SWaPOL

SOCIAL WORK AND POLICING

Vocational Training in Public Order Management

Portugal

Pilot Training Report

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(alphabetical order)

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Co-funded by the Erasmus+ Programme of the European Union

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Portugal

Pilot Training Report

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1. Brief Overview of the Pilot Training in Portugal

1.1. Who organized it

The Portuguese training course of the SWaPOL project (Social Work and Policing: Vocational Training in Public Order Management) was organized by two Portuguese project partners:

- Lisbon Municipal Police (Lisbon Municipality)
- University of Porto (Faculty of Arts and Humanities)

along with the associated Portuguese partners of the project:

- Polytechnic Institute of Porto (Higher School of Education)

Consequently, the course was managed by the representatives of these institutions within SWaPOL: Mónica Diniz and Joaquim Gordicho (Lisbon Municipal Police); Paula Guerra and Miguel Saraiva (University of Porto); in association with Vera Diogo (Polytechnic Institute of Porto).

1.2. When and where did it take place

The Portuguese Pilot Training took place during the months of January and February of 2020. It consisted on 30 hours of training stretched over five different Fridays, from January 17th to February 21st, as presented in Table 1. All days of training were held in Porto, at the facilities of the Polytechnic Institute of Porto, with the exception of the fourth day of training, on February 14, that took place in Lisbon, at the facilities of the Lisbon Municipal Police, of Association CRESCER and of the Lisbon Homeless Planning and Intervention Center. Some field trips were made to locations around Lisbon and Porto, as presented in Table 1.

Table 1 – Portuguese Pilot Training Outline

Day	Location	Activities
January 17	Porto (Polytechnic Institute of Porto)	Introduction and Module 1.
January 24	Porto (Polytechnic Institute of Porto)	Module 1 (continued) and Module 2. Social Area Analysis exercise done on locations around the Campus
February 7	Porto (Polytechnic Institute of Porto)	Module 2 (continued). Field Trip to Porto's Nightlife District, including to the venue 'Maus Hábitos' (*Bad Habits*)
February 14	Lisbon (Lisbon Municipal Police; Association CRESCER and of the Lisbon Homeless Planning and Intervention Center)	Module 3. Filed Trip to Lisbon's Housing First Apartments, to the restaurant 'It's a restaurant' and NPISA Lisbon institution for the homeless.
February 21	Porto (Polytechnic Institute of Porto)	Module 3 (continued). Discussion, evaluation and self-evaluation of the Training

1.3. Who taught and who was taught

Presentations were made both by the organizers (members of SWaPOL project) and by invited guests, as listed on Table 2. The moments of "formal" presentations were minimized; they were rather perceived as steppingstones to more "informal" moments of debate and preambles to the exercises. Exercises were supervised by all the organizers.

Table 2 – Portuguese Pilot Training: Outline of Presentations

Day	Presentation	Presenter
1	Official reception by the Polytechnic Institute of Porto	Maria José Araújo (Coordinating Committee for the Social Education Degree, Polytechnic Institute of Porto)
1	Introduction to SWaPOL, the Pilot Training and Module 1	Mónica Diniz, Paula Guerra, Miguel Saraiva, Vera Diogo
1	Exchange of Professional Images	Mónica Diniz, Paula Guerra
2	Exchange of Professional Images (summary).	Vera Diogo
2	Inputs for Social Area Analysis	Paula Guerra
2	Inputs for Community Policing The Lisbon Community Policing Model	Mónica Diniz, Joaquim Gordicho.
2	Introduction to Module 2	Miguel Saraiva
2	Drug laws and regulations on substances	Madalena Nunes (General-Directorate for Intervention on Addictive Behaviors and Dependencies, ARS North, Portuguese Ministry of Health).
3	Drug consumption and nighttime recreational environments: proximity interventions	Helena Valente (Kosmicare Project - Non-Profit Organization).
3	Night-life interdisciplinary perspectives	Jordi Nofre (Interdisciplinary Center for Social Sciences - CICS.NOVA – Faculty of Social and Human Sciences – New University of Lisbon).
3	The affirmation of nightlife and its centrality in today's city	Daniel Pires (*Maus Hábitos* [Bad Habits] Venue and Association *Saco Azul* [Blue Bag]).
3	National Plan for the Reduction of Additive Behaviors and Dependencies (2013-2020). General considerations and recommendations in the field of drugs in Portugal	Catarina Lameira (Piaget Development Agency - APDES).
4	Complexity and diversity of professionals working with homeless people	Cristiana Merendeiro (Association CRESCER).
4	The multidimensional processes of exclusion	Maia Teresa Bispo (Homeless Planning and Intervention Center - NPISA Lisbon).

5	The complexity and the diversity of the professions working with homeless and migrant people (round table)	Paula França (Homeless Planning and Intervention Center of the City of Porto - NPISA). Superintendent José Fernandes (Lisbon Municipal Police).
5	Official ending of the Pilot Training at the Polytechnic Institute of Porto	Rui Pinto (Director of Social Education Degree, Polytechnic Institute of Porto).

A total of 34 persons enrolled the course; 22 from a Social Work background and 12 from a police background. Of these, 28 people actually attended; 16 from a social work background and all 12 from a police background. A total of 10 (36%) attended the entire course, with a further 12 (43%) attending four of the five days. It should be said that a special police assignment was the cause for the 5 members of the Lisbon Municipal Police not being able to attend in one of the days. No one attended less than three days. The names of these persons, their background and the number of days they attended, are listed on Table 3.

Table 3 – List of attendees of the Pilot Training

Name	Background	Days attended
Marta Navega	Student (Degree in Social Education)	5
Jessica Pinto	Student (Degree in Social Education)	5
Margarida Pinto	Student (Degree in Social Education)	5
Paulo Pereira	Student (Degree in Social Education)	5
Cristina Rodrigues	Social Educator (Degree in Social Education)	5
Salomé Matias Uribe	Sociologist (Degree in Social Education and Master in Sociology)	5
Victor Garcia	Community Policing Squad (Lisbon Municipal Police)	5
Manuel Jorge da Fonseca	Porto Municipal Police	5
Paulo Jorge Gonçalves	Porto Municipal Police	5
Rui da Silva Cunha	Porto Municipal Police	5
Jessica Cardoso	Student (Degree in Social Education)	4
Jessica Costa	Social Educator (Degree in Social Education)	4
Isabel Tereso	Social Educator (Degree in Social Education)	4
Humberto Pires	Social Educator (Degree in Social Education)	4
Daniela Filipa Coelho Moreira	Psychologist (Degree in Clinical Psychology and Master in Community Intervention)	4
José Augusto Ferreira Ledo Veiga Pinheiro	Social Worker (Degree in Social Service)	4
Paula Val	Community Policing Squad (Lisbon Municipal Police)	4
Sandra Rodrigues	Community Policing Squad (Lisbon Municipal Police)	4
Bruno Figueiredo	Community Policing Squad (Lisbon Municipal Police)	4
João Guerreiro	Community Policing Squad (Lisbon Municipal Police)	4
Rui Abrantes	Unit for Prevention, Security and International Relations (Lisbon Municipal Police)	4
António Manuel Monteiro	Porto Municipal Police	4

Jorgina Rocha	Student (Degree in Social Education)	3
Isa Mara Ventura	Student (Degree in Social Education)	3
Sabrina Margarido	Student (Degree in Social Education)	3
Ana Catarina Sousa	Student (Degree in Social Education)	3
Augusto Castro	Community Policing Squad (Lisbon Municipal Police)	3
Carlos Castanho	Community Policing Squad (Lisbon Municipal Police)	3
Enrolled but not attended		
Joana Mendes Moura	Student (degree in Social Education)	0
Barbara Correia Peixoto	Student (degree in Social Education)	0
Raquel Murta	Student (degree in Social Education)	0
Andreia Teiga	Student (degree in Social Education)	0
Ana Mercedes Pelosi Lagunilla	Student (Masters in Sociology)	0
Catarina Ribeiro	Degree in Social Education	0

Lastly, a small group of people from both project partners acted as observers during the Pilot Training.

Table 4 – List of observers in the Pilot Training

Name	Institution
Ana Amante	University of Porto (Faculty of Arts and Humanities)
Sofia Sousa	University of Porto (Faculty of Arts and Humanities)
Cláudia Andrade	Lisbon Municipal Police (Police Division)
Cláudia Santa Cruz	Lisbon Municipal Police (NEPC- Planning and Training Division)
Liliana Marinho	Porto Municipal Police
Tiago Cruz	Lisbon Municipal Police (Mission-Team Lisbon-Europe 2020)

Figures 1 – During the first day of training

2. Descriptive statistical analysis of the review questionnaire

The enrollment form for trainees from a social work background included a question concerning the reasons for wishing to attend the training. It was answered by 21 of the 22 people who enrolled (2.1). All remaining answers analyzed in this section (2.2. to 2.18) were the result of a questionnaire presented on the last afternoon of the training course (February 21st). This questionnaire was answered by the 20 attendees who were present (70% of those who attended the course).

2.1. Reasons for enrolling in the Pilot Training (social work background)

Two main reasons have been given by respondents (Figure 2). The majority of respondents (76%) expressed an interest in the subject and as a way to enrich their competences and their CV. The rest of the respondents (24%) stated a specific interest in being able to interact with other professions (in this case the police) in an environment of mutual learning and dialogue. Detailed answers are given below, in Table 5.

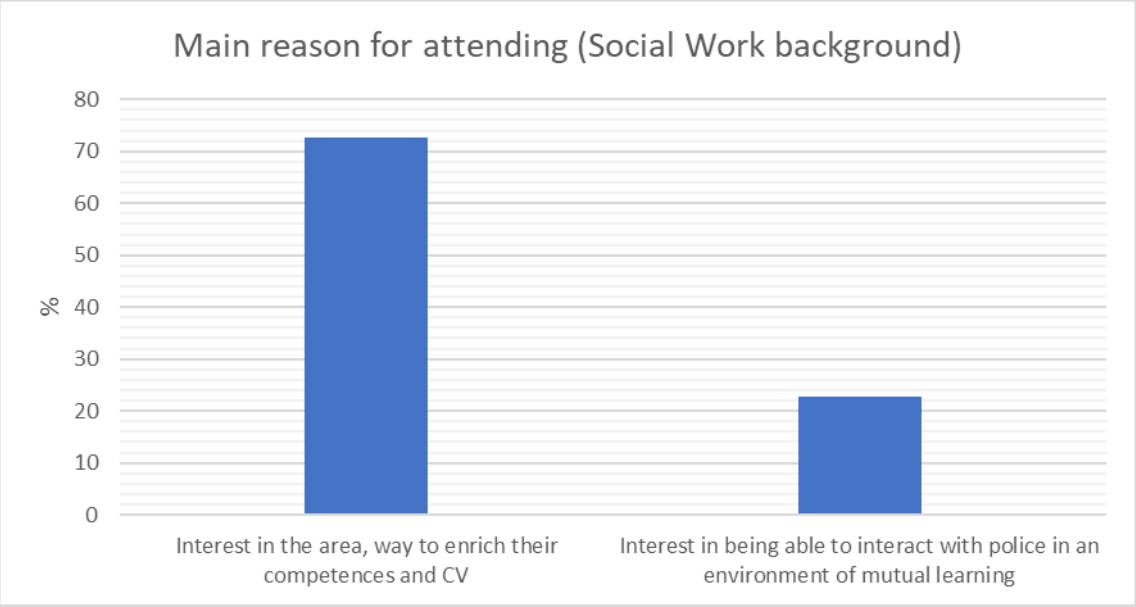


Figure 2 – Main reasons for attending (social work background)

Table 5 – Description of main reasons for attending (social work background)

Reasons for attending	Answers	Percentage
Interest in the area, way to enrich their competences and CV	**16**	**76,19**
Interest in the area	2	9,52
Added value to professional future and increase possibilities of entering the labor market	3	14,29
Interest in the area and enrichment of competences	4	19,05
Development of professional competences	2	9,52
Learn more about this theme	2	9,52
Learn more and enrich the CV	3	14,29
Interest in being able to interact with the police in an environment of mutual learning	**5**	**23,81**
Dialogue and mutual learning	1	4,76
Possibility of interacting with agents of social intervention from other areas	2	9,52
Improvement of cooperation skills with police officers	2	9,52

2.2. Gender and professional groups of attendees

Of the 28 people who actually attended the pilot course, 15 are female (54%) and 13 are male (46%), which means there was gender balance. However, there is a clear relationship between gender and professional group. Of the 16 people from the social work professional group, 13 are female (81%); and of the 12 people from the police professional group, 10 are male (83%) (Figure 3).

