Youth Design Lisbon (JDL): engaging young people in community safety

Organisation(s):	Lisbon City Council – Lisbon Municipal Police
Country:	Portugal
Contact:	policy@esn-eu.org

Theme: *Choose at least one option*

☐ Ageing & Care
☐ Asylum & Migration
☒ Young People
☐ Support for Children & Families
☒ Community Care
☐ Integrated Care & Support
☒ Co-Production
☐ Disability
☐ Housing & Homelessness
☐ Artificial Intelligence
☐ Digitalisation
☐ Quality Care

☐ Labour Market Inclusion
☒ Social Inclusion
☐ Technology
☐ Workforce and Leadership
☐ Social Benefits
☐ EU Funding
☐ Social Service's Resilience
☐ Mental Health
☒ Person-Centred Care
☐ Research & Use of Evidence
☐ Management & Planning
☐ Other, please specify:

Principles of the European Pillar of Social Rights: *Check the 20 principles here.*

☒ 1. Education, training, life-long learning
☒ 2. Gender equality
☒ 3. Equal opportunities
☐ 4. Active support to employment
☐ 5. Secure and adaptable employment
☐ 6. Fair Wages
☐ 7. Transparent employment conditions
☐ 8. Social dialogue
☐ 9. Work-life balance
☐ 10. Healthy, safe work environment

☐ 11. Childcare and child support
☐ 12. Social protection
☐ 13. Unemployment benefits
☐ 14. Minimum income
☐ 15. Old age income and pensions
☐ 16. Health care
☐ 17. Inclusion of people with disabilities
☐ 18. Long-term care
☐ 19. Housing and assistance to homeless
☐ 20. Access to essential services

Current status of the practice:

☐ Concept and Design Phase
☐ Testing or pilot phase
☐ Temporary practice that has terminated
☐ Temporary practice that is ongoing and has a termination date
☒ Established and ongoing practice
☐ Scaling Up and Transformation Phase
☐ Other (please specify)

Summary: *Please summarise the practice in maximum 3 sentences. This*

Jovem Design Lisboa (JDL) is a prevention program, developed by the Lisbon Municipal Police under the IcARUS Project-Innovative Approaches to Urban Security, that uses a design framework to engage young people to find creative solutions to problems in their community. JDL aims to foster youth positive behaviour, self-esteem, confidence and civic

will be the disclaimer of your project on our website.	participation, providing practical life skills, improving police-youth relationships and strengthening the feeling of belonging to their community. JDL is implemented during a period of twelve weeks, in which police mentors and youth workers help young people (JDL teams) in designing improvement solutions for their communities.
Context/ Social issues addressed *Please explain the problem you attempt to solve with your practice.*	One of the main concerns addressed in JDL is that young people, namely those living in disadvantaged neighbourhoods, are often exposed to risk factors such as poverty and social exclusion, following life course patterns leading to social exclusion in adulthood as well. Policing in these disadvantaged neighbourhoods requires community policing officers to have the skills to interact with young people in a positive and not repressive way to be able to foster positive relationships between police and young people. Also, by working in partnership with key stakeholders (e.g. social workers, schools, youth services, and residents associations) enables the police to address problems from innovative perspectives, consequently improving the efficacy of the strategies to reduce situations of crime, antisocial behaviour in public space and feelings of insecurity.
Objectives: *Please provide **a maximum of three** objectives in bullet points.*	1. To involve young people in building creative solutions for the safety of their community through their active participation as citizens and by providing practical life competencies. 2. To promote positive behaviours in young people, strengthen their self-esteem, confidence and the feeling of belonging to their community. 3. To improve their relationships with the police and the local community.
Activities: *Please describe the activities put in place to achieve the objectives (maximum 300 words).*	The JDL Programme requires the following criteria to be implemented: i) To be in a territory with foot patrols from the Police, with a police team available to work as Police Mentors to accompany the JDL youth teams; ii) To have youth workers from local associations working with young people who are willing to work with the police officers; iii) To have local partners motivated and with human resources capacity to implement the JDL Program with the young people (11yo-19yo) over 12-weeks. In a JDL project, teams of young people work to address real-world issues of concern to them and their community. Being given responsibility for tackling real-world issues helps generate a sense of ownership of the project in the young people and intrinsically diverts young people away from socially undesirable behaviours by improving their confidence, knowledge, and skills. In this sense, a JDL project involves four teams of 5–9 young people, each supported by a youth worker and a police mentor from the local Community Policing Team. The JDL Teams submit a completed JDL workbook for a panel of judges in a final showcase event that is composed of recognised persons, such as young athletes from the neighbourhood, the Local Mayor, a Landscape Architect from the Municipality and the Commanders of the municipal police and of the local police station of the National Police.
Outcomes: *Please explain what the results were/are so far and how you evaluated this.*	JDL improved the trustful relationship between young people, police officers, and their local community: In general, young people said that they had no idea that the police were trustworthy and that they now trust the police officers they knew during the JDL Program. The ice-breaking moments before meetings (e.g. football, sharing snacks, field trips) helped to promote a trustful relationship between youngsters and the police officers. Although the attendance of young people was not regular, in general, all the police officers mentioned the easiness of creating a relationship with the youngsters. Only in one of the groups with older ages did that do not happen so easily. "Yes. They are trustworthy people. I didn't have that idea."(JDL participant, Focus Group, 3.05.2024).

	Also, throughout the JDL sessions, young people have deepened their interaction not only with the police mentors but with the youth workers, which allowed new insights and a closer relationship between all participants. "…We are strengthening what already exists…" (JDL Monitor, Focus Group, 5.04.2024) High level of community participation in JDL activities: Residents were satisfied with the project and actively participated in the field interviews. Also, local partners cooperate in JDL through the follow-up of the JDL tool demonstration and cooperate with the Municipal Police Team (JDL Coordinator) to prepare and organize the JDL activities, namely the training session, launch event, intermediate event & final event, by providing venue places and contributing to the meals and transportation of the JDL teams. Deepening relationships within the community policing partnership: The partners of the community policing safety partnership actively participated in the demonstration, helping organise and follow through with the JDL demonstration. This contributed to deepening the partnership relationships and strengthening the joint commitment to the safety and well-being of the community. JDL engaged young people in identifying and developing solutions to problems in their neighbourhood: JDL contributed to promoting active citizenship in young people and how they could contribute to the well-being of their community. Participation in the JDL thus promoted the development of a culture of participation among young people as citizens who contribute to reflecting on problems and proposals for improving security in their community. JDL supports young people in gaining valuable knowledge and life skills: The youth workers said they liked the JDL program because it allowed them to work on their sense of commitment, decision-making and developing new skills. They refer that during the JDL challenge, young people improved their competencies. For example, they realised how to present and debate ideas and learned that reaching a consensus is important. They also learned other skills, such as reading a map, using a compass, making a model, designing a logo/mascot and using various forms of expression to showcase ideas.
Links to supporting documents: *e.g. website or report of the practice*	https://www.icarus-innovation.eu/tools-insights/icarus-tools/lisbon-toolkit/ https://informacoeseservicos.lisboa.pt/informacao-administrativa/projetos-cofinanciados/seguranca-e-prevencao
Comments and tips *i.e. for people willing to use your Practice*	Start earlier engaging all the key stakeholders and partners that will participate and/or cooperate in the JDL Programme, include all in the delivery of the program and ensure that a budget is prepared to put in place later On the solutions proposed by the youngsters to improve the safety in their communities!