BRIDGE 47

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Global Citizenship Education and the Police

An opportunity for partnership?

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Bridge 47 – Building Global Citizenship is a joint project of 14 European and global partner organisations, co-funded by the European Union.

The project aims at mobilizing and strengthening civil society worldwide to innovate for more transformative Global Citizenship Education (GCE) and advocate for the realization of target 4.7 of the Sustainable Development Goals. The Bridge 47 Network brings people of various backgrounds together to learn from each other and collaborate across sectors. Get more info and join the network on: www.bridge47.org

Global Citizenship Education and the Police-
An opportunity for partnership?

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Introduction

Global Citizenship Education (GCE) supports the development of a deep and critical understanding of the interdependent nature of the planet and its citizens, the basis on which informed actions, sustainable consumption and coherent policies for a more equal world can be built. To fully achieve and promote the transformative work needed to address today's global challenges, we need to step out of our silos and prioritise cooperation. Civil society organisations (CSOs) must be brave in reaching out and developing new models of cross sector collaboration. This might mean building partnerships with actors whose practices may seem contradictory to the values and approaches of Global Citizenship Education or with actors who have not had prior engagement with GCE.

Target 4.7 of the Sustainable Development Goals (SDGs) aims to ensure that by 2030:

> *"all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".*

This transformative education is an enabler for many other SDGs, including SDG 16: Peace, Justice and Strong Institutions and SDG 17: Partnerships for the Goals. Partnerships are specifically endorsed as a means of strengthening SDG implementation[1]. GCE can be a useful tool for partners to facilitate mutual understanding, find common ground and agree collaborative actions. Such cross-sectoral partnerships can also advance the mission of GCE by expanding our support base among CSOs, policy makers, academic, public and private sectors, as well as our reach to new learners, thus increasing the potential for greater transformative impact.

1 United Nations. Partnership Accelerator 2030 Agenda for Sustainable Development. UN Dept of Economic and Social Affairs. (2020)

In order for this to happen, civil society and other GCE actors need to create space to experiment with new partnerships, develop innovative ways of working and share the information, perspectives and learning gained through such activities. Bridge 47 have engaged in partnerships with diverse sectors from across Europe to gain learning and evidence to illustrate the essential role of:

1) GCE in supporting cross-sector partnerships that aim for more effective achievement of the SDGs nationally, regionally and globally.
2) Cross-sector partnerships for building understanding of and support for GCE.
3) Cross-sector partnerships for enabling other sectors to integrate GCE into their working practices, through building strong working connections with GCE practitioners.

This publication is one of a number of publications created by Bridge 47 (see list at the end of this publication) to support CSOs and GCE practitioners by sharing the insights we have gained on our various partnership's journeys. It aims to provide some reflective questions and practicalities to consider before embarking on a partnership with the police sector and to contribute to a wider reflection, dialogue and knowledge sharing within the GCE sector globally about the opportunities and challenges for advancing the mission of GCE through engagement with the police sector.

Part 1: What are the potential synergies between GCE and policing?

Social injustice

CSOs are tasked with delivering GCE in an increasingly challenging climate of political and socio-economic change and injustice. Inequality has created an ever-widening gap between those who have and those who do not, especially in terms of employment, fair income, and access to health and social support. The Coronavirus pandemic has only served to magnify these inequalities and exacerbate social conflict further, with police enforcing public health related legislation that has curtailed many human rights.

Xenophobia and populism are on the rise, often leading to valid questions over police partiality in handling threats from right-wing extremists towards those seeking a more progressive approach to dealing with society's ills, and extremes from the left-wing, seeking to counter the right-wing threat with force. One only has to look at the differing policing approaches to managing and facilitating climate change and Black Lives Matter protests and enforcing compliance with ever changing pandemic regulations in 2020.

Specialist police departments have significant relevance for GCE themes. Policing remits can extend to wildlife, pollution, marine operations, border control, as well as specific crimes against humanity such as child abuse and human trafficking. Education and awareness raising on specific issues could enable better support for the innovative solutions that civil society can offer.

The SDGs

Whilst policing is not specifically mentioned in the SDGs, the role of policing in them is 'Unquestionable'[2]. The SDGs are a useful tool to support the police sector to relate to GCE themes. If there is a requirement for government bodies to report on these, then partnerships that educate the police sector on the SDGs through a GCE approach could support this.