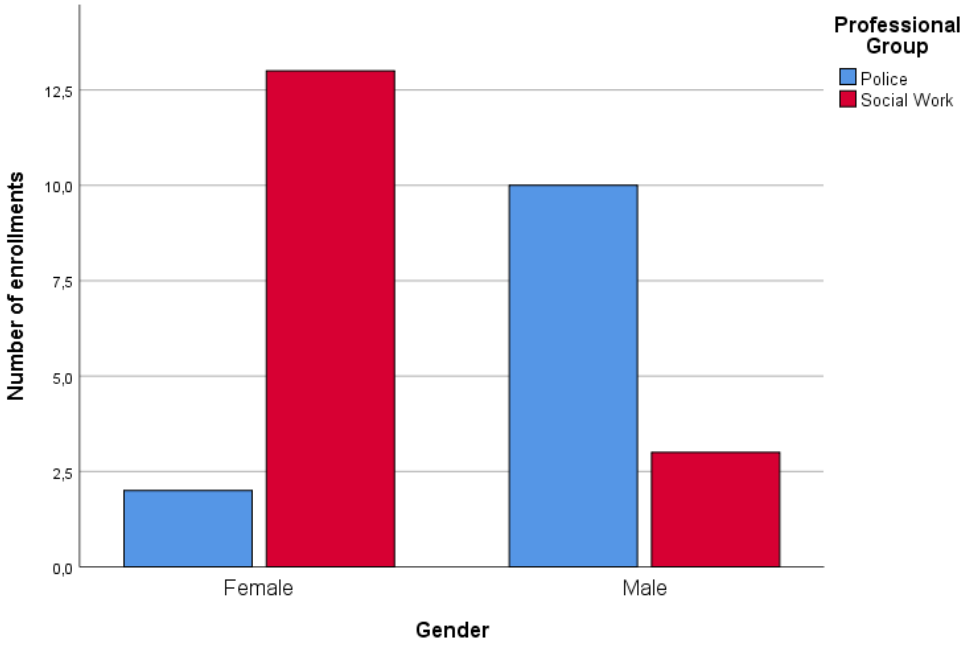


Figure 3 – Gender distribution of people who enrolled in the Pilot Training, by Professional Group

The survey on the last day was answered, curiously, by 10 people of each gender, with a similarly equal distribution of people from the two professional spheres. In this sample there is only one female person from the police, and one male person from the social work professional group (Figure 4).

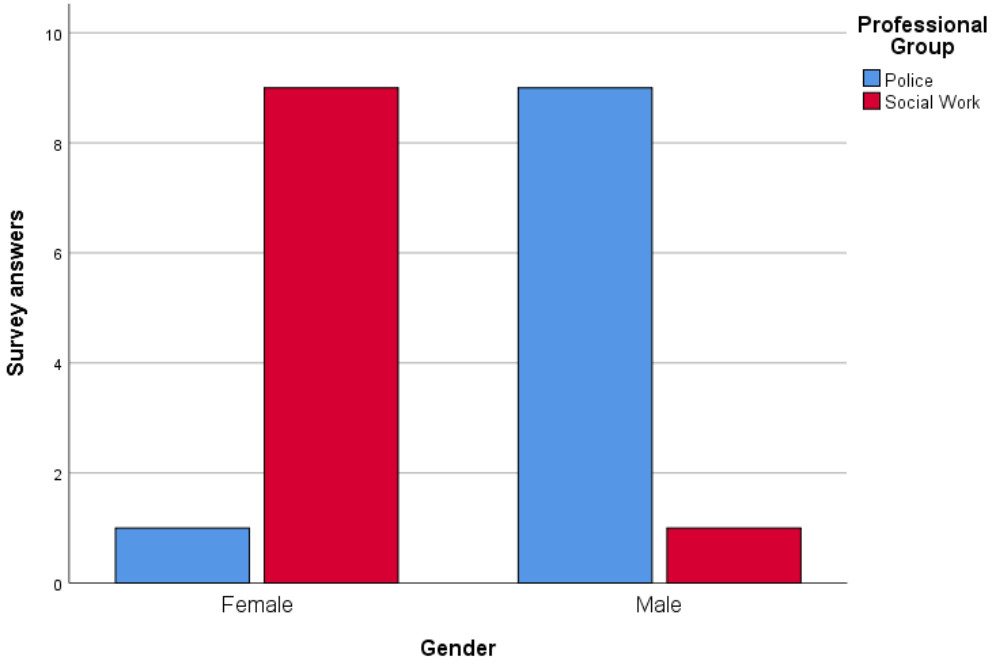


Figure 4 – Gender distribution of persons who answered the survey, by Professional Group

2.3. Question 1: Was the communication of the content clear and understandable?

Overall, results were extremely positive. On a five-point scale from “1 - Yes, totally” to “5 - No, not at all”, 90% of respondents answered “1” or “2”, and no respondent answered above “3” (Figure 5). Both respondents who answered “3” were male and from the police (Table 6).

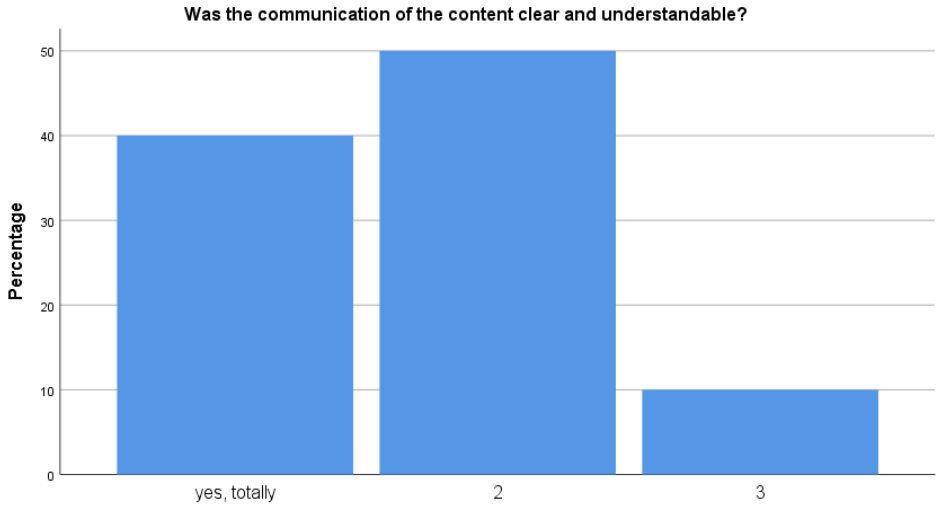


Figure 5 – Was the communication of the content clear and understandable? (1 to 5 scale)

Table 6 – Detailed answers by Gender and Professional Group for Question 1

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Was the communication of the content clear and understandable?	yes, totally	1	4	2	1
	2	0	5	5	0
	3	0	0	2	0
	4	0	0	0	0
	5	0	0	0	0

2.4. Question 2: How do you rate the organizational effort (location, time) for the course?

Concerning organizational efforts related to the course, on a scale from "1 – appropriate" to "5 – too high", again 90% of respondents answered between "1" and "3", with no respondent answering "5" (Figure 6). However, only 15% of respondents selected "1", with most choosing "2" and "3". Again, both respondents who answered "4" were male and from the police (Table 7).

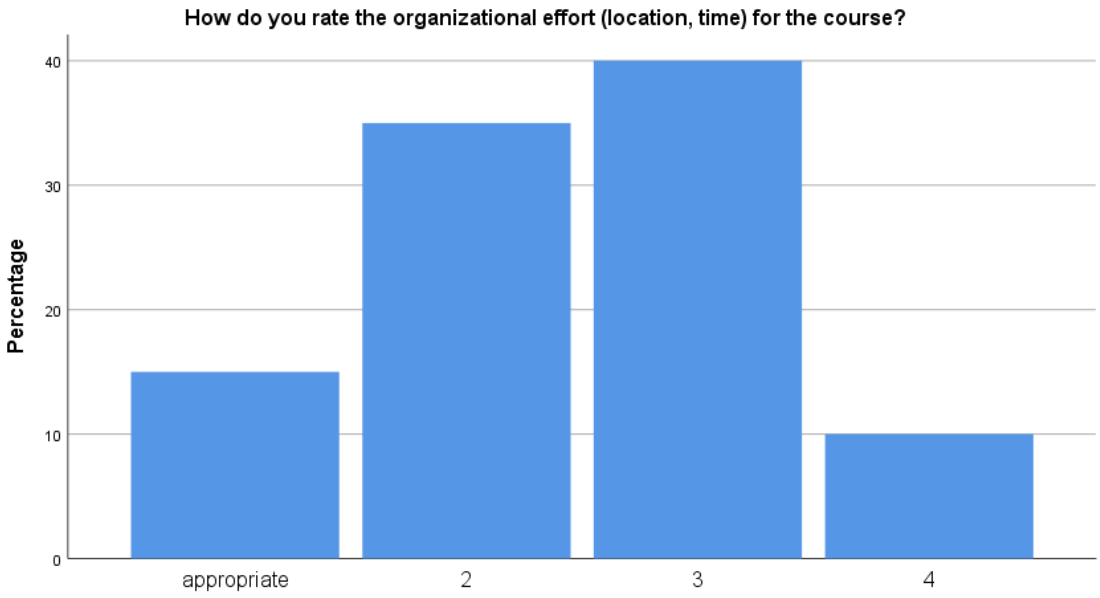


Figure 6 – How do you rate the organizational effort (location, time) for the course (1 to 5 scale)

Table 7 – Detailed answers by Gender and Professional Group for Question 2

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
How do you rate the organizational effort (location, time) for the course?	appropriate	0	2	1	0
	2	0	5	1	1
	3	1	2	5	0
	4	0	0	2	0
	too high	0	0	0	0

2.5. Question 3: How do you assess the course leaders' response to participants and their questions?

Once more, on a scale from "1 – very good" to "5 – very poor", 90% of respondents selected the two most positive categories ("1" and "2"), with 50% of respondents answering "2" (Figure 7). The two respondents who answered "3" were both female, one from each professional group (Table 8).

