fundação Gulbenkian, among others, which have been vital to the project's growth.

Sustainability of social projects: Escolinha de Rugby da Galiza

Nevertheless, it is important to refer that a social organization must seek actively and permanently visibility and awareness of its activities as the number of NGOs increases every day while the donations are becoming rare. Thus, ERG must develop and update its website, as it is the best way to display and present its activities. Also, it should take the next step towards accountability, by making available online the annual reports and other relevant information already provided to SCMC (ERG's parent institution). Therefore, it would be easier to establish long-term partnerships with companies and institutions.

On the other hand, ERG must continue to participate in seminars and conferences, as they are very useful to raise the project's awareness and for networking.

Finally, it is important to promote the reinforcement of long-term partnerships (with its service suppliers) with the purpose of reducing fixed costs in electricity, water and telecommunications.

TQ2 - What are the critical factors that made ERG a successful case?

The success of every project, organization or company is dependent on some critical factors. To answer the above question, students should read the subchapter 3.4 and the interviews with ERG's management board members.

Thus, we would state the critical factors that, in our opinion, made ERG a successful case:

- The charismatic leadership of Maria Gaivão.
- Shared management and strong team spirit.
- The accumulated experience derived from ATL da Galiza activities.
- Integration of the different ATL da Galiza projects - the academic, athletic and family projects.
- Integration and commitment of whole Galiza community - from children to elders.
- All decisions are taken towards the fulfilment of the project's mission. Rugby is not a goal but a tool.
- The strategic partnerships with athletic institutions in order to ensure a correct framework.
- The increasingly project's visibility and awareness which provided partnerships with third sector institutions and donations from companies and institutions.

TQ3 - How ERG can finance itself and become sustainable in the long term?

In order to address TQ3 it will be important to understand the critical success factors of ERG, since, due to the vast number of non-profit organisations financially constrained and competing for funds, showing the impact and the success of an organisation is critical for potential donators and supporters.

As we have stated above in sub-chapter 3.3, ERG is very dependent on subsidies granted by state institutions and companies, so it is essential that it could adopt earning income strategies in order to achieve financial sustainability.

We mentioned before that ERG lacks a proper training field, which not only affects negatively the players' athletic development but also increases expenditures, due to renting and transportation costs - renting costs are expected to be almost €9,000 for 2012/2013 season. Therefore, an effective solution might be to establish a partnership with CMC (which would cede the ground) and some companies (which would provide the necessary funds) in order to build the training field⁶². One way to obtain the funds to build the training field would be the project application to the *Bolsa de Valores Sociais* (BVS)⁶³, which also would increase the project's visibility and awareness. It would improve players' sportive valorisation, enable the elimination of field renting costs and the reduction in transportation costs. Also, the construction of a multi-sport field could generate internal revenues, through field renting for football matches (football fields are much demanded), advertisement on the field and bar services. Due to the privileged relationship between ERG and FPR, the training field could also be utilized by the National Rugby Team in its training sessions.

Another possibility to finance the project would be the attraction of players from non-problematic communities. These players could pay a monthly fee (as they would pay in any other rugby club), which would not be affordable by the other athletes. ERG is already a respectable team among the traditional rugby teams, and if it manages to acquire a training field, it can offer the adequate conditions to the practice of rugby and facilitate this process. In addition, it would enhance the relationship between youngsters from different social

⁶² The students can use the information contained in the Exhibit 22 when estimating the overall costs of building the training field. Additional information about building costs can be found in <http://www.geradordeprecos.info>

⁶³ The *Bolsa de Valores Sociais* replicates stock exchange environment and its role is to facilitate the meeting between carefully selected Civil Society Organizations, with relevant work and proven results in the Education and Entrepreneurship fields, and social investors (donors) willing to support these organizations by purchasing their social shares. More information can be found in <http://www.bvs.org.pt>

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backgrounds, fostering their growth based on the difference and the respect for others, which is strongly linked to the project's mission.

The success of this project has originated the creation of several other rugby schools. In addition, IES developed a study in association with ERG concerning the replicability of the project's model. Thus, as the project possesses all the necessary *know-how*, ERG could generate income by helping in the implementation of new rugby schools and charging *brand fees*.

Finally, ERG could obtain additional funds through merchandising revenues, membership fees from ERG's friends association or through van renting.

In conclusion, ERG has several opportunities to finance its activities and the best way to achieve financial sustainability would be by combining some (or all) of them.

Chapter 5: CONCLUSION AND FUTURE RESEARCH

This case study aims to underline the necessities of financing a project that is socially sustainable and able to induce great acceptance and popularity in the community to which it belongs, by integrating youngsters from deprived communities through the practice of rugby.

Currently, ERG is dependent on financial support from public and private institutions and enjoys the advantages inherent to the partnership with social institutions. Nevertheless, addressed the issues of policy and technical inspection plans and budget management, ERG must move towards greater financial sustainability.

It is important to continue to explore the traditional ways of generating revenue, such as governmental subsidies and contributions from long-term partners from the involved community. However, ERG should pursue earned income strategies such as charging *brand fees* through the expansion of sister rugby schools, renting of assets (by establishing suitable protocols for transporting third parties, using the recently acquired van) and *membership fees* by including players from non-problematic communities, which could be positive to the inclusive nature of the project.

We conclude that the most effective solution would be a partnership between ERG, CMC and some companies with the objective of building the desired training field. As we mentioned before, it would permit the sportive player's valorisation, the elimination of field renting costs and reduction in the transportation costs. And essentially, it could generate internal income through field renting for football matches, advertising and bar services. Also, the training field could also be used by the National Rugby Team in its training.

We faced some limitations during the writing of the case study. Firstly, while being a very successful project that is steadily improving the welfare of many children, it is also a pioneer project, so it was difficult to find out earned income strategies that could provide a better financial sustainability. On the other hand, space limitations prevented a more comprehensive analysis of ERG's critical success factors, in order to consider the replication process.

Sustainability of social projects: Escolinha de Rugby da Galiza

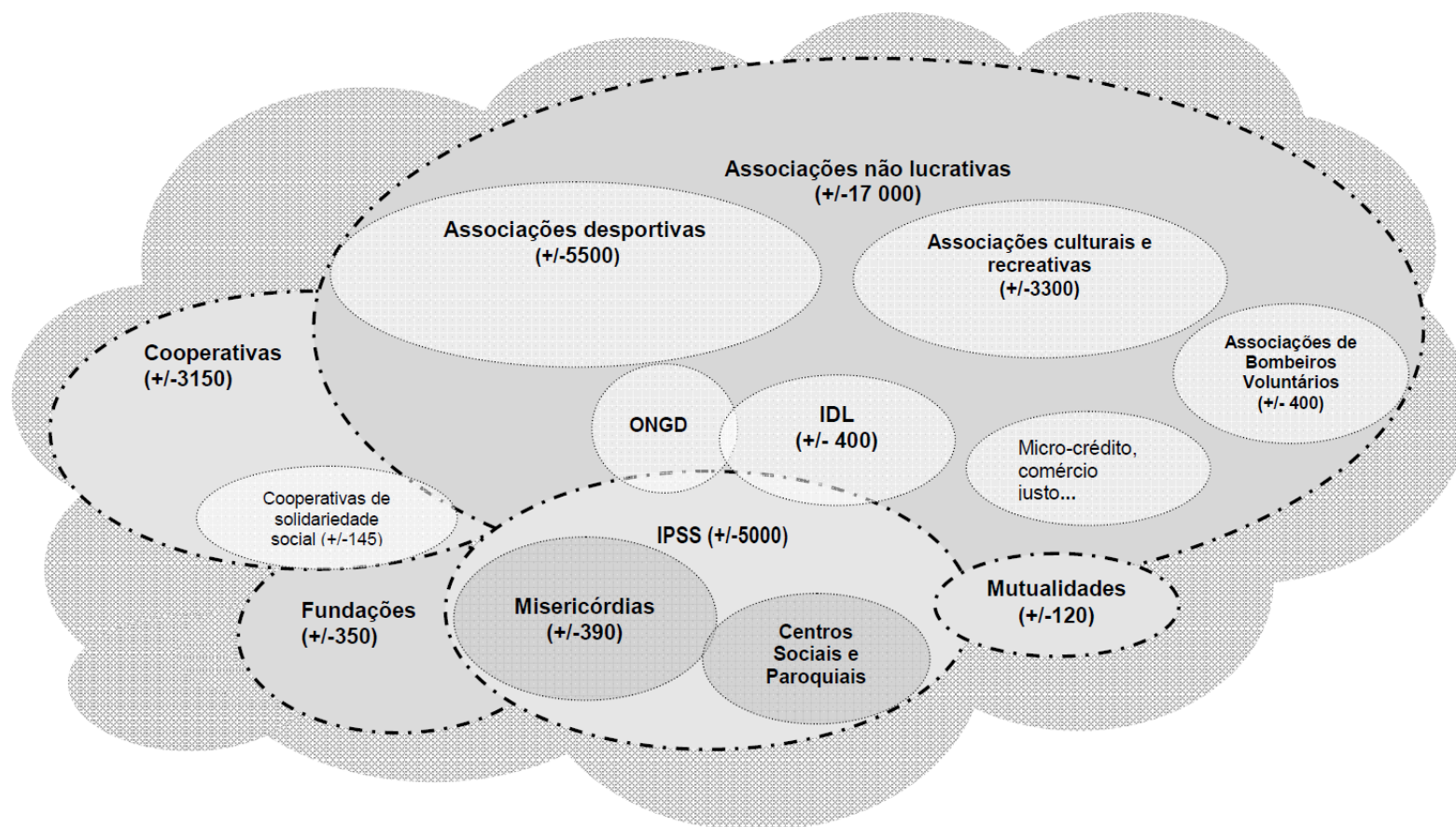
In our opinion, further research could be focused in developing a *business plan* in order to attract partners to the objective of building the training field. In our opinion, this acquisition is vital to the future of this wonderful project.

