**Commission on Crime Prevention
and Criminal Justice**
Twenty-sixth session
Vienna, 22-26 May 2017
Item 4 of the provisional agenda*
**Thematic discussion on comprehensive and integrated
crime prevention strategies: public participation, social
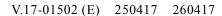policies and education in support of the rule of law**

Discussion guide for the thematic discussion

Note by the Secretariat

Summary

   The present note has been prepared by the Secretariat as a guide for the thematic discussion of the Commission on Crime Prevention and Criminal Justice at its twenty-sixth session, pursuant to its decision 18/1, entitled "Guidelines for the thematic discussions of the Commission on Crime Prevention and Criminal Justice". In its decision 2016/241, the Economic and Social Council decided that the prominent theme for the twenty-sixth session of the Commission would be "Comprehensive and integrated crime prevention strategies: public participation, social policies and education in support of the rule of law". The present note contains background information related to challenges and opportunities encountered in preventing crime and victimization. In the light of the Doha Declaration on Integrating Crime Prevention and Criminal Justice into the Wider United Nations Agenda to Address Social and Economic Challenges and to Promote the Rule of Law at the National and International Levels, and Public Participation, the present note has a particular focus on (a) consultative and participatory processes for effective crime prevention and successful social policies in reducing crime and violence, (b) education for all children and youth, and (c) the role of youth participation in crime prevention efforts. The document also contains suggested questions for discussion and for further consideration by the Commission.

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   * E/CN.15/2017/1.

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I. Introduction

1.   In accordance with Economic and Social Council decision 2016/241, the prominent theme of the twenty-sixth session of the Commission on Crime Prevention and Criminal Justice and the topic of its thematic discussion will be "Comprehensive and integrated crime prevention strategies: public participation, social policies and education in support of the rule of law".

2.   The present note has been prepared by the Secretariat as a discussion guide. It includes relevant background information on the main components of the theme, namely public participation, social policies and education in support of the rule of law in the light of the Doha Declaration on Integrating Crime Prevention and Criminal Justice into the Wider United Nations Agenda to Address Social and Economic Challenges and to Promote the Rule of Law at the National and International Levels, and Public Participation,[1] and a series of related questions proposed for discussion by the Commission.

3.   The thematic discussion may be guided and informed by the existing legally binding instruments and the United Nations standards and norms in crime prevention and criminal justice. Those include, inter alia, the prevention-related articles of the United Nations Convention against Transnational Organized Crime and the United Nations Convention against Corruption; the guidelines for cooperation and technical assistance in the field of urban crime prevention;[2] the Guidelines for the Prevention of Crime;[3] the United Nations Guidelines for the Prevention of Juvenile Delinquency (the Riyadh Guidelines);[4] the updated Model Strategies and Practical Measures on the Elimination of Violence against Women in the Field of Crime Prevention and Criminal Justice;[5] the United Nations Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice;[6] and the United Nations Principles and Guidelines on Access to Legal Aid in Criminal Justice Systems.[7]

4.   There is an increasing recognition, as reflected in the 2030 Agenda for Sustainable Development, adopted by Member States in September 2015,[8] that reducing conflict, crime, violence and discrimination, and ensuring inclusion, good governance and the rule of law are key elements for people's well-being and are essential for securing sustainable development. Sustainable Development Goal 16 ("Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels") is of particular relevance in that regard. In fact, in recognizing the significant interrelation between the rule of law and development, the 2030 Agenda has provided new impetus to crime prevention not only as a means of reducing crime and victimization but also as a means of improving socioeconomic conditions.

5.   In the Doha Declaration, adopted by the Thirteenth United Nations Congress on Crime Prevention and Criminal Justice, held in Doha in April 2015, Member States recognized their leading role and responsibility for developing and implementing strategies and criminal justice policies at the national and subnational levels. Mindful of the importance of consultative and participatory processes in the context of crime

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[1] General Assembly resolution 70/174, annex.
[2] Economic and Social Council resolution 1995/9, annex.
[3] Economic and Social Council resolution 2002/13, annex.
[4] General Assembly resolution 45/112, annex.
[5] General Assembly resolution 65/228, annex.
[6] General Assembly resolution 69/194, annex.
[7] General Assembly resolution 67/187, annex.
[8] General Assembly resolution 70/1.

prevention, Member States declared their support to engage all members of society, including those at risk of crime and victimization to make crime prevention more effective and to galvanize public trust and confidence in criminal justice systems.

