

**UNIVERSITY OF GRONINGEN**

**EDUCATIONALIZATION OF THE ‘RULE OF LAW’: A CASE STUDY  
OF UNODC’s ‘EDUCATION 4 JUSTICE’ INITIATIVE**

Submitted By – Annapoorna Devi Ananda Kumar

Student Number – S4655605

Program – MSc. Ethics of Education: Philosophy, History, And Law, Faculty of Behavioural and Social Sciences, University of Groningen

First Assessor/ Supervisor – Prof. Dr. Johannes Westberg

Second Assessor – Prof. Dr. Monika Smit

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## **List of Abbreviations**

E4J	Education 4 Justice initiative
UNODC	United Nations Office on Drugs and Crime
UNESCO	United Nations Educational, Scientific and Cultural Organization
RoL	Rule of Law
CoL	Culture of Lawfulness

## **ABSTRACT**

The aim of this research is to gain insight into the educationalization of the 'rule of law' by doing a qualitative case study of the 'Education 4 Justice' initiative by UNODC, which aims to prevent crimes and create a culture of lawfulness through education. The purpose of the Education 4 Justice initiative, the methodology adopted by this initiative for achieving its objective, and the initiative's expected impact are analyzed using different theoretical frameworks in this research.

Literature on educationalization provides the framework for analyzing how the initiative was educationalized and explored the purpose of such an effort. Literature on indoctrination provides the framework for analyzing the methodologies, tools, and learning resources of the initiative and deciding if it is indoctrinatory in nature. Finally, Gert Biesta's functions of education framework has been utilized to discuss the nature of the E4J initiative.

Primary and Secondary research has been carried out, and documents including handbooks for teachers, guide for policymakers, meeting reports of various committees and sub-committees, online games, videos, and other learning tools of the E4J initiative were reviewed. The findings provide insight into how the initiative got introduced, the way it is designed, and what it aims to achieve. Thus, this research highlights the educationalization of the 'rule of law' and how an initiative like E4J aims to prevent crimes through education.

## CHAPTER 1

### INTRODUCTION

The rule of law is considered to be the foundation of just, inclusive, and peaceful societies. The United Nations has termed ‘Rule of Law’ a principle of governance in which all persons, institutions, and entities are accountable to laws that are publicly promulgated, equally enforced, and independently adjudicated, and which are consistent with international human rights norms and standards (United Nations Security Council, 2004). The Rule of Law is considered important, as a society that supports the rule of law is said to have citizens who understand and respect just laws instead of citizens who are simply obedient and follow every law uncritically. It is expected that the citizens in a ‘rule of law’ supporting society are aware of the functions of law and have the knowledge and potential to constructively engage with them, as well as challenge them appropriately when there is a necessity (UNODC, 2019)

Educationalization is a process where social aspects are brought under the spectrum of education, or educational institutions are assigned the role of resolving social problems. The term 'educationalization,' translated from the German term *Pädagogisierung*, can be understood as the processes that incorporate all of the activities relating to bringing up children, including schooling, but not limited to it (Depeape, 1998). But it is commonly used to mean the process of integrating significant social issues into the curriculum.

A major criticism of educationalization of social issues questions the need for such an integration. Lambeir and Ramaekers’ (2008) argument for this is that the primary understanding of something as a social problem already implies an intention to resolve that problem, and this solution implies some kind of learning in the current scenario. Sex education and integration of topics such as racism, drug abuse, or public health in classroom lessons are some the examples of educationalization of social issues, whereby education becomes a part of the solution by addressing it and creating awareness about its impact on oneself and society (Lambeir, 2008).

In this research thesis, an attempt is made to understand and analyze the educationalization of the rule of law with the case study of the United Nations Office on Drugs and Crime’s (UNODC) ‘Education 4 Justice’ (E4J) initiative. E4J initiative intends to promote the rule of law with the objective of preventing crimes and spreading a culture of lawfulness through education.

## **Research Statement**

Education 4 Justice is an initiative by UNODC that aims to prevent crimes and promote a culture of lawfulness through education. 'Education of younger generations' became an important element of UNODC when the Doha Declaration of 2015 highlighted the importance of education as a tool for preventing crimes (UN Crime Congress, 2015).

A lot of studies and research on international NGOs and their initiatives relating to education exist, including writings on topics such as peace education and human rights education (Concannon, 2015; Flowers, 2017). 'Education 4 Justice' by UNODC is a comparatively recent initiative that started taking shape only after the 2015 Doha Declaration, and therefore not a lot of research exists on the initiative. Since the E4J initiative aims to address a very important topic such as crime prevention, studying this particular initiative will be beneficial for education policymakers and educational institutions and will also pave the way for further research on its impact.

This research aims to understand how UNODC has educationalized the rule of law through this initiative and study why and with what objective it was started. An in-depth study of how the initiative came into being and the various methodologies adopted by E4J to meet its objective is carried out. This helps in understanding how the rule of law is integrated into education in a global context. In this research, the qualitative case study method is utilized to research the educationalization of the rule of law by UNODC and is guided by the following research question and sub-questions:

How has UNODC educationalized the rule of law in its 'Education 4 Justice' initiative?

- Why and for what purpose was the E4J initiative started? Who is responsible for this?
- What are the different methodologies used by the E4J initiative to achieve its objective, and how are they being implemented? Is it indoctrinatory?
- What is the vision of the Education 4 Justice initiative?

## **Background**

The United Nations Office on Drugs and Crime (UNODC), established in 1997, is an office of the United Nations, for drug control and crime prevention. Along with several other crime-related institutions across the world, it forms a network that focuses on the exchange of



information, research, training, and public education, for crime prevention and criminal justice (UNODC, 2022)

With the Global program for the implementation of the Doha Declaration, that highlighted the importance of education as a tool for the prevention of crime, ‘Education of younger generations’ became a primary focus for UNODC (UNODC, 2022). The UNODC, in partnership with UNESCO and other organizations, seeks to build the capacities of policymakers as well as educators in undertaking educational activities that can empower learners. It is also linked to the 2030 Agenda for sustainable development, and contributes to the achievement of United Nations Sustainable Development Goals (UN SDG, 2022).

Education 4 Justice is one of the components of the Doha Declaration Global program which aims to empower the upcoming generations with knowledge and skills that will contribute to the making of responsible citizens who can make a positive impact on society. E4J has the objective of preventing crime and promoting a culture of lawfulness through education. For achieving this, they have a three-fold approach – Empowering teachers, providing a platform for academics, and establishing partnerships in academia for conferences and academic activities (UNODC, 2022). For the first approach of empowering teachers, tools have been designed for primary, secondary and tertiary levels. The tools include animated videos, books, video games, hackathons, interactive activities etc. for cultivating values, creating awareness, and developing skills necessary for promoting the rule of law amongst learners.