I want to refer that it was a true blessing to have the opportunity of writing about Escolinha de Rugby da Galiza, a project that I truly admire and that I hope that will continue to tackle the differences in our society, with courage, persistence and joy.

APPENDICES

ANNEXES

Annex 1: Resumed chart of third sector's institutions in Portugal



Source: *Quintão, Carlota (2011), O Terceiro Sector e a sua renovação em Portugal. Uma abordagem preliminar, 2011 p.15*

Annex 2: Comparative table - Sport in Millennium Development Goals

MILLENNIUM DEVELOPMENT GOAL	CONTRIBUTION OF SPORT
1. Eradicate extreme poverty and hunger	<ul style="list-style-type: none"> • Connection to services and supports for vulnerable children and youth (e.g., orphans, former combatants, street children, unemployed and out-of-school youth) • Opportunities for youth to develop transferable life skills and increase their employability • Access to employment and small business supports, and jobs, through sport
2. Achieve universal primary education	<ul style="list-style-type: none"> • Encouragement and support for vulnerable children to enroll in school • Enhanced school attendance and academic achievement • Alternative education opportunities for children who cannot attend school
3. Promote gender equality and empower women	<ul style="list-style-type: none"> • Improved physical and mental health for girls • More opportunities for social interaction and friendship • Opportunities to develop self-esteem, self-confidence, and a sense of control over their bodies • Enhanced access to health information • Access to leadership opportunities • Positive changes in gender norms giving girls and women greater safety and control over their lives
4. Reduce child mortality	<ul style="list-style-type: none"> • Improved education and access to health information for young mothers, leading to improved health and well-being of their children
5. Improve maternal health	<ul style="list-style-type: none"> • Improved access for girls to reproductive health information and services • Delayed onset of sexual activity and higher-risk adolescent pregnancies (in some contexts)
6. Combat HIV and AIDS, malaria, and other diseases	<ul style="list-style-type: none"> • Access to information on HIV and AIDS and its prevention • Positive role models and experiences that discourage high-risk health behaviours • Reduced stigma and increased social integration of children and youth living with HIV and AIDS
7. Ensure environmental sustainability	<ul style="list-style-type: none"> • Increased awareness of importance of environmental protection and sustainability • Child and youth participation in community action to improve their local environment
8. Develop a global partnership for development	<ul style="list-style-type: none"> • Global sport and development partnerships on behalf of children and youth, and increased networking among governments, donors, NGOs and sport organizations worldwide to advance sport for children and youth development knowledge, policies and programs

Source: Author, adapted from *Right to Play (2008), Harnessing The Power of Sport for Development and Peace: Recommendations to Governments*

Annex 3: Questions an organization should pose itself regarding financial sustainability

Strategic and Financial Planning

1. Does your organization have a strategic plan?
2. Have high, medium and low priorities been set as part of the strategic planning?
3. Do you know how much it will cost to implement the actions described in the strategic plan?

Income Diversification

1. What is your organization's total budget?
2. How much of that budget corresponds to administrative costs?
3. Can you make a rough list of your organization's income sources this year, with approximate amounts?
4. Do you have a retrospective analysis of income sources dating back at least two years?
5. Do you have procedures for following up with donors?

Sound Administration and Finance

1. What financial statements does your organization prepare?
2. How often is each one reviewed?
3. Are the financial statements easy to understand?
4. How many Board members are involved in fiscal oversight?
5. Does the Board have a committee for this purpose?

Source: Author, adapted from Leon, Patricia (2001), *Four Pillars of Financial Sustainability*, The Nature Conservancy, Arlington, Virginia, USA, p. 15-17

Sustainability of social projects: Escolinha de Rugby da Galiza

Annex 4: Useful Financial Statements for a non-profit organization

Financial Statement	Review	Comments
1. Balance sheet	Semi-annually	
2. Income/Expenditure Statement	Monthly or every two months	
3. Cash flow	Monthly	
4. Audit reports	When conducted	Ideally at the end of each fiscal year.
5. Financial statement entries		With the balance sheet
6. Inventory control	Semi-annually	
7. Investments	Depending on the amount, significance, risk incurred	
8. Financing	Depending on the amount, significance, risk incurred	
9. Budget	Presented to the Board of Directors three months prior to the end of the fiscal year.	Approval minimum 30 days prior to the end of the fiscal year.
10. Budget verification	Quarterly reviews, at minimum	Essential for a non-profit organization since it depends on contributions. If they fail to materialize, the budget could be seriously compromised.

Source: Author, adapted from Leon, Patricia (2001), *Four Pillars of Financial Sustainability, The Nature Conservancy, Arlington, Virginia, USA, p. 17*

Exhibits

Exhibit 1: Maria Gaivão's short biography

Maria Gaivão joined Santa Casa da Misericórdia de Cascais as a kindergarten teacher in 1983, but with the aim of integrating a community project. After, working three months on a kindergarten, she was invited to coordinate the recently created *ATL da Galiza*, a project designed to provide assistance to the problematic communities of Galiza and Fim do Mundo, in the outskirts of Estoril.

Unlike a conventional leisure centre, *ATL da Galiza* immediately began taking much larger steps. In addition to leisure activities, children attend other activities and receive tutoring. A study office was created to meet the children's academic difficulties and initiatives to involve their families were also implemented. Finally, in 2006 Maria Gaivão, the charismatic leader of *ATL da Galiza*, decided to create the *Escolinha de Rugby da Galiza*, in order to help the integration of the children and their families in the extended community.

Maria Gaivão's exceptional work has been recognized by several institutions. For instance, she was nominated for the award *Prémio Mulher Activa* by the *Magazine Activa* and has been honoured with the *Comendador da Ordem de Mérito* grade by the Portuguese President Aníbal Cavaco Silva and with the *Medalha de Mérito Municipal* by Câmara Municipal de Cascais. As she frequently refers, "*since 28 years ago, and besides my family, the Galiza community is my mission and my life project*".

Source: Author

Exhibit 2: Detailed numbers of rugby players in Portugal

Total number of Players and Clubs (2005-2010)						
Sport	2005	2006	2007	2008	2009	2010
Players	2543	2745	3410	4727	4879	5224
Clubs	29	25	30	39	48	50

Source: Author, adapted from <http://www.idesporto.pt>

Exhibit 3: ERG's Specific Objectives

- Continuously provide formation resources for a balanced and harmonious global development of athletes, raising awareness and involving coaches, families and the extended community;
- Facilitate the practice of Rugby through integration in the ERG and participation in sporting events;
- Encourage academic success and learning fondness;
- Ensure the monitoring and technical evaluation of the "athletes" through the continuous evaluation of coaches, through quarterly reports (psychological

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assessment, conditional and coordinative capabilities assessment and evaluation of technical and tactical aspects);

- Ensure the continuing evaluation of athletes' "welfare" through biophysical parameters (weight, height, blood pressure, body mass index, vaccination and CBG) for screening, monitoring and routing;
- Provide regular monitoring in the areas of oral health care and physiotherapy to the groups involved in athletic practice;
- Provide and supplement the athletes' diet in a balanced way;
- Grant visibility to ERG in order to attract more participants and sensitize the civil society for future support in order to help the consolidation of the project.

Source: Author, adapted from ERG

Exhibit 4: Short story about Marius, an ERG player

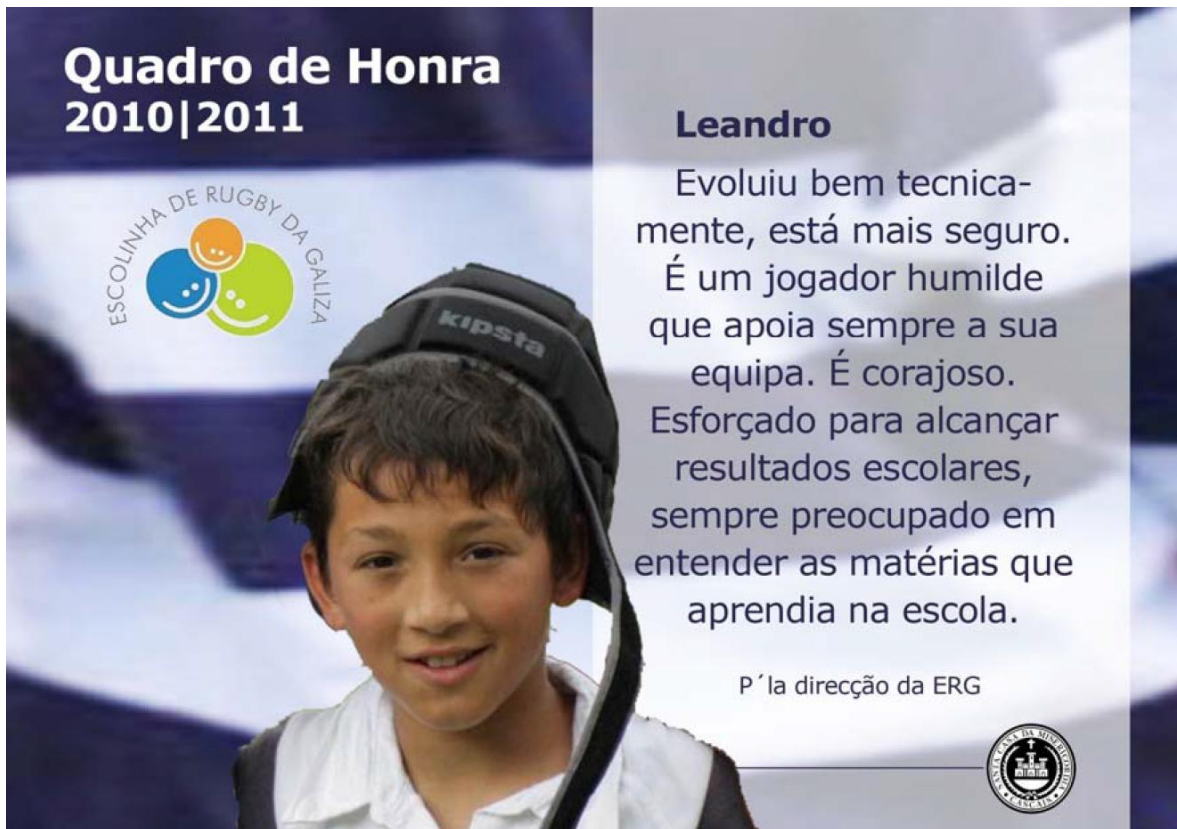
Marius (fictional name) is a 13-year-old Romanian boy. In May 2009, he came to Portugal with his mother. They lived in a small derelict outbuilding.