According to Interpol, "today's crimes are interconnected and global[3]" and in 2018, they launched a number of global policing goals which support the United Nations 2030 Agenda for Sustainable Development[4]. The United Nations Office on Drugs and Crime have also published a document setting out how its work supports the SDGs at global, regional and national levels. In their publication, they state that "reducing conflict, crime, violence, discrimination, and ensuring inclusion and good governance, are key elements of people's well-being and essential for securing sustainable development"[5].

2 Zvekic, U. Reflections on Policing and the 2030 Sustainable Development Agenda. Scholars' Press (2019)
3 https://www.interpol.int/en/Who-we-are/Strategy/Global-Policing-Goals
4 Ibid.
5 https://www.unodc.org/documents/SDGs/UNODC-SDG_brochure_LORES.pdf

Community policing

Police officers are first and foremost citizens and members of society. As such, they too have a vested interest in a fairer world as potential beneficiaries. Providing them with GCE workshops can motivate them to become more informed as citizens and voters, generate more interest in social justice, human rights and sustainable development and promote the value of social activism.

In many countries, modern policing has moved from a solely state supporting law enforcement model to a wider more community-centric public safety role.[6] This shift in mind-set involves officers abandoning the traditional cops and robbers view of their role in favour of a wider problem-solving remit. This remit relies on working in partnership with community-based organisations. This change offers great potential in terms of CSOs involved in GCE being able to enter meaningful engagement with police professionals and decision makers.

This more community-centric view of the role of police requires officer acknowledgement of the factors which tempt, or even compel members of society to commit crime and that more innovative, nuanced compassionate solutions are required. This is much more complex than the simplistic, often presumed cause and effect of poverty prompting acquisitive crime. The wider community safety approach requires police acknowledgement that their remit extends into working in partnership with other bodies, including CSOs, in addressing the root causes of crime, including poverty.[7]

Such community-centric policing models have been 'exported' around the world as 'donor'[8] countries seek to democratize rule of law, particularly in countries which are or have been politically unstable due to regime change or post conflict. The power dynamics at play here could themselves make for an interesting GCE workshop debate!

Policing is often done at the cutting edge of social change, and GCE offers great opportunities to create partnerships which deliver more effective, compassionate social justice and sustainability on a local and global level. It is crucial that police officers are educated about the injustices of the past and present, and recognise the importance of sustainable development in building a better future. Experience has shown that police officers who have had the benefit of the range of perspectives, critical thinking, knowledge, skills and values that GCE offers, can improve the ethical performance of duty not only in themselves but, through peer influence, in colleagues as well.

Reflection

- What are your initial thoughts and feelings when you consider a potential partnership with the police?
- Is policing a divisive, controversial or neutral issue in your context? To what extent is this a barrier to police partnerships? To what extent could a GCE partnership help improve relations between the police and communities?
- Do these issues need exploring within your organisation/ community before approaching the police (e.g. exploring any biases and assumptions that exist and implications of a partnership)?

6 Schubert,J. What is Community Policing, Definition, History & Strategies. Study.com (2017)
7 Open University. Collaborative Problem Solving for Community Safety. https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=79942&section=_unit1.1 (2018)
8 Brogden, M. Nijhar, P. Community Policing National and International Models and Approaches. Willan. 2005

If you are already considering a police partnership…

- What are your motives for seeking a partnership with the police? Who would benefit?
- What assumptions are you making around this potential partnership and what are they based on?
- Are there any particular areas of expertise your organisation could bring to a police partnership – such as knowledge around environmental or social issues or a relationship with a particular sector of your community? Or vice versa?
- Which SDGs or GCE issues are most relevant to policing issues in your context? You might want to consider them in relation to your local policing plan.
- How could you use this information to shape initial communications with prospective policing partners?