Figure 7 – How do you assess the course leaders' response to participants and their questions (1 to 5 scale)

Table 8 – Detailed answers by Gender and Professional Group for Question 3

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
How do you assess the course leaders' response to participants and their questions?	very good	0	3	4	1
	2	0	5	5	0
	3	1	1	0	0
	4	0	0	0	0
	very poor	0	0	0	0

2.6. Question 4: Did you receive sufficient information about the aims of the course before starting?

On a scale from "1 - Yes, totally" to "5 - No, not at all", no respondent answered above 3, and 60% answered "1" and "2" (Figure 8), meaning that, overall, there was sufficient information supplied to the trainees before the course started. Female respondents from a social work background seem to have received less information (Table 9).

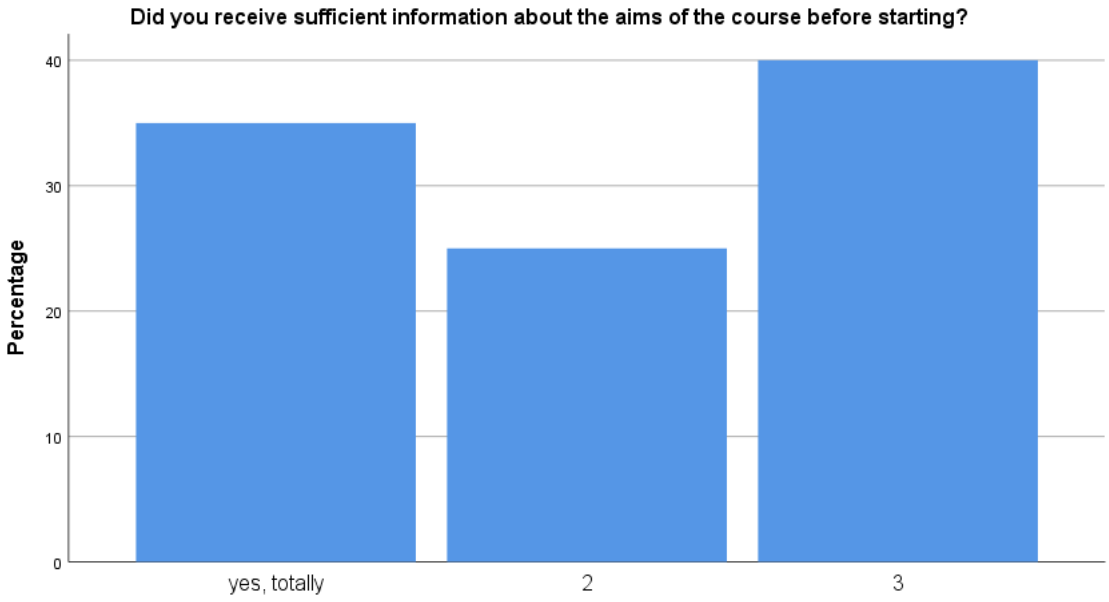


Figure 8 – Did you receive sufficient information about the aims of the course before starting? (1 to 5 scale)

Table 9 – Detailed answers by Gender and Professional Group for Question 4

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Did you receive sufficient information about the aims of the course before starting?	yes, totally	0	5	2	0
	2	0	0	5	0
	3	1	4	2	1
	4	0	0	0	0
	no, not at all	0	0	0	0

2.7. Question 5: Were the practical exercises helpful for your understanding of the cooperation between the police and social work?

The practical exercises were very well received. On a scale of "1 – very helpful" to "5 – not at all helpful", 65% of respondents gave the highest mark ("1"), and a further 30% gave the second highest ("2") (Figure 9). Only one respondent, a female police officer, answered "3", and no-one answered "4" or "5" (Table 10).

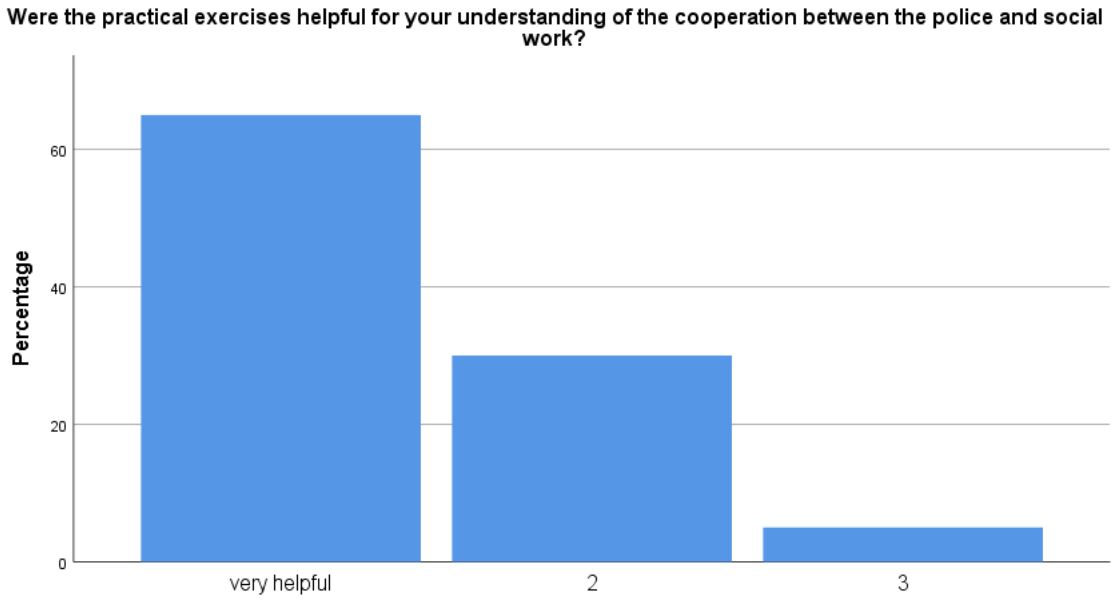


Figure 9 – Were the practical exercises helpful for your understanding of the cooperation between the police and social work? (1 to 5 scale)

Table 10 – Detailed answers by Gender and Professional Group for Question 5

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Were the practical exercises helpful for your understanding of the cooperation between the police and social work?	very helpful	0	7	5	1
	2	0	2	4	0
	3	1	0	0	0
	4	0	0	0	0
	not at all helpful	0	0	0	0

2.8. Question 6: Was there an appreciative / respectful communication on the part of the participants?

The overwhelming majority of participants considered that communication occurred in an appreciative / respectful way. On a scale from "1 - Yes, totally" to "5 - No, not at all", 85% of respondents answered "1", and there was no answer above "2" (Figure 10; Table 11).

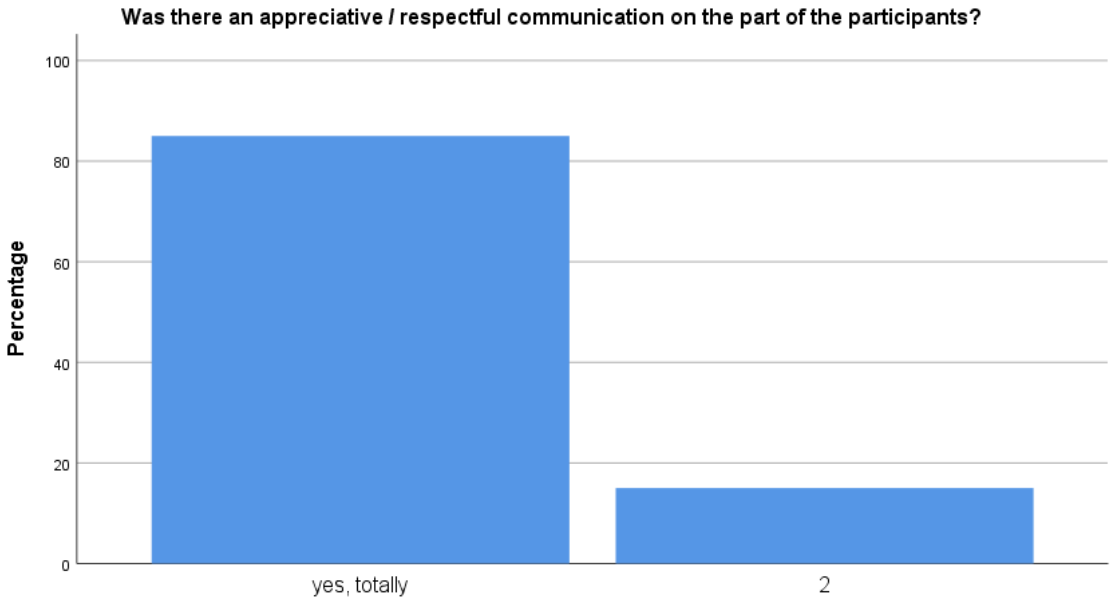


Figure 10 – Was there an appreciative / respectful communication on the part of the participants? (1 to 5 scale)

Table 11 – Detailed answers by Gender and Professional Group for Question 6

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Was there an appreciative / respectful communication on the part of the participants?	yes, totally	1	8	7	1
	2	0	1	2	0
	3	0	0	0	0
	4	0	0	0	0
	no, not at all	0	0	0	0

2.9. Question 7: How satisfied were you with your contribution to the success of the course (constructive criticism, active participation, etc.)?

Concerning self-evaluation of respondents, about their contribution to the success of the course, results are slightly more varied, yet they are still very positive. On a scale of "1 - Very satisfied" to "5 – Not at all satisfied", 70% of respondents answered "1" and "2", with a further 25% answering "3", mostly from a social work background (Figure 11; Table 12). Only one respondent, a female from the police, answered "4".

Figure 11 – How satisfied were you with your contribution to the success of the course (constructive criticism, active participation, etc.)? (1 to 5 scale)

Table 12 – Detailed answers by Gender and Professional Group for Question 7

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
How satisfied were you with your contribution to the success of the course (constructive criticism, active participation, etc.)?	very satisfied	0	3	5	0
	2	0	3	3	0
	3	0	3	1	1
	4	1	0	0	0
	not at all satisfied	0	0	0	0

2.10. Question 8: Were there enough impulses to critically examine the content?

On a scale from "1 - Yes, totally" to "5 - No, not at all", respondents were slightly more critical of the opportunities to reflect on the course's content. Only one respondent, a male from the police, answered the highest score ("1"), with the remainder of respondents (95%) answering between "2" and "3" (Figure 12; Table 13). Once more, there were no answers of "4" and "5".

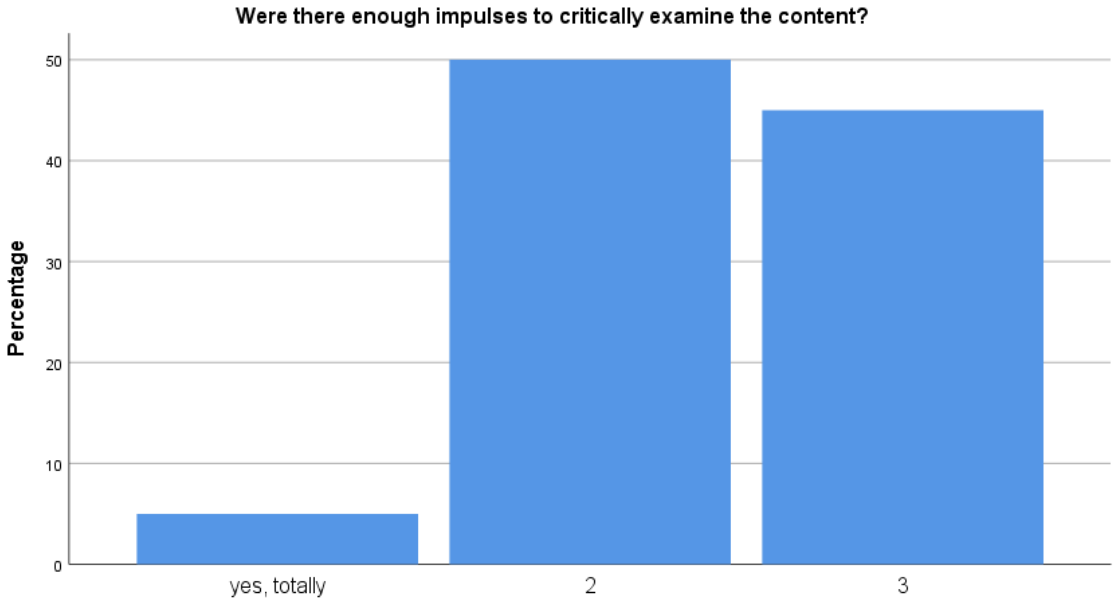


Figure 12 – Were there enough impulses to critically examine the content? (1 to 5 scale)

Table 13 – Detailed answers by Gender and Professional Group for Question 8

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Were there enough impulses to critically examine the content?	yes, totally	0	0	1	0
	2	0	6	4	0
	3	1	3	4	1
	4	0	0	0	0
	no, not at all	0	0	0	0

2.11. Question 9: Was the relevance of the topics for your specialist area understandable?

On a scale from "1 - Yes, totally" to "5 - No, not at all", 85% of respondents completely understood the relevance of the topics of the course, with 35% answering "1" and 50% answering "2" (Figure 13). There were no answers above "3". All answers in the "3" category were given by members of the police (Table 14).