Marius joined the centre and in the first three months he had Portuguese language tuition. In the beginning, he was quite rebellious and very distrustful in his relation to others. He was somewhat secretive and circumspect and could not speak Portuguese so he communicated in English.

In September, Marius began to attend school and to play rugby in ERG, with passion and dedication. Once he understood the objectives of the contract with ERG and how it worked, he clearly defined his own goals and in December he only had a negative grade in one course. He works everyday in the study office and he manages to carry out his school researches in the computer room independently. In the rugby field, he daily improves his overall performance, has become one of the team leaders, and conquered everyone's respect. As a result, he was currently summoned to play for the regional rugby team. His mother works in our centre since January 2010.

Source: Author, adapted from ERG

Exhibit 5: Example of an ERG's player award



Source: *ERG*

Exhibit 6: Short story about Pedro, an ERG player

Pedro (fictional name) is a 13 years old Portuguese teenager from a problematic family, with severe economic difficulties and emotional instable. His mother has also alcoholic problems. Until June 2009, Pedro, still in the 5th grade, had great problems in his school integration, associated to disciplinary processes derived from violent, aggressive and destabilizing behaviour. During the course of the year, Pedro benefited from ERG's Study Office but he didn't manage to accomplish his objectives, failing once more to pass to the 6th grade. From September 2009, Pedro began to believe in its own capacities, changed his behaviour and of course that was reflected in its school performance. His parents nevermore were summoned to the school and in December Pedro received an ERG award from his achievements because *"he believed and changed!"*

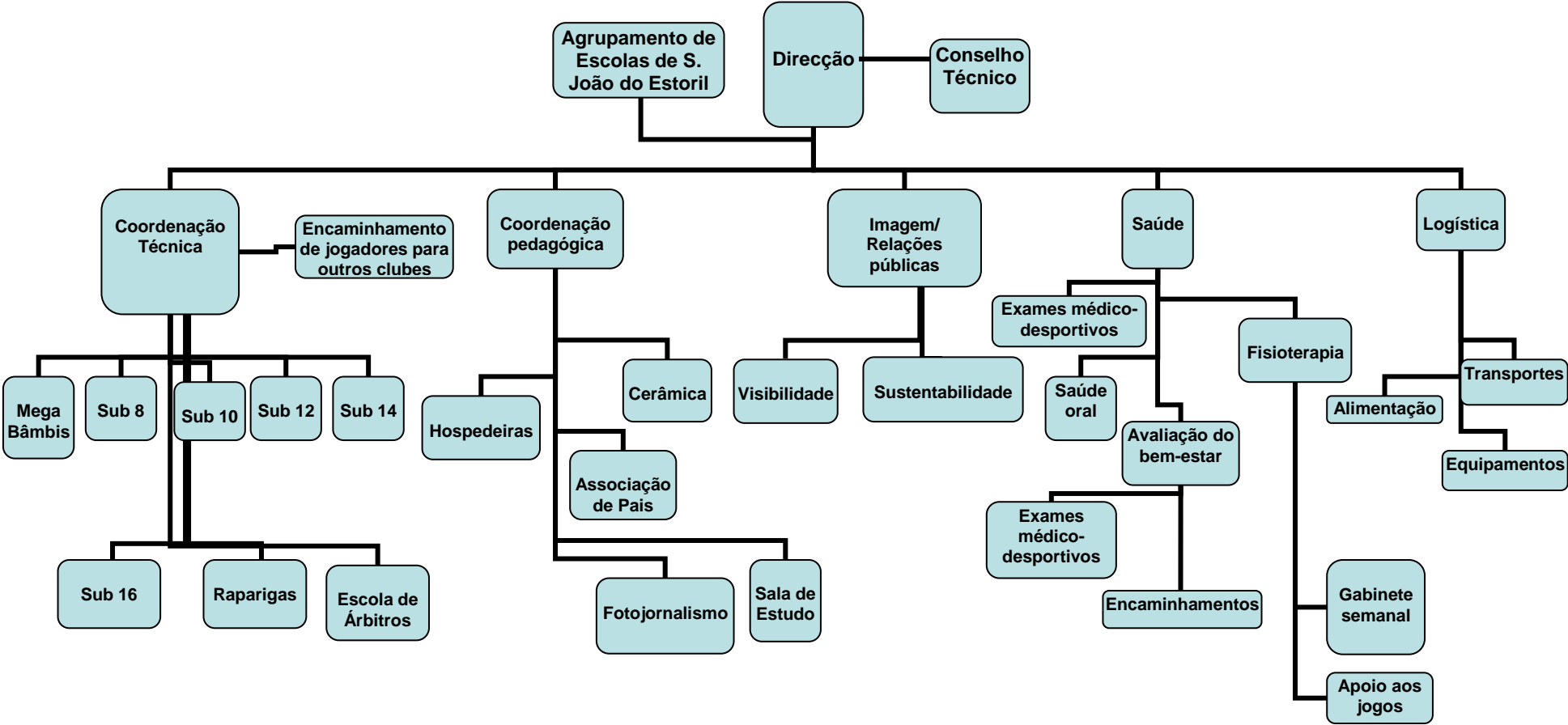
Source: *Author, adapted from ERG*

Exhibit 7: Picture of ERG's Study Office



Source: *ERG*

Exhibit 8: ERG's Organizational Structure



Source: Author, adapted from ERG

Exhibit 9: ERG's Internal Rules

Regulamento interno

1º- Definição

A ERG - Escolinha de Rugby da Galiza é um espaço que pretende promover a educação integral das crianças e adolescentes que se rege pelos Estatutos da Santa Casa da Misericórdia de Cascais.

2º- Objectivos

A ERG tem os seguintes objectivos:

- a) - Promover por todos os meios ao seu alcance, o desenvolvimento desportivo estimulando e orientando os seus praticantes.
- b) - Proporcionar aos seus praticantes um sã desenvolvimento desportivo, cultural e lúdico.
- c)- Promover e ampliar o progresso moral e intelectual dos seus praticantes.
- d) - Prestar, na medida das suas possibilidades, auxílio beneficente ou humanitário aos praticantes e seus familiares.
- e) - Estabelecer relações com suas congéneres para troca de experiência e consequente valorização dos seus associados.
- f) - Em todas as acções a desenvolver, preservará os ideais da fundação da colectividade: UNIÃO; IGUALDADE; ENTRE AJUDA.
- g)- Desenvolver outras actividades de apoio aos associados que lhes garantam melhores condições de vida.

3º - Símbolos

A direcção da ERG manda executar o Emblema da ERG, e fará assegurar, pelos meios legais ao dispor, a sua propriedade e uso.

4º - Inscrições

As crianças e adolescentes deverão dirigir-se, acompanhadas pelos pais / encarregados de educação às instalações da Casa Grande da Galiza sita na rua D.ª Filipa de Vilhena, n.º 81, Galiza (S. João do Estoril) com o Tel. / Fax. 214 671 334.

Para que a inscrição dos jogadores seja efectivada é necessário o preenchimento da ficha de inscrição. As inscrições estão abertas a partir do dia 1 de Setembro de 09, das 11:00h às 19:00h sendo necessário:

- Duas fotografias tipo passe;
- Boletim de vacinas;
- Bilhete de identidade / autorização de residência / passaporte / Boletim de nascimento
- Cartão de utente.

A taxa de inscrição definida para esta modalidade é de 2,5€ (pago no acto da inscrição).

5º - Funcionamento

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As crianças e adolescentes estarão divididas segundo o seu ano de nascimento ficando integradas nos seguintes escalões: Mega bânmbis; Sub 8, 10 12, 14 e 16, excepção feita ao sexo feminino com idades compreendidas entre os 12 e os 15 anos que ficarão integradas no escalão feminino.

Os treinos acontecerão de segunda a sábado num horário específico.

Gabinete de fisioterapia – funcionará 3 vezes por semana tendo cada sessão uma duração de 2 horas.