6.   Against the backdrop of the 2030 Agenda and, in particular, Goal 11 ("Make cities and human settlements inclusive, safe, resilient and sustainable"), Member States adopted the New Urban Agenda at the United Nations Conference on Housing and Sustainable Urban Development (Habitat III) in Quito in October 2016.[9] The New Urban Agenda recognizes a clear link between urbanization and development. It includes a focus on safety, the prevention of crime and violence, and the security of city residents. Member States made a commitment to promoting a safe, healthy, inclusive and secure environment in cities and human settlements for all. They also committed to the integration of inclusive measures for: (a) urban safety; (b) crime and violence prevention, including terrorism and violent extremism conducive to terrorism; and (c) the engagement of relevant local communities and non-governmental actors in the development of urban strategies and initiatives, as appropriate.

7.   In line with the Guidelines for the Prevention of Crime, a holistic approach to crime prevention requires adequate social policies that are aimed at reducing crime and violence and that target their root causes. Such policies may for instance include measures aimed at improving access to adequate housing, health services and education. Moreover, effective crime prevention and criminal justice strategies should be built upon consultative and participatory processes allowing for effective public participation, including civil society, academia and the private sector, so as to increase public trust and confidence in the justice system and promote accountability.[10]

8.   To be truly transformative, efforts to achieve sustainable development must at their core have the full and constant participation and involvement of youth and, where appropriate, children. As the next generation of political and business leaders, civil servants, educators and community workers, the young represent the fundamental fabric of society. Their engagement is needed to ensure the advancement of integrity as a fundamental pillar of the global community and to enshrine respect, dignity, fairness, honesty and accountability, which serve to strengthen the rule of law in societies.

9.   Accordingly, efforts that strengthen comprehensive education for the future generations should be prioritized. In particular, ensuring that school and university curricula are fit for purpose and promote positive values for future generations of children is key and goes hand in hand with providing adequate access to education, proper transportation and facilities, and necessary government and community support.

10.   In the Doha Declaration, Member States emphasized that education for all children and youth, including the eradication of illiteracy, is fundamental to both the prevention of crime and corruption and the promotion of a culture of lawfulness that supports the rule of law and human rights while respecting cultural identities. Further, Member States committed themselves to integrating crime prevention, criminal justice and other rule-of-law issues into their domestic educational systems.

11.   The discussion on comprehensive and integrated crime prevention strategies may also assist the Commission in further identifying and prioritizing areas in which the United Office on Drugs and Crime (UNODC) could provide technical assistance to Member States, thereby supporting them in their efforts to advance the development

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[9] General Assembly resolution 71/256, annex.
[10] *Handbook on the Crime Prevention Guidelines: Making Them Work*, Criminal Justice Handbook Series (United Nations publication, Sales No. E.10.IV.9).

and implementation of national policies, laws and institutional capacities to address current and emerging challenges in crime prevention and criminal justice in a participatory and holistic way.

12. Member States may wish to consider including the following in their delegations to the Commission at its twenty-sixth session: experts on crime prevention and rule-of-law issues, including on the application of participatory approaches and social policies in that context, such as representatives from ministries of the interior, ministries of justice and academia; education experts on rule-of-law issues, including representatives from ministries of education; and other relevant stakeholders.

II. Issues for discussion

A. Public participation and social policies in support of the rule of law: consultative and participatory processes for effective crime prevention and successful social policies in reducing crime and violence in the light of the Doha Declaration

1. Consultative and participatory processes for effective crime prevention in the light of the Doha Declaration

13.   The Doha Declaration underlines that Governments should play a leading role in developing and implementing crime prevention strategies and criminal justice policies at the national and subnational levels. However, it also embraces the idea that cooperation and partnerships with civil society — including non-governmental organizations, the private sector and academia, and in particular, the network of institutes of the United Nations crime prevention and criminal justice programme — and private citizens should be an integral part of those processes. In fact, subparagraph 10 (d) of the Doha Declaration underlines the importance of dialogue and mechanisms of community participation such as raising public awareness, preventing victimization, increasing cooperation between the public, competent authorities and civil society, and promoting restorative justice, all elements that jointly contribute to effective crime prevention.

14.   The importance of public-private partnerships was previously recognized in the Salvador Declaration on Comprehensive Strategies for Global Challenges: Crime Prevention and Criminal Justice Systems and Their Development in a Changing World,[11] which states that through the mutual sharing of information, knowledge and experience and through joint and coordinated actions, Governments and businesses can develop, improve and implement measures to prevent, prosecute and punish crime.

15.   A comprehensive crime prevention approach that addresses the multiple dimensions of crime and victimization, including those related to transnational organized crime, requires a thorough assessment, taking into account both data on crime and violence and information on the root causes of crime and victimization.[12] Data assessed may include quantitative and qualitative data collected, for instance, through victimization surveys and participatory crime diagnostic tools, such as local safety audits and surveys.

16.   Many States across the globe have adopted evidence-based, consultative and participatory approaches to crime prevention because such approaches have a higher likelihood of being sustainable, effective and resource-efficient.