## CHAPTER 2

### THEORETICAL EXPLORATION

This research aims to study how the rule of law has been educationalized, and it is done through a qualitative case study of UNODC's Education 4 Justice initiative.

Firstly, since the study is about how UNODC has educationalized the rule of law through its initiative, the theoretical framework of 'Educationalization' will be used to analyze this initiative. Secondly, for analyzing the methodology of the Education 4 Justice initiative, the theoretical framework of indoctrination is utilised.

Thirdly, the 'Functions of education' described by Gert Biesta (2012), will be used as a framework for studying how this initiative meets the functions of qualification, socialization, and subjectification. An analysis of the E4J initiative would be carried out using this framework, which will help in understanding if this approach can be termed 'good education'.

#### **Analysis framework**

##### **Educationalization**

Educationalization is a process in which educational institutions are held accountable not only for traditionally recognized functions of schooling but also for addressing social issues such as poverty, public health, crimes, climate, and environmental aspects. It is perceived as a social tendency to behave as if education has the capacity for solving social problems. (Fendler, 2018)

The first criticism of educationalization is regarding the need for integrating social issues into education. According to some, educationalization of social problems is a tactic used by some governments, to introduce questionable interventions into educational practice as part of a political agenda (Lambier & Ramekar, 2008).

But on the other hand, some see it as a responsibility that the educators have, to cultivate in students the socially desirable values and behaviours. But when educationalization is bound up with moralization, more pedagogy does not always result in more autonomy for the child. The opposite could happen, whereby more pedagogy could result in continued dependency of the

child in an external source, instead of developing the capacity to think independently (Depeape & Smeyers, 2008).

Another criticism is pertaining to the feasibility and appropriateness of asking schools and teachers to address social issues (Bridges 2008). Even though a lot of people are of the opinion that schools and teachers should go beyond their conventional role of teaching, to start accepting responsibility regarding a learner's socio-emotional aspects, behavior, physical and mental well-being, etc., the feasibility of educationalizing social issues is a seriously doubted topic (Bridges 2008).

The other important criticism is pertaining to prioritizing roles. According to some, the increased focus on social aspects might divert the attention of educators and learners from regular lessons that are important for developing one's intellectual abilities (Ben-Peretz, Mendelson, and Kron 2003). This perspective makes a clear distinction between intellectual learning and social mission. But if they are seen as complementary aspects that are equally important, a balance can be maintained. For instance, conventional schooling or conducting lessons relating to mathematics, science or languages might become difficult if the basic conditions in terms of well-being, behavior, or physical health for children are not secured, and this can also be vice-versa (Hooge et al, 2011)

Another paradox to educationalization is with respect to teachers and their experience of addressing social issues in the classroom. In a research that was conducted in Dutch schools, the educators reported low self-efficacy pertaining to carrying out social tasks, irrespective of their task perception and awareness. (Hooge et al, 2011).

By integrating a social mission such as a certain way to 'behave', educationalization is closely connected with disciplinarization and normalization. The process aims to mold a child in accordance with what is considered to be an ideal human being. Educationalization thus becomes the continued subjugation of the child to the educational goal. The processes of educationalization thus bring the educational paradox 'heteronomy is the one and only way to achieve autonomy' (Lambeir & Ramaekers, 2008). That is by initially making the child dependent on the educator and the lessons, the teacher helps the child to develop his/ her autonomy.

Educationalization also gets the appearance of 'child-oriented system' through the mythologized educational ideology of American Progressivism, and the European

*Reformpädagogik*. This integration of social aspects in education also brings about a stronger emphasis on self-fulfillment and self-development (Depeape, 2008).

Educationalization as a neutral concept attempts to relate to the context of the ‘modernization’ of society. However, the paradoxes have conferred negative connotations to the concept. Educationalization can be compared to medicalization, as we focus on certain aspects such as dependence, patronization, mothering, pampering etc. A growing medical market need not mean that it is creating a healthy society. It can also mean that the dependency that human beings have on medical care is increasing (Depeape, 2008)

Citizenship education was provided as an example of educationalization of social problems by Naomi Hodgson. She focused on the introduction of citizenship education in England, which is seen as a method for addressing the contemporary social problems, such as the lack of democratic participation, antisocial behaviour, immigration etc. (Hodgson, 2008)

According to David Bridges, educational institutions should be able to address social and economic problems in a manner that is educational and not indoctrinatory, and learners should be treated as ends in themselves and not as means to the ends of others. They must also ensure that they are not distracted from their primary educational responsibilities, and they should focus on what is of enduring significance for human and social experience (Depeape & Smeyers, 2008)

### **Indoctrination**

Indoctrination is defined as a process by which ideologically committed educators attempt to lead students to particular conclusions, by restraining them from using their reasoning skills (Siegel, 1988). This is interpreted by many as the lack of autonomy for the students to decide what they wish to become or what they choose to do. Autonomy implies the capacity to appreciate the reasons upon which one chooses to act, and the ability to weigh evidences that might run counter to one’s current set of opinions or beliefs with a view to revising one’s position. (Merry, 2005)

Critical thinking is often considered the opposite of indoctrination, whereby there is use of reason in reaching judgments. Even though it is common for people to choose critical thinking over indoctrination, it is not that easy to make a judgment about when someone or some educational process is indoctrinating or encouraging critical thinking.

Various educational strategies rely much on sentiments than on rational arguments. For example, a child might be persuaded to act in a certain way, by asking him/ her how they would feel if someone treated them in a similar way. For the indoctrinated, faith and reason stand in opposition to one another (Merry, 2005). However, critical thinking is also criticized by some, who believe that critical thinking involves teaching children to empty themselves of their own values, that are transferred to them by their culture, families, or religious institutions (Simonds, 1993), and in fact indoctrinates on secular or humanist values.

Michael S. Merry, in "*Indoctrination, Moral instruction, and non-rational beliefs: A place for autonomy?*" has put down some criteria for distinguishing indoctrination from other forms of moral instruction, and this can be done by analyzing Content, Method, Intention, and outcome of a pedagogy. (Merry, 2005).

The content is considered indoctrinatory, when knowledge that could be contradicted is instilled as the only 'right' knowledge. The method or manner in which beliefs are transmitted can be indoctrinatory when it involves tactics that circumvent logic and reason, and coerce the learners to accept a certain belief. The intention of those who impart knowledge is also important, and if they intend to suppress creativity and critical thinking, then it will be indoctrination. Finally, if the learners believe that they accepted the beliefs and decisions freely and rationally, when they actually did not, and have a false sense of autonomy is a characteristic of indoctrination (Merry, 2005)

According to Merry (2005), ethical principles must be instilled in children, since awareness of 'what is good out of several possible options is important, and provides a foundation on which autonomy and rationality can be built. It is argued that moral instruction need not be confused with indoctrination, and if the moral instruction facilitates critical thinking to some degree, it cannot be morally objectionable or conflicting with autonomy.