Sala de estudo – consultar regulamento interno próprio

6º - Actividades

Treinos de rugby, participação em convívios regionais e nacionais, apoio em cuidados de fisioterapia, sala de estudo (apoio ao estudo) do 1º ano ao 12º ano de escolaridade; dança africana e percussão;

7º - Instalações desportivas, material e equipamento

A Escolinha de Rugby da Galiza não é detentora de qualquer espaço desportivo e terá que negociar anualmente a utilização de instalações desportivas que a permitam realizar as suas actividades.

Neste sentido e para a presente época desportiva a ERG dispõe dos seguintes recursos espaciais:

1 Campo de futebol 7 de relva sintética do Estoril Atlético Clube;

1 Ringue polidesportivo da Associação Desportiva Costa do Sol;

1 Campo polidesportivo da EB 2,3 da Galiza;

1 Gabinete de arrumação dos materiais e equipamentos desportivos na Casa Grande.

A ERG terá que colocar à disposição dos seus recursos humanos técnicos o equipamento e material necessário para a realização das actividades a que se propõe.

8º - Acidentes e seguro desportivo

A ERG possui um gabinete de fisioterapia com material essencial, mala de 1ºs socorros equipada para efectuar o tratamento essencial de pequenos acidentes. Quando a gravidade da situação assim o justificar, os praticantes serão encaminhados para o Hospital de Cascais, sendo feita a comunicação aos encarregados de educação.

As crianças durante a realização das actividades desportivas deverão estar abrangidas pelo seguro das instituições parceiras e da Federação Portuguesa de Rugby.

No caso específico do escalão de mega bânmbis e Sub 16 a ERG é obrigada a realizar um seguro desportivo para estes praticantes.

9º - Quotas / mensalidades

A Direcção da ERG, deve atribuir de forma personalizada junto de cada encarregado de educação o montante e da forma de pagamento das quotas dos praticantes (pago até ao dia 8 de cada mês).

Source: *ERG*

Exhibit 10: Detailed numbers of rugby players by echelon in 2010/2011

Escalão	Início da época	Fim da época	Entradas durante a época		Desistências durante a época			Total de jogadores envolvidos durante a época
			Número	Mês	Número	Mês	Motivo	
Sub 8	17	23	6	Outubro; Novembro	-	-	-	23
Sub 10	24	24	3	Novembro; Janeiro	3	Janeiro	Desinteresse pela modalidade	27
Sub 12	20	18	1	-	3	Janeiro; Abril	Rugby não foi suficientemente atractivo;	21
Sub 14	12	13	1	Março	-	-	-	12
Sub 16	10	21	13	Março, Maio	2	Abril	Desinteresse pela modalidade	22
Escalão Feminino	19	26	7	Novembro	2	Março	Desinteresse pela modalidade	26
Totais	102	125	31	-	11	-	-	131

Source: *ERG*

Exhibit 11: Chronicle from sports newspaper *A Bola* by Tomaz Morais⁶⁴ (26/10/2010)



Verdadeiros heróis!

A reconhecida Escolinha de Rugby da Galiza, localizada em zona de discrepâncias sociais, tem sido promotora da integração de jovens carenciados. Envolve 140 crianças, uma presidenta incansável de grande valor humano (Maria Gaivão), um coordenador técnico e dez treinadores de tremenda missão educativa. A comemorar 5 anos sólidos de existência já merecia um olhar profundo das entidades nacionais e locais com responsabilidade social e desportiva. Não exigindo muito, acima de tudo a resolução de questões básicas, este núcleo de fomento à vida precisa de um espaço de prática adequado ao acolhimento de cada vez mais crianças e jovens, em segurança. Para quem aprecia o verdadeiro fenómeno desportivo vale a pena investigar e dedicar algum tempo a conhecer os jogadores, pais e comunidade que se envolve de corpo e alma nesta causa. Mais do que uma missão é uma verdadeira paixão! Mas não é única, em Loures com o apoio da Câmara Municipal

e pela mão do *media officer* dos Lobos no Mundial de França 2007 (Rafael Lucas Pereira), surgiu o projecto *Desperta no desporto* que permite que mais jovens provenientes de bairros e meios desfavorecidos possam através da prática desportiva orientada integrarem-se nos valores da sociedade. Este tipo de iniciativas

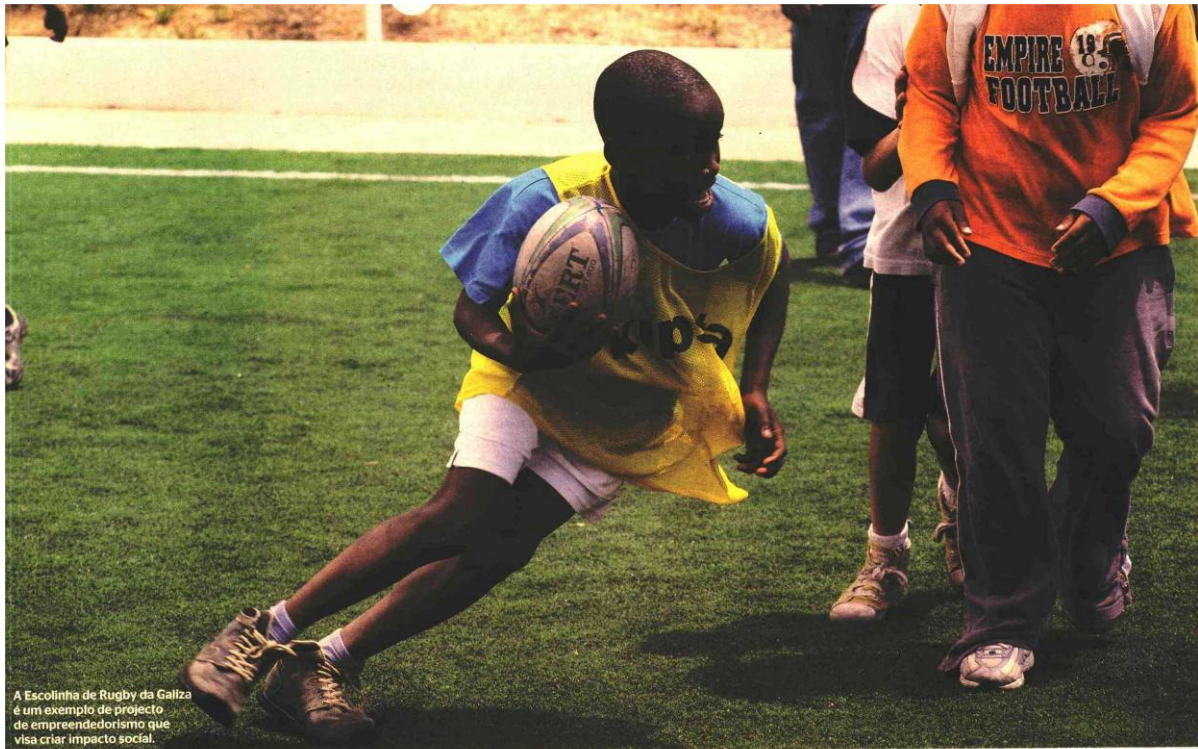
Estes jovens tornam-se competitivos e motivados para vencer em sociedade

permite aos jovens voltar a sonhar e a acreditar no sentido positivo da vida, reequacionando as suas referências, ideias e futuro. O rugby surge como um meio singular de controlo da agressividade e como uma ferramenta de ensino apropriada à compreensão do conceito prático e dinâmico que a disciplina e rigor têm quando bem assimilados. Os professores, treinadores, coordenadores, bem como outros voluntários passam a ser os heróis deste mundo novo com sentido, perspectiva e percepção de que a *ova!* é um meio de partilha, respeito e conhecimento. Muitos destes novos praticantes chegam aos treinos em jejum mas até nesta óptica grande parte deste inadmissível problema é resolvido. Mais do que formar atletas ou jogadores o grande objectivo é a formação integral de indivíduos campeões na forma de encarar as vicissitudes diárias onde as derrotas são mais um passo para vitória! Recuperada a alegria e vontade de fazer estes jovens tornam-se competitivos e motivados para vencer em sociedade.

Source: *ERG*

⁶⁴ Tomaz Morais is actually the National Rugby Team Manager and ERG's "Godfather."

Exhibit 12: Article from newspaper *Diário Económico* about Social Entrepreneurship and ERG (22/03/2011)



A Escolinha de Rugby da Galiza é um exemplo de projecto de empreendedorismo que visa criar impacto social.

Conheça os casos de sucesso no empreendedorismo social

Curso do Insead chega agora a Portugal pela mão do Instituto de Empreendedorismo Social para ensinar que é possível um projecto ajudar socialmente e manter-se economicamente viável. **P2 E 3**

Source: *ERG*

Exhibit 13: Article from newspaper *Jornal i* (31/07/2009)



ALEXANDRE SOARES
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Cinquenta zebras entram no Estádio Nacional, em Oeiras, e Maria começa a chorar. Estamos em Abril de 2007, a Escolinha de Rugby da Galiza existe desde Setembro de 2006. "Mas só com meia dúzia de bolas, muita vontade e mais nada", garante a directora Maria Gaivão. As crianças são de bairros sociais de Cascais, sobretudo do Bairro do Fim do Mundo, e receberam naquele dia o seu primeiro equipamento durante um convívio com equipas seniores promovido pela Associação de Rugby do Sul. Degrau a degrau, descem orgulhosas as escadas até ao relvado. Exibem as chuteiras, as meias, as camisas e os calções riscados de preto e branco que lhes oferecem a alcunha. "Foi muito bonito. Ainda hoje

me comovo." Contar a história desta escola é lembrar a vida de Maria Gaivão. Aos 56 anos, senta-se numa sala de paredes azuis e cheia de crianças no ATL da Galiza (ao qual pertence a Escolinha). "Aos 27, grávida da primeira filha, vim abrir o ATL da Santa Casa da Misericórdia de Cascais." Nesse dia a sua vida partiu-se em duas partes. O antes e o depois do Fim do Mundo. Foi em 1983.

