



## ANNOTATED PROGRAMME

### International High-Level Conference

### “Educating for the rule of law: Inspire. Change. Together.”

**7 October 2019, Vienna, Boardroom D**

Building a culture of lawfulness starts with the engagement of the next generation. By empowering children and youth with the necessary knowledge, values and skills to transform their society for the better. In the Doha Declaration, adopted by the 13<sup>th</sup> United Nations Congress on Crime Prevention and Criminal Justice and subsequently endorsed by the General Assembly in its resolution 70/174, Member States emphasized that education is fundamental for the prevention of crime and for the promotion of the rule of law and human rights. Thus, Education was placed at the centre of the United Nations’ crime prevention efforts and in its work towards building strong and resilient societies. In operational terms, this new approach provided the foundation for the development of the [Education for Justice \(E4J\)](#) initiative, a component of UNODC’s [Global Programme for the Implementation of the Doha Declaration](#).

The objective of the event is to provide the international community with an opportunity to discuss ways and means to promote education for the rule of law, especially through diversified and creative educational approaches and activities. In addition, the event will also showcase positive examples of multi-sectoral partnerships and cooperation. Specifically, the main aims are threefold:

- i) Highlight the importance of investing in and teaching children and youth on the rule of law and how this can make the world safer from crime, corruption and violence;
- ii) Provide a forum for the exchange of good practices among a diverse group of stakeholders, such as policymakers and representatives of ministries of education, justice and interior, as well as educators and representatives from educational institutions, universities and academia, non-governmental organizations, the United Nations system and the private sector. These dynamic exchanges will enable these stakeholders to make joint decisions for a more comprehensive and diversified approach to strengthen education on the rule of law and to support the implementation of the Sustainable Development Agenda;
- iii) Empower educators to integrate rule of law related topics into their curricula and classrooms at the primary, secondary and tertiary levels.

#### Audience:

- High-level policymakers and representatives from Member States (ministries of education, justice or interior);
- Representatives from educational institutions (primary, secondary and tertiary) & academia;
- Educators;
- E4J partner institutions;
- Private sector;
- Civil society organizations.



## UNODC's Education for Justice (E4J) initiative

E4J is an innovative and comprehensive educational initiative, which aims at building the capacity of educators to equip students with a better understanding of, and ability to address, the issues that can undermine the rule of law. The initiative strives to achieve these objectives through the creation and dissemination of educational activities and materials that address crime prevention, criminal justice and other law of rule issues across the primary, secondary and tertiary education levels.

Overall, the objective is to empower the next generation to become socially responsible global citizens with a sound moral and ethical compass who are prepared to tackle the world's challenges related to the rule of law. To achieve this, UNODC within the framework of its E4J initiative and together with its partners has developed different tools and material for the primary, secondary and tertiary education levels. These tools aim to empower educators to promote the rule of law through teaching their students (primary, secondary and tertiary level).

At the primary level the focus is on promoting and teaching values such as acceptance, fairness, integrity and respect. In addition, E4J's educational materials contribute to building the basic skills needed to respond resiliently to crime and violence, as well as to identify and resolve moral or simple ethical dilemmas. Examples of educational materials and resources include games, videos and in-classroom tools for teachers, such as [The Zorbs](#), an animated video series telling the story of an imaginary planet and its inhabitants who overcome a range of challenges thanks to various core values and skills that are promoted under E4J. Other examples include a mobile game, called [Chuka](#), on violence against women and the [Online Zoo](#), which is a book about online safety for primary children.

In addition, at the secondary education level, E4J is creating interactive educational materials for secondary school educators to promote an understanding of the basic concepts that lie at the core of UNODC's mandate areas. Examples of tools developed include educational [board games](#) and [digital games](#) to promote the rule of law. Other tools range from educational [videos](#) on the UNODC themes to guides for teachers and a comic book series with stories that address corruption, trafficking in persons, terrorism. Another important educational tool created is a [Resource Guide](#) on Model United Nations. Through these materials, E4J empowers secondary-level students with knowledge about the rule of law issues that surround them, enabling them to promote the rule of law in their communities.

The E4J tertiary level aims to support lecturers to increase their ability to teach on rule of law related issues. These issues include: integrity and ethics, anti-corruption, crime prevention and criminal justice, organized crime, cybercrime, firearms trafficking, trafficking in persons and smuggling of migrants, wildlife, fisheries and forest crime, and counter-terrorism. Several hundred academics from more than 550 universities have contributed to the nine peer-reviewed university module series and tested the various modules at their universities and higher education institutions. In total, more than 4,000 pages of peer-reviewed material was developed and is available for free at the [E4J online platform](#). More than 100 expert group meetings, conferences, summer schools and other activities took place to reach out to lecturers and academics around the world i) to inform and contribute in the creation tools and teaching material, ii) to facilitate and foster a network of lecturers teaching on these topics and iii) to support young academics from developing countries researching on rule of law related topics to participate in relevant conferences.