Autonomy, reasoning and open-mindedness are some aspects that exist in opposition to indoctrination. Open-mindedness is a necessary aim of education (Hare, 1979). Based on Hare's writings, open-mindedness involves the ability, willingness and dispositions to reconsider one's beliefs and decisions in the light of evidence that are new to the individual.

Education that fails to do justice to the diversity of thought and action is considered indoctrinatory (Callan and Arena, 2010). When differences of perception, understanding, ideas, opinions, and actions are concealed from students, they are not encouraged to understand, compare, and evaluate the diverse options. Thus they are acquainted to only one of the multiple

perspectives and are motivated to take this one specific belief or attitude as the one and only 'right' thing.

Critical thinking requires more than an opportunity to reason, or exposure to different perspectives. Attention to ideas in the context of power dynamics, cultural traditions and norms, analysis of opposing views, and analysis of interaction of power, culture and interest in specific issues, and learning to respond to problems are all important to critical thinking (Westheimer, 2017).

These definitions and criteria for identifying indoctrination and critical thinking provide a framework, which is used for analysing the tools and other resources designed for Education 4 Justice initiative. This analysis would help in identifying if the approach of the E4J initiative, to prevent crimes through education is indoctrinatory or not.

### **Functions of Education**

Gert Biesta argues about the need for reconnecting with the question of purpose in education. He says that in deliberating about the purpose of education, and the question of what constitutes good education, a distinction is to be made between three functions of education, which are qualification, socialisation, and subjectification. (Biesta, 2012)

Qualification is considered to be a major function of education, which primarily involves providing students with the knowledge, skills, understanding, dispositions, and forms of judgment for doing something. The second function is socialisation, which is related to the ways in which education contributes to the membership of people in social, cultural and political orders. Sometimes, there is active inculcation of values as part of education, for continuing cultural or traditional aspects. Thirdly, the function of subjectification or individuation, is in a way opposite to the function of socialization. It aims to make the students or those subjected to education, to become autonomous, independent, and critical in thinking and acting (Biesta, 2012)

Biesta puts forth that an answer to what constitutes good education should specify these 3 aspects. They do not exist independently or separate from each other, but in an intersecting manner. Using this framework to analyze the E4J initiative helps in understanding how educationalization of socio-legal aspects meets the purpose of education, as we consider the way forward for the initiative.

## **CHAPTER 3**

### **METHODOLOGY**

This research is a case study of the E4J initiative, which analyzes the documents in UNODC's website, that are related to Education 4 Justice. The strength of a case study is that it can take an example of an activity, and by using multiple methods and sources of data, and by exploring and interrogating it, a rich description of a phenomenon can be achieved (Stark and Torrance, 2005). Documents including educational materials, guidelines, handbooks, news reports, articles, games, and videos would all be used in order to analyse the E4J initiative and study how the rule of law has been educationalized. Documents are social facts and analysis of documents involves examination and evaluation of documents, including print and electronic material, which includes computer-based as well as internet-transmitted material (Bowen, 2009). In this research, a qualitative case study through document analysis is adopted as the suitable method.

#### **METHOD JUSTIFICATION**

The goal of qualitative research is a deeper understanding of the particular. In this research, the objective is to study the initiative Education 4 Justice in more depth, and analyze how and why the educationalization of 'rule of law' was carried out. The choice of methodology is directed by the questions being raised. In general, case studies are the preferred strategy when the research focuses on some contemporary phenomenon within a real-life context and the research asks 'why' and 'how' questions (Yin, 2014). In this study, qualitative case study method is found to be most suitable based on the nature of the question that this research aims to answer.

According to Robert Stake, one of the authorities on the case study method, a case study is not a methodological choice, but a choice of what is to be studied, where it is the 'case' that is studied (Stake, 1995). The focus of the case study is upon a particular unit and that is the case. A case can be an organization, a city, a group, a community, a student, a school etc. (Willig, 2001). A qualitative researcher may use a case study approach to gather a large amount of information on a case, go into greater depth on that case, and extract maximum information related to that. The case study allows to retain the holistic and meaningful characteristics of real-life events such as organizational or institutional processes, international relations etc.

(Yin, 1994). The focus of the case study is upon a particular unit, which is the case, and in this research, the case is the initiative 'Education 4 Justice', started by UNODC.

The objectives of this research, which is to analyze the educationalization of 'rule of law' and the purpose and nature of the initiative in detail, meant that qualitative case study research method would be most applicable for the research purpose.

## **RESEARCH METHODS**

I have selected 'document analysis as the research method, since the main objective of the research is to study how the rule of law has been educationalized by the E4J initiative, and study the methodologies employed for meeting the objective of the initiative, that is preventing crimes and promoting culture of lawfulness.

As a research method, document analysis is applicable to qualitative case studies involving intensive studies producing rich descriptions of a single phenomenon, event, group of people, organisation, or program (Stake, 1995; Yin, 1994). In this research, the main focus is on the E4J initiative by UNODC. Since this is a case study of E4J, and the research focuses on the initiative, its purpose, methodology, and its vision, document analysis can be said to be the most suitable method here. Especially since the initiative uses its website as a platform for disseminating the educational tools that are developed as part of the initiative. Other documents such as handbooks and guides to policymakers, as well as the reports of meetings of UNODC and Crime Congress that discussed the need for such an initiative are all present online.

Analyzing documents has often been an underused approach to qualitative research studies (Merriam & Tisdell, 2016). Qualitative researchers often prefer using other methods such as interviews, instead of analyzing documents because of their desire to participate more actively and directly in field research. Some researchers may even avoid document analysis as a method because they are unaware of how valuable this approach can be (Merriam & Tisdell, 2016).

Using pre-existing data in the form of documents, can be similar to using data from observations and interviews. Books, articles, and other documents can be considered to be



similar to texts transcribed from other processes, and the information in documents is equivalent to the information a researcher collects during an interview (Merriam & Tisdell, 2016). Analyzing documents such as books and articles can also be more beneficial because of the stability of the data. There is a possibility for the researcher to influence the participants during interviews or observations. However, when conducting document analysis with pre-existing texts, the data is unaffected by the researcher's involvement (Merriam & Tisdell, 2016)

Using pre-existing documents as a form of data also reduces the ethical concerns that might arise while using other qualitative methods such as interviews (Merriam & Tisdell, 2016). This is because public records are available for anyone to examine, and it is easier to check the validity. In this research, all the documents analyzed are available in the public domain, in the website of UNODC.

## **DATA COLLECTION**

UNODC's website is the main source from which all data relating to E4J initiative was collected. In the website, there is a distinct page for all resources and content relating to Education 4 Justice, under which the tools, materials and all other educational resources are available, which are relevant for this research.