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[11] General Assembly resolution 65/230, annex.
[12] See General Assembly resolution 70/178.

17. Such a consultative and participatory approach should start at the local level. As crime prevention issues cannot be resolved or tackled by any sector or level of Government acting alone, an integrated approach also implies that all relevant institutions or bodies approach prevention as a shared and prioritized responsibility. Ideally, a comprehensive and evidence-based national or federal crime prevention strategy or policy should be developed, adopted and endorsed at the highest level of Government. Strategies developed at the local level should tie in with, and ideally support, the implementation of existing national or federal policies.

18. The participation of communities and private sector entities can be channelled through, for instance, local crime prevention committees, security partnerships or safety councils. The use of community- or problem-oriented policing is another promising model that may help law enforcement agencies to proactively and effectively prevent crime.

19. Using that kind of bottom-up approach can help foster local ownership and leadership in monitoring and evaluating the implementation of crime prevention projects and programmes, in particular if overarching national strategies are aligned with locally relevant strategies. Moreover, local communities are often best positioned to support the creation of sustainable and effective strategies that are tailored to a specific context and are able to target specific problems or needs of particular groups.

20. Participatory approaches to crime prevention should actively encourage the involvement of relevant institutions, civil society, the private sector, and members of the public from all groups of society, including women, youth, the elderly, migrants and indigenous people, among others. Participatory approaches may include specific measures to address the needs, experiences and perceptions of the general public and of particular groups. Putting in place effective support mechanisms for victims of crime may, for instance, encourage victims to report and follow up on incidents of crime.

21. As a result of their in-depth knowledge of local insecurities and circumstances and their capacity to reach out to the most vulnerable and at-risk segments of society, civil society organizations are crucial partners for Member States in the implementation of crime prevention programmes and projects. They are also key stakeholders in the international debate on reducing crime and violence and may also significantly contribute to building the confidence of the general public in the criminal justice system.

22. Meaningful public participation involves actively engaging the private sector, including through use of public-private partnerships. Such partnerships are an important tool, which enable businesses to advance initiatives in cooperation with citizens in order to enhance community safety or support initiatives from the point of view of corporate social responsibility.

23. New information and communication technologies, traditional media and social media all have an important role to play in the context of crime prevention by facilitating the raising of awareness and the highlighting of public safety issues. In addition, they may provide citizens with the opportunity to directly engage with Government authorities, thereby fostering transparency and public trust.

24. Although new technologies and social media can be used to commit crimes, they are also important tools in the context of crime prevention. In particular, new technologies and social media provide an effective platform for people to learn about the content of the law and their rights and duties in the criminal justice system. They can also learn about how to access services such as public health facilities, legal aid services and rehabilitation programmes.

25.   As noted in paragraph 10 (g) of the Doha Declaration, new technologies may provide an effective tool for communication and information-sharing with the potential to strengthen the partnership between the police and the communities which they serve. When citizens have the opportunity to continuously and directly engage with their local law enforcement offices — whether through social media or through a locally implemented gender-sensitive or multilingual approach — their perception of safety and security increases. Such direct engagement also provides people with a means to voice their concerns and needs, and it enhances their sense of being taken seriously.

Questions for discussion

26.   The Commission may wish to consider the following points for further discussion:

       (a)   Which means have been successfully applied to inform the evidence-based development of policies and strategies with a participatory approach (e.g., local safety audits or victimization surveys)?

       (b)   Are there examples where a focus on crime prevention aimed at a particular group has proved successful in an exemplary manner (e.g., on crime prevention for youth or crime prevention initiatives targeting specific private sector branches)? Could those examples serve as a successful model to be adapted in other contexts?

       (c)   What impact has the involvement of civil society organizations in crime prevention measures had at the local level? What can Member States do to ensure greater involvement of civil society in the development of local, national and regional crime prevention strategies and criminal justice policies?

       (d)   Are there any particularly successful examples pertaining to the use of traditional and new information and communications technologies in the development and implementation of crime prevention strategies?

2.   Successful social policies in reducing crime and violence in the light of the Doha Declaration

27.   United Nations standards and guidance related to crime prevention acknowledge that crime prevention measures should go beyond the preventive effects of legislation and law enforcement. The Guidelines for the Prevention of Crime call on States to integrate crime prevention considerations into all relevant social and economic policies and programmes, including those addressing employment, education, health, housing and urban planning, poverty, social marginalization and exclusion. Particular emphasis should be placed on communities, families, children and at-risk youth. In the same vein, but with a focus on youth crime prevention, the Economic and Social Council, in its resolution 2016/18, urged Member States to mainstream crime prevention strategies aimed at children and youth with a gender perspective into all relevant social and economic policies and programmes, including those addressing education, health, civic participation, socioeconomic opportunities, information and communications technology and public safety and security, in order to protect children and youth from social marginalization and exclusion and to reduce their risk of becoming victims or offenders.