Figure 13 – Was the relevance of the topics for your specialist area understandable? (1 to 5 scale)

Table 14 – Detailed answers by Gender and Professional Group for Question 9

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Was the relevance of the topics for your specialist area understandable?	yes, totally	0	5	1	1
	2	0	4	6	0
	3	1	0	2	0
	4	0	0	0	0
	no, not at all	0	0	0	0

2.12. Question 10: Have you expanded your specialist knowledge through the course?

It is consensual that the trainees expanded their specialist knowledge. All respondents answered either "1" or "2" on a scale from "1 - Yes, totally" to "5 - No, not at all" (Figure 14). Respondents with a Social Work background tended to respond with the highest mark ("1"), whilst respondents from the police tended to respond with the second highest ("2") (Table 15).

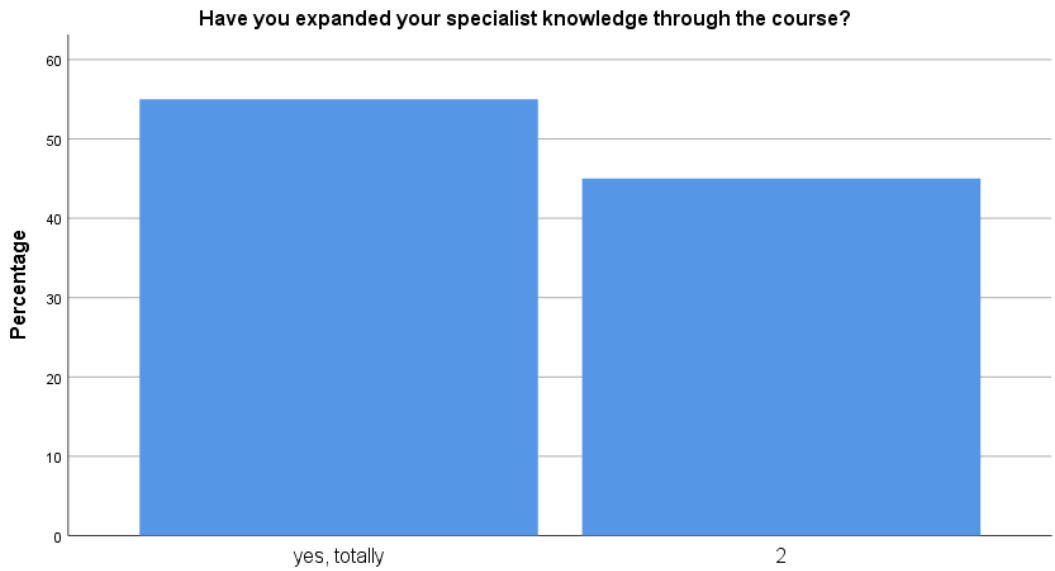


Figure 14 – Have you expanded your specialist knowledge through the course? (1 to 5 scale)

Table 15 – Detailed answers by Gender and Professional Group for Question 10

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Have you expanded your specialist knowledge through the course?	yes, totally	0	7	3	1
	2	1	2	6	0
	3	0	0	0	0
	4	0	0	0	0
	no, not at all	0	0	0	0

2.13. Question 11: Has your understanding of the work of the other professional group expanded?

It is also consensual that the understanding of the work of the other professional group expanded due to this Pilot Training. On a scale from "1 - Yes, totally" to "5 - No, not at all", 65% of respondents answered in the highest category ("1") and a further 30% answered "2" (Figure 15). Only one respondent answered "3", a male person from the police (Table 16).

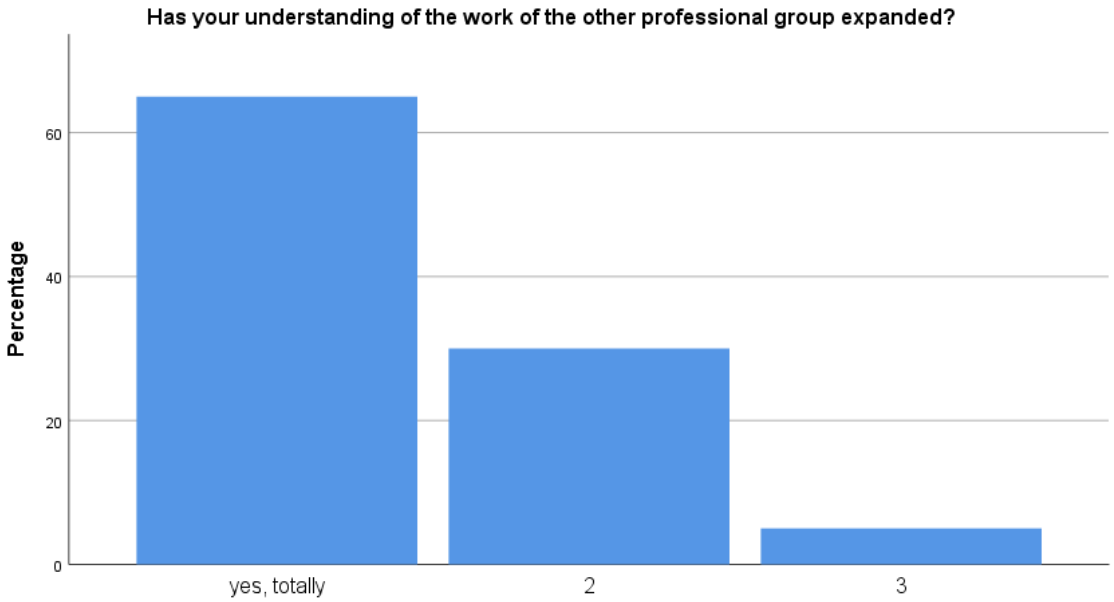


Figure 15 – Has your understanding of the work of the other professional group expanded? (1 to 5 scale)

Table 16 – Detailed answers by Gender and Professional Group for Question 11

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Has your understanding of the work of the other professional group expanded?	yes, totally	0	8	4	1
	2	1	1	4	0
	3	0	0	1	0
	4	0	0	0	0
	no, not at all	0	0	0	0

2.14. Question 12: Have you gained more trust in the other professional group through the course?

Trust in the other professional group has also been a key issue of this Pilot Training. On a scale from “1 - Yes, totally” to “5 - No, not at all”, all respondents answered either “1” (65%) or “2” (35%) (Figure 16). Noteworthy that all respondents from a social work background answered “1”, with most police officers answering “2” (Table 17).

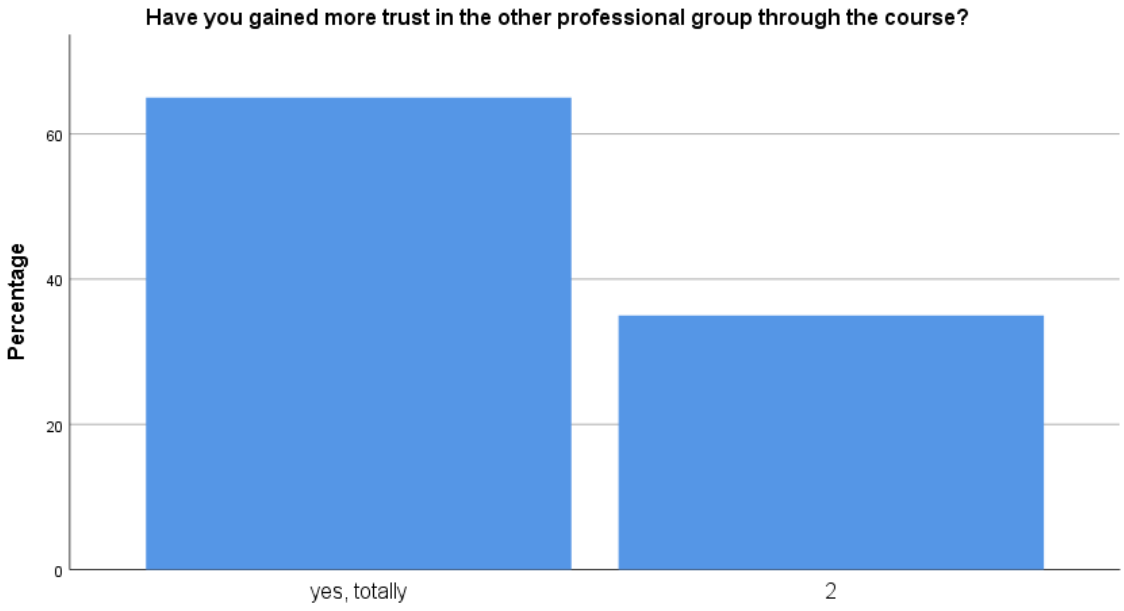


Figure 16 – Have you gained more trust in the other professional group through the course? (1 to 5 scale)

Table 17 – Detailed answers by Gender and Professional Group for Question 12

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Have you gained more trust in the other professional group through the course?	yes, totally	0	9	3	1
	2	1	0	6	0
	3	0	0	0	0
	4	0	0	0	0
	no, not at all	0	0	0	0

2.15. Question 13: Would you recommend this course to your colleagues?

Acceptance of this course has been very high. On a scale from "1 - Yes, totally" to "5 - No, not at all", 85% of respondents said they would totally recommend this course to their colleagues ("1"), with the remainder answering "2" (Figure 17). Of the three people who answered "2", two were police officers (Table 18).