The materials used by UNODC for the E4J initiative includes some materials that were developed in partnership with UNESCO, as well as several other resources developed in partnership with other educators, international organizations, NGOs and children. The documents that have been analyzed in this study includes documents in 4 main categories-

1. Convention reports, meeting reports, news reports and other reports relating to the Doha declaration, Crime Congress, UNODC, and Education 4 Justice.
2. Guide for policymakers on integrating education and rule of law
3. Handbooks for teachers, to support teachers in the process of teaching the primary and secondary levels about the rule of law and the learner's role in society as agents of change. The material in these books also draws upon the experience of education
4. Other Tools and Activities - Short activities and games that can be incorporated in classrooms, videos, comics, online games etc. provided in the website of Education 4 Justice.

The tools, activities, reading material and teaching material are all categorized into 3 main categories: Primary (6-12 years), Secondary (13-18 years) and Tertiary (above 18 years).

For the purpose of this research, I will be focusing on the resources for secondary school students. Since I aim to limit my study to the approach of E4J on children (below 18 years), I have excluded tertiary level. Since focusing on one particular level and narrowing down on one level could help in generating results that are more specific, secondary level has been selected.

The secondary level has a wide range of topics including corruption and integrity, organized crime, cybercrime, human trafficking and migrant smuggling, firearms trafficking, terrorism and Violent Extremism. These are addressed using a number of interesting formats including games, films and various other activities.

## **DATA ANALYSIS**

On collecting the data, it was analyzed using frameworks that were deduced from literature. Thematic analysis is a method for identifying, analyzing, and reporting patterns or themes within data (Braun & Clarke, 2006) and this was the most suitable approach to analyze data to find answers to the research question pertaining to educationalization of 'rule of law'.

The documents have been analysed using a deductive thematic analysis approach. A deductive approach to thematic analysis utilizes a template, which is usually derived from relevant literature, in order to code and derive themes from the data (Boyatzis, 1998; Hayes, 1997). This research implemented a deductive approach using Educationalization, Indoctrination, and Gert Biesta's (2020) functions of education framework as templates in coding the data. The 4 main themes that were used in the analysis were 'Educationalization', 'Indoctrination', 'Critical thinking' and 'Functions of education'. Each of them had several sub-themes and each of the sub-theme is a collection of several codes. The documents of E4J initiative was coded accordingly, using the Atlas.ti software, and thematical analysis was carried out.

## CHAPTER 4

### FINDINGS AND ANALYSIS

In this chapter, a detailed account of the document analysis is presented, under the research questions. This research aims to find answer to the questions relating to 'Educationalization of Rule of Law', with UNODC's 'Education 4 Justice' initiative as a case study. Collection, organization, and analysis of data for the purpose of understanding ' educationalization of rule of law' has been done by using the framework based on the literature on Educationalization, Indoctrination and Gert Biesta's functions of education of education.

#### **Educationalizing Rule of Law**

Educationalization is a process by which social aspects are brought under the spectrum of education, or educational institutions are assigned the role of resolving social problems (Depeape,1998). Education 4 Justice initiative by UNODC specifies that its objective is to prevent crimes and promote a culture of lawfulness through education. E4J can thus be considered a case of 'educationalization', since education is assigned the task of resolving a social problem such as crimes.

There were several reasons why the Education 4 Justice initiative was started by UNODC. The 13<sup>th</sup> UN Congress on Crime Prevention and Criminal Justice, organized by UNODC that took place in Doha in 2015, adopted the Doha declaration in its resolution, which emphasized that education is fundamental to the prevention of crime, terrorism, and corruption. It focused on the promotion of a culture of lawfulness that supports the rule of law and human rights of all while respecting cultural identities and diversity (The Doha Declaration, 2015).

Integrating rule of law aspects into the educational system for crime prevention and criminal justice was a major aspect of the Doha declaration, and it gave rise to the 'Education 4 Justice' initiative. Looking through the lens of educationalization, which is defined as the process of integrating into the curriculum, issues that are of particular significance from a social point of view, such that education becomes a part of the solution to these problems, (Lambeir and Ramaekers, 2008) it can be inferred that the E4J initiative is an attempt at educationalization.

The analysis further explores how and for what purpose this was done, and the factors responsible for the initiative to take shape.

The Crime Congresses have been held for 60 years, and it has been influential in shaping policies and setting standards, while strengthening the relationships and cooperation between nations by bringing together stakeholders to discuss crime prevention and criminal justice. The speakers at the Congress, including representatives from across the world, had noted the important link between sustainable development, crime prevention and criminal justice. And this called for their integration in the post-2015 development agenda. (Crime Congress report, 2015)

The Doha Declaration Global Programme that started in 2016, which aimed to translate the declaration into action, was funded by the State of Qatar. An agreement was signed between UNODC and the State of Qatar, for the implementation of the Doha declaration. The focus was on 4 inter-related aspects for crime prevention, including 'Enhancing education on the rule of law' through its Education 4 Justice initiative, and preventing youth crime through sports.

The program ensured that the initiative that is to be implemented globally is not designed by a single authority, and therefore an international high-level conference, "Educating for the Rule of Law" was conducted in Austria in 2019, that brought together over 370 stakeholders from the fields of education and justice. This created a platform for educators, policymakers, and other professionals to come together and propose innovative methods for empowering the next generation (UNODC, 2019). This conference provided an opportunity to discuss the educational materials of this initiative and their practical applications.

Another important aspect is pertaining to the involvement of children themselves, in sharing their views about what they expect from an integration of education and rule of law. The high-level conference presented some entries of children and youth about their experiences, hopes and ideas about the connection between education and rule of law (UNODC, 2022)

E4J is also connected to the Sustainable Development Goals 4 and 16, which forms part of the 2030 Sustainable development agenda of the UN, that adopted a total of 17 goals to be achieved in 15 years. SDG 4 focuses on quality education, and 4.7 calls for education for the promotion of a culture of peace and non-violence, while SDG 16 calls for the promotion of peaceful and inclusive societies, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels. The SDG 16.3 is about promoting the rule of law at the national and international levels and ensuring equal access to justice for all. UN developed

educational content on these sustainable development goals through E4J initiative. (UN SDG, 2022)

The United Nations Secretary-General's Plan of Action to Prevent Violent Extremism had listed down poor governance, democracy deficits, corruption, and lack of respect for the Rule of Law as key drivers of violent extremism (UNSG, January 2016). The UNESCO's Global Citizenship Education (GCED), in partnership with UNODC, is focused on the promotion of the Rule of Law, and it contributes to addressing these drivers, by strengthening learners' resilience to adversity, and motivating them to take responsible decisions that are ethical. (UNODC, 2022). This can be seen as an approach that is in line with educationalization in a child-oriented manner with great focus on self-fulfillment and self-development (Depeape, 2008)

The E4J initiative was a result of collaboration between different actors. "Global Citizenship Education for the Rule of Law: Doing the right thing" is a partnership between United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNODC. This partnership combines the efforts of UNESCO in promoting Global Citizenship Education and UNODC's experience of working towards preventing crimes and promoting peace and just societies. Together they seek to build the capacities of educators, teachers, and policymakers to plan and implement educational activities that empower students and youngsters to make ethical decisions in their daily lives that support justice, peace, and human rights (UNODC, 2019)

The 'Rule of Law' is a concept that is central to the educationalization of this particular initiative. The rule of law according to United Nations is *'a principle of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards'* (United Nations Security Council, 2004).