The High-Level Conference will build on the results thus far achieved in using education as a tool to strengthen rule of law worldwide. The conference seeks to further contribute to the international dialogue on policy-related and practical aspects connected to supporting Member States in fulfilling their commitments under this part of the Doha Declaration, especially within the context of established

international documents such as the 2030 Agenda for Sustainable Development<sup>1</sup>, as well as youth-related resolutions and strategies within the United Nations.

The one-day policymakers' event is organized in four different parts, including a high-level opening session. Throughout the day, participants will have the opportunity to hear more on the framework, interconnectedness, partnerships, content and methods for educating for the rule of law and promoting a culture of lawfulness, with perspectives from different regions, organizations and from youth.

## High-level opening session

To set the stage for the day's discussions, the high-level opening session will introduce the international framework for educating on the rule of law, its importance and relevance to Member States and the international community. The Doha Declaration<sup>2</sup> is the first political document adopted by United Nations Member States that specifically links education and crime prevention, criminal justice and other rule of law aspects. It also stands as one of the key documents adopted in the landmark year of 2015 that set the stage for important transformations on the sustainable development agenda as well as youth engagement. Months after the adoption of the Declaration, the General Assembly adopted the 2030 Agenda for Sustainable Development and the Security Council adopted its resolution 2250<sup>3</sup> – the first thematic resolution on youth, peace and security.

As part of the preparations for this High-Level Conference, E4J conducted a contest to hear the voice of youth on these issues at the primary, secondary and tertiary levels. Participants were invited to showcase different means through which youth can promote the rule of law and to share their experiences, aspirations and ideas about the linkages between education and the rule of law.

Accordingly, the high-level opening seeks to address the following questions:

- What is the international framework for educating for the rule of law?
- How UNODC, through the Global Programme for the Implementation of the Doha Declaration, supports fostering a culture of lawfulness at the primary, secondary and tertiary education levels?
- How integrating rule of law related issues ensures quality education and helps support the achievement of the Sustainable Development Goals and the Education 2030 Agenda?
- How education for the rule of law can foster meaningful youth engagement to promote a culture of lawfulness, while harnessing their vision, energy and creativity?

## Session I – Making them work: Linking SDG 4 and SDG 16 to make the world safer from crime

With the adoption of the 2030 Agenda for Sustainable Development, Member States recognized that the 17 Sustainable Development Goals and their 169 targets can – and, indeed are – interrelated: “Reflecting the integrated approach that we have decided on, there are deep interconnections and many cross-cutting elements across the new Goals and targets.”<sup>4</sup>

<sup>1</sup> A/RES/70/1

<sup>2</sup> A/RES/70/174

<sup>3</sup> S/RES/2250(2015)

<sup>4</sup> A/RES/70/1, par. 17.

A prime example of this interconnectedness, which is well-recognized in the Doha Declaration, is that peaceful, just societies and strong institutions are essential to sustainable development. Goal 16 of the Sustainable Development Agenda highlights the importance to promote peaceful and inclusive societies and to provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Goal 16 has, therefore, come to be considered as one of the “enablers” within the 2030 Agenda. In other words, Goal 16 is regarded as key for other Goals and targets to be achieved. This was also reinforced during the Expert Group Meeting on SDG 16 in preparation for the 2019 High-Level Political Forum for Sustainable Development.<sup>5</sup>

At the same time, SDG 4 on education is also described as key to promoting sustainable development. According to the Expert Group Meeting on SDG 4 in preparation for the 2019 High-Level Political Forum for Sustainable Development education “plays a key role in building sustainable, inclusive and resilient societies and has reciprocal linkages with almost all other goals in the 2030 Agenda for Sustainable Development.”<sup>6</sup> The Doha Declaration, even before the formal adoption of the 2030 Agenda, recognized such links and called on Member States to integrate crime prevention, criminal justice and other rule of law aspects into education systems.<sup>7</sup>

In summary, SDG 4 and 16 are mutually reinforcing as well as key enablers of other goals and targets within the 2030 Agenda. Therefore, session I seeks to share perspectives and examples of the interconnectedness of the two goals and address the following questions:

- Why values-based education for children and teaching rule of law related issues matters to support efforts to advance the implementation of the SDGs?
- How can education for the rule of law bring children and youth closer to the implementation of SDG 16 and related Goals of the 2030 Agenda for Sustainable Development?
- What is the role of higher education institutions in reaching the SDGs, particularly SDG16?
- How can academia and/or other stakeholders contribute to identifying synergies between SDG 4 and 16?