"Nessa altura viviam todos em barracas", diz, estendendo a mão para as crianças à sua volta. "Era muito pior do que hoje. Não tinham cuidados de saúde, nem iam à escola." Consertada a escola - "Paupérrima. Foram os pais que ajudaram a pô-la bonitinha." - chegou o dia de abrir as portas a quase 70 crianças. "Miúdos carregadinhos de energia, mas que não conheciam regras. Chegavam cá crianças com fome. Muitos deles aca-

bavam de regressar dos PALOP, havia várias famílias ciganas. Uma multiculturalidade riquíssima que se notou desde logo. Tínhamos de agarrar essas diferenças, juntá-las e construir um projecto."

No momento em que Maria lembra estes primeiros dias, entra um homem na sala. "Olha, é o Zé Luís, um dos meus primeiros alunos. É o pai do Alvarinho, o miúdo que está ali", esclarece Maria. "É o nosso secretário voluntário. Trata de tudo o que são seguros, exames médicos, fala com as famílias." O ATL tem 13 funcionários, mas na Escolinha são todos voluntários. Incluindo os 12 treinadores.

Nos primeiros anos, experimentaram vários desportos: futebol, basquetebol, natação, ténis. Em 2006, escolheram o rãguebi. "Foi uma opção consciente. É um jogo de equipa e de contacto físico.

Escolinha de Rugby da Galiza ensina 80 crianças de bairros sociais a jogar em equipa

Além disso, ensina uma série de coisas que podem ser úteis. A questão do autocontrolo, de perceber as diferentes posições. Eles placam, são placados, avançam, recuam, sabem que têm de cumprir regras. Tudo isso é importante nos jogos, nos treinos, mas sobretudo na rua, quando são chamados para maus caminhos. A força de pertencer a uma equipa integra estas crianças, fá-las sentir necessárias."

A escola trabalha num sistema de compensações. "Vão todos aos convívios que fazemos?", pergunta a directora a três meninos. A resposta vem pronta pela boca do Alvarinho, o filho do secretário. "Não. Só os convocados pelo treinador." Maria insiste: "É o que é preciso para ser convocado?" Responde um coro de vozes: "Ter atitude, ir aos treinos, chegar a horas, cumprir tudo o que pedem e não arranjar con-

Source: ERG

Exhibit 14: Article from newspaper *Diário de Notícias* about ERG (29/03/2009)

'Rugby' forma jovens de meios carenciados

Inclusão social. A Escolinha de Rugby da Galiza levou a modalidade à comunidade do Bairro do Fim do Mundo. Usando o desporto para a inclusão social, os atletas vão estar no maior torneio juvenil organizado em Portugal

ANA BELA FERREIRA

Aos sábados de manhã, no "campo do Simão" (o rebeado de treinos da escola de futebol de Simão Sabrosa) o desporto-rei é outro: *rugby*. Aqui, os jovens da comunidade carenciada do Bairro do Fim do Mundo libertam a sua energia. Ao todo, são 80 os atletas que integram a Escolinha de Rugby da Galiza (ERG) e que treinam uma vez por semana neste rebeado. Os outros treinos são feitos em rînques.

Um dos atletas é Jorge, de 10 anos, que à semelhança da maioria dos colegas nunca tinha ouvido falar desta modalidade até ter começado a jogar, há dois anos. "Já não trocava o *rugby* por outro desporto", confessa o jovem que sonha vir a tornar-se profissional.

O projecto social da Santa Casa da Misericórdia de Cascais nasceu em Setembro de 2006, no seio do Bairro do Fim do Mundo, S. João do Estoril. "O *rugby* é um jogo que pode ajudar estes miúdos como desporto, a formá-los e a serem uma equipa também fora do campo", explica Maria Galvão, presidente do clube.

Os jogadores preparam a sua participação no TMN/Sapo Portugal Rugby Youth Festival 2009 (ver caixa), um torneio internacional que tem lugar no próximo fim-de-semana, no Estádio Nacional. "Val-

ser o maior evento de *rugby* juvenil em Portugal e procura ser uma referência", refere António de Cunha, ex-internacional português e um dos organizadores do evento.

Uma das vertentes valorizadas no torneio "é a confraternização internacional" e, por isso, "fazia todo o sentido convidar a ERG para participar", acrescenta o bicampeão de Sevens. Ao contrário das restantes 65 equipas, a Escolinha não paga inscrição.

Inseridos numa comunidade onde se encontram muitas culturas, Maria Galvão garante que isso "se reflecte na equipa e na aceita-

ção do outro que se promove nos treinos". Tobias, que chegou há sete anos vindo da Roménia, espelha a variedade de origens do grupo. O aluno do 6.º ano assegura: "Gosto do convívio com os amigos." E adianta que adora os torneios. "É muito bom participar."

O clube está ligado ao projecto do Atendimento dos Tempos Livres (ATL) da Galiza, onde também é dado apoio pedagógico, através do trabalho voluntário de explicadores. Voluntários são também os treinadores que dão formação aos vários escalões.

Francisco Jonet, que orienta o escalão de sub-14, lembra que "um dos grandes objectivos da Escolinha é a inclusão social e este desporto aposta muito nos valores de equipa e de união", o que torna o seu trabalho diferente. Assim, Pedro Rocha e Melo, treinador dos sub-10, considera que esta vertente "torna o trabalho mais bonito".

"Temos de dar-lhes carinho, mas também educá-los no sentido da responsabilidade", defende Pedro Rocha e Melo. Por isso, "além de treinadores somos educadores", conclui o jogador do Belenenses. O jovem de 19 anos também aproveitava para elogiar os atletas: "Estes miúdos já passaram por muita coisa. Já têm uma noção da vida que outros miúdos da mesma idade não têm."

Portugal recebe 1500 jogadores

TMN/Sapo Portugal Rugby Youth Festival 2009 é realizado pela primeira vez em Portugal, o torneio vai juntar no Estádio Nacional, em Oeiras, 65 equipas internacionais com jovens entre os 10 e os 18 anos. Durante os dias 4 e 5 de Abril vão ser disputados 350 jogos entre as 10.00 e as 18.00 de cada dia. Entre as equipas destacam-se a Agronomia Rugby (Portugal), Alcobendas Rugby Clube (Espanha); Bath Rugby (Inglaterra), entre outras.



Do bairro Fim do Mundo para um torneio internacional

Além dos escalões que entram em competição, existem os megabambis (dos três aos cinco anos) e a equipa feminina, que ainda está a dar os primeiros passos.

"Vamos ajustando à realidade. Os megabambis começaram porque alguns tinham de ficar em casa a tomar conta dos irmãos e assim eles passaram também a vir treinar e as raparigas começaram por insistência

delas", adianta Maria Galvão.

No torneio do próximo fim-de-semana, os megabambis vão poder participar, jogando contra uma equipa espanhola. Também os escalões mais velhos estão a preparar os jogos. "Estou a treinar para fazer um bom jogo", afirma Jorge.

A competição assume uma particular importância. É que durante os primeiros oito meses a ERG não focou por não ter emittamente

Source: ERG

Exhibit 15: Article from newspaper Jornal de Cascais (02/07/2009)

Escola de Rãguebi do Bairro da Galiza: uma lição de vida através de uma bola

Inclusão pela diferença

O rãguebi é encarado como um desporto de elite. No Bairro do Fim do Mundo é de eleição. A bola oval ajuda à integração de crianças carenciadas de diferentes comunidades e com muito voluntariado à mistura a escola de rãguebi do Bairro da Galiza procura formar os homens e mulheres de amanhã



MIGUEL MORGADO

João é filho de pai angolano e mãe brasileira. Nasceu em Portugal há 10 anos. Os dois irmãos estão agora em Angola. O João, bom aluno, conforme faz questão de precisar, joga rãguebi na escola de rãguebi do Bairro da Galiza. "Dá-me juízo", diz com uma certeza nada própria para a sua idade.

Tânia tem 15 anos e também escolheu o desporto da bola oval, seguindo o exemplo de dois irmãos. A culpa foi da televisão. "Vi na televisão e gostei!", disse. "Atitude", é de acordo com o seu pensamento, a palavra que melhor define o jogo. E à Tânia não lhe falta, garante um colega de equipa.

Maria Gaivão é a responsável por este projecto social da Santa Casa da Misericórdia de Cascais que nasceu em Setembro de 2006, no seio do Bairro do Fim do Mundo, S. João do Estoril. Com um capital de experiência de 26 anos com a comunidade e com o Atendimento dos Tempos Livres (ATL) da Galiza, da Misericórdia de Cascais, foi uma das fundadoras da escolinha de rãguebi do Bairro da Galiza.

Começou por ser um projecto para integrar os miúdos do Bairro

do Fim do Mundo mas hoje já não é só assim. "Integramos outros que vêm de diversos estratos sociais. Temos e fazemos a inclusão de outras comunidades", garante.

"O Rãguebi é um caminho alternativo. E eles têm a possibilidade de fazer essa opção. O desporto dá-lhes auto-controlo, atitude e transmite-lhes a ideia que pertencem a uma equipa onde todos tem lugar. É a inclusão da diferença", sustenta ao mesmo tempo que faz questão de frisar que o que "é exigido dentro de campo também o é fora de campo, seja o respeito pelos outros ou trabalho de equipa".