The integration of education and rule of law is considered important, as the citizens in a 'rule of law' supporting society are aware of the functions of law and have the knowledge and potential to constructively engage with them, as well as challenge them appropriately when there is a necessity (UNODC, 2019).

Another concept that is mentioned as the primary objective of the E4J initiative is the promotion of a 'Culture of Lawfulness'. This means that the citizens follow the law because they believe that by following the law, a fair and just response to the needs of individuals and

society is achieved. It also means that an individual's expectations and beliefs about the law and the justice system are reflected in the direct and indirect interactions with law, in various circumstances. As mentioned in the case of the rule of law, the culture of lawfulness also ensures that individuals not only understand and respect just laws, but also push for the transformation of what seems unjust, when a need arises. Culture of Lawfulness is considered crucial for promoting social cohesion and interconnectedness within and between communities (UNODC, 2019)

In promoting and fostering the rule of law, it is important to create the cultural and social conditions wherein the rule of law can be promulgated, and a culture of lawfulness aims to do this. Promoting a culture of lawfulness in society ensures that values such as integrity, acceptance, fairness, and mutual respect is shared by everyone, and the citizens possess the knowledge and skills for identifying, preventing, and resolving moral, ethical and legal issues (UNODC, 2019)

The Guide for Policymakers prepared by UNODC and UNESCO explains how education can promote the rule of law and culture of lawfulness. This integration of education and rule of law is important as it can encourage the learners to develop the knowledge, values, attitudes and behaviour for adhering to the principles of the rule of law in their daily lives, and make decisions that are ethical and responsible. It is this linkage of rule of law and education, aiming to bring about a social change such as preventing crimes and promoting a culture of lawfulness, that makes the E4J initiative a case of “Educationalization of ‘rule of Law’

It is also important to note that the E4J initiative resonates with some of the existing guidelines by United Nations organizations on how pedagogical encounters need to be, for a just society. The four pillars of learning referred by the Delors report to UNESCO, are key to ensuring that learners are equipped with the skills they need to face the world as active and engaged citizens: Learning to know, to do, to be and to live together (Elfert, 2015). The report was permeated by a desire for a more just society, and it suggests that these four fundamental types of learning, termed as the ‘Four Pillars of Education’ may be defined separately, but they form an integrated whole and should ideally be present in all pedagogical encounters and the curriculum as a whole (Scatolini, 2010). In Education 4 Justice initiative, lessons are delivered using the cognitive, socio-emotional and behaviour domains (UNODC, 2019). This way, educators are encouraged to develop a broad range of knowledge, attitudes, values and behaviours, and this is in line with the 4 pillars of knowledge.

A criticism of educationalization has been about the reaction of policymakers when they encounter social problems, thinking that solutions can be provided by educators, without considering the feasibility or appropriateness of asking schools and teachers to address social issues (Bridges 2008). But there is a growing opinion that educational institutions should accept a broader responsibility regarding well-being, behaviour and health of learners. The E4J initiative can be interpreted as a method for the educational institutions and educators to accept an important responsibilities such as crime prevention and criminal justice.

The social mission of creating a just and peaceful society by developing individual values and behaviour can also be seen as a goal that is complementary to the intellectual learning goals. In order to develop intellectual and scientific thinking, it is important to have a peaceful atmosphere in society. The ethical thinking and responsible behaviour respecting the rule of law will also ensure that the scientific and intellectual abilities of the individual are put to the right use. The need for striking a balance between developing a culture of lawfulness through education and the conventional education for intellectual stimulation can be justified if we consider the kinds of crimes that happen in society. While some crimes occur due to illiteracy, poverty etc., some crimes such as white-collar crimes are committed by highly educated and privileged people in society. Therefore, E4J's educationalization, attempting to address crime prevention can be considered a much-needed integration.

However, the other dimension should also be considered, where the feasibility of educationalising social problems is seriously doubted (Bridges 2008; Labaree 2008). Taking this into consideration, the analysis of documents tried to see how the initiative addressed the practical aspects, including the preparedness of institutions and teachers in taking up such an important duty of preventing crimes through education. The investigation shows that the initiative not only lays down guidelines on what needs to be done or what result is to be obtained by the teachers or educational institutions, but it also provides very detailed guidelines for the policymakers as well as educators, to carry out the mission and implement it, as well as methods to integrate the lessons into their classrooms. The portal has over 300 different activities and each of them provides the educator guidelines on how to use that tool/activity/game/method in their classes, considering the cultural and practical aspects (E4J, 2022)

Apart from providing tools and resources that could be incorporated in their classes, including online games, comics and videos, and detailed modules for addressing topics such as gender

equality, terrorism, cyber crimes etc., the initiative also provide teacher training courses and free access to a library of resources, that has several academic literatures that could be integrated into the course by the teachers. Many of the resources are also available in multiple languages, which ensures that it will not be limited to English speaking learners and teachers.

Since E4J is an international initiative that is to be implemented across the world, it is important to consider the aspect of globalization of education. A criticism about this is that globalization tends to promote the dominant cultures and values of some advanced areas (Bakhtiari, 2006), which can result in conflict between the international instrument and individual nation's culture or practices. The investigation shows that in the context of a global initiative that has to be implemented nationally or locally, the E4J initiative has taken into consideration the dissonance that might exist between the national laws and practices and the rule of law. Addressing such a situation, the document guide for policymakers mentions that the guide does not support policymakers in creating uncritically obedient citizens. Instead, it aims to support learners to develop the skills and competencies to understand the RoL within their context and support its continued reinforcement in line with human rights norms, using the institutions and mechanisms of the rule of law (UNODC, 2019).

The paradox of educationalization, that it has similar effects to medicalization, whereby the resulting effects include 'patronizing', 'mothering', 'dependence' or 'pampering' (Depeape, 2008) is a genuine concern in this context as well. Theoretically, E4J attempts to address this concern by ensuring that their objective clearly focuses on independence of thought and decision-making. A role of education in the context of E4J is laid down by UNODC - '*As they develop, children and youth also develop the capacity to reflect critically on norms, and to shape new norms that reflect contemporary conditions*' (UNESCO and UNODC, 2019). This aspect of enabling learners to reflect critically on the norms and shape new norms when necessary seems to direct the learners to develop into individuals that can think independently and take decisions depending on the circumstances, rather than make them dependent on the crutches of content or beliefs passed down through the curriculum, or through educational activity.