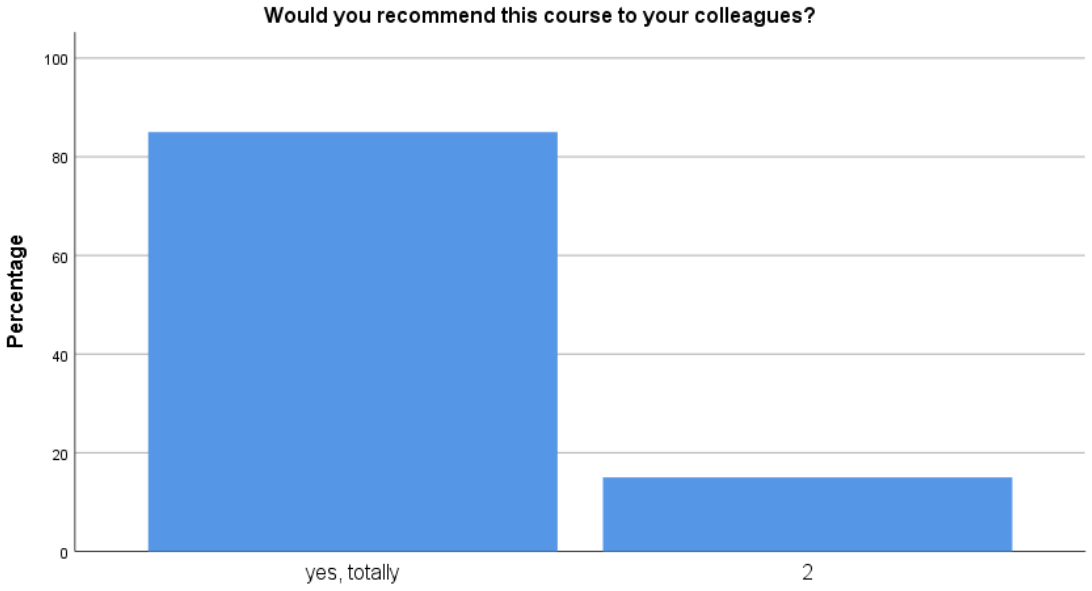


Figure 17 – Would you recommend this course to your colleagues? (1 to 5 scale)

Table 18 – Detailed answers by Gender and Professional Group for Question 13

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Would you recommend this course to your colleagues?	yes, totally	1	8	7	1
	2	0	1	2	0
	3	0	0	0	0
	4	0	0	0	0
	no, not at all	0	0	0	0

2.16. Question 14: Would you recommend a sustainable integration of the course into the training in your profession in this form?

Concerning integration of the course into professional training, the larger majority of respondents (70%) totally agrees, answering "1" on a scale from "1 - Yes, totally" to "5 - No, not at all" (Figure 18). Remaining answers are more varied, ranging up to "4". 20% of respondents answered "2", one respond answered "3" and another "4". The two respondents who answered "3" and "4" were males from the police (Table 19).

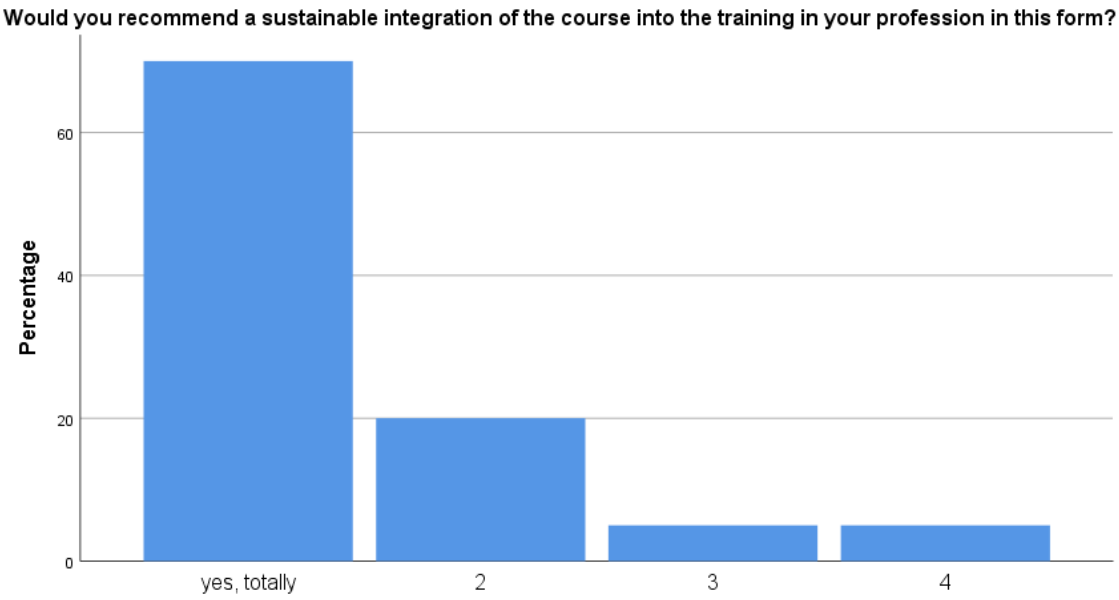


Figure 18 – Would you recommend a sustainable integration of the course into the training in your profession in this form? (1 to 5 scale)

Table 19 – Detailed answers by Gender and Professional Group for Question 14

		Gender			
		Female		Male	
		Professional Group		Professional Group	
		Police	Social Work	Police	Social Work
Would you recommend a sustainable integration of the course into the training in your profession in this form?	yes, totally	0	8	5	1
	2	1	1	2	0
	3	0	0	1	0
	4	0	0	1	0
	no, not at all	0	0	0	0

2.17. Question 15: Please name a highlight of the course!

Field trips and practical exercises outside have been considered the highlights of the course. Out of 27 responses (as respondents sometimes named more than one highlight), 60% relate directly to the practical part of the course, with 44% relating to activities done outside (Figure 19; Table 20). The visit to the Housing first project in Lisbon has been the most voted highlight of the course (22% of answers), followed, in the empirical part, by the visit to Porto (11%). The other 40% of responses highlight the moments of debate, within the group (11%) and with invited speakers (15%), as well as the deconstructions of the preconceptions between the two professions (15%).

Table 20 presents the complete quotations from the respondents, as well as the profiles of the respondents. Field trips appear to have been more appealing to Police officers, whilst deconstructing the professions was more appealing to Social Workers. However, the moments of sharing, debate, and keynote presentations were highlights to both groups.

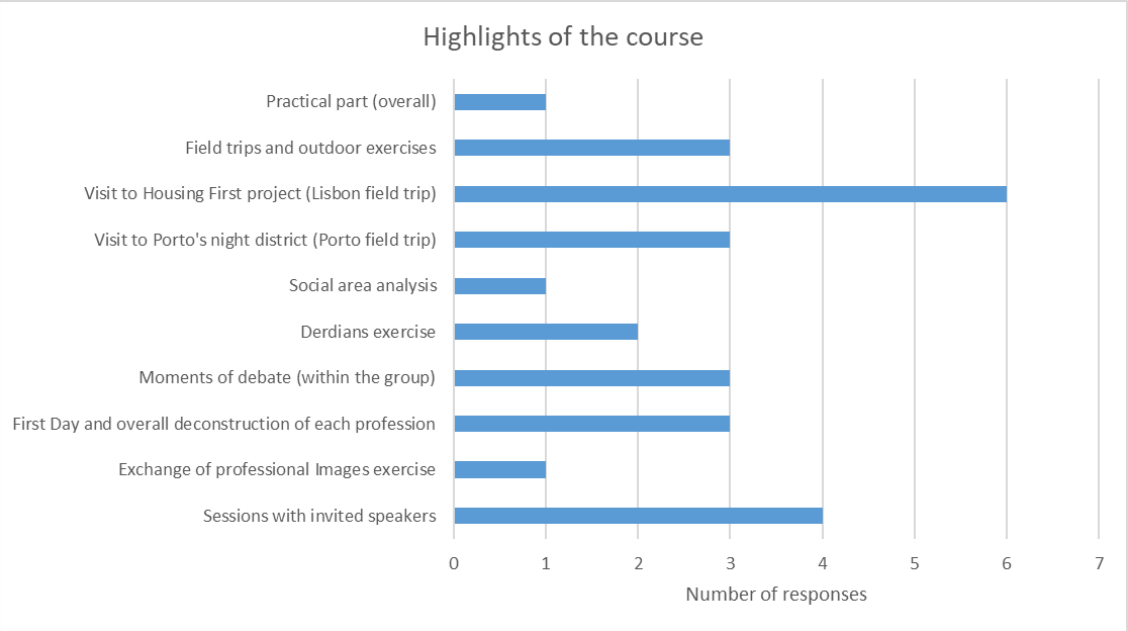


Figure 19 – Highlights of the course

Table 20 – Detailed answers for Question 15

Response	Number of times	Respondent profile
Practical part (overall)	**1**	
"Practical part"	1	POL (F)
Field trips and outdoor exercises	**3**	
"Practical events outside"	1	POL (M)
"Practical experiences outside"	1	POL (M)
"Practical actions in the street..."	1	POL (M)

Visit to Housing First project (Lisbon field trip)	**6**	
"Visit to the apartments of the Housing first project"	3	SW (F)
"Contact with the Crescer Association and the Housing First project"	1	POL (M)
"Experiences with the homeless"	1	SW (F)
"...the trip to Lisbon..."	1	SW (F)
Visit to Porto's night district (Porto field trip)	**3**	
"Visit to Porto's downtown…"	1	SW (F)
"Visit to the spaces in Porto"	1	POL (M)
"…visit to Porto…"	1	SW (F)
Social area analysis	**1**	
"Social area analysis"	1	POL (M)
Derdians exercise	**2**	
"…first activity in the first day of training"	1	SW (F)
"Practical exercises, particularly the Derdians"	1	POL (M)
Moments of debate (within the group)	**3**	
"...the moments of sharing…"	1	SW (F)
"Final debate / discussions during the training"	1	POL (M)
"Interaction with elements of the group…"	1	POL (M)
First Day and overall deconstruction of each profession	**3**	
"The first day, namely the moments of discussion and deconstruction of each profession…"	1	SW (F)
"All training was important, yet it is much more important that the prejudices between the two professions were deconstructed"	1	SW (F)
"… the first day…"	1	SW (F)
Exchange of professional images exercise	**1**	
"The exercise where the groups wrote their representations about social work and police. The moments of "tensions" when all realized the existence of prejudices from both sides were, to me, the pillar of this training; prejudices that now no longer exist"	1	SW (M)
Sessions with invited speakers	**4**	
"...debates with all our speakers"	1	POL (M)
"the session about 'the nights'"	1	SW (F)
"...the Kosmicare session..."	1	SW (F)
"…conversation with Dr. Madalena" [from the Institute for Drugs and Drug Addiction]	1	POL (M)

2.18. Question 16: How can the course be improved in the future?

The total of 33 elements stated by the respondents (as each respondent suggested more than one topic) can be categorized into just five big suggestions (Figure 20). One third of all comments (33%) suggest that the number of training hours should be increased. Another concern, expressed in one fourth of the answers (24%) is that training should have been held in consecutive days, or at least with less spacing between sessions. As well, respondents feel that more practical elements should have been added, including more field trips and more contact with real experiences (22%). Finally, responses alert to the fact that the attendance was rather unbalanced (it had more elements of social work background than of the police) (12%) and suggest that other professional fields could be invited in the future (9%).

Table 21 presents the complete quotations from the respondents, as well as their profiles. Both professional groups agree on the questions of time, spacing between sessions, and the absence of more practical elements. The need for more police insights was signaled mainly by social work professionals, whist the need to open the training to other areas of expertise was more signaled by members of the police.