Part 2: Potential Benefits for the GCE and Police Sectors

Benefits for the GCE Sector

By building partnerships and engaging with the police, the GCE sector can:

- diversify their work, increasing their reach and influence in other fields of professional practice, including the wider criminal justice system as a whole
- through facilitated GCE processes, challenge perceptions and reduce barriers to CSO-Police partnerships and build mutual understanding
- foster GCE practitioners and advocates within strategic areas of policing such as equalities and diversity
- build support and understanding around issues such as climate change, Anti-Racist practices, gender inequalities and migration which can influence police policy and practice
- support disenfranchised communities to gain a stronger voice in relation to policing

Benefits for Police

By building partnerships and engaging with the GCE sector, the police sector can:

- enhance officer professional and personal development through greater understanding of issues which impact on the communities in which they work
- foster innovative practice, including a more participatory and reflective approach to professional learning
- improve credibility and confidence in police especially amongst marginalised and diverse communities
- gain greater insight into, and opportunity to deliver community education in hard-to-reach and socially disadvantaged communities
- better understand the links between their work and social justice and sustainability issues

including understanding the impact these can have on communities
- improve diversity in policing by engaging with a wider range of communities and promote policing as a career for all citizens

Reflection

- Which of these benefits might apply to your organisation or context?
- Can you think of any other benefits?

Part 3: Approaches to GCE-Police Sector Partnerships

Building partnerships with police can be challenging yet very rewarding. We have outlined 4 possible approaches to GCE partnerships with the police. These are however only suggestions, and would all benefit from scoping activities or workshops where GCE practitioners and policing staff come together as equal partners to develop mutual understanding and identify synergies and potential areas for collaboration.

Scenario 1:

GCE can be used as a tool to support partnerships between issues based CSOs (e.g. Gender Based Violence, Human Trafficking, Addictions) and the police. GCE methodologies can support each sector to better understand the other's mission and objectives. Through a facilitated approach they could be used to create a safe space to explore the root causes of issues and power dynamics, the chance to share and learn from multiple perspectives and identify common goals.

Scenario 2:

Whether policing protests such as those related to environmental issues, racism or other social justice and sustainability issues, or addressing crime related to such issues as hate crimes and breaches of environmental law, police officers will be able to carry out their role better if they have a deeper understanding of the root causes and effects of the issues.

Scenario 3:

If the police themselves are responsible for harm caused by institutional prejudice, then GCE can be used for transformative training, at all levels, which would allow for reflection on their own personal values, beliefs, assumptions, behaviours, internal policies and procedures and the implications. These in turn could lead to the identification of actions needed to affect mind-set and institutional change.

Scenario 4:

GCE practitioners and community policing officers collaborate to tackle hate crimes by co-creating and delivering GCE training to teachers, students and youth and community groups.

Reflection

- How could you use GCE methodologies to deepen mutual understanding and develop shared goals in a partnership with the police? Could this form part of a scoping workshop with participants from both sectors e.g. with reflective questions around the GCE themes?
- What are some of the issues you might face in reaching out to the police within the context of scenario 2 and 3? How can you prepare yourself for these difficult conversations? Are you making assumptions or are your perspectives of the police grounded in factual understanding and research?
- What type of engagement do your local police have with CSOs, schools, youth and community? What are their objectives behind this? Can you find any commonalities or tensions with your GCE objectives and values? Could your engagement with the police add value or improve practice to police engagement with such groups? What factors would you need to take into account if you approach a police partnership within such contexts? [9]

Part 4: Understanding Your Local Policing Context

Before engaging with any prospective partner it is important to do your background research and look for common ground, shared goals and access points. The sections below should guide you in terms of identifying what you need to find out.

Mapping policing and GCE goals

In order to develop successful partnerships with the police it will be necessary to establish where the desired GCE outcomes of both the CSO and the police coincide. Interest in working in partnership is more likely to be increased where all stakeholders can see clear mutual benefits to the cooperation.

Search online or contact your local police force to request a copy of the local policing plan for your area or region. Map and prioritise the connections between the policing plan themes and objectives to the SDGs, GCE themes and/or your GCE objectives. This will help you make an effective and impactful initial pitch to your prospective policing partner and once you have their initial interest this should be completed as a joint activity to ensure deeper mutual understanding and identification of mutually beneficial areas of work. You might also decide that there might not be opportunities for mutual benefit and that a different approach is required.

Policing styles and culture

As policing continues to modernise many officer roles have changed. Emergency or priority calls are usually attended by what are termed as response officers. These officers tend to be purely reactive

9 In some places, 'Campus Officers' are a regular feature in schools. However, evidence from across the world highlights the fraught relationship between systems of teaching and policing. https://www.theantiracisteducator.com/our-campaign

and fulfil a vital public service role. They have little significant connection with the community beyond those directly involved in the incident.

