Lisbon tool – Proposed design concept

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 Proposed design concept

3.1 Concept name

Youth Design LISBOA

Desafio de Design da Juventude de Lisboa

In English: *Youth Design Lisbon — Lisbon's Youth Design Challenge*

3.2 Overview

Youth Design Lisboa (YDL) is a design-oriented approach to engage young people in community safety[1]. The initiative involves multiple teams of young people, each supported by a youth worker and a police officer, to undertake a 12-week programme that:

- Engages the young people in identifying and developing solutions to problems in their local community / neighbourhood
- Improves relationships between young people, their local community and police officer(s)
- Supports young people in gaining useful knowledge and life skills (particularly those young people excluded from mainstream education).

3.3 Target group(s)

- Young people aged 11–19 years that:
  - Are identified as *"at risk of offending"* by police, educators and/or social services;
  - May be excluded from school;
  - Live in communities experiencing feelings of insecurity.
- Municipal Police officers that regularly work in a relevant neighbourhood, particularly those new to the neighbourhood.

3.4 How it works

Young people are organised into groups of 5–9 persons. Each group becomes a 'team', and is supported by a youth worker and a police officer mentor. Police officers volunteer their time or may be assigned as part of their professional training.

Over the 12 weeks of the programme, individual teams meet together either:

- During a specific lesson period in the school week (e.g. one afternoon); or
- After school in the early evening, once or twice a week.

THE YDL PROGRAMME

★ **Launch event** *(Week 1)*

Young people, youth workers and police mentors are brought together for the Launch Event. Young people are assigned their teams (assigned their youth worker and police mentor) and undertake team-building exercises.

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[1] Based on the *Youth Design Against Crime* programme developed and successfully run in the UK. See: https://www.praeventionstag.de/dokumentation/download.cms?id=1509&datei=3-Caroline-Andrew-MelissaF_1509.pdf

The YDL challenge to "make a positive difference" is introduced, YDL Workbooks are distributed and the six phase programme outlined:

1. Scoping and team-building
2. Scanning and mapping
3. Assessment of problems
4. Development design response
5. Review and refine
6. Preparation for Showcase presentation.

WEEKS 1 – 3

■ **Phase 1: Scoping and team-building**

– Scoping and understanding the YDL challenge

– Setting ground rules

– Team-building exercises

– Selection of focus area for the team.

WEEKS 4 – 6

■ **Phase 2: Scanning and mapping**

– Assessing the problem

– Interviews with stakeholders

– Research on use / misuse

– Creation of place-centred map.

WEEKS 6 – 10

■ **Phase 3: Assessment of problem(s)**

– Analysis of gathered data (using Problem Profile contained in YDL Workbook)

– Understand the problem in context of the chosen focus area.

■ **Phase 4: Development of design response**

– Developing a response to the problem

– Brainstorming design ideas / concepts.

■ **Phase 5: Review and refine**

– Review and evaluate design concepts

– Select favourite design(s)

– Collect feedback from stakeholders (via questionnaires and interviews).

WEEKS 10 – 12

■ **Phase 6: Preparation for showcase presentation**

– Developing a visual format for the final idea

– Model, drawing or poster development

– Presentation development and rehearsal

- Completing the YDL Workbook and folder
★ **Final YDL Showcase Evening** *(Week 12)*
- Submit completed YDL Workbook and folder
- Participate in YDL Showcase Evening.

4.0 Meeting the stated design requirements

Empowerment / personal development of young people

1. YDL will support and empower young people to become 'agents of change' by:
   - Allowing young people to be actively involved in decision-making and empowered to make the decisions on:
     - What problem their team addresses
     - How their proposed solution achieves its aim
     - How they communicate and explain their solution at the Final Showcase Event
   - Allowing the young people involved in YDL to set the agenda, with all solutions coming from the young people — reflecting their priorities and objectives.
   - Ensuring adult participants (Youth workers; police mentors; school representatives) support the young people in achieving the objectives they define

   This will increase young people's confidence in their abilities, self-esteem and self-belief, and seek to address young people's negative self-image.

Experience engendered in young people

2. YDL will ensure young people are listened to and, through policymaker engagement in the Final Showcase Event, feel taken seriously by the city

3. Recognising that 'recognition' is an effective reward for young people's engagement, YDL employs a 'talent show' format that rewards all teams' participation. This competitive, team-based dynamic will help drive behaviour change in the young people participating — as well as the adults!

Skills development in young people

4. The practical, solution-focused structure of YDL supports creative problem solving and will teach entrepreneurial, lateral thinking in the young people involved

5. YDL provides a platform for young people to work together and showcase their talents and capabilities.

Young people's relationships with others

6. Through close interaction and support of teams by police officer mentors over the duration of the YDL programme, relationships between police and young people will be improved. Stereotypes held on both sides will be challenged and more positive relationships forged.

7. Through the research phase of YDL, young people will engage with their community with a positive, problem-solving objective. This will challenge negative perceptions of young people held by community members (e.g. older people) and improve relationships

    – Through YDL, young people will be seen as a source of solutions rather than just a source of problems.

8. The ongoing YDL programme will engage previously participating young people in supporting (e.g. providing advice and experience) new groups of young people engaged in a YDL project. Such young mentors / mediators / champions will gain status among their peers.