28.   In line with the above-mentioned resolutions, in paragraph 10 (a) of the Doha Declaration, Member States endeavour to plan and implement comprehensive policies and programmes that foster socioeconomic development, with a focus on the prevention of crime, including urban crime, and violence, and to support other Member States in such endeavours, in particular through the exchange of experience

and relevant information on policies and programmes that have been successful in reducing crime and violence through social policies.

29. It was emphasized in the Doha Declaration that education for all children and youth, including the eradication of illiteracy, was fundamental to the prevention of crime and corruption and to the promotion of a culture of lawfulness that supports the rule of law and human rights while respecting cultural identities. That approach is echoed in Economic and Social Council resolution 2014/21, in which the Council invited Member States to consider social inclusion, the strengthening of the social fabric, access to justice, social reintegration of offenders and access to health and education services, and to promote a culture of lawfulness and the well-being of individuals, with a particular emphasis on children and youth when developing crime prevention programmes.

30. Putting the above guidance into practice requires investment in social crime prevention, an approach that is based on the protection of human rights and respect for the rule of law and that focuses on using social policies to target the root causes of crime that may exist at the individual, family, community and national levels. That approach tends to include action aimed at (a) improving housing and urban planning, and health care and educational services, and (b) strengthening community cohesion through community development measures.

31. Cities, especially overpopulated urban settlements, often suffer from higher crime rates than rural areas or low-density cities. However, safe cities and communities are essential for economic growth. Accordingly, in the New Urban Agenda, Member States have confirmed their commitment to inclusive measures aimed at urban safety and the prevention of crime and violence, including, where appropriate, engagement with relevant local communities and non-governmental actors in developing urban strategies and initiatives; taking into account slums and informal settlements and vulnerability and cultural factors in the development of policies concerning public security and crime and violence prevention; and preventing and countering the stigmatization of specific groups as posing inherently greater security threats.

32. Health problems, including mental disorders and substance abuse, can be a risk factor for inducing criminal behaviour. However, good health is important for minimizing both the risk of offending and the risk of becoming a crime victim. Disabled persons and persons with learning disabilities are at an especially high risk of being victimized. Furthermore, being a victim of crime often leads to health problems that require adequate health care in order to ensure an effective and swift recovery. Accordingly, effective access to health care, social integration of vulnerable groups and harm reduction programmes for substance abuse should be considered important elements of crime prevention strategies.

33. Families play a key role in preventing crime. Dysfunctional families, poor parenting and parents involved in crime or drug abuse are important risk factors that may create the ground for young persons to become offenders. In order to address that root cause, social crime prevention may, for instance, include measures referred to as "developmental approaches" to crime prevention, which implies working closely with children and families with a view to adopting a specific focus on reducing risk factors and building resilience during a child's development. Crime prevention programmes that provide educational and family support may also prove to be a very cost-effective

approach to crime prevention, resulting in increased lifetime earnings and decreased costs related to both justice system services for victims and special education.[13]

34. Early school leaving and reduced school attendance are known risk factors for delinquency.[14] Policies that either help prevent students from dropping out or improve children's ability to deal with conflict peacefully can therefore effectively contribute to crime prevention. Schools should seek to foster skills and prepare youth for a meaningful life, creating a sense of commitment and helping to improve self-esteem. Moreover, a lack of schooling often leads to unemployment, which is also generally considered a risk factor for delinquency. Accordingly, a comprehensive approach to crime prevention should include education policies and programmes that provide youth with opportunities to obtain formal qualifications and skills and training.

35. Social crime prevention also requires providing youth with support in the form of school-based and after-school programmes, including teaching them life skills to increase their resilience. Empowering youth and engaging them as agents of change offers great potential for achieving positive change in society. During the Thirteenth United Nations Congress on Crime Prevention and Criminal Justice, Member States acknowledged that communities, families, and health and educational professionals played a crucial role in preventing and responding to youth crime. In particular, youth at risk of offending were considered an important group that had to be taken into account in initiatives aimed at achieving peaceful coexistence and reducing crime. Reference was made to specific urban crime phenomena, including crime committed by youth gangs, which required new and innovative approaches to crime prevention.