Where specific policing of a geographic community is a separate function, it is usually done by small wcentrally based teams of officers and tends to focus more on building positive relations with communities. Community policing teams are a natural fit for GCE partnerships. As many CSOs can and do exert influence for the good of a community they are invaluable to a community policing team in terms of advocating for peaceful behaviour and lowering community tensions. In particular, community officers will actively seek opportunities to work in partnership with outside bodies on a reciprocal basis to deliver key crime prevention and public safety messages.

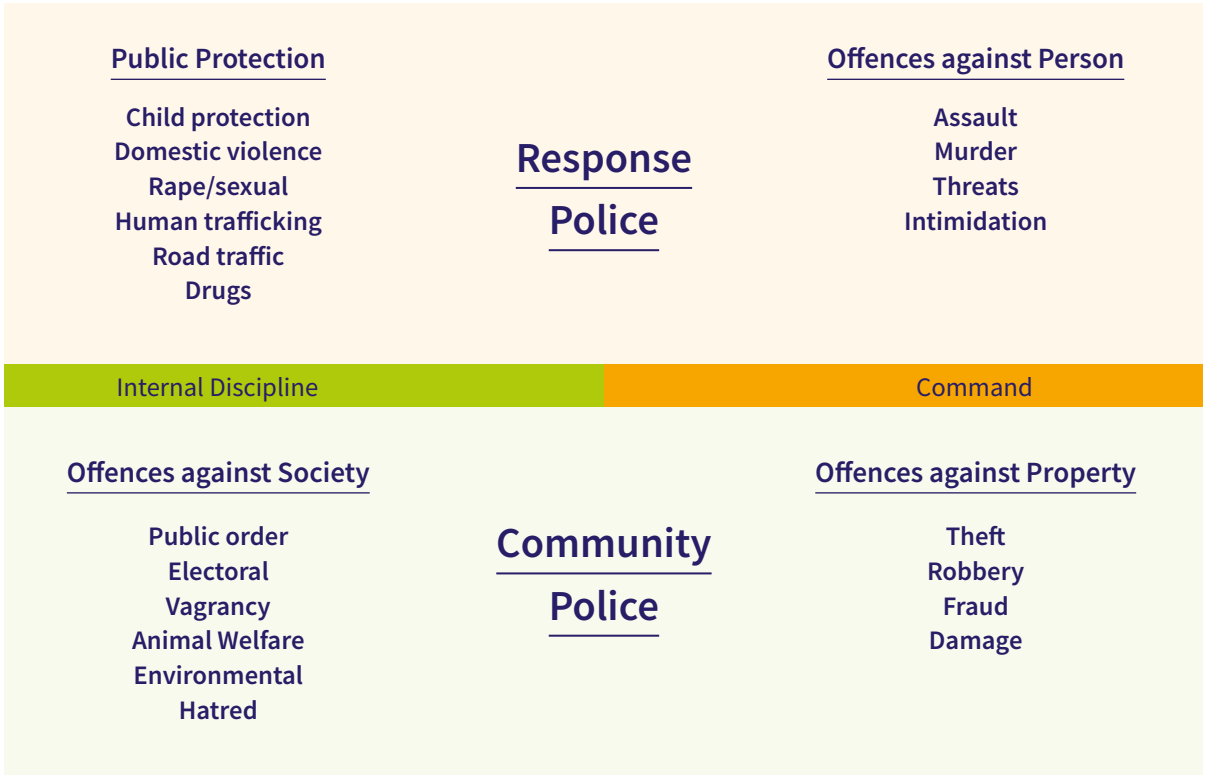
Community and specialist engagement

Community-based officers offer the greatest opportunity to engage in partnerships, however if the partnership is to be the most effective, it makes sense to be sure that you collaborate with the most appropriate officers in order to action the desired outcomes. These officers might be based within specialist teams, with a focus on, for example, environmental issues or hate crime. However, community officers might still provide a way in and advocate for partnerships on your behalf.

If the goals of the GCE engagement include changing officer behaviour or practice, it is worth considering whether supervisory and command ranks should also be included in order that they understand why subordinates adopt different tactics after the training and support them.

Diagram 1 outlines a typical structure of policing to help you identify which team might be best for you to engage with.

Diagram 1 Policing roles



Police structures

In democratic policing, style and strategy is dictated by political will. This is filtered down through ministerial control to the bodies responsible for directly managing police activity.