Para Maria Gaivão, os miúdos que se lhe deparam pela frente "cada um deles não é somente um jogador. É uma história de vida. Tem necessidade e problemas". Para a presidente do clube, a escolinha de rãguebi tenta fazer essa integração. "Fá-lo dando a parte desportiva mas também de educação, de saúde, de alimentação...", continua.

Um voluntário que se sente útil à sociedade

Encarado como um desporto elitista, o rugby é a modalidade de eleição para muitas crianças do Bairro do Fim do Mundo. O clube está ligado ao projecto do ATL da Galiza, onde também é dado apoio pedagógico, através do trabalho voluntário de explicadores. Voluntários são também os treinadores que dão formação aos vários escalões. Bernardo Trindade, curiosamente filho de Maria Gaivão, é um deles. A seu cargo estão os sub-16 e os megabambis (3-4 anos). "É um privilégio sentir-me útil à sociedade", diz. Assumindo não ser fácil lidar com os miúdos que se lhe deparam sabe que cada dia que passa com eles no final "é mais gratificante". "É um dia diferente na minha vida e na dos miúdos", sublinha.

Os Megabambis - que têm três, quatro, cinco anos - são uma realidade quase original do Bairro da Galiza. "Os irmãos mais velhos, que jogam connosco rãguebi, têm de tomar conta dos miúdos ao fim-de-semana porque os pais estão a trabalhar, e se os grandes não trouxessem os mais pequenos não havia sub-16, sub-14 e sub-12", explica Maria Gaivão.

Os cerca de 80 rapazes e raparigas treinam aos sábados de manhã, no campo do Estoril Atlético Clube ou mais conhecido pelo "campo do Simão" (o relvado de treinos da escola de futebol de Simão Sabrosa). Durante a semana, o piso é outro. E mais duro. É feito nos ringues do Costa do Sol.

Para muitos deles, o sonho passa por um dia pisar outros terrenos. Kiko está na selecção sub-14 da Associação Regional Sul. Há quem esteja a jogar pelos sub-16 pela Agronomia. Representam a esperança para muitos dos miúdos que com a lição (de vida) bem estuda na Galiza querem dar o salto até outros palcos. E quem sabe para vestir a camisola dos Lobos.



Escola de Rãguebi do Bairro da Galiza: uma lição de vida através de uma bola

Inclusão pela diferença

Pág. 14

Jornal de Cascais
2 de Junho de 2009

Desporto



Source: ERG

Exhibit 16: Article from magazine *Impulso Positivo* (March/April 2011)

EXPERIÊNCIAS

ERG

ESCOLINHA DE RUGBY DA GALIZA

No filme *Invictus*, onde é retratado o esforço de Mandela para fortalecer o seu país destruído pela guerra, Mandela apela: “O perdão liberta a alma. Ele remove o medo. É por isso que é uma arma tão poderosa”. Mandela utilizou o Rugby para que os sul-africanos pudessem aprender a perdoar e assim começar a refazer as suas vidas, a sua auto-estima. A Escolinha de Rugby da Galiza (ERG) fez o mesmo e todos os anos dezenas de crianças em risco de exclusão, através do Rugby, percorrem um caminho saudável de integração na comunidade. Segundo Maria Gaivão, presidente da ERG, o que se pretende é que «os jogadores aqui aprendam a aceitar a diferença, a saber o que é “ser equipa” e a gozar de um maior envolvimento nas suas vidas por parte da família e da própria comunidade».

A ERG, da Santa Casa da Misericórdia de Cascais, nasceu em 2006 ligada ao projecto desportivo do ATL da Galiza para integrar crianças e adolescentes oriundos da freguesia do Estoril e arredores: “Começámos este caminho apoiados pelo coordenador desportivo do ATL, Prof. Rómulo, por um grupo de 8 jovens voluntários e determinados e com a mão amiga do Prof. Henrique Garcia”, explica Maria Gaivão.

A missão nunca foi mais que “Integrar na sociedade crianças e adolescentes em risco de exclusão através do Rugby”. «O que nos atraiu desde o início foi saber que, ao escolher a modalidade Rugby, esta seria fundamental para trabalhar a equipa na aceitação dos limites e em simultâneo para reforçar o autocontrolo, a entreajuda, o “ser e fazer equipa”, a aceitação e integração da diferença, dentro e fora do campo. O Rugby faz isso, pois trata-se de uma equipa em que gordos, altos, magros, baixos, brancos, negros, ou ciganos têm lugar, fazem equipa e essa equipa luta e tem um projecto ao longo do ano.»

A acção da ERG nunca passou só por colocar o desporto na vida destas crianças: “Sabíamos que teríamos de responder transversalmente a todas as necessidades dos nossos jogadores”, e é por esta razão que hoje todos os que são acolhidos pela ERG podem também contar com uma intervenção alimentar, na área da saúde, psicológica e escolar.

O forte impacto da ERG na vida destes pequenos grandes jogadores acabou por ter também um grande impacto nas suas famílias. «De início os pais diziam-nos “eles andam à luta no campo” ou “o meu filho vem com nódoas negras”. Depois e porque sentem e percebem que a Escolinha traz um reforço e rotinas para os filhos, começaram a perceber e a interessar-se pela dinâmica. Passados 3 anos está organizada e a funcionar a Associação das Famílias da ERG que as ajuda a assumirem com maior intensidade o seu papel principal de educadores.»



Hoje a “equipa técnica” conta já com uma direcção técnica composta por 7 pessoas, 1 Coordenador Desportivo, 11 Treinadores, 4 Fisioterapeutas, 1 supervisora e 2 Coordenadoras da Sala de Estudo, 35 explicadores em regime de voluntariado, 15 “hospedeiras” que dão apoio aos mais novos em dias de torneios e convívios, 1 médico voluntário e, pelo menos, mais 72 voluntários que dão apoio à biblioteca, ao gabinete de informática, ao gabinete desportivo, à organização de eventos de angariação de fundos, no transporte dos jogadores e no apoio à sustentabilidade do projecto. Esta grande equipa, dia após dia, treina, motiva e capacita cerca de 150 crianças e adolescentes, dos 5 aos 18 anos, provenientes dos mais diferentes cantos do mundo – Portugal, Guiné, Cabo Verde, Senegal, Brasil, Roménia, Rússia – e que hoje vivem maioritariamente no Bairro do Fim do Mundo.

O sucesso crescente que se fortalece todos os anos com a vontade e a magia da “equipa técnica” e a alegria contagiante destas crianças tem conseguido, a pouco e pouco, fazer com que muitas outras pessoas, instituições e empresas possam ver um bocadinho deles neste projecto. “Todo este trabalho é reforçado pela rede de parceiros, essenciais à nossa estratégia de intervenção – Câmara Municipal de Cascais, Junta de Freguesia do Estoril, Centro de Saúde, Agrupamento de Escolas de S. João do Estoril, Federação Portuguesa de Rugby, Associação de Rugby do Sul, Escola Superior de Saúde de Alcoitão, Banco Alimentar contra a Fome, Instituto de Empreendedorismo Social, Fundação Calouste Gulbenkian e Fundação EDP e a grande militância de inúmeros voluntários comprometidos”.

O percurso percorrido pela ERG faz com que já tenham surgido outras Escolinhas noutras zonas do país. «Nos últimos 3 anos foram aparecendo escolinhas influenciadas pela imagem ERG na zona de Setúbal, Lisboa, Peniche, Porto e Vila Nova de Gaia. Neste momento, em parceria com a Fundação EDP e com o Instituto de Empreendedorismo Social, estamos a ultimar o “modelo de Escola de Rugby” com o objectivo de promover a sua replicabilidade a nível nacional. Para além disso acompanhamos actualmente a formação da Escolinha de Rugby de S. João Da Talha.»

A ERG quer continuar a ir “mais alto e mais longe” e Maria Gaivão sugere que façamos todos o mesmo: «O importante é que a sociedade civil perceba que está nas suas mãos a resolução dos problemas que afectam cada vez mais pessoas. É tempo de nos mobilizarmos e tomarmos o problema como nosso, “pondo mãos à obra” e trabalhando juntos. A força do acreditar e confiar alimenta, reforça e dá coragem para o caminho.» IP

Exhibit 17: Interviews with ERG's Management Board Members

Questions:

1 - Como é que a ERG se pode tornar sustentável (financeiramente, a nível de estruturas, recursos humanos etc.) a longo prazo?

2 - Quais são os factores críticos de sucesso que fazem da ERG um modelo de sucesso e que devem ser considerados quando se cria uma escolinha de rugby (replicação)?

3 - Qual a sua opinião sobre a possibilidade de transformar a ERG num clube de Rugby e as implicações daí resultantes?

4 - Como vê a ERG daqui a 3 anos?

Maria Gaivão - ERG President

1. Como responsável do projecto é claro que tenho como preocupação a sustentabilidade e as condições dignas e necessárias para a consolidação do mesmo mas...confio na providência divina e nas pessoas que até agora Ele nos tem feito chegar. Sei que isto não é uma resposta objectiva e fundamentada mas a verdade é que tenho entregue ao longo dos anos a comunidade e os projectos desta casa...e as respostas tem aparecido num tempo que não é o nosso. Não é uma questão de lógica humana, não é uma questão de comodismo ou fatalidade, não é uma questão de predestinação **mas de fé**.