Another aspect that shows that this educationalization is meant to be meaningful, and is not just a random assignment of responsibility is described in the sentence "*Even if schooling can only play a partial role in resolving deeply entrenched problems such as corruption, organized crime or drug trafficking, educational programmes need to be immediately relevant*



*to the real-life contexts of learners in order to deliver meaningful learning with long-term impact*” (UNODC, 2019). This denotes learners are placed in the active role of problem solvers, who can understand and find solutions to realistic dilemmas and conflicts.

### **Implementation of E4J : Indoctrination vs. Critical thinking**

Indoctrination is defined as a process by which ideologically committed instructors constrain reason in an effort to lead students to particular conclusions (Siegel, 1988). This is interpreted by many as the lack of autonomy for the students to decide what they wish to become or what they choose to do.

While looking at how education can strengthen the rule of law, the guide to policymakers (2019) puts down some action points. It aims to ensure that key knowledge, values, attitudes and behaviours are developed in the learners. It emphasizes that the pedagogical projects do not focus on ‘learning about the rule of law. The program is not restricted to learning facts, laws and regulations, crime statistics, etc. Instead, it is more focused and directed towards ‘learning to act’ by adhering to values and responsibilities based on human rights, and behave according to the rule of law.

The source materials for this initiative is the online portal of Education 4 Justice, which in itself is a tool for educators, policymakers, parents, and students. This portal has tools and resources divided into primary, secondary and tertiary, based on the age group of the learners. Since the materials are vast, this section will focus on analyzing the educational materials provided for the secondary level.

Michael S. Merry has put down some criteria for distinguishing indoctrination from other forms of moral instruction (Merry, 2005), and these include content, method, intention and expected outcome of education. Here, I will analyze the E4J initiative in light of these criteria to determine if the initiative is indoctrinatory in nature.

### **Content**

The content of E4J is based on the concept of rule of law, and focuses on promoting a culture of lawfulness. The educational materials of the initiative covers a wide range of topics. On the secondary level's educational material, 7 main topics are present - Criminal Justice & Crime

prevention; Corruption & Integrity; Organized Crime; Cybercrime; Human Trafficking & Migrant smuggling; Firearms trafficking; Terrorism and Violent extremism (E4J, 2022)

Tools including online and offline games, comics, interactive activities, Model United Nations (MUN) topics, and videos are provided for the different topics, which can be used by educators.

The lessons are based on a vision of learning that covers three domains: Cognitive, Socio-Emotional, and Behavioural (UNESCO, 2015). In the cognitive domain involving acquisition and use of knowledge and information, the focus is on content relating to knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations, and developing critical thinking skills.

Key areas of knowledge included in the initiative include good citizenship, representation of individuals' voices in formal institutions, rights and duties of citizens, the justice system, Human rights, Conflict prevention and peacebuilding; Global, national, and local expressions of the rule of law and culture of lawfulness; Understanding the threats and real risks of crime and violence ; Understanding the system of the RoL, its relevance and implications for the state and themselves, as citizens; Knowledge of whom to turn to for support and to obtain help if and when needed

The content of each of the topics is mainly pertaining to creating awareness about the particular issue, addressing the root causes of it, and promoting the underlying values that are important for preventing it. For example, in the case of human trafficking, the key purpose of the topic is mentioned to be to critically engage students in understanding the meaning and impact of human trafficking. The guide for teachers provides some key messages around which the teachers can frame their lessons. For the topic of human trafficking, it is the understanding of how the issues of human trafficking is closer to us than we believe and tends to throw light on how some products that we consume may be the product of victim trafficking. It is also suggested that the lesson include a discussion about the rights that the victims have, including the right to dignity and personal safety, and root causes for such issues such as poverty, gender inequality etc. be discussed.

Looking at the content of the initiative through the lens of indoctrination shows that it is indeed difficult to label or categorize something as indoctrinatory or not. However, it can be said that the content does have a general direction of moral view that it aims to address as seen in the example mentioned above. However, it also emphasizes very much on critical thinking and

autonomy, as the educators are not supposed to simply teach students certain beliefs as the ‘must-have’ beliefs or values. Instead, the activities and exercises aim to encourage the learners to think for themselves if something is indeed ‘right’, and why something is ‘wrong’.

The content also seems to be in-line with the notion that moral instruction need not be confused with indoctrination, and if the moral instruction facilitates critical thinking to some degree, it cannot be morally objectionable or conflicting with autonomy (Merry, 2005)

## **Method**

The method of transferring beliefs or ideas, across the different topics in secondary level shows that the activities and tools require the active participation of the learners in coming to a conclusion about the topic. In the case of videos, there is a detailed guide along with the videos, in which pre-viewing, post-viewing activities along with methods of engaging the students with the content, is provided. There are questions and methods to direct the discussion, provided for educators to use the video in an efficient way to convey the message. Directions to involve the children in reflective exercises and methods of conducting healthy discussions are also provided. For example, the games such as ‘Dissonant’, the learner gets the opportunity to make decisions when faced with complex scenarios, and then they see what are the consequences of the choices they make. The non-electronic games such as ‘Cyberstrike’ and ‘Running out of time’ also encourages the children to think critically, challenge stereotypes, assume roles, make decisions that have social impact, and analyze scenarios such as that relating to violent extremism. It is this way that the learners get to decide what kind of values or actions are unlawful or against the rule of law, and why they should not adopt it.

The handbook for secondary teachers provides over 40 teaching resources including activities and games on various topics that are relevant for promoting a culture of lawfulness, and these are collated from across the world. These resources are given with details on how it can be adapted to educator’s classrooms depending on aspects such as cultural familiarity, local relevance, and inclusivity for diverse students.

The method or manner in which beliefs are transmitted can be indoctrinatory when it involves tactics that circumvent logic and reason, and coerce the learners to accept a certain belief (Merry, 2005). To a great extent, this initiative seems to involve the learner's logic and reasoning ability for transmitting the knowledge, beliefs and values. However, there can also be an opinion that the method of emotionally convincing a learner to make decisions, the way the games do in this initiative, is coercion that can be indoctrinatory. But it is to be noted that

it is not merely the sentiments or emotions that are targeted by these activities and games, but the learner is encouraged to weigh the outcomes and possible consequences for concluding what is 'right' and 'wrong' in terms of 'lawfulness'.