The relevant ministry devolves authority to a body for police control, a politically appointed policing board or crime commissioner's department with wide ranging governing responsibility including matching organisational policy and procedure to government strategy and law. It is at this level that strategic policing plans are devised to comply with governmental direction and legislation.

Responsibility for the day-to-day management of policing takes two general forms:

1) Those police staff who are responsible for policing geographical areas which often also may have influential public accountability bodies such as local policing boards, Police Community Safety Partnerships (PCSP) or District Policing Partnerships (DPP)

2) Those staff who have tactical responsibility for specialist police functions across the whole of the country in order to provide a robust effective service.

It is worthwhile remembering that most police command structures operate on a Gold, Silver and Bronze tiered system. This generally results in peer-to-peer communication across stakeholders. Notionally, the person liaising with a senior command officer would be the Chief Executive of a CSO. The result would tend to be a formalised, strategic, transactional partnership along the lines of a formal national multi agency steering group.

Regional or department heads of civil society might be in communication with their equivalent policing department head or geographical commander to create a less formalised partnerships, regional meetings to address specific geographic issues.

Front-line staff normally collaborate with local police supervisors and front-line officers. These partnerships tend to be more spontaneous, organic and creative in nature.[10]

Reflection

- Can you identify your point of engagement or is further research/ scoping required?
- Do you know other CSOs already working with the police, or community- based officers, who might provide an entry point to the police?

10 Irish Development Education Association. Stronger Together. A Toolkit for Partnerships in and Beyond Development Education. IDEA. 2017

Part 5: Partnerships Opportunities and Challenges

Gaining support for partnerships

Police services worldwide are becoming increasingly aware of the benefits of partnership with other bodies both statutory and non-statutory and it is likely that a well thought out partnership proposition will be well received. If direct contact with policing command through the CSOs CEO, Head of Department or local manager fails to produce interest in partnerships, this can be developed through a state's political and ruling bodies in several ways.

Public concern. As diagrams 1 and 2 show, articulation of public concern can affect policing methodology at the strategic levels through the politicians and leaders who control a state's legislature.

Political influence. In democratic policing, political influence can be very effective in raising the profile of an issue with any government department. Politicians with specific criminal justice portfolios, or a particular interest in a criminal justice related cause, can be useful contacts to lobby.

Philanthropy. Wealthy and influential philanthropist can be instrumental in effecting change. If well aligned with their interests, such people could advocate strongly for partnership working between police and CSOs.

Diplomacy. Many parts of the world have influential diplomatic staff from other states or international organisations. These diplomats may also be able to facilitate partnerships with national or their own policing structures such as UN Police, particularly where a state is the subject of a peacekeeping mission mandate.

Other NGOs/ CSOs. Some may already have good contacts within policing structures that can offer introductions and advocacy to relevant officials.

International laws and conventions. It is worth researching whether a prospective partnership falls under the auspices of international law, including the human rights law, to which many of the SDGs are linked. Many states are co-signatories to the SDGs and international conventions. If the proposed partnership has outcomes that are aligned with such international instruments this can offer valuable leverage to a partnership proposal.

Identifying challenges to partnership

Hierarchy. Accessing the right decision makers or gaining influence through mediators and advocates can pose a challenge. It is useful to remember that in many police structures hierarchy and culture are closely linked. Knowledge of not only who to approach but how and when is valuable in establishing effective partnerships.

Whilst CSO CEOs can often have access to their organisational opposite numbers on a peer-to-peer basis, the best approach is probably to gain introduction through the political route using democratic lobbying to seek political influence based on public concern or need.

Culture. The differentiation between community-based and response officers can present challenges, by inadvertently creating two tiers of policing style. Both approaches have their adherents which can lead to a lack of recognition by one of the skills and abilities of the other. This can result in a certain amount of disdain for community policing principles based on the traditional belief that policing is solely about enforcement, backed by permissible force as a better solution, rather than partnership approaches and mediation. This presents challenges to those advocating softer skills such as partnership working. Police officers everywhere constitute a strongly bonded, community of practice[11]. As a result, it can be challenging for a person on the periphery of the police community to engage with them in a meaningful way.