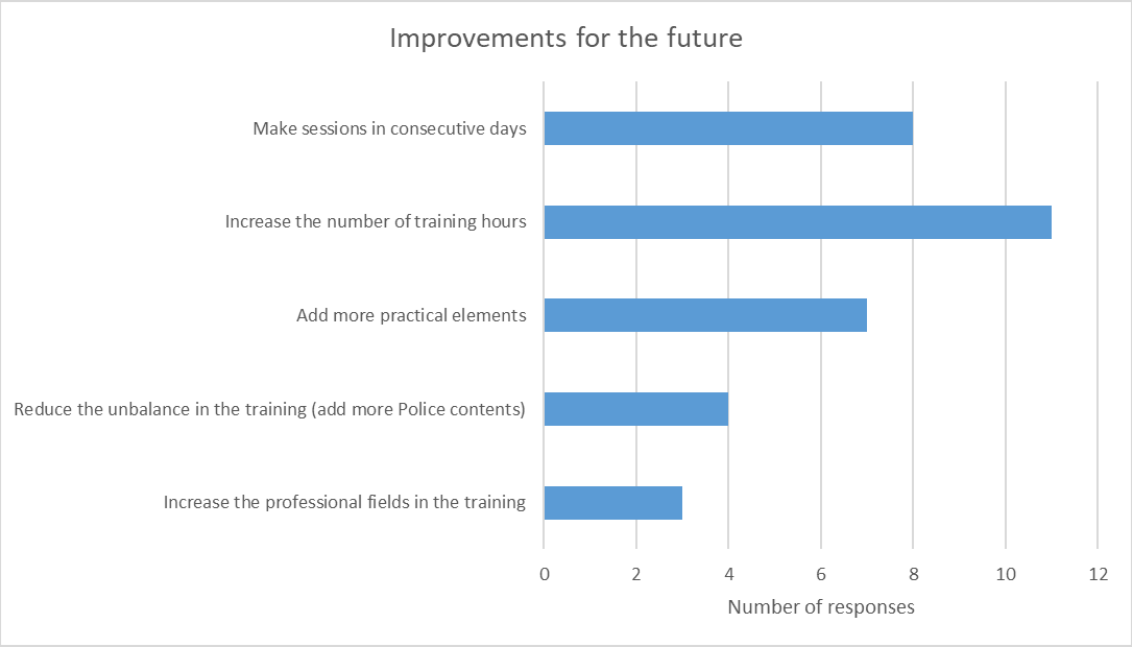


Figure 20 – Improvements for the future

Table 21 – Detailed answers for Question 16

Response	Number of times	Respondent profile
Make sessions in consecutive days	**8**	
"…sessions closer to one another…"	2	SW (F)
"… in consecutive days"	1	POL (M)
"…closer sessions...	1	SW (F)
"The training should have been on consecutive days"	1	POL (M)
"… more continuity…"	1	SW (F)
".. not so many spacing [between sessions]"	1	POL (M)
"Training should be given in consecutive days, without the intervals it had"	1	POL (M)
Increase the number of training hours	**11**	
"Increase the number of hours…"	1	SW (F)
"The question concerning time…"	1	SW (M)
"More time, longer duration…"	1	POL (M)
"…longer duration…"	1	POL (M)
"More time…"	2	SW (F)
"Increase the number of sessions…"	1	SW (F)
"Organize the sessions in terms of time (increase the number of sessions and the number of hours)…"	1	SW (F)
"Less daily contents, so that the themes could be more explored"	1	POL (M)
"More time and availability to improve the thematic debates"	1	SW (F)
"As previously referred, there are several points or improvement, however I consider that time is a crucial factor in a training, especially when the goal is to stimulate reflection and the critical expression of each one. As time was short, it became more difficult to share our perceptions and thoughts"	1	SW (F)
Add more practical elements	**7**	
"… lack of practical elements"	1	SW (M)
"The existence of more practical elements"	1	SW (F)
"… be more practical, have a greater fluidity in the exercises, do not be restricted to what is planned"	1	SW (F)
"Through the increasing of the number of field trips"	1	POL (M)
"...more contact with real experiences"	1	SW (F)
"Make field visits with a practical and not academic basis"	1	POL (F)
"Select more practical themes, and not so abstract"	1	POL (M)
Reduce the unbalance in the training (add more Police contents)	**4**	
"… more contributions from policing knowledge"	1	SW (F)
"...more explanations about the work and training in the police field"	1	SW (F)
"Make equal the training time related to the social and the police fields"	1	POL (M)
"Placing more contents related to police work"	1	SW (F)
Increase the professional fields in the training	**3**	
"Open the training to other areas"	1	SW (F)
"Include other professional activities…"	1	POL (M)
"Promote constructive actions in the field with multidisciplinary teams…"	1	POL (M)

3. Commentary on the training modules by the project partners

3.1. Presentations

This section looks into detail to the presentations of the Training Course as previously listed on Table 2. Small presentations on the opening and closing of the Training Course, and introductory to each model are not included in this detailed analysis.

Module 1 (17th January) Exchange of Professional Images.

Paula Guerra (University of Porto)

Vera Diogo (Polytechnic Institute of Porto, Higher School of Education)

This presentation focused on addressing the roles and representations of social workers and police. The concept of social identity and professional identity was at the basis of this discussion. An integral part of the discussion were the factors and agents of socialization which contribute to establish identities in both professional groups. These include basic and extended family; cultural values and places of residence; neighbourhood and housing contexts; groups, associations and other institutions of a cultural, recreational, civic or religious nature; school and other locations of lifelong learning; social media and networks; socio-economic and professional-labour contexts; history and processes of globalisation.

The discussion was supported by the analysis of photographs of both professionals at work, as well as of two word-clouds summarizing each professional image. At the end, excerpts of the movie 'Divergent' (2014; dir. Neil Burger) were presented, to further debate the stereotyping of professional images.

Figure 21 – Building bridges on the first day of training

Module 1 (24th January) Inputs for Community Policing. Presentation of the Lisbon Community Policing Model

Mónica Diniz and Joaquim Gordicho (Community Policing, Lisbon Municipal Police)

The model of community policing was presented, contextualized as a crime prevention and problem-solving model of policing, adjustable not only to the reality of each country but also to each police organization that implements it. The principles and concept of this model were conveyed to the participants. The mains focuses were the importance of building a relationship of trust that enables cooperation between the police, citizens and partner entities, through a close relationship with the population and networking within strategic Safety Partnerships. The importance of key conditions essential for its implementation was also highlighted, such as the existence of a strong commitment by police organization, the involvement of the community or the existence and promotion of mutual police-citizen /partner knowledge and mutual respect.

The model of community policing implemented in Lisbon since 2009 by the Lisbon Municipal Police in close cooperation with citizens and partner entities, was also presented. It was highlighted that in the Lisbon community policing projects, the training of new community police officers within the police institution involves training both police officers and social partners in the same class, as they participate as both trainees and trainers. Examples of good practices of cooperation between police and social partners were given in the context of community policing in several neighbourhoods in Lisbon. The presentation permitted a discussion on the advantages of this model of policing in close cooperation between police and partners, as well as on its transferability to the context of Porto by the Porto Municipal Police.

Figure 22 – Presentation of the Community Policing model

Module 1 (24th January) Social Area Analysis.

Paula Guerra (University of Porto)

Social Area Analysis is deemed as an essential topic in this Pilot Training, since it refers to analytical and strategic typologies of observation and possible intervention in urban spaces. This typology of analysis, a variant of urban ecology, emphasizes the existence of different urban structural models that promote an understanding of population concentrations, and how cities are organized according to their multiple dimensions. Social Area Analysis was presented as a way of classifying and describing different communities, since it translates into a technical methodology that allows working with several variables in order to identify structuring elements, such as attitudes or behaviors. It can describe residential differentiation, highlighting the importance of social class, the highest degrees - or not - of urbanization, and socio-spatial segregation.

In order to further contextualize this topic, a brief presentation was made about the Chicago School (as it focused on social movements, pathologies and relations, and mass and crowd behavior) and on the pioneer sociological study 'The Gang: a study of 1313 gangs in Chicago' by Frederic Thrasher. Photographic records, with an ethnographic slant, were presented, in order to highlight the analytical and theoretical axes previously presented, thus providing an empirical framework suitable for the upcoming exercise (discussed in the next session). With this in mind, the debate, discussion and sharing of experiences, based on these examples and concepts, was assumed as essential.

Figures 23 – Presenting the Social Area Analysis exercise

Module 2 (24th January) Drug laws and regulations on substances.

Madalena Nunes (General-Directorate for Intervention on Addictive Behaviors and Dependencies, ARS North, Portuguese Ministry of Health)

The first invited guest speaker, Madalena Nunes, gave a brief presentation on the aims and scope of the Institute for Drugs and Drug Addiction (SICAD). The Institute is focused on reducing the use of psychoactive substances in the community, as well as preventing of addictive behaviour and reducing addictions. SICAD implements innovative actions based on local interventions and local partnerships with relevant institutions and actors, aimed at ensuring good consumption practices, and disseminating knowledge about the multiplicity of addictive

behaviours. During the exposition, there were ample moments of debate, group discussion and group sharing. The speaker demystified some issues such as the types of substances most frequently consumed, especially by young people. At the same time, benefitting from the presence of members of both professional groups, a discussion was held on the terminologies used when dealing with additive substances and consumption habits. Current laws and regulations, in Portugal and in Europe, on the consumption and trafficking of psychoactive substances, were also discussed.

Figures 24 – Introducing the Module 2

Module 2 (7th February) Drug consumption and night-time recreational environments: proximity interventions.

Helena Valente (Kosmicare Project - Non-Profit Organization)

Kosmicare is a non-profit organization, focused on creating initiatives and proposing policies directed towards the reduction of risks in the consumption of psychoactive substances, especially in night-time activities as bars, clubs and, more recently, summer festivals. The speaker presented an overview of the organization, as well as of the main interventions and mediation measures that have been promoted. In particular, examples were given in regard to the dealing with the consumption of drugs of a recreational nature, such as testing the quality of drugs in mobile centres near summer festivals.

Kosmicare intends to encourage, especially among young people, dialogues about experiences and perspectives and, above all, to alert to the idea of responsible and controlled consumption of drugs. Consequently, this discussion was easily assimilated by the target audience of the Training Course, leading to several discussions on the processes and the feedbacks the initiative has had on “the streets”. This was further encouraged by the speaker, who presented a whole set of experiences through illustrative photographs of the organisation’s participation in recreational contexts.

Figure *25*– Presentation of Helena Valente from Kosmicare

Module 2 (7th February) Night-life interdisciplinary perspectives.

Jordi Nofre (Interdisciplinary Center for Social Sciences - CICS.NOVA – Faculty of Social and Human Sciences – New University of Lisbon)

Jordi Nofre presented an overview of his own comprehensive research project on Night-Life, with a case-study in Lisbon. The speaker approaches this theme thorough an innovative geo-ethnographic technique that was of interest to both social workers and the police. The speaker presented ethnographic data on Lisbon's famed Bairro Alto, and shared experiences on the so called "Erasmus Nights" and associated "pub-crawls".

Fuelled by the speaker's openness and exuberance, the debate was vivid. In particular, the police agents offered their professional perspective, discussing some of the main problems they face in these circumstances. The social work students also expressed their views, and the fact that participants were both from Lisbon or Porto allowed sharing experiences, and for a debate on the complementary and contrasting visions of the two big cities and their nightlife.

Figure *26*– Presentation of Jordi Nofre

Module 2 (7th February) The affirmation of nightlife and its centrality in today's city.

Daniel Pires (*Maus Hábitos* [Bad Habits] and Association *Saco Azul* [Blue Bag])

Included in the field trip to Porto's night-time district, was session with Daniel Pires, promoter of the establishment *Maus Hábitos*. This venue has long been part of the cultural dynamic of Porto since it opened in 2001, as a hotspot of live music and of confluence of artists, with rooms dedicated to concerts, an art gallery and a bar/café/restaurant. The speaker offered a vibrant guided tour of the space, and narrated its origins and business model, balanced between its artistic and commercial veins. More importantly to the content of this Training Course, the speaker showed how its history, strategic location within the city centre and the unusual mixture of people from various backgrounds (from artists, to lawyers, architects or engineers) have had a direct impact on cultural intervention and experimentation, downtown regeneration and integration. The speaker was proud that his space is unusual and spontaneous, and that the need to provoke discomfort is something necessary. "It's in this discomfort that people question themselves, and it's important that this happens in a space like this". On this note, the debate centred on how police and social work have in the past, or could in the future, articulate with such a space as this at the core of a city's nightlife.