## Session II – “Talking” rule of law & “building bridges”: Comprehensive approaches to building a culture of lawfulness

The two expert group meetings on SDGs 4 and 16 held in preparation to the 2019 High-Level Political Forum, acknowledged that, to a significant degree, specific sectors tend to work in isolation within the context of sustainable development. The advancement of sustainable development depends on putting the interconnectedness of the 2030 Agenda into reality.

Likewise, the implementation of the Doha Declaration depends on close cooperation and enhanced synergies between the education and crime prevention and criminal justice sectors inasmuch as it relates to Member States’ commitment to promote the rule of law through education. The session will also shed light on the importance of multi-sectoral partnerships and cooperation, in supporting education, which fosters engaged and ethically responsible citizens and contributes to advancing the implementation of the 2030 Agenda for Sustainable Development, in particular Sustainable Development Goals 4, 16 and 17.

<sup>5</sup> A summary of the key messages of the Expert Group Meeting on SDG 16 can be found here: [https://sustainabledevelopment.un.org/content/documents/23814SDG\\_16\\_MAIN\\_SUMMARY\\_SDG\\_Conference\\_Rome\\_May2019.pdf](https://sustainabledevelopment.un.org/content/documents/23814SDG_16_MAIN_SUMMARY_SDG_Conference_Rome_May2019.pdf)

<sup>6</sup> A summary of the key messages of the Expert Group Meeting on SDG 4 can be found here: <https://unesdoc.unesco.org/ark:/48223/pf0000367491?posinSet=1&queryId=09e27755-8221-4940-be9a-5b43bdf99f58>

<sup>7</sup> A/RES/70/174, par. 7.

Despite the tendency to work in isolation, there are examples and good practices of successful partnerships between education and other government sectors in charge of crime prevention, criminal justice and other rule of law aspects. These examples vary according to country and region, but often include initiatives, such as approximation between police, law enforcement and schools. Some countries undertake mass educational activities such as national essay competitions on rule of law topics, while others have implemented specific measures to include topics such as anti-corruption, transparency and integrity in national curricula.<sup>8</sup> Furthermore, universities are seen as key players in the formation of new crime prevention and criminal justice practitioners and leaders, as well as in providing research and evidence-based support for policymaking.

Panellists at this session are invited to share their thoughts and experience highlighting cooperation between different stakeholders (e.g. criminal justice practitioners, law enforcement, educators, international organizations, private sector) and how such cooperation can be strengthened to support well-coordinated and multi-sectorial efforts in strengthening the rule of law and fostering a culture of lawfulness at the national, regional and international levels. Speakers are particularly encouraged to look at education as a tool to complement the various efforts undertaken to prevent crime, violence and corruption and share relevant examples and experiences in this regard.

This session invites participants to reflect on the following questions:

- In what ways can law enforcement and criminal justice practitioners cooperate with educators to promote the rule of law?
- What are the key challenges and opportunities the two sectors face in promoting the rule of law through education?
- What are good practices to involve policymakers, criminal justice practitioners, teachers, academics and youth in working together to promote the rule of law?

### **Session III - Creative approaches to strengthening the rule of law through education: Good practices from around the world**

The successful implementation of educational approaches to promote the rule of law depends on a balanced use of innovative methods through formal, non-formal and informal<sup>9</sup> education. At the primary and secondary education levels, formal education curricula are formulated centrally through ministries of education or under their guidance by subnational entities. In addition, within the non-formal and informal learning sectors, different stakeholders also undertake educational and awareness raising activities that aim at promoting the rule of law and fostering a culture of lawfulness. The tools developed under the initiative, accordingly, seek to supplement regional, national and local education efforts by catering for different stakeholders, learning preferences and local priorities.

<sup>8</sup> In accordance with article 13 of the United Nations Convention against Corruption. See, for example, CAC/COSP/WG.4/2017/4.

<sup>9</sup> According to UNESCO's International Standard Classification of Education – ISCED 2011, formal education “is institutionalised, intentional and planned through public organizations and recognised private bodies, and – in their totality – constitute the formal education system of a country. Non-formal education is also “institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of lifelong learning of individuals.” Finally, informal learning “is defined as forms of learning that are intentional or deliberate, but are not institutionalised. It is consequently less organized and less structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially-directed basis.” Available at: <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>.