A vida de todos aqueles que nós servimos são o motor para trabalhar aspectos fundamentais como as estruturas básicas (alimentação, saúde, materiais e equipamentos) e a visibilidade (dar a conhecer uma realidade humana riquíssima e “fora” da imagem estereotipada de gueto). Logo estes têm sido as nossas principais preocupações em procurar os apoios e tal como o António diz “...para que isto aconteça é necessário antes de mais investir com qualidade na imagem da ERG, promovê-la de forma activa para que chegue ao maior número possível de pessoas e instituições. Quanto mais conhecida for a ERG, maior será a sua capacidade para atrair patrocínios...”

Em termos de estratégia médio/longo prazo:

- Aquisição de um campo de treinos adequado - valorização desportiva dos jogadores, eliminação de custos de aluguer de campos, redução nos custos de transporte, geração de receitas próprias através de aluguer do campo, publicidade no campo, bar de apoio, etc.
 - Candidatura do projeto à "Bolsa de Valores Sociais de Lisboa" - financiamento e visibilidade do projeto;
 - Aquisição de uma minivan;
 - Receitas de Merchandising;
 - Receitas através de quotas dos membros da Associação dos amigos da ERG
 - Reforço de parcerias de longo prazo com fornecedores com o objetivo de reduzir os custos fixos em energia eléctrica, água e telecomunicações.
3. Parafraseando o António, uma das pessoas que juntamente com o Rómulo mais oiço na permanente reflexão e ponderação da missão da ERG, “ ...as tomadas de decisão,

Sustainability of social projects: Escolinha de Rugby da Galiza

das mais pequenas às mais importantes, seguem em todos os momentos os critérios que advêm da visão e valores que nos guiam. Isto confere a unidade e coerência estratégica que nos motiva, fortalece e mantém norteados em todas as etapas do caminho que temos vindo a desbravar... ”. Tudo o que aqui se faz tem que ser sob a orientação da missão da ERG. Se calhar essa é uma das razões porque dentro e fora do campo somos diferentes (ex. o tom com que os nossos treinadores falam com os miúdos é totalmente diferente da maioria dos clubes ou escolas já em funcionamento, as formas de motivação v/s contrato/encontros de famílias/caderneta/quadro de honra/olaria tendo como estratégia o apoio para um bom crescimento global e onde a prestação desportiva é apenas um dos pontos ponderados e avaliados, as formas de motivação integrada numa equipa - treinadores, explicadores, educadores, famílias, etc., são a nossa esperança de que a ERG seja mesmo um projecto de integração e desenvolvimento social.

4. Daqui a 3 anos e se não nos desviarmos dos nossos princípios e missão espero continuar a ver miúdos felizes, motivados, dignificados, motivados e com projectos de vida mais definidos porque a ERG em partilha com as suas famílias, escolas, voluntariado e organizações criaram as condições que eles tem direito como seres humanos de primeira. Gestão, visão, empenho, avaliação permanente e confiança são e tem de continuar a ser os alicerces da ERG.

António Cunha – Management Board Member (Image and Sustainability)

1 - Sendo a ERG um projecto de intervenção social e não um clube de Rugby no seu sentido clássico, a questão da sustentabilidade assume um carácter um tanto diferente. O facto de se trabalhar com uma comunidade parca em recursos económicos, impossibilita a aplicação directa de quotas aos atletas capazes de suportar todos os custos envolvidos no projecto. A venda de artigos com a imagem da escolinha são uma hipótese a considerar, mas apenas como um reforço da sua imagem e não propriamente como uma receita, uma vez que exigiria por si só um investimento difícil e provavelmente, a meu ver, com retorno económico directo muito pouco significativo.

Assim, creio que a principal forma de sustentabilidade da Escolinha, passará pela capacidade de cativar apoios privados (leia-se patrocínios) que vejam na ERG a oportunidade de associarem as suas marcas a valores que connosco partilharem. Esta pode ser uma relação com benefícios de parte a parte. Ao patrocinarem um projecto social criativo e com fortes valores humanos, estão também a associar esses mesmos valores à sua marca. Numa altura em que o conceito de responsabilidade social tem vindo cada vez mais a ganhar força, as empresas que procurem associar-se à ERG, reforçarão a sua própria imagem no mercado estando ao mesmo tempo a beneficiar a Escolinha com o seu patrocínio.

Para que isto aconteça é necessário antes de mais investir com qualidade na imagem da ERG, promovê-la de forma activa para que chegue ao maior número possível de pessoas e instituições. Quanto mais conhecida for a ERG, maior será a sua capacidade para atrair patrocínios.

Esta seria a nossa principal fonte de sustentabilidade, mas também seria importante conseguir apoios do estado que garantissem a longo prazo uma base estável e duradoura para um projecto que trabalha questões que também são da sua responsabilidade. Entre outros apoios possíveis que o estado poderia proporcionar, a dádiva de um campo próprio para a prática da modalidade, acrescido de apoio económico ou serviços que garantissem a sua manutenção, seria deveras importante. Assim teríamos alguma segurança para na eventualidade de uma crise grave, mantermos o projecto aberto.

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2 - De um sonho nasce uma realidade, o desejo genuíno de dar uma resposta capaz a estes miúdos foi, e continua a ser, o factor decisivo para o sucesso do projecto. Todas as estratégias e técnicas que aqui são aplicadas estão fundamentadas na persecução dos valores e da missão que estabelecemos. As tomadas de decisão, das mais pequenas às mais importantes, seguem em todos os momentos os critérios que advêm da visão e valores que nos guiam. Isto confere a unidade e coerência estratégica que nos motiva, fortalece e mantém norteados em todas as etapas do caminho que temos vindo a desbravar. Ao contrário do que se poderia esperar, não é o desporto enquanto conceito ou valor que nos motiva. O que nos motiva é, e passo a citar, a “Construção de uma sociedade mais digna e justa onde a Vida de cada ser humano é amada, respeitada, defendida e promovida em todas as etapas e em todas as suas dimensões (cultural, raça, religião, sexo, etc.), desde a concepção à morte natural”. Esta é a nossa motivação, este é o nosso propósito. Aqui o desporto e tudo o resto, são as ferramentas escolhidas para ajudar a tornar esta visão numa realidade para a vida das crianças da nossa comunidade. Este é o factor crítico do qual tudo brota e sem o qual nada teria crescido.

3 - À partida, transformar a ERG num clube de Rugby não é um objectivo que procuremos. A Escolinha de Rugby da Galiza é um projecto de integração social, não um clube de rugby. Se alguma vez se entender que essa transformação possa servir a visão e a missão a que nos propomos, então ai considerar-se-á como uma possibilidade.

4 - A principal preocupação para o futuro é garantir a sustentabilidade do projecto. Actualmente trabalha-se nesse sentido e esperamos que gradualmente seja atingida também a par da contínua evolução positiva na integração e crescimento dos nossos atletas. Daqui a três anos esperamos ter maior capacidade de resposta aos desafios que surgem diariamente, bem como infraestruturas que garantam melhores condições para o trabalho desenvolvido.

Alexandra Fonseca - Fundraising member

1- Dado que as fontes de receita própria das IPSS, como é o caso da ERG, da Santa Casa de Misericórdia de Cascais uma IPSS, são, em geral, limitadas ou inexistentes, é necessário recorrer-se aos *fund providers*, após identificação e actualização das nossas necessidades.

Assim, na abordagem aos *fund providers* (fundações, empresas e particulares), a marca ERG é sustentada quer pela sua história, visão, missão, valores, quer pelos seus planos de actividades, quer pelos seus resultados, que tendem a apresentar, em geral, uma subida exponencial, como bem atestam os gráficos.

Para garantirmos a fidelização dos *fund providers*, temos que fazer feedback dos seus investimentos, nomeadamente apresentar periodicamente relatórios de actividades.

Para garantirmos bons resultados é indispensável a continuação do empenho de todos e caso necessário melhorar e corrigir algumas estratégias de gestão.

É evidente que podemos sempre encontrar outras fontes de autofinanciamento, embora limitadas, como por exemplo *merchandising* de camisolas e outros elementos identificadores da ERG, aluguer de espaços e (esta sim poderia vir a ser rentável), quando somos solicitados a participar em palestras como um "case study".

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Conclusão: Actualmente, independentemente de existirem *fundraisers* a trabalharem na área da sustentabilidade, existe uma mobilização geral (nalguns casos espontânea) dos vários responsáveis, colaboradores, crianças e respectivas famílias da ERG. É o caso presente da angariação de fundos para a compra da carrinha, em que as crianças se voluntariaram para fazer colares, bolos e outros para venderem e com o dinheiro ajudarem à compra da carrinha. Chama-se a isto "ENVOLVIMENTO"! É uma situação exemplar de responsabilidade e solidariedade social.

2 - Capacidade de liderança, de comunicação, de mobilização, de gestão partilhada, de energia humanizada, de espírito de equipa, de proactividade, de orientação para resultados e muita vontade de fazer sempre melhor!

3 - Além das implicações económico-financeiras, penso que a ERG ao se transformar em clube poderia, de algum modo, desvirtuar os seus princípios e valores. Ou seja, um clube tem essencialmente uma vertente desportiva e a Escolinha é na sua essência, um projecto de inclusão social através do desporto.

4 - Face aos resultados apresentados e planos de actividades previstos, tudo indicia que a Escolinha apresente um crescimento sustentado, mantendo sempre presente os valores que a identificam.