Figure 27 – At *Maus Hábitos* talking with Daniel Pires

Module 2 (7th February) National Plan for the Reduction of Additive Behaviours and Dependencies (2013-2020). General considerations and recommendations in the field of drugs in Portugal.

Catarina Lameira (Piaget Development Agency - APDES)

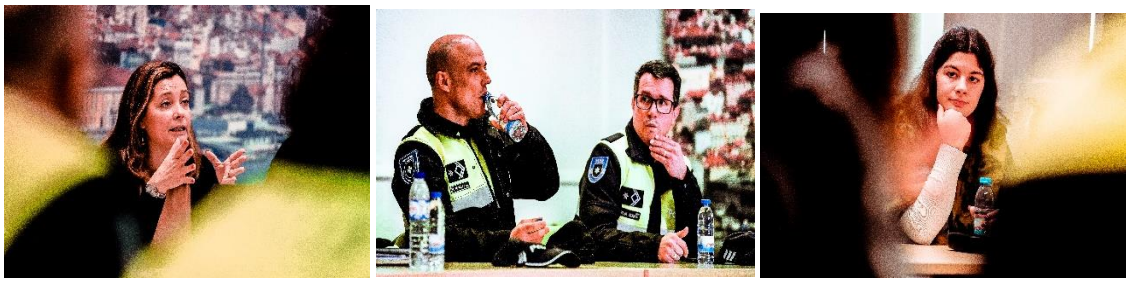
Catarina Lameira made a presentation about the National Plan for the Reduction of Additive Behaviour and Dependencies (2013-2020). This Plan is part of the overall strategy of Portugal in the struggle against drugs and drug addiction, which has received worldwide recognition. The speaker talked about addictive behaviours, not only those associated with drugs or alcohol, but also with games, the internet or shopping. Considering the target audience of this Training Course, the speaker took time to explain their Local Intervention Units and how, in this context, partnerships are put in place. Key elements under discussion were how to prevent, deter, reduce and minimize problems related to the consumption of psychoactive substances; how to reduce the availability of illicit drugs and new psychoactive substances on the market; how to deal with those that are available, sold and consumed; and how to provide opportunities for inducing non-additive behaviours.

Figure 28 – Daniel Pires and Catarina Lameira (from APDES) talking with the trainees at *Maus Hábitos*

Module 3 (14th February) Inputs about complexity and diversity of professionals working with homeless people. Presentation of the Lisbon Housing First Project.

Cristiana Merendeiro and Rita Lopes (Association CRESCER)

As part of the field trip in Lisbon, the complexity and diversity of professionals working with homeless people was the main topic of this presentation. Namely, the core of the discussion was about the roles played by the various professionals/partners when working with homeless people. The Portuguese context was examined, namely the characterization and main indicators of this phenomenon, and what entities and existing support services work together to address it (e.g. social and health professionals, police officers, volunteers). Professional ethics, skills and *modus operandi* of the professionals were also under discussion. The project "É UMA CASA" ["It's a House"] – Lisbon Housing First, was presented, by discussing its objectives, target groups and teamwork methodology.



Figures 29 – Introducing the Module 3 in the Lisbon Municipal Police

Figure 30– Presentation of Cristiana Merendeiro and Rita Lopes at CRESCER Headquarters

Module 3 (14th February) Inputs about the multidimensional processes of exclusion. Presentation of the NPISA in Lisbon.

Maia Teresa Bispo (NPISA-Lisbon)

Following the previous presentation, the multidimensional processes of exclusion were also addressed, framed by the need to understand the multifaceted nature of the homelessness phenomenon. The discussion focused on several concepts, as exclusion, poverty and marginalization; homeless people and risk; and protective factors. Several group dynamics were carried out to address the dimension of cooperation between police and students, as discussed in the following section.

Figures 31– Presentation of Teresa Bispo at NPISA Lisboa

Module 3 (21th February) The complexity and the diversity of the professions working with homeless and migrant people.

Paula França (Porto Homeless Planning and Intervention Center - NPISA) and José Fernandes (Second Commander of the Lisbon Municipal Police)

This round table, on the last day of the Training Course, put face to face all the trainees, Paula França and José Fernandes. Paula França is from NPISA, whose main focus is homeless individuals in extreme poverty and victims of social exclusion, whilst José Fernandes is Second Commander of the Lisbon Municipal Police.

The session started with the social worker point of view, and a discussion on the advantages, disadvantages and difficulties related to the development of specific and efficient intervention strategies towards the homeless. Re-insertion on the labor market of these persons was also an issue, and the challenges that could be faced together by the fields of social work and police. From the police point of view, it was emphasized the importance of putting oneself in the place

of the "other", of trying to know what police work is really about, what real functions it entails, to avoid false expectations regarding police work.

The importance of the different technical languages (Social / Police) was also highlighted, in which understanding by both parties is essential. This understanding should not exist only in terms of specific concepts but in an entire common language that facilitates cooperation between professions in the field. The difficulties of police and social partners' cooperation was also addressed, namely the situations that require contacts and actions after "normal" working-hours.

Figure 32– Presentation of Paula França and Superintendent José Fernandes

3.2. Games and didactical exercises (examples from our “tool-box”)

The SWaPOL Project aims to share models of good cooperation practices in the area of prevention between professionals in the field of social intervention and those related to police procedures and policing. Therefore, the most relevant exercises were those that allowed, on the one hand, to bring these two distinct groups together (e.g., through ice-breaking, confidence and communication exercises) and, on the other, those that allowed the acknowledgment of the role of each professional in their different areas of activity. It was also paramount to understand which strategies each professional uses when managing professional situations.

On the first day of the training, the social work students did not always feel at ease to express themselves before the police (nervousness about how the police would react), and there were some moments of tension and more reactive responses. The exercises highlighted for facilitating the interaction police-students were the following:

Derdians exercise: The Derdians exercise was the most relevant exercise mentioned, and it is consensual that it should be held at the beginning of the training to facilitate the relationship and communication between both professional groups. It was proposed that this exercise should be repeated at the end of the training, in the same group formats to evaluate the gains from having worked together throughout the Modules. It is proposed that instead of a “bridge”, the exercise should now be based on a real situation (this could have been addressed in field visits).

Figure 33 – The Derdians exercise

Figure 34 – Outcomes of the Derdians exercise

Exchange of Professional Images: This exercise was very relevant in showing the benefits of working and thinking in multidisciplinary groups (a mixed group composed of students and police), when compared to groups composed exclusively of participants with the same training (group of students and group of police). The fact that 3 groups were created (group 1: Police officers; group 2: Social Students and group 3: mix Police Officers and Social Students) made it possible to consider the different perspectives and preconceptions of police officers (group 1) and social students (group 2), and to confront them with a perspective that integrates both professions (group 3 - Social Work + Police). Despite having caused some initial shyness from the participants on this first morning, and some initial tension due to the confrontation of the different perspectives, and the misinformation from both sides about each role to play, this exercise was key to set in place the multidisciplinary approach of the SWaPOL training. It exposed the different preconceived ideas and prejudices, and allowed for their deconstruction in that first day, but also along the training. The exercise, carried out on the first day, made it possible to reveal the differences in how the three groups presented their results, and demonstrated that the conclusions derived from a multidisciplinary discussion were invariably richer.

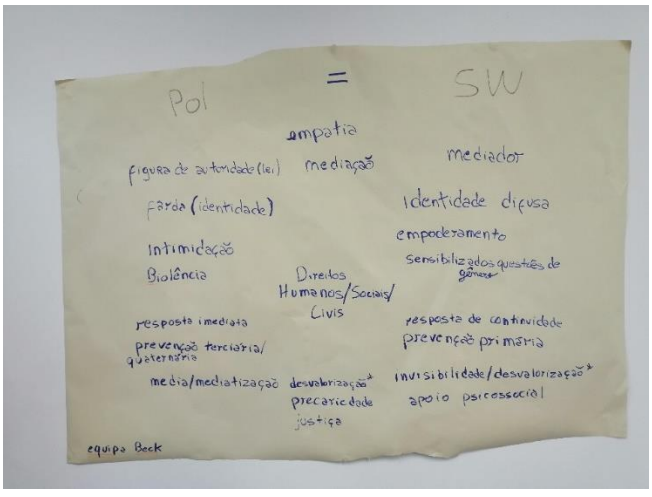


Figure 35 – Results of the Exchange of professional images exercise

Social Area Analysis: This activity made a bridge between the exercises done “in class” and the field trips. As the trainees from different cities were not together at night, we decided upon doing this exercise during lunchtime, using small mixed groups. This allowed the breaking down of barriers between trainees from different background in a less formal environment. It was noticeable that the different groups went to lunch together after the exercise, strengthening their bonds. The exercise was done around the university campus, an area which includes several faculties and polytechnic institutes, a hospital, housing, services and restaurants, and that is passed through by one of the major ring roads of the city.

The written and photographic records – starting from an ethnographic basis – on social and social interaction behaviours, were presented after lunch to the class. It was very interesting to realize, during the presentations, the enriching complementarities that each profession brought to the same analysis, that wouldn’t otherwise exist if the groups were not mixed. The constraints in producing and structuring a common presentation within each group were felt, but overcome by the resilience of the trainees and their willingness to work together. As there were several small groups, time was short for each presentation, and trainees wished they had more time.

Figure 36 – Presentation of the Social Area Analyse exercise

3.3. Excursions

Module 2 (7th February) Field Trip to Porto's Nightlife District.

The field trips were one of the major highlights of the course, as previously pointed out. The first was in Porto, to the nightlife district. The major constraint of this visit was that it had to take place in the afternoon, because training was on single, non-consecutive days, and Lisbon police officers needed to make the trip back to Lisbon each training day.

The main goal was to visit key streets and places of Porto's nightlife, and discuss its livelihood and the interaction, on the spot, of the different professions. It started with a lunch at the facilities of Porto's Municipal Police, by the City Hall. Then, two mixed groups (social work + police) took two different routes along the nightlife district. Invited speaker Jordi Nofre offered an historical background to these locations but the most interesting was the interaction between trainees. Social work students took an active part by explaining their experiences in several places, whereas police officers narrated experiences in the same locations. This open-air exchange of opinions and experiences, in an informal space, greatly contributed to the overall purpose of the Training Course. Both routes ended at the door of *Maus Hábitos*, for the above reported guided tour.

Figure 37 – Trainers and Trainees in front of Porto's City Hall at the start of the Field Trip to Porto's Nightlife District

Figure 38 – Field Trip to Porto's Nightlife District

Module 3 (14th February) Inputs about complexity and diversity of professionals working with homeless people. Presentation of the Housing First Programme in Lisbon.

Cristiana Merendeiro and Rita Lopes (Association CRESCER)

The second field trip happened in Lisbon. In the context of the presentation of the project "É UMA CASA" ["It's a House"] – "Lisbon Housing First", visits were organized to three different Housing First apartments. Here, participants had the opportunity to talk with the dwellers, all former homeless people. The visit to "É UM RESTAURANTE" Project ["It's a restaurant"], was during lunchtime, where participants learnt about this other CRESCER project, a restaurant that employs persons who have been previously in homeless situation. This was a first-hand opportunity to learn about these projects and to talk to the persons that are responsible for its implementation and with those that directly benefit from the projects.