36. As regards tertiary prevention — i.e., measures used after a crime has occurred in order to prevent successive incidents — international standards prescribe that the principle of helping prisoners with social reintegration in order to prevent recidivism should be at the heart of prison management strategies and policies. In practice, however, a large proportion of the budget of prison systems is spent on upholding security, safety and order, while only a small and typically inadequate amount is invested in prison workshops, skills training, educational facilities, sports and recreation, and, least of all, community-based reintegration activities. Providing ex-prisoners with structure, routine, and social and economic opportunities to contribute to society is vital, and public, private and non-governmental bodies are well placed to support it. As noted in the United Nations Standard Minimum Rules for Non-custodial Measures (the Tokyo Rules),[15] States are encouraged to promote and facilitate community cooperation for reintegration programmes, including by supporting voluntary organizations that promote non-custodial measures. Encouraging the use of alternatives to imprisonment, where appropriate, and undertaking efforts to review or reform restorative justice mechanisms and other processes in support of successful reintegration may also effectively contribute to crime prevention.

37. The *Global Status Report on Violence Prevention 2014*, which examined 133 countries, revealed that the implementation of social and educational policy measures to mitigate key risk factors for violence was not comprehensive and could be further improved in the majority of those countries. In putting on the agenda a discussion on crime prevention with a subfocus on the role of social policies, the Commission has created an important opportunity to facilitate an exchange of experience and relevant information and programmes, as called for in the Doha Declaration, that can form the foundation for such improvement.

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[13] See the example of the child-parent center in box 2 of the *Handbook on the Crime Prevention Guidelines*, p. 21.

[14] UNODC, *Handbook on the Crime Prevention Guidelines*.

[15] General Assembly resolution 45/110, annex.

Questions for discussion

38. The Commission may wish to consider the following points for further discussion:

(a) What challenges do Member States face in addressing the multiple and complex factors that contribute to crime and victimization, when designing or implementing comprehensive policies and programmes?

(b) What approaches and practices exist for strengthening social policies aimed at crime prevention?

(c) What examples can States provide of instances in which the participation of youth in crime prevention efforts was used to enhance community safety?

(d) What experiences, approaches and good practices exist with respect to the participation of the private sector in social inclusion programmes (e.g., employability schemes for vulnerable members of society and those released from prison)?

(e) What challenges do Member States face when implementing programmes that are aimed at community-based social rehabilitation and reintegration and that involve the public and relevant social services?

3. **Role of UNODC in supporting Member States in strengthening consultative and participatory processes for effective crime prevention and successful social policies in reducing crime and violence in the light of the Doha Declaration**

39. The Doha Declaration reflects the strong commitment of Member States to integrate crime prevention and criminal justice into the wider United Nations agenda and to address social and economic challenges while promoting the rule of law at the national and international levels. It highlights the importance of consultative and participatory processes and successful social policies in the context of effective crime prevention policies aimed at reducing crime and violence.

40. UNODC is uniquely positioned to assist Member States in achieving those goals because it can build on its extensive expertise in the area of crime prevention, criminal justice and the fostering of international cooperation. In addition, UNODC has an established global network of field presence and criminal justice professionals, including experts in the fields of participatory processes and social policies. It can also bring to the fore its longstanding experience, which includes providing technical assistance to Member States, developing relevant technical tools and publications, and supporting policy development on crime prevention at the local, national, regional, interregional and global levels.

41. In particular, in the area of crime prevention, UNODC has supported the implementation of relevant international instruments and assisted Member States in the development of technical tools related to prevention. Those include assessment tools, handbooks and training materials concerning a wide variety of topics, including police reform, social reintegration of offenders, legal aid, and violence against women and children, among others. In addition, the Office has supported Member States by providing technical assistance, ranging from legislative and strategic advice at the national level to crime and violence prevention initiatives at the local level.

42. Following the adoption of the Doha Declaration and in support of the implementation of the Guidelines for the Prevention of Crime, UNODC launched a global initiative as part of the Global Programme for the Implementation of the Doha Declaration to promote youth crime prevention through sports, including the development of an evidence-informed life skills training programme and capacity-building and awareness-raising activities. Furthermore, as the United Nations entity

entrusted with the promotion of the Nelson Mandela Rules, UNODC has stepped up its efforts to foster the rehabilitation and social reintegration of prisoners as part of the above-mentioned implementation programme and in the context of its global prison challenges programme.

Questions for discussion

43. The Commission may wish to consider the following points for further discussion:

(a) How could UNODC strengthen its support to Member States in the context of consultative and participatory approaches to crime prevention?

(b) How could UNODC strengthen its support to Member States in the context of social policies aimed at crime prevention?

(c) How could UNODC further strengthen the cooperation among United Nations entities so that the United Nations can jointly provide effective support to Member States to integrate crime prevention into social and economic policies and programmes?

(d) What are the ways and means to mainstream crime prevention and criminal justice issues into the discussions and decisions of other relevant governing bodies, especially those dealing with development, social policies and the rule of law?

(e) How can UNODC best cooperate with Member States, civil society and academia to enlarge the scope of evidence and data relevant to crime prevention?

(f) How can UNODC best support Member States in building up or strengthening community-based crime prevention initiatives that focus on youth?