Mistrust. The European Commission Standard Eurobarometer 88/17[12] indicates that in the latter part of 2017 a quarter of European respondents did not trust police. Assumptions might also be made by the police around CSOs themselves as being overly liberal and soft on crime and punishment. In other parts of the world there may be a similar experience. This means that both CSOs and police will have to build trust with each other, and with stakeholders, to make any partnership effective. Whilst many of today's modern approaches are to be endorsed for building human rights centred rule of law institutions, as envisaged by SDG 16, it is valuable to remember that exporting of rule of law and security in the past was a key part of colonialism, a serious hangover that western states have yet to properly redress.

Bureaucracy. Every organisation has its own administrative systems and procedures, policing is no different. Whilst some of the procedures for an approval for partnership might appear cumbersome, they are often part of a system of good governance that are to be expected of an organisation whose principle purpose is to adhere to the law. With allegations of corruption by police officers commonplace in many countries, many policing organisations have introduced strict disciplinary and ethical codes designed to ensure officer conduct is at its best. Negotiating bureaucracy in policing requires patience but persistence.

Finance. Where partnerships involve costs such as subsistence, travel, materials or overtime, these should be negotiated in advance and agreement on which partner bears the costs of what expense. CSOs need to also be aware of hidden costs such as abstraction, where the officers engaging in the work of the partnership or attending training have to be 'backfilled' in their day-to-day roles by other officers. This incurs an overtime spend that is unseen by the CSO but experienced by the policing organisation. Managing to keep costs as low as possible increases the attractiveness of a partnership to any statutory body which is subject to governmental budgetary scrutiny.

Reflective questions

- Do you see any potential for influencing police partnerships in your context?
- What tensions exist for you/ your organisation, both personally and professionally, when considering a partnership with the police?
- Are there any reputational risks? If so, how can you/ your organisation manage these?
- When is it appropriate to have the difficult conversations? Should you/ your organisation avoid these (at least to begin with) in order to meet other objectives?
- Can you identify any potential challenges and possible actions to mitigate them?

11 Jean Lave, Etienne Wenger. Legitimate Peripheral Participation. Cambridge University Press. 1991
12 https://europa.eu/eurobarometer/screen/home

Part 6: Building Your Partnership Proposal

The following are things to consider in advance of a first meeting:

- If approaching an individual, try to find out what roles or responsibilities the officer has along with any professional interests. Many police managers perform multiple roles.
- Be aware of the relevant parts of the local or national policing plan/strategic goals or the issue of public concern which impacts on the partnership.
- Ensure you know which officers or departments you wish to engage with and why.
- Try to ascertain the limit of the officer's authority, remember that in many police organisations rank does not confer total authority especially over specialist departments or other geographical areas.
- If your proposal is for a partnership that covers a specific geographical area, does it match a specific police area or is it spread over other police areas which may require agreement from several officers?
- Ensure you are clear on why such a partnership would be mutually beneficial.

Communications and language

Whilst advocacy and a face-to-face meeting is an ideal opportunity to lobby for a GCE partnership, other methods of communication may also be effective.

Writing. Using a written proposal also aids record keeping, prevents misunderstandings and can form the basis for partnership agreements and memorandum of understanding. Leaflets and pamphlets can also spark interest in potential partnerships.

Social media. Many police service media and public relations departments are becoming increasingly aware of the capabilities of social media using pre-recorded videos and video communication technology.

Other approaches. Inviting officers to attend CSO showcase events, multi-agency workshops and networking events all offer potential to meet and promote partnerships. In some cases, the police take the initiative by organising recruitment events, public meetings, displays, attending charity events or through initiatives such as 'Coffee with a Cop'.

Research. The key to making a successful GCE pitch is its relevance to both CSO and policing goals. Time spent understanding how to access, influence and lobby for policing partnerships offers insight into specific GCE benefits to local policing and how to overcome barriers. Identifying the most relevant access points to the police can lead to more informed conversations with useful allies.

Scoping. Like all partnerships, the more you work together to develop mutual understanding and goals, the more successful the partnership will be. If you can, take time to work together to create joint activities or initiatives. Be open minded around what you are bringing to the partnership, understand that your own GCE practise might be challenged by working in a new context and you might need to change and adapt plans.

Part 7: Practical Considerations

Whether you have gained agreement to have some initial partnerships scoping workshops or have been asked to deliver GCE workshops to police officers, there are various factors to consider.