Figures 39 – Field Trip to Lisbon Housing First Apartments

Figures 40 – Visiting the housing first apartments and talking with dwellers

Figures 41 – CRESCER Facebook mention to SWaPOL Training Course visiting Housing First project

3.4. General conclusions

One of the main overall barriers was the distance that the police group had to travel by bus. The fact that the training was mainly held in Porto implied a great effort on the part of the participants from the Lisbon Municipal Police, who had to travel by bus from Lisbon to Porto at 6.00 am and return to Lisbon at 9.00 pm every Friday. This also hindered the opportunity for "after-hours" socialization (for example a group dinner) that would increase the bonding of the group.

• Initial barriers that were diluted throughout the training and became key factors to achieve the results:

Uniform: Although at the beginning of the training there was a barrier between the police and students (physical and institutional division) – since the uniform is a barrier due to mutual lack of knowledge – throughout the training, students gradually become familiar through contact and by talking to the police officers. Consequently, they learned to deal with the uniform as something normal. This process allowed them to see the person inside the uniform and therefore to also have a more humanistic view of the police. In the first day, some of the social work students displayed nervousness when presenting their perspective. This nervousness was completely diluted throughout the training. (Interview to a police officer: "*at the end of the training, students see the uniform visually but mentally it was no longer an obstacle*").

- **The "Uniform effect" as a potential performance indicator for the training:** The use of the uniform throughout the training can or cannot be an indicator of the greater proximity of the students to the police. If at the end of the training the effect generated by the uniform is diluted, it is because the training has allowed this to happen. If there is distance, it is because something has failed, and ought to be thought upon.

Figure 42 – The "uniform effect"

Language: A better balance between the ways of expressing (academic language vs. police language) should exist. Police officers felt that, sometimes, a very academic language was used during the training and that, at the beginning, they had a difficulty in making students aware that the “naked, raw and cold” nature of police language (a language of law, which at times seems authoritarian), is not something personal but rather a characteristic of the profession, where everything has to be based on the law. The training enabled police officers to ponder and to be aware of the obstacles to communication and what cause them, making them more attentive to future communication with social partners when using some specific concepts.

For example, social work students used the concept of “tertiary” / “quaternary” to explain the police level of action in social intervention. This was perceived by the agents as wrong since many of the situations that are accompanied by the social sphere are often previously signaled by the police at an early stage. Also, the expression “tertiary” or “quaternary” was felt as devaluating police performance. However, the training, by allowing a continuous relationship between the different participants, offered opportunities to discuss and speak freely thus, ultimately, overcome this first impact. On the last day, the students’ views of police work were perceived by the police as different and more informed.

The language is different between the police group and the students, but one does not take precedence over the other. The fact that there was a conviviality throughout the training makes it easier for a "common language" to be developed, making both sides more comfortable in asking questions and sharing opinions with each other. Therefore, the training also enabled both social and police languages to be gradually assimilated by the participants, who familiarized themselves not only with their meaning but, equally important, familiarized themselves with the fact that the language used at professional level (learned and required both by the police organization and by the University) can be separated from a personal sentiment. The language is to be seen as a working tool, where the terms used are applied to situations and not to people (“*In the future when I am speaking, I will have to put parentheses to explain that it does not mean that I am not aware of the other person’s perspective, but the fact that we are trained as police officers within this language of law, this formatting limits us*”).

• **Other training outcomes:**

Better communication: One of the advantages of the training was that both students and police officers have the opportunity to communicate as equals (as both are trainees). Consequently, they learn how to relate and to feel comfortable in that interaction. The training allows students to feel at ease in their relationship with the police, so that in the future they can work with the police in a closer way. Students interacting more closely with the police throughout their training have a more humanized view of the police, who are people like everyone else (for example, who have a sense of humor), reducing biased opinions and experiencing the demystification and deconstruction of representations they may have had about police officers and "what it’s like to work with a police officer". However, it should be stressed that the fact that the police group was composed by community policing officers was a key facilitator to the students-police interaction, since it is a group with a long experience in cooperating with social partners on the

field. Police officers also understood better the perspectives of the students, whom they may meet in a professional capacity in the near future.

Better knowledge and awareness of the "other" profession: Precisely, the initial mutual lack of knowledge between police officers and social work students gave rise to a deepening of knowledge between the two worlds, which grew with the training. In mixed groups, it was easier not to have friction and have a greater willingness to talk about the "other". Hence, the opinions were not felt as personal criticism but as positive constructions.

Opportunity for sharing practices between both police groups (Lisbon and Porto): The fact that the group of police participants had experience in this area of knowledge, facilitated the interaction and the discussions in the training, as various examples of police practice were shared. Also, the fact that the training included police officers both from the Lisbon and Porto Municipal Polices was very enriching for the sharing of practices, when addressing common problems. Students were, naturally, not able to share their professional experiences, but by listening and posing questions, they gained important and unique knowledge that can help them in their future work.

Teamwork improvement: As future partners of a working team, students and police officers are now more comfortable to approach each other and work together in the future. At the end of the training, they were already a team.

3.5. Recommendations

Starting SWaPOL training with an unscripted activity: It was felt that there was a need to provide a spontaneous dialogue between participants, on the first day of training, that would facilitate socialization between the two groups (for example, a walk, a leisure trip somewhere, that could be the object of an exercise later on). It is important to simply be in in each other's company and let the most uninhibited approach the most inhibited and start talking, giving them a chance to put themselves at ease.

Distribution of a glossary at the beginning of the training: It was considered that some terms, either used by the speakers or by others participants, could require a previous explanation. For example, for the police the more technical (clinical) language, used in the dependencies' module, was much based on acronyms, hence triggering the asking of more questions and interruptions. It was said that in police work facts have to be clear and grounded on a legal basis, so there is always a need to clarify and question why and what things are. In this context, the distribution of a glossary at the beginning of the training would help guiding participants throughout and when a new concept is introduced.

Improve balance between police and social themes: There is a need to go deeper into the police component, to understand the legitimacy of the police (what can they do and how far can they go?). And there is a need to go deeper into the component of existing responses for police referral. The important thing, from the police perspective, is not being equipped with technical knowledge in the social area, but having the knowledge of the "social doors" they can turn to, to address the situations they detect. Students also felt that they required examples of what

techniques, skills and knowledge social workers use to facilitate their interactions with the police. Hence, both groups feel that to discover how to articulate between each other is more important than to learn “all” about the other field.

Increase the practical component *versus* the theoretical component of the course: It was considered advantageous that the course had 1/3 theory and 2/3 practice. Some more theoretical explanations could have been presented in a lighter way, and should have been grounded on real examples. Some trainees felt that some guest speakers, particularly at the later days of the course, were too theoretical when greater applicability was expected, which diminishes the interest of the participants. The return to a theoretical phase at that point, feels like a step backwards, since concrete responses are expected at this stage of the training (for example, contacts for forwarding situations). Thus, regardless of its structure of the Course in different modules, it would benefit from starting with a more theoretical aspect and ending with a more practical part. Here, a practical demonstration exercise complemented by a theoretical systematization on the analyzed case would be important.

Management of contents taking into account the training spaces: The initial tensions that may arise between the police perspective and the social work perspective should be dealt in the classroom context during the first day of the training. The group activity, by using separate groups (only students and only policemen) and mixed groups (students + policemen) would facilitate the triggering of those potential tensions, to be unveiled in order to be addressed throughout the training course. Thus, working in the classroom allows working on more fracturing themes, enabling their discussion and the crossing of points of view (sometimes very polarized). On the other hand, field visits should be used as aggregating moments that facilitate training of technical and social skills and promote cooperation amongst participants.

Figure 43 – Final session

Training sessions on consecutive days: The training should be held over a week's period. The temporal distance causes trains of thought to be lost, and pertinent subjects were lost from one week to the next. Variability of students may also be caused by this intermittence, and it hinders students of socializing "after hours".

Duration of the sessions: The content of the training modules was perhaps excessive taking into consideration the 30-hour time frame of the Course, which lead to decisions about things to be left out, and sometimes to an excessive "rush" to move forward to the next item. Again, some interesting discussions were lost or cut short. It is expected that this training should have as much discussion as possible between trainees, so more time for each content (meaning less contents overall) could be considered.

Training room layout: The layout of the room should be in a "U" shape for participants to see each other face to face and to facilitate their interaction and not to be alienated from the training.

The importance of the profile of trainers: The trainers should have experience in the field, related to solving problems, and have sensibility to the questions of "knowing how to be" as well as have a good knowledge about the intervention areas of each entity / group. Participants stressed the importance of the trainers having an attitude that manages conflict, promotes the dialogue between participants and also a flexible attitude about the course contents, in order to adapt them to the needs of the group – just as it happens in real contexts, when flexibility and adaptability is key to a successful cooperation between partners. Since one of the goals of the training is to improve the relational skills between both professions, it was considered very important that this work philosophy should be extended to all the dimensions of training. Training should also be grounded more on dialogue and group dynamics than on expository interventions.

Diverse training location: The SWaPOL training would benefit if the training location was half in academic context (University /Police Academy) and half in organizational context (Police facilities/ Social Service facilities). This would be simpler if both are within the same urban area/city.

Training contexts for future SWaPOL training: The application of this training program should be extended to other police groups (Municipal Police and National Police), who collaborate, within the scope of their functions, with technicians in the area of social intervention, namely those who work directly with more vulnerable groups (e.g., immigrants, homeless, with addictive problems). As well, training should also be extended to other courses that orbit the sphere of social working, and to those from higher academic levels (MSc, PhD) or that are already in the labour market. The training course will benefit if trainees already have a practical field experience, which facilitates the illustration of the examples, the discussion and, ultimately, the integration. Therefore, in the Portuguese context it is suggested that the participants can be:

1. Social students + Police officers
2. Police students + Social workers
3. Police officers + Social workers (both working on homelessness/dependencies)
4. Police officers + Social workers and health professionals (pandemic situations)

Two follow-up modules are viable.

SWAPOL may be replicated under professional training at the Lisbon City Council (CML)/ Lisbon Municipal Police (LMP). This will require that the LMP works with in conjunction with the Development and Training Department of CML (DDS), an entity certified by the General Directorate for Employment and Labor Relations (DGERT), to proceed with the feasibility analysis of certification of this program. In a first phase, the necessary requirements (documents and procedures) will be identified. In a second phase, SWaPOL will be included as a training course in the CML Professional Training Plan, to be accessible both to CML workers (municipal police officers and social workers) or external entities (national police, municipal police from other cities, public and private entities).

SWAPOL may also be replicated as a continuing education course at the University of Porto. This would allow broadening the spectrum of student trainees to other areas of social sciences and humanities, and to bring on board a greater number of members of the Oporto Municipal Police (who were represented, by invitation, by a small number of agents in the SWAPOL training) and other police groups. Actually, the success of the training was evident, as the Porto Municipal Police expressed an interest in replicating the course within the framework of the different services and organic divisions of the Porto Municipal Council - where police officers interact with a wide range of social workers.

This articulation and cooperation that the SWaPOL training promotes, will allow a greater understanding and awareness of the limits of performance of each of these groups and of how they can use and manage their respective resources. It will also help fostering and strengthening the collaboration between these two professional groups, which is essential in designing and implementing appropriate responses to the needs of the most vulnerable populations.

Figure 44 – The last day of training