



Lisbon tool – Design Brief

version 1.2

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1.0 Background

COMMUNITY POLICING

Community Policing in Lisbon is a preventive and participative policing approach. It differs from traditional models of policing by being jointly planned and operated by a partnership established between the Lisbon Municipal Police, local partners and residents.

This policing approach requires close cooperation through regular partnership meetings and daily patrolling on foot by dedicated police teams assigned to specific neighbourhoods. This enables Community Policing teams to gain recognition and acceptance by the population, facilitating a trusting relationship between police and citizens.

Engagement with certain groups, however, remains a challenge. The police and their partners would like to build better, more trusting relationships with young people, as well as foster in them more positive behaviour and reduce anti-social behaviour.

Of course, seeing young people as a source of problems is not new:

"Children today are tyrants. They contradict their parents, gobble their food, and tyrannise their teachers."

Socrates (469–399 BC)

2.0 Problem statement

In What Ways Might We engage young people in an empowering, young person-led programme that:

- Develops their feelings of self-worth and self-confidence;
- Improves their relationships with the police and local community;
- Diverts them from socially undesirable / offending behaviour; and
- Provides them with practical life skills?

A number of design requirements and constraints pertaining to the above *problem statement* have been derived from analysis of the results of the Lisbon Local Workshop, conducted on 20 June 2022.

3.0 Design requirements and constraints

Empowerment / personal development of young people

1. The design should support and empower young people to become 'agents of change' (benefits may include increased confidence in their abilities, self-esteem and self-belief)
 - Young people should be involved in decision-making and, as far as possible, be empowered to actually make the decisions that impact themselves, young people or their community.
 - Young people should set the agenda. "*Solutions should come from young people*" — be on their terms, reflect their lives
2. Young people should be supported to become self-actualised and develop better life goals
3. The design need to address young people's negative self-image

Experience engendered in young people

4. The design should ensure young people feel listened to / taken seriously by the city
5. The design should appreciate that 'recognition' is a useful reward for young people's engagement and can drive behaviour change

Skills development in young people

6. The design should "*foster entrepreneurship*" in young people
7. The design should support young people to showcase their talents / capabilities.

Young people's relationships with others

8. The design should support / enable improvement in relationships between police and young people (from both sides)
9. The design should support / enable improvement in relationships between the community (especially older people) and young people (from both sides)
 - The design should recognise that young people can be "*useful citizens*" and make a positive contribution to the community
10. The design should support / enable the possibility of young people becoming mediators / mentors / champions of change themselves, over time (i.e. forming a virtuous cycle).

Supporting collaboration with key stakeholders

11. The design should involve local youth workers / mediators
 - Necessary investment in such staff should be made
12. Schools should be engaged in any design solution
 - The design should respect / comply with the requirements schools and their educational programmes
13. The design should support engagement of young people's families

14. The design should support engagement of the community in which young people live
15. The design should support / enable involvement of local authority decision-makers / political leaders
 - These stakeholders ensure they can benefit from the ideas / perspectives / thinking of young people.

Goal / impact of the design solution

16. The design should contribute to "*breaking the cycle*" of crime and incivility in the community (from one generation to the next)
17. Any change resulting from the design should be verified and recognised
18. The design should have longevity and be sustained longer term
 - The design should not just be a one-off measure.

4.0 Other possible design features / characteristics

A number of suggestions for possible features / characteristics of a design solution were raised by attendees of the Lisbon Local Workshop:

1. The design solution might support young people's improved digital literacy / digital skills
2. The design solution might make use of:
 - Creative activities (e.g. rap music, dance, cooking)
 - Sports (e.g. football)
 - Digital tools
 - Intergenerational activities
 - Social media
3. The design solution might make use of the training police officers undertake to positively impact their ability to work with and build good relationships with young people
4. The design solution might address or contribute to the mitigation of:
 - Mental health issues
 - Housing issues
 - Urban development issues (e.g. public spaces; parks; green spaces)
 - Poverty
 - Violence
 - Stigmatisation.