



**SOCIAL WORK
AND POLICING**
Vocational Training in Public Order Management

Final Conference

SOCIAL WORK AND POLICING

11. Feb. 2021

Online

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Co-funded by the
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Project partners

- 1. European Centre for Social Welfare Policy and Research - Austria**
- 2. FH Joanneum Gesellschaft MBH - Austria**
- 3. University College Gent - Belgium**
- 4. Camara Municipal de Lisboa - The Lisbon Municipal Police - Portugal**
- 5. Universidade de Porto – Portugal**

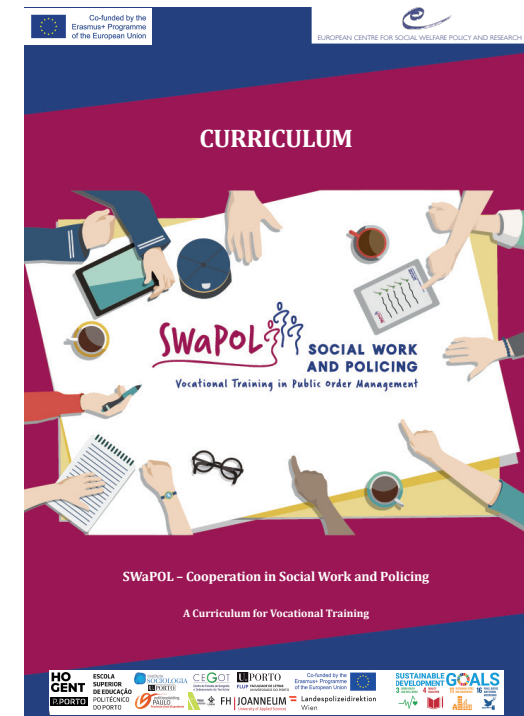
Associated Partners

1. Vienna Police Headquarters – Austria
2. Polytechnic Institute of Porto – Portugal
3. Gent University: Innovation Centre for Security – Belgium
4. Paulo Police Academy Ghent – Belgium



Objectives in the project SWaPOL (output)

1. Development of a training concept according to recent high-school didactics (student-centred learning)
 - a) Curriculum
 - b) Handbook for Trainers
2. Pilot training in all partner countries
3. Dissemination on a national and international level





Initial idea for the project: Practice (not theory)

- Vulnerable people are sometimes caught between law enforcement and social welfare policies
- Public order management has become a shared responsibility in security governance
- Professions (may) have different work ethics (goals, structures, methods)

	Social work	Police
The legal basis	Basic Human Rights Child and youth welfare act	Constitutional law Penal code Administrative law Federal police code
Responsibilities	Solution to social problems Reduction of social inequalities	Law enforcement Protection of individual rights Intervention upon calling
Organisation structure	Single private or public associations Religious connection Medical connection Administrative connection	Hierarchical command structure Differentiated into departments of various responsibilities
Principles of work	Low-threshold work Active in their approach Support and care work	Law enforcement power Duty to investigate crime Surveillance, deterrence



Goals in the project SWaPOL (what we were hoping to achieve)

1. Improvement of the cooperation between social work and police
2. Reduce prejudices and build trustful relations between the two professions; also to have a clearer understanding about the division of labour and responsibilities
3. Increasing the motivation to collaborate in partnerships within each profession
4. Sustainable integration of a common training course in the vocational training systems of the two professions.

My main argument:

The basic condition for mutual understanding and collaboration is that both institutions apply concepts (and ideologies) to show that they are willing to engage in partnerships with each other.

Those concepts are *community policing* and *collaborative social work*. And both concepts are integrated in a *multi-agency approach* to public order management.

Second, our project has a vital function in a democracy, as it builds bridges to connect the police as the official law-enforcement authority on the one side, and civil society with its associations of residents and communities on the other side.

Jennifer Wood and Clifford Shearing (2007) argued, that we face “... not a single model of governance, but a complex of hybrid arrangements and practices in which different mentalities of governance as well as very different sets of institutional arrangements coexist” (Wood and Shearing, 2007: 21). In a “whole of government approach” diverse organisations, public and private, try to sort out their different cultures, ideologies and traditions in order to work out strategies in community safety.

Community Policing

"Community policing focuses on crime and social disorder through the delivery of police services that includes aspects of traditional law enforcement, as well as prevention, problem solving, community engagement and partnerships. The community policing model balances reactive responses to calls for services with proactive problem-solving, centred on the causes of crime and disorder."

(Fisher-Stewart, 2007; Office of Community Oriented Policing Services, US Department of Justice).

Community policing is based on the idea, that the police officers and citizens build constructive and valuable strategic local partnerships to address community concerns related to crime, fear of crime, physical and social disorder in neighbourhoods.

This model of policing requires the police to develop a close relationship with citizens in the community, and allowing them greater involvement in the process of identification of security needs in the community.

Social Work

The social work profession's core mandate includes promoting social change, social development, social cohesion, empowerment and liberation of people.

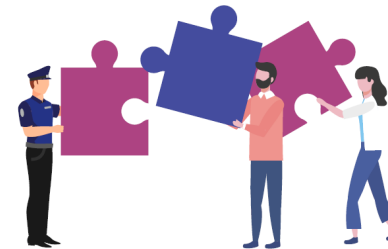
“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. ... Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing”.

This definition has been approved by the IFSW General Meeting and the International Association of Schools of Social Work (IASSW) General Assembly Meeting in July 2014.



Basic conditions for cooperation:

1. Mutual respect
2. Accepting differences
3. Self-reflection
4. Exchange on a regular basis
5. Evaluation and quality assurance





The structure of the SWaPOL training (5 days)

1. Module 1: Cooperation between social work and police
2. Module 2: Substance use among young people: Prevention and harm reduction in nightlife
3. Module 3: Homelessness



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Didactics and content of the training

Highschool didactics:

1. „Student-centred learning“
2. “Constructive alignment“

(ECTS Users' Guide 2015 – European Commission)

- Reliance on **active** rather than passive learning;
- Emphasis on **critical** and **analytical** learning and understanding;
- Increased **responsibility** and **accountability** on the part of the student;
- Increased **autonomy** of the student;
- A **reflective approach** to the learning and teaching process on the part of both the **student and the teacher**.





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Thank you for your attention

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