B. Education in support of the rule of law: education for all children and youth and the role of youth participation in crime prevention efforts in the light of the Doha Declaration

1. The 2030 Agenda and strengthening rule-of-law efforts through education

44. With the adoption of the 2030 Agenda, Member States adopted an approach to sustainable development that is centred around a set of goals to end poverty, protect the planet and ensure prosperity for all. The strongly interconnected nature of the goals underlines that the well-being of the planet depends on notions and concepts of justice, equity and education. Furthermore, issues such as the rule of law and promoting a culture of lawfulness have become central to building peaceful, prosperous and just societies for sustainable development. Those goals call for action in the areas of education, effective crime prevention and successful social policies in order to underpin the fight against crime and violence, which helps build safer communities and promote and reinforce the rule of law in all societies.

45. In addition, Member States have committed themselves in the Incheon Declaration and its Education 2030 Framework for Action to transforming lives through education, recognizing the important role of education as one of the main drivers of development and the achievement of the other Sustainable Development Goals. The Declaration recognizes education as inclusive and as crucial in promoting human rights, tolerance and civic engagement. It also recognizes that education facilitates intercultural dialogue and fosters respect for cultural, religious and linguistic diversity, which are vital to achieving social cohesion and justice.

46. The world today is home to 1.8 billion persons aged 10 to 24 who are potential agents of change and key partners in implementing the 2030 Agenda. Despite that fact,

young people continue to be overrepresented among the direct and indirect victims of violence. Almost 70 per cent of all trafficking victims in the period 2010-2012 were children, and young males have the highest risk of becoming victims of homicide. [16]

47.   It is broadly recognized that education has a major role to play in shaping the values of future generations, building collective consciousness and reshaping societal preferences. In addition, education helps develop the necessary skills to enact those values. The Sustainable Development Goals and targets, specifically target 4.7, call for Member States to engage in education on the promotion of a culture of peace and non-violence. Moreover, education for all children and youth, including the eradication of illiteracy, is fundamental to the prevention of crime and corruption and the promotion of a culture of lawfulness. In that context, the Conference of the States Parties to the Convention against Corruption, in its resolution 6/10, recognized that investing in anti-corruption education and enhancing professional capacities are effective ways to contribute to achieving sustainable development, safeguarding human rights and strengthening the rule of law.

48.   Member States may wish to consider the commitment made in the 2030 Agenda and the Incheon Declaration and its Education 2030 Framework for Action to ensure that 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.

Questions for discussion

49.   The Commission may wish to consider the following points for further discussion:

(a)   Why is education on justice and issues related to the rule of law crucial for the achievement of sustainable development?

(b)   To what extent can education on justice address the challenges facing young people and youth as positive agents of change and as being directly and indirectly victims of violence?

(c)   How has a focus on educating children and youth been integrated into national crime prevention and criminal justice efforts and social policies?

2.   **Good practices and challenges in integrating crime prevention and criminal justice issues into all levels of education**

50.   An important and crucial aspect of creating fair, humane and effective criminal justice systems for sustainable development is the development and implementation of consultative and participatory processes in crime prevention and criminal justice through engaging citizens, particularly youth. Various approaches to the prevention of crime have been developed over the past two decades, including early intervention programmes that are referred to as developmental crime prevention, which aim at developing resilience and social skills among children and their families. Such programmes include education projects in schools or recreation and skills training projects for children and youth in the community, which are aimed at increasing their awareness and resilience as they grow up and develop.

51.   The timing of crime prevention strategies is crucial in order to prevent crime and victimization in an efficient manner. Specific terms are sometimes used to refer to the

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[16] See E/2016/75.

stages at which crime prevention programmes can be applied, regardless of the approach used. In that context, educational programmes are considered a primary prevention strategy which refers to programmes and initiatives aimed at those who have never been involved in the criminal justice system. Such initiatives include programmes to educate or alert the general public or young people about domestic violence or bullying in schools.

52. The *Handbook on the Crime Prevention Guidelines: Making Them Work* highlights in many instances the importance of education, not only as a primary prevention approach but also as an approach to crime prevention through social development that Governments and civil society should endeavour to follow in order to prevent organized crime. Furthermore, Governments should address the risk factors of crime and victimization by using education and public awareness strategies to foster a culture of lawfulness and tolerance while respecting cultural identities. As the *Handbook* notes, the Guidelines for the Prevention of Crime state that Governments should encourage universities, colleges and other relevant educational institutions to offer basic and advanced courses, including in collaboration with practitioners, and to support the development of crime prevention skills through working with the educational and professional sectors to develop certification and professional qualifications.

