

## UNODC-Maynooth University Justice Education Dialogue

### Restorative approaches to building trust and relationships in criminal justice classrooms

From sexual and domestic violence, to murder, incarceration and police abuses, the study of criminology and criminal justice requires instructors to teach across a range of sensitive and important subjects. Many countries face growing calls for transformation in their criminal justice systems and in the societal response to different types of crime and harm. The current generation of criminal justice students will play a central role in leading that reform process, and will be well equipped to do so if they study in a learning environment that facilitates their participation in open, critical and respectful dialogue.

Criminal justice classrooms benefit when the students and instructors are willing to share their views and lived experiences, and to listen empathetically and respectfully to each other when doing so. This is most likely when there is a strong sense of community among the students and instructors, as well as healthy relationships, trust and mutual respect. Further, as we learn more about mental health, trauma and the other barriers to wellbeing that our students might face, instructors should aim to ensure that students feel safe in class. This is particularly important in criminal justice programmes, given the nature and sensitivity of much of the content.

Jointly organised by Maynooth University [Department of Law](#) and UNODC [Education for Justice \(E4J\) initiative](#),\* this Justice Education Dialogue outlines the role that restorative practice can play in the building of trust and relationships in criminal justice classrooms. Criminologists will be familiar with restorative *justice*, a philosophy and methodology of responding to crime that increasingly appears on higher education curricula, including the E4J Crime Prevention and Criminal Justice [Module Series](#). Restorative *practice*, in contrast, is a wider framework for human interaction that aims to build relationships and human connection, and that has gained considerable traction in education worldwide. This Dialogue introduces participants to restorative practice and discusses its integration into justice pedagogies, enabling students to participate safely in critical, empathetic dialogue.

The speakers taking part in this Dialogue are:

- **Dr. Lindsey Pointer** (Boise State University and Longmont Community Justice Partnership, USA)
- **Dr. Vibha Hetu** (LNJN National Institute of Criminology and Forensic Sciences, India)
- **Vicenç Rul-Ilan** (Restorative Practices Association of the Balearic Islands, Spain)
- **Prof. Jennifer Llewellyn** (Dalhousie University, Canada)
- **Prof. Don John Omale** (Federal University Wukari, Nigeria)
- **Dr. Wendy O'Brien** (UNODC, Education for Justice Initiative)
- **Dr. Ian D. Marder** (Maynooth University, Ireland) – Moderator

The Dialogue will take place on **15 July 2020 at 16:00-17:30** CET. To register and for more information, please click [here](#).

*\*As part of UNODC's [Global Programme for the Implementation of the Doha Declaration](#), the E4J initiative aims to build a culture of lawfulness among children and youth through the development of age-appropriate educational materials on topics related to criminal justice, crime prevention and the rule of law. Together with hundreds of academics, E4J developed a broad range of [University Modules](#) to strengthen teaching on issues related to the rule of law at higher education institutions around the world. This includes modules on crime prevention and criminal justice, organized crime, trafficking in persons and smuggling of migrants, counter-terrorism, cybercrime, anti-corruption, firearms trafficking, wildlife crime, and integrity and ethics.*