### **Intention**

The intention behind the initiative is preventing crimes and promoting a culture of lawfulness. The tools and materials are designed with the intention of raising awareness, as well as encouraging learners to do the 'right thing'. Develop an understanding of the rule of law, and how it benefits in maintaining a peaceful society; explore the root cause of injustice; understand the risks of crime and violence; understand how one's emotions and behaviour can impact people; Develop a personal set of values and ethics that will guide in decision-making; are some of the aspects that are intended to be achieved by the learners through the initiative (UNODC, 2019).

Even though critical thinking and independent decision-making can be seen as central to the initiative, the intention of the initiative seems to be to influence the learners to think in a particular way, and make them choose what is 'right'. Even though knowledge is not imparted with the intention to suppress critical thinking, it seems that the intention to promote critical thinking could be corrupted. This is because the decision that the learner needs to make after critical thinking is implicitly pre-decided in many cases, and the educators are responsible for nudging the learners in a particular direction of thought. For example, after watching the video on corruption, the learners are expected to decide that corruption is wrong and that they should abstain from it.

According to Merry, ethical principles must be instilled in children, since a particular notion of good derived from a limited range of options, provides a foundation on which autonomy and rationality can be built. E4J, since it facilitates critical thinking to some extent may not be considered indoctrination, even though there seems to be some amount of moral instruction. Since the intention seems to be to use this moral guidance as a foundation on which autonomy and rationality can be built, it can be said that the 'intention' behind the initiative is also not indoctrination. However, a question remains whether forcing a learner to think critically could be indoctrination.

### **Expected Outcome**

The primary outcome of the initiative is the promotion of a society that is peaceful, and has citizens who respects and behaves in accordance to the rule of law. By analysing the education material for the secondary level, the expected outcome includes the learners demonstrating personal and social responsibility and contributing to a peaceful society, and challenging injustice and inequalities in a productive, non-violent manner.

Through the lense of indoctrination, the question is whether the learners end up with a false sense of autonomy when they practice the above mentioned things, or if they are actually autonomous. The analysis of the initiative shows that problem-solving, decision-making, independent thinking, autonomy, along with socially responsible thinking and behaviour are the main outcomes that are expected from the initiative at an individual level. In a social or national level, the outcome that is expected include reduced crime rates and improved equality, inclusivity, Justice and Peace. However, the question of false sense of autonomy is a difficult one to answer at this juncture, where only the documents are analyzed. Impact assessment studies involving learners in the future might be able to give an answer to this in the future.

### **Critical Thinking**

The analysis of pedagogical tools including games, videos, comics, and activities such as role-playing in the E4J initiative can be compared to affective citizenship based on aesthetic pedagogy. Aesthetic pedagogy is used to denote learning that is connected to sensitivity, sensation, creation and appreciation through art and artistic works. According to Merleau-Ponty (1964), *art highlights the point that common sense ignores*. The concept of effective citizenship holds potential for creating a society that welcomes diversity, difference and through critical thinking and moral reasoning, emotions, and all the sensory organs. Affective citizenship is based on the individual's bodily experiences, that are significant in developing critical thinking and problem solving (Hung, 2010).

While exploring the weightage of critical thinking in the E4J initiative, the nature of pedagogical tools are a sign that it has elements of aesthetic pedagogy. As per Hung, this kind of pedagogy is said to encourage critical thinking, moral reasoning as well as sensitivity and emotional understanding in learners, and it is possible to say that the initiative gives great importance to critical thinking and goes beyond indoctrination of learners by simply imparting knowledge or facts.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

Reviewing the findings in relation to the research questions and sub-questions has revealed interesting and insightful aspects. The analysis of documents provided answers pertaining to how UNODC has educationalized the ‘rule of law’ through its Education 4 Justice initiative. The purpose of educationalizing the rule of law; the methodology used for achieving the objective of preventing crimes through education, and assessing if it is indoctrinatory; and the vision and way forward for the initiative, are the 3 main aspects this study explored.

Educationalization is a process by which social aspects are brought under the spectrum of education, or educational institutions are assigned the role of resolving social problems. The rule of law is considered to be the foundation of just, inclusive, and peaceful societies. Thus, the Education 4 Justice initiative by UNODC that specifies its objective as crime prevention and promotion of a culture of lawfulness through education, is a case of educationalization of the rule of law.

Several factors led to the launch of Education 4 Justice initiative, such as the violent extremism around the world, sustainable development goals and need for a culture of lawfulness. The UN Crime Congress, 2015 which took place in Doha, had representatives from across the world and discussed the significance of linking sustainable development, crime prevention, and criminal justice. Increasing violent extremism and the need for bringing crimes down was the main concern, and education was seen as a potential tool that can address this. This led to the adoption of the Doha Declaration, emphasizing ‘education for the prevention of crimes’. An agreement was signed between UNODC and the State of Qatar for the implementation of the Doha declaration, and thus the Education 4 Justice initiative took shape.

Even though UNODC is the main organization behind the initiative, it is the collaboration with various institutions, NGOs, professionals, and policymakers, that resulted in the development of important documents and educational materials for E4J. The collaboration with UNESCO is the most notable one, as it resulted in the development of a guide for policymakers' *Strengthening the rule of Law* for integrating the rule of law in education policies; and handbooks for teachers, providing guidelines for integrating lessons for promoting a culture of lawfulness in classrooms.

The Rule of Law is central to E4J initiative, and it has attempted to integrate the essence of it in its educational materials. It is expected that the citizens in a 'rule of law' supporting society are aware of the functions of law and have the knowledge and potential to constructively engage with them, as well as challenge them appropriately when there is a necessity. Education 4 Justice initiative creates an open-access platform through its website, providing tools and resources that can be used by policymakers and educators from across the world, for integrating 'rule of law' in education. Apart from that, the E4J also conducts teacher training courses, Model United Nations on topics relating to 'Rule of Law', hackathons and inter-school competitions, with the intention of promoting a culture of lawfulness.

The secondary level materials provided by the initiative mainly focuses on encouraging learners to understand why laws exist, what kind of crimes exist, how crimes affect people, environment and society, why laws should be obeyed, and what the root cause of problems are (Eg- greed causing corruption, lack of respect and equality affecting migrant trafficking etc.). This is delivered through topics such as Criminal Justice & Crime prevention; Corruption & Integrity; Organized Crime; Cybercrime; Human Trafficking & Migrant smuggling; Firearms trafficking; Terrorism and Violent extremism. The tools, including online and offline games, comics, interactive activities, topics, and videos are used for discussing these different topics.

The educational materials of the initiative encourage educators to introduce these topics to the learners in the form of entertaining videos, games and activities. After the topic is introduced this way, guidelines are provided for discussion. Through critical thinking, and sharing diverse views and opinions, learners are expected to develop cognitive, socio-emotional, and behavioral aspects on an individual level, that contributes to promoting a culture of lawfulness.