53. Moreover, working with children in a classroom setting at an early stage in their educational development provides them with the knowledge and skills necessary to understand how to react when confronted with corruption, violence and other forms of crime. From any early age, expectations can be raised about the ethical standards to which both the public and private sectors should be held. In addition, children learn that criminal justice systems should be fair, just and humane. Through such an early learning approach, the views of crime, violence and corruption can be gradually challenged and changed.

54. In an age of rapid technological innovation, young people are more vulnerable to crime and victimization than ever. In addressing the issue, Governments and policymakers must therefore work together with youth. Doing so can help ensure that crime prevention efforts are effective and transparent, galvanize trust and confidence in the criminal justice system and meet the needs of the young generation. In that context, integrating crime prevention and criminal justice issues into all levels of education is key, both to building resilience and to developing critical thinking skills and knowledge on rule-of-law issues among children and youth through carefully targeted and comprehensive educational programmes that actively involve young people and other relevant stakeholders.

55. Integrating rule-of-law issues into all levels of education requires a change in the way all stakeholders involved in the process work and operate. One of the biggest challenges is building and operating multisectoral partnerships to promote and integrate crime prevention and criminal justice issues into all levels of education, particularly since rule-of-law issues are commonly viewed as an area of work associated with ministries of justice and the interior, including law enforcement. In that context, the role of civil society organizations is vital to supporting educational efforts, both as a partner in developing educational materials based on the rule of law and in supporting outreach and dissemination activities to reach all other stakeholders, including children, students, parents, teachers, professors and the media.

56. At the primary and secondary school levels, the development of curricula is most often the responsibility of a centralized governmental entity, typically the ministry of education. Each curriculum and syllabus defined by such a body focuses on the skills that students are expected to acquire by the end of the secondary level. Values and knowledge of rule-of-law issues do not typically fall within the range of skills that

regulatory governmental bodies require educational institutions to teach, although some elements of the rule of law can be found in subjects such as ethics, civic education or religious studies, depending on the country. Nevertheless, the incorporation of rule-of-law issues into teaching curricula at the primary and secondary levels has not yet advanced sufficiently. Ongoing research undertaken to identify good practices in teaching rule-of-law issues indicates that the vast majority of education programmes addressing those issues take place in the form of extracurricular activities.

Questions for discussion

57. The Commission may wish to consider the following points for further discussion:

(a) Given the large proportion of children and young people in many countries who are victims of violence and crime and the broad recognition that investing in youth is a key factor to sustainable development, what are the successes and challenges in designing and implementing educational programmes and awareness-raising programmes that target the future generation?

(b) How can Member States achieve the integration of issues related to the rule of law and crime prevention and criminal justice at all levels of education (primary, secondary and tertiary)?

(c) On the basis of national experiences, what are the benefits of integrating and teaching topics and concepts based on the rule of law at all levels of education? Were there any challenges faced in integrating those issues into the educational system? If so, how could UNODC strengthen its support to Member States in that regard?

3. **Role of partnerships with relevant stakeholders, including ministries of education, in promoting a culture of lawfulness and the rule of law through education**

58. At the normative level, the Convention against Corruption devotes an entire chapter to the prevention of corruption. Chapter II of the Convention includes specific provisions on preventive anti-corruption policies and practices. Articles 7 to 14 of the Convention recognize that while the implementation of the Convention is the responsibility of States parties, the promotion of a culture of integrity, transparency and accountability and the prevention of corruption are responsibilities to be shared by all stakeholders and sectors of society. In particular, article 13 of the Convention requires States parties to promote the active participation of society, including by undertaking public information activities that contribute to non-tolerance of corruption as well as public education programmes, including school and university curricula.

59. Research into existing practices indicates that educational programmes with the involvement of three or more stakeholders, including schools, parents and other relevant stakeholders, are more effective. Additionally, in terms of sustainability and impact, it is widely recognized as important to disseminate educational materials to and through a broad range of stakeholders and audiences, thus achieving a multiplier effect.

60. A key condition for the success of educational programmes is the building of strong partnerships with relevant stakeholders including ministries of education, educational institutions at all levels (primary, secondary and tertiary), teacher education institutes, the private sector, civil society, the media and international organizations. Many such stakeholders are undertaking preventive measures through formal or non-formal education. Such measures may include the design, implementation and dissemination of educational materials and programmes that

promote values and topics that are deterrents to crime, corruption, violence and terrorism. In that context, coordination and cooperation between the criminal justice system and educational institutions is particularly important to ensure effective national crime prevention strategies and social policies.

61. In the Salvador Declaration, Member States endeavoured to take measures to promote wider education and awareness of the United Nations standards and norms in crime prevention and criminal justice in order to ensure a culture of respect for the rule of law. The Declaration recognized the role of civil society and the media in cooperating with Member States in those efforts and invited UNODC, in close coordination with other relevant United Nations entities, to continue to play a key role in the development and implementation of such a culture.