Universities (and other higher education institutions) have a crucial role to play in today's rapidly changing global system, which is increasingly driven by knowledge, information, innovation and ideas. Knowledge capital is replacing other resources as a main driver of economic growth and education has increasingly become the foundation for individual prosperity and social mobility. However, as noted by several higher education leaders<sup>[1]</sup>, it would be short sighted to limit the scope of higher education's role as being important only for economic development and a source for innovative ideas to resolve today's problems. Instead, higher education institutions need to be supported and recognized as places where the next generation will be empowered to become the leaders that are needed for tomorrow. Equally important to economic prosperity and innovation are leaders who understand the rule of law, good governance and how organized crime, terrorism and corruption can be countered effectively.

The final substantive session of the High-Level Conference will provide an overview of successful and promising methods used to educate for the rule of law at the primary, secondary and university levels.

Speakers from governments, academia and other stakeholders will address the following questions:

- How can educators effectively embed rule of law education in formal, non-formal and informal settings, particularly at the primary and secondary education levels?
- What are the good practices of using innovative methods to teach on the rule of law?
- How can crime prevention, criminal justice and other rule of law aspects be effectively integrated into university curricula?
- What is the role of universities in empowering and "creating" the leaders of tomorrow?

## Information on Q&A and statements

After each panel discussion, representatives from Member States and participants may comment on the panellists' statements and key points raised but are kindly asked to keep their interventions to 3 minutes. Due to the nature of the event and the structure of the various panel discussions, national statements can be submitted in writing and the Secretariat will make them available on the E4J platform.

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<sup>[1]</sup> See, for instance, the speech of Harvard President Drew Faust on "The Role of the University in a Changing World", 2010



## AGENDA HIGH LEVEL CONFERENCE

**“Educating for the rule of law: Inspire. Change. Together.”**

Time	Session
<b>08:30 – 09:50</b>	<b>Registration</b>
<b>10:00 – 10:45</b>	<p><b>High-level opening session</b></p> <p>Yury Fedotov, Executive Director of the United Nations Office on Drugs and Crime (UNODC)</p> <p>Gen. Abdullah Al-Mal, Advisor to the Prime Minister and Minister of Interior of the State of Qatar</p> <p>Video message by Audrey Azoulay, Director-General of United Nations Educational, Scientific and Cultural Organization (UNESCO)</p> <p>Youth Representative from Nigeria</p> <p>Moderator: John Brandolino, Director, Division for Treaty Affairs, UNODC</p>
<b>10:45 – 12:30</b>	<p><b>Session I</b></p> <p><b>Making them work: Linking SDG 4 and SDG 16 to make the world safer from crime</b></p> <p>H.E. Iris Rauskala, Minister of Education, Science and Research, Austria</p> <p>Johnson Sakaja, Senator of Nairobi, Chairman of the Young Members of Parliament, Kenya</p> <p>Hilligje van’t Land, Secretary General of International Association of Universities (IAU)</p> <p>Nafieh Assaf, Assistant Deputy Minister for Education, State of Palestine</p> <p>Ricardo Cardona, Vice Minister of Education, El Salvador (tbc)</p> <p>Moderator: John Brandolino, Director, Division for Treaty Affairs, UNODC</p>
<b>12:30 – 14:00</b>	<b>Lunch break</b>

**14:00 – 15:15**

**Session II**

**“Talking” rule of law & “building bridges”: comprehensive approaches to building a culture of lawfulness**

H.E. Arnaldo Bueso, Secretary of State in the Ministry of Education, Honduras

Patricia Colchero, Coordinator of Research and Studies,  
National System for the Integral Protection of Children and Adolescents, Mexico

Yoshimitsu Yamauchi, Assistant Vice-Minister of Justice, Ministry of Justice,  
Japan

Salem Al-Ali, Assistant Secretary General of the Prevention Sector, Kuwait Anti-  
Corruption Authority (Nazaha), Kuwait

Monika Froehler, Chief Executive Officer, Ban Ki-Moon Centre

Moderator: Jean-Luc Lemahieu, Division for Policy Analysis and Public Affairs, UNODC

**15:15 – 15:30**

**Coffee break**

**15:30 – 16:45**

**Session III**

**Creative approaches to strengthening the rule of law through education: good practices from around the world**

H.E. Maria Hilda Marsiaj Pinto, Secretary of Justice, Brazil

H.E. Renata Deskoska, Minister of Justice, North Macedonia

Omar Al Nehmeh, Assistant Undersecretary, Ministry of Education, Qatar

Dr. Zainab S. Bagudu, First Lady of Kebbi State, Nigeria

Aly Jetha, President and CEO, Big Bad Boo Studios

Moderator: Monika Froehler, Chief Executive Officer, Ban Ki-Moon Centre

**16:45 – 17:00**

**Wrap up and closing**

Marco Teixeira, Senior Programme Officer, Global Programme Coordinator, UNODC