Supporting collaboration with key stakeholders

9. YDL involves local youth workers / mediators, with one managing each team of 5–9 young people

10. Schools will be closely engaged in the delivery of YDL

    – YDL may be delivered as part of a school-based educational programme

    – YDL will provide young people with transferable, practical skills in team-working and problem-solving

    – Young people may be referred for engagement in YDL programme by schools

11. The families of young people engaged in YDL will be invited to the Final Showcase Event to celebrate the teams' achievements

12. The local community in which young people live will be engaged through:

    – Their engagement in research to identify problems and prototype solution ideas

    – Invitation to the Final Showcase Event to view the outcomes of the YDL programme

13. YDL will invite local authority decision-makers and/or political leaders to sit on the judging panel at the YDL Final Showcase Event. This may include:

    – Senior police officers

    – Elected officials (e.g. a mayor or deputy mayor)

    – Senior local planning officer

    These stakeholders will benefit from the presentation of ideas and solutions for local problems devised by the teams of young people, and gain insight into the perspectives and thinking of young people.

Goal / impact of the design solution

14. The aim is that engagement in YDL may contribute to breaking the cycle of incivility or low-level crime committed by young people in the community.

15. YDL will seek to assess the impact of the young people's interventions. Effort will be made to support further involvement of young people in the realisation of suggested design solutions emerging from the programme.

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16. The goal of YDL is to be a sustainable programme of activity over time, not just a one off intervention. Funding will be sought to ensure this.

Additional characteristics and benefits

17. YDL will aim to support improvement of young people's digital literacy and digital skills through, for example, supporting teams in the use of digital methods for communicating their solution ideas (e.g. at the Final Showcase Event)

18. YDL will make use of various methods attractive to young people in the delivery and communication of their solution ideas. These may include:

- Creative activities (e.g. rap music, drama, dance)
- Digital tools
- Social media

19. Based on previous experience[2], YDL has the potential to support the training police officers in liaising with younger members of the community, and positively impact their ability to work with and build good relationships with young people

20. Solutions developed by the YDL teams might address a range of issues, including:

- Urban development related problems (e.g. use and misuse of public spaces; parks and green spaces; housing)
- Violence, bullying and mental health issues
- Stigmatisation.

5.0 Programme of development

5.1 Tool development timeline

Using agreed WP3 delivery schedule, the timeline for tool development will be as follows:

	ACTIVITY	START	END
D E F I N E	**1.** Definition of Solution Direction / tool idea(s) [Task 3.2–3] ☑ ~~Solution direction discussed at meeting with Monica Diniz (LISBOA) – 22 July 2022~~		✔ Completed
	2. Development of Design Brief 📄 [Task 3.2–3] ☐ USAL present and discuss Design Brief at meeting with Monica Diniz and Anabela Saraiva (LISBOA); Asma (Efus); Markus and Heiko (FHS) – *w/b 20 September 2022* – *Validation of Design Brief with Community of Interest group (i.e. those that took part in the local workshop / Supplementary Action)*	August	Late October 2022

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DEFINE	☐ Establish Community of Interest (CoI) from attendees at Workshop and other relevant stakeholders – *end September 2022* ☐ USAL develop initial Tool concept presentation (LISBOA & LOBA to support Portuguese language translation) – *October 2022* ☐ LISBOA (supported by USAL & LOBA) present Solution Directions and Tool concept to Lisbon CoI – *late October 2022*		
DEVELOP	**3.** Development and prototyping of Design Solution (tool) [Task 3.2–3] ☐ LISBOA / USAL to amend Tool concept as necessary – November 2020 – *Including prototyping with Community of Interest group (i.e. those that took part in the local workshop / Supplementary Action, plus other relevant stakeholders)* ☐ LISBOA present Tool concept to other relevant stakeholders (to be identified) – November 2020 ☐ USAL / LISBOA develop and prototype support materials – November / December 2022 – *Develop validated Design Specification 📄 (defining the Design Solution / tool)* ☐ Develop validated *Design Specification* – December 2022	Late October / November	December 2022
	4. Validation of tool Design Specification at local workshop with Community of Interest / stakeholders [Task 3.5] – *Workshop dates to be agreed November 2022* ☐ Local workshop to validate final Tool design with CoI and stakeholders – *January 2023*	On completion of activity 3	January 2023
	5. Presentation of Design Solutions / tools to IcARUS Advisory Board [Task 3.6]		March 2023
DELIVER	**6.** Production (delivery) of validated Design Solutions / tools [Task 3.2–3] ☐ Produce final Tool elements / materials – *March–June 2023* – Including plans for implementation / demonstration ☐ Secure buy-in (funding / stakeholder involvement) for initial demonstration – *March–June 2023*	March 2023 *≈ w/b 20 March*	June 2023 *≈ w/b 5 June*

5.2 WP4 actions relating to tool sustainability

☐ Pilot initiative (WP4 Demonstration) – LISBOA

☐ Feedback / amend – LISBOA / USAL

☐ Secure long term sustainability – LISBOA

6.0 Issues to research / explore

Issues to discuss at USAL meeting to discuss Design Brief with Monica Diniz and Anabela Saraiva (LISBOA) – Asma (Efus), Markus and Heiko (FHS) to also be invited – w/b 20 September 2022

6.1 Tool design development

1. Who from the Local Workshop would be on the *Community of Interest* group?

2. Who would lead this initiative?

6.2 Existing structures

3. What current methods are used in engaging police officers with young people? (e.g. police training / induction)

4. Do police partnerships with schools currently exist?

5. Are young people 'at risk of offending' currently targeted for interventions?

6.3 Tool implementation

6. How such an initiative might be funded? Short term / long term

7. Which police officers should act as mentors to the teams? (i.e. ideally regular Municipal Police officers or community police officers)

8. Would youth workers be available to engage in a 12-week programme in a 'team-support' role? (working one or two days on the programme per week).