62. That commitment was further renewed in the Doha Declaration, in which Member States emphasized the importance of providing access to education for all, including technical and professional skills, and promoting lifelong learning skills for all. The Declaration also reaffirmed the role of UNODC as an essential partner for the achievement of the aspirations in the field of crime prevention and criminal justice and for the implementation of the Declaration.

Questions for discussion

63. The Commission may wish to consider the following points for further discussion:

(a) What additional actions could Member States undertake to promote education based on the rule of law and a culture of lawfulness?

(b) What are the main obstacles facing Member States in integrating rule-of-law education into all levels of education?

(c) How can new social media and communications technologies help Governments, in particular their educational authorities and entities, to transmit messages on peace and justice and to disseminate educational materials based on the rule of law to a wider audience of young people?

4. **Role of UNODC in supporting Member States in integrating rule-of-law issues into all levels of education**

64. As the guardian of the Convention against Corruption, the Organized Crime Convention and the Protocols thereto and the United Nations standards and norms, UNODC is in a prime position to help promote law abidance and knowledge of crime, corruption and violence among the next generation by promoting values and attitudes that condemn those crimes and contribute to achieving peaceful and sustainable societies.

65. To support Member States in the implementation of the Convention against Corruption, in particular article 13, UNODC has since 2010 facilitated the Anti-Corruption Academic Initiative. A collaborative academic project, the Anti-Corruption Academic Initiative aims to provide comprehensive anti-corruption academic support, including academic modules, syllabuses, case studies, educational tools and reference materials that may be integrated by universities and other academic institutions into their existing academic programmes. In doing so, the Anti-Corruption Academic Initiative seeks to encourage the teaching of anti-corruption issues as part of university programmes including law, business, criminology and political science, thereby addressing the present lack of interdisciplinary anti-corruption educational materials suitable for use at both undergraduate and graduate levels.

66. In its resolution 6/10, the Conference of the States Parties to the Convention against Corruption requested UNODC to continue to engage with other relevant international organizations, in addition to the United Nations crime prevention and criminal justice programme network, in further developing professional education programmes and capacity-building activities on preventing and combating corruption, inter alia, by encouraging all relevant initiatives and further enhancing and extending the Anti-Corruption Academic Initiative.

67. In its resolution 71/8, the General Assembly encouraged the Secretary-General, United Nations agencies such as the United Nations Educational, Scientific and Cultural Organization, the United Nations Children's Fund, the United Nations Population Fund, the United Nations Development Programme and the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) and other relevant stakeholders, to strengthen their efforts to promote the values of peace, human rights, democracy, respect for religious and cultural diversity and justice through education. With extensive expertise in the area of crime prevention and criminal justice and its global network of criminal justice professionals, UNODC is uniquely positioned to assist in those efforts and contribute to the promotion of education for peace and justice.

68. The Doha Declaration reflected the strong commitment of Member States to promote education for justice, incorporate rule-of-law issues into all levels of education, and work closely with children and youth in order to convey key values based on the rule of law and supported by educational programmes. UNODC launched the Education for Justice (E4J) initiative as a key component of the Global Programme on the Implementation of the Doha Declaration. That initiative is aimed at building a culture of lawfulness among children and youth through the provision of age-appropriate educational materials on topics related to criminal justice and crime prevention and the integration of those materials into the curricula of primary, secondary and tertiary schools. Using a human rights-based approach, the initiative seeks to reach future generations early in their primary education and support them throughout their academic journey in order to increase both their expectations of and their contributions to fair, transparent and accountable institutions.

69. International cooperation among stakeholders plays an important role in galvanizing efforts to achieve the international community's commitments in the area of education, which are set forth in key policy documents, including the 2030 Agenda, the Incheon Declaration and its Education 2030 Framework for Action, and the Doha Declaration. Moreover, owing to the comprehensive nature of the 2030 Agenda, cooperation is key among all countries, intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders in supporting the efforts of developing countries towards the realization of the full potential of education for sustainable development.

Questions for discussion

70. The Commission may wish to consider the following points for further discussion:

(a) In considering further action to enhance the role of UNODC in supporting Member States in integrating rule-of-law issues into all levels of education, the Commission may consider recommending that UNODC develop studies, training materials, guides or tools in collaboration with other relevant international organizations that are working towards the implementation of the Incheon Declaration;

(b) What are the ways and means to mainstream crime prevention and criminal justice issues into the discussions and decisions of the relevant governing bodies of

the United Nations and other intergovernmental organizations, in particular tho se dealing with education and the rule of law?

(c)   What are the most effective strategies that need to be followed by UNODC in order to further expand its existing network within the crime prevention and criminal justice framework and reach relevant education and academic networks?

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