- Flexibility and adaptability is key.
- Time for workshops will be fitted in around other demands for service.
- Training time may be limited so there is no officer overtime payment involved.
- Avoid times when response officers are needed most and busiest.
- Gaining access to a training room at police headquarters could be less disruptive to schedules.
- There will be security checks to go through to access police headquarters.
- Participants could be called to attend to other work with little notice or be delayed.
- Participants may need to keep their phones on.
- Find out what information participants have been given before they attend about the purpose of their attendance.

You may need to get creative in how you access officers for a partnership scoping activity or GCE session. Some examples are outlined below.

- Delivering 20-minute sessions to officers in the briefing room just before they go out to replace the next shift.
- Create video presentations or e-learning module to be watched/used ad hoc in officers spare down time.
- Distribute project information, contact details and aide memoirs on pocket sized leaflets to get your message across.
- Create online tools where officers can respond to partnership scoping questions and respond to ideas.

Education styles and delivery

- Officers may have only experienced formal lecture style education[13] and may need time to adapt to GCE methodologies and learning styles.
- Learning needs to be based on the reality, contexts and needs of the group.
- Educators should be wary of being perceived as trying to change officer's personal values and beliefs.
- Using examples of cases, such as the death of Mr. George Floyd in the United States in 2020, can be effective in illustrating ideas. In this case to highlight how human rights abuses have proved very damaging to communities, police services and officers locally and internationally.
- Demonstrate how breaches of and adherence to human rights under SDG 16 Peace, Justice and Strong Institutions, generate positive or negative outcomes for victim/survivors, communities, policing organisations and individual officers.
- Educators should be compassionate; policing is one of few occupations in which there is a very real chance of suffering serious harm or death.

13 Paolo Freire. Pedagogy of the Oppressed. New York. Continuum. 1993

Part 8: Partnerships in Practice

Police and Roma – Effective and Human Rights Compliant Policing. Organisation for Security Co-operation in Europe, Office of Democratic Institutions and Human Rights.

In 2016, the OSCE ODIHR Contact Point for Roma and Sinti developed a manual and piloted a training programme to strengthen police capacity when working with Roma and Sinti communities.

Each training programme was initiated on the basis of negotiating a memorandum of understanding with governmental ministries and police senior command in the state concerned using promotion and advocacy at state level, supported by accompanying electronic literature and a YouTube promotional video. The trainings that followed were based on research gained from carrying out focus groups with police, both front line and command, and crucially with Roma communities and representative civil society organisations in the areas where training was to occur. The focus groups were essential in terms of achieving a high level of 'delegation' [14] to accurately represent community concerns to officers in the training through narrative, and by including educators of Roma ethnicity in education delivery.

The initial two-day trainings were found to be highly effective in terms of promoting better investigative practices in hate crime, human trafficking, domestic violence and performing stops, searching and document checks. The trainings were also key in promoting understanding of the issues the Roma community face; modules that covered gender, history, culture, discrimination, stereotyping, poverty, barriers to effective communication and sensitivity proved highly popular with officers.

The training course has been successfully delivered across Eastern European accession states and continues to this day. They have developed a Train the Trainers course delivered to lecturers in police training establishments in order to multiply the impact and reach of the programme. In the pandemic era, the training has now been adapted for online delivery to improve reach further and enhance participation.

14 Sherry Arnstein. A Ladder of Citizenship Participation. Journal of the American Planning Association. 1969

For further guidance and tips on initiating, securing and sustaining GCE partnerships with other sectors visit:

AKÜ (2020): *Building Cross-Sectoral Cooperation – Estonian Coalition for Sustainable Development.*

Bridge 47 (n.d.2): *Envision 4.7 Policy Paper: Cross-sectoral Cooperation.*

Bridge 47 (n.d.): *Tone of Voice for Bridge 47 Partnerships.*

EADI (2020): *Building knowledge exchange partnerships - dialogues across Europe.*

McKiernan R (2017): Stronger Together – a toolkit for partnerships in and beyond Development Education. IDEA

Suša R (2019): *Global Citizenship Education (GCE) for Unknown Futures – mapping past and current experiments and debates.*

Wittig-Fergeson, K., and H-J., Fricke, (2021), *Out of the comfort zone?. Global Citizenship Education and Cross-Sector Partnerships for Sustainable Development,* Bridge 47.

Useful Websites:

www.ideaonline.ie/Why-Partnerships

https://www.bridge47.org/theme/partnerships

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