Source: *Author*

Exhibit 18: Number of training sessions by echelon

Escalão	1º Período	2º Período	3º Período	Total
Sub 8	22	27	23	72
Sub 10	22	27	23	72
Sub 12	24	36	27	87
Sub 14	34	42	36	112
Sub 16	34	42	36	112
Escalão Feminino	29	34	27	90

Source: *ERG*

Exhibit 19: Picture of *Megabambis* players with their "Hostesses"



Source: *ERG*

Exhibit 20: Picture of *Megabambis* players with their Coach



Source: *ERG*

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Exhibit 21: Season 2012/2013 Budget

Orçamento Época Desportiva 2012.2013		
Funcionamento da ERG para 140 jogadores		
Descrição		
Recursos Humanos		Orçamento
Presidente	30% do vencimento x 14 meses (+ Casa Grande 60% e 40% do ATL)	12.779,49 €
Coordenação Desportiva	Coordenador Desportivo 75% do vencimento x 14 meses (25% da AEC e o restante da Casa Grande)	19.907,01 €
Gestão	25% do vencimento x 14 meses (+ 60% da Casa Grande e 40% do ATL)	8.773,71 €
Transportes	10% do vencimento x 14 meses (70% do ATL e 20% do projecto Família e 10%Desporto da Casa Grande)	969,77 €
Treinadores a Tempo Inteiro	25% de 2 Treinadores Sub 14 e 16 250€ cada x 10 meses (CMC subsidia 75%)	5.000,00 €
Treinadores a Meio Tempo	25% de 4 treinadores 100€ cada x 10 meses (CMC subsidia 75%)	4.000,00 €
1 Animador Desportivo	25% do 250€ x 12 meses (CMC subsidia 75%)	3.000,00 €
1 Responsável pela manutenção do equipamento desportivo e limpeza das salas de estudo	25% de 12 Meses x 470€ (CMC subsidia 75%)	5.640,00 €
1 Monitor da Sala de Estudo do 2º e 3º ciclo	600€ x 10 meses	6.000,00 €
1 Coordenador Pedagógico Sala de Estudo	700€ x 11 meses	7.700,00 €
1 Fisioterapeuta do Gabinete Desportivo	25% 3 x semana 200€ x 10 meses (CMC subsidia 75%)	2.000,00 €
Fisioterapeutas p/ Convívios	Este valor representa 60 convívios (25€)no distrito de Lisboa e 10 fora do distrito(50€)	2.000,00 €
Sub-total Recursos Humanos		77.769,98 €

(Continues on the next page)

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Transportes		
Autocarros Convívios	<p>Sub 8,10 e 12 - 8 no Distrito x120€ =960€ e 1 Fora do distrito = 400€ Total- 1360.00€</p> <p>Sub 14 (mini bus) - 14 no Distrito:90€ x14€= 1.260€ e 4 Fora: 300€ x 4 = 1.200€ Total - 2460€</p> <p>Sub 16 (mini bus)- 27 no Distrito:90€ x27= 2,430€ e 3 Fora: 300€ x 3 = 900€ Total - 3.330€</p> <p>Feminino (mini bus) - 9 no Distrito:90€ x9= 810€ e 3 Fora: 300€ x 3 = 900€ Total - 1.710€ (CMC subsidia 75%)</p>	8.860,00 €
Gasóleo Carrinha da SCMC Apoio a 5 treinos semanais + transporte para casa e convívios (2 carrinhas)	25% da ERG na carrinha velha (transporte para os treinos 2x semana) 640€ + 100% da carrinha nova 850€ a 12 meses (CMC subsidia 75%)	1.490,00 €
Passes Sociais de Transporte (Razvan, Telmo, Júnior, Carlitos, Deledeus, Buda, Lázaro, Boasata, e mais 2) - <u>sem previsão de aumentos</u>	25% dos 10 jogadores x 25€/mês x 10 meses (CMC subsidia 75%)	2.500,00 €
Bilhetes de comboio para jogos	Transportar jogadores que não tenham passes ou que as suas famílias não consigam custear a despesas para os jogos	550,00 €
Portagens (2 Carrinhas) (apoio às deslocações para convívios, apoios aos jogadores sinistrados, aquisição de material, etc.)	50€ x 10 meses	500,00 €
Manutenção das Carrinhas	Orçamento SCMC (ATL) 25% de 900€	225,00 €
Sub-total Transportes		14.125,00 €
Material e Equipamento		

(Continues on the next page)

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Campo do EAC	Sub 8, 10, 12 (2ª, 4ª e 6ª) - 125€/mês x 10 meses= 1.250€ Sub 16 (5ª Feira) Apoios 1,050€ Sábados - 2.700€ (CMC subsidia 75%)	5.000,00 €
Pavilhão da EB 2,3 da Galiza (Protocolo de colaboração com a Escola EB 2/3 da Galiza, com vista à utilização do pavilhão desportivo para a realização de treinos de Rugby)		1.469,51 €
EB 2+3 da Galiza	94€/mês x 10 meses	940,00 €
Aluguer de Campo para jogos organizados pela ERG	Sub 14 -3 Jornadas: 3 horas cada x 49€/hora = 147€/dia x 3 jornadas(CMC subsidia 75%)	441,00 €
	Sub 16 -12 Jornadas: 2 horas cada x 49€/hora =98€/dia x 12 jornadas(CMC subsidia 75%)	686,00 €
	Feminino -3 Jornadas: 3 horas cada x 49€ = 147€/dia x 3 jornadas(CMC subsidia 75%)	441,00 €
Sub-total Aluguer Espaços		8.977,51 €
Visibilidade e Divulgação		
1 Vídeo	1 Vídeo	400,00 €
Consumíveis (tinteiros -40€/Mês, toner-35€/Mês, papel de fotografia-20€/Mês e papel Fotocópia - 4€/Mês)	50€ x 10 meses	500,00 €
Sub-total Visibilidade		900,00 €
Despesas Correntes		
Comunicações (Internet, correio e telefone)	33% de telefone 900€ - 297€ + 33% de Internet 700€ - 231€	528,00 €
Electricidade,Água e Gás	30%da eletricidade da CG 2.200€ - 660€ + 35% de água da CG 500€ - 175€ + 30% de gás da CG 400€ - 120€	935,00 €
Sub-total Despesas Correntes		1.463,00 €
Outros		
Alimentação Convívios, Gelo		800,00 €
Sub-total Sala de Estudo		800,00 €
Total		111.750,49 €

Source: ERG

Exhibit 22: Resumed chart of estimated costs of building a rugby field

UDB010 m ² Pavimento em relva sintética.					
Pavimento em relva sintética; para campo de rugby.					
Composto	Ud	Composição	Rend.	p.s.	Preço artigo
mt47adc038b	m ²	Relva sintética, composto de mechas rectas de 5/8" de fibra 100% polietileno resistente aos raios UV, 11000 decitex, 100 microns de espessura, tecidos sobre base de polipropileno drenante, com termo-fixação e vedação com borracha SBR, 40 mm de altura de filamento, 42 mm de altura total de tapete, 2280 g/m ² e 10800 mechas/m ² .	1.000	15.46	15.46
mt47adc110b	kg	Cola especial de poliuretano bicomponente.	0.039	7.00	0.27
mt47adc100b	m	Banda de geotêxtil.	0.387	2.51	0.97
mt47adc050a	kg	Inertes siliciosos de granulometria 0,4-0,8 mm.	15.000	0.27	4.05
mt47adc120b	kg	Borracha reciclada, fragmentos de 0,8 a 1,6 mm.	8.000	0.29	2.32
mq07cel010	h	Empilhador elevador diesel de dupla tracção de 8 t.	0.011	24.57	0.27
mq11ext020	h	Espalhadora fibriladora para relva sintética.	0.008	46.35	0.37
mo011	h	Oficial de 1 ^a construção.	0.095	16.08	1.53
mo060	h	Operário não qualificado construção.	0.095	14.63	1.39
	%	Meios auxiliares	2.000	26.63	0.53
	%	Custos indirectos	3.000	27.16	0.81
					Total: 27.97

length (m)	144
width (m)	70
area (m ²)	10080
Total Cost	€281,938

Note: While the equipment costs (poles, goals, etc.) and the costs associated to the eventual support facilities (changing rooms etc.) are not included in the chart above, those are much less relevant to the overall costs.

Source: Author, adapted from <http://www.geradordeprecos.info>

Exhibit 23: Article from sports newspaper *A Bola* about Ângelo Felgueiras' Campaign (17/03/2010)

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Penalva na 'toca' dos lobos

Ângelo Felgueiras, líder da campanha de sensibilização ambiental, vai para a Galiza para ajudar a combater o fogo.

Ângelo Felgueiras, líder da campanha de sensibilização ambiental, vai para a Galiza para ajudar a combater o fogo. O projeto é liderado por Ângelo Felgueiras, líder da campanha de sensibilização ambiental, e vai para a Galiza para ajudar a combater o fogo. O projeto é liderado por Ângelo Felgueiras, líder da campanha de sensibilização ambiental, e vai para a Galiza para ajudar a combater o fogo.

De: topo do Mundo Para: fim do Mundo

Ângelo Felgueiras vai vender cada metro da esplanada do Estádio a um euro e 99 dos centos do lucro para a biblioteca da Casa da Moura e apoiar quem ajuda a combater o fogo.

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Vim ao agenda para 2011 ao som dos portugueses

Ângelo Felgueiras vai vender cada metro da esplanada do Estádio a um euro e 99 dos centos do lucro para a biblioteca da Casa da Moura e apoiar quem ajuda a combater o fogo. O projeto é liderado por Ângelo Felgueiras, líder da campanha de sensibilização ambiental, e vai para a Galiza para ajudar a combater o fogo.

Source: ERG

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Exhibit 24 - Minivan acquired with Ângelo Felgueiras' fundraising campaign *1 metro, 1€*.



Source: *ERG*

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