However, the resources do not mention anything about how national laws should be discussed in classrooms, or how discussions pertaining to real cases and instances such as the terrorism attack of 9/11, or Holocaust be conducted in classrooms. Especially when the topic such as terrorism and violent extremism are meant to be integrated in classrooms, it is natural for students to have questions about certain things that they have seen or experienced. Since many topics included are sensitive and even controversial in some countries, it is important that the initiative tried to incorporate guidelines for addressing controversial national issues and national laws (eg-Laws prohibiting homosexuality) in classrooms. Since all educators might not be well-equipped to deal with such scenarios, it would have been beneficial if guidelines pertaining to that were also provided. A major criticism of educationalization is pertaining to

the efficiency of educators in addressing the social issues, and even though E4J has attempted to provide guidelines through their resources for empowering the educators, it might not be sufficient considering the seriousness and sensitivity of the topics they have to discuss.

The main purpose of the Education 4 Justice initiative is thus promoting a culture of lawfulness and preventing crimes, through education that can influence the cognitive, socio-emotional and behavioural aspects of an individual. The social mission of creating a just and peaceful society by developing individual values and behaviour can be seen as a goal that is complementary to the intellectual and scientific advancement of society. In order to develop intellectual and technological knowledge, it is important to have a peaceful atmosphere in society. A society that has equality, inclusivity and peace as pillars, will be conducive for schooling in the conventional sense. The ethical thinking and responsible behaviour of citizens, adhering to the rule of law will also ensure that the scientific and intellectual abilities of the individual are put to the right use. The need for a balance between developing a culture of lawfulness through education and conventional education for intellectual stimulation can be justified if we consider the kinds of crimes that happen in society today. While crimes that stem from poverty and illiteracy exist, there are also various crimes such as white-collar crimes that are committed by highly educated and financially privileged citizens. Some examples of it are organ trafficking by medical professionals, financial fraud by corporates, and even exploitation of Artificial Intelligence and advanced technologies by terrorists. Therefore, it is possible to state that integrating ‘rule of law’ into education is a much-needed initiative, and contributes to the sustainable development of societies, ensuring peace, justice and lawfulness.

The second aspect this study aimed to explore is the methodology adopted by the initiative and assess if it is indoctrinatory in nature. An analysis of the content, method, intention, and expected outcome of the initiative was done to answer this.

Looking at the content of the initiative through the lens of indoctrination shows that it is indeed difficult to label or categorize something as indoctrinatory or not. While the content emphasizes much on critical thinking and autonomy, there is a general ‘moral’ direction that the content point towards. The content also seems to resonate with the notion that moral instruction in young age can be the foundation for critical thinking and autonomy, as the lessons aim to inculcate specific values and beliefs.

To a great extent, E4J initiative involves learner’s logic and reasoning ability for transmitting knowledge, beliefs and values. However, there can also be a view that the method of



emotionally convincing a learner to make decisions, the way the videos does in this initiative, is indoctrinatory. But it is to be noted that it is not merely the sentiments or emotions that are targeted by these activities and games. These videos and games encourage the learner to weigh the outcomes and possible consequences for concluding what is 'right' and 'wrong' in terms of 'lawfulness'.

While the mission of the initiative seems to be ideal, where the students think critically and make independent choices, it is indeed very difficult to conclude if the initiative is 'indoctrinatory' or not. However, there is a view that ethical principles must be instilled in children, since a particular view of "good" derived from a limited range of options, provides a foundation on which autonomy and rationality can be built. It is suggested that such moral instruction should not be considered indoctrinatory (Merry, 2005). Looking at E4J through this lens shows that the initiative contributes to moral instruction, with the intention of creating autonomous individuals in the future, who are capable of changing the contemporary laws if that is the need of the society.

The pedagogical tools such as comics, games, videos and activities such as role-playing can also be compared to aesthetic pedagogy in affective citizenship (Hung,2010). Therefore, it is possible to conclude that apart from simply instructing educators and learners to engage in critical thinking, the pedagogy is also designed to involve the learners in critical thinking, moral reasoning and emotional understanding, by artistic and creative ways such as role-playing, watching movies and having discussion about the characters

Finally, in answering the last sub-question pertaining to the vision and impact, the analysis based on Biesta's framework shows that the initiative has a thorough consideration of the 3 dimensions of qualification, socialization, and subjectification. Biesta, in his paper 'Good education in an age of measurement: on the need to reconnect with the question of purpose in education' (2009), suggests that in any discussion about what good education is, there is a need to acknowledge the different functions of education and different potential purposes of education. He says that an answer to good education should always specify its views about all the 3 aspects of qualification, socialisation and subjectification.

Looking at the Education 4 Justice initiative through this framework by Biesta will help in understanding the aims and ends of education, and the way forward for the initiative.

Firstly, considering the qualification dimension, the analysis of documents shows that imparting knowledge and developing skills and dispositions is a very important method of

addressing the rule of law and promoting a culture of lawfulness. From the topics of ethics and values to the topics such as terrorism, cybercrime, and human trafficking, legal literacy on several topics are central to the pedagogy. However, the topics are not restricted to simply being pieces of information that are to be passed on to learners in an indoctrinatory manner.

Preventing crimes and promoting a Culture of Lawfulness is the main objective of the E4J initiative. Since education here becomes a tool in transmitting norms and values, for promoting this culture of lawfulness, or a society that adheres to the rule of law, socialisation function is central to this initiative. Through socialisation, E4J aims to insert individuals into behaving ethically and rightfully, that would help in maintaining peace and lawfulness in the society.

Finally, the initiative also aims to contribute to the development of doing and being of individuals, that resonates with the Rule of Law, in a manner so as to promote a culture of lawfulness. This process of individuation or subjectification, is often seen as existing in opposition to socialization function. This is because, subjectification focuses on making the learners independent and autonomous, rather than inserting them into an existing order. An argument put forth by many is that any education worthy of its name should always contribute to processes of subjectification that allows, those being educated to become more autonomous and independent in thinking and acting (Biesta, 2009).

If we consider the E4J initiative, the documents that we have analyzed suggests that all the 3 functions play an important role in this initiative. Even though the functions of socialisation and subjectification seem to be opposites, this initiative is a good example of how all three functions are included in the educational approach. However, what we have analysed is the theory, and it is not possible to make a judgment about the holistic nature of the initiative, without studying how the practical implementation goes. But as a starting point, the E4J can be said to be covering all the three dimensions of qualification, socialisation, and subjectification. They also give guidance to policymakers as well as educators and professionals, keeping these functions as a priority

In theory, there seems to be a balance, as the cognitive, socio-emotional and behavioural domains are clearly considered in the preparation of the educational resources. It is very interesting that the dissonance between socialization and subjectification is addressed here. The initiative focuses on promoting a culture of lawfulness, whereby the individuals are encouraged to act in accordance with that. However, through rule of law, the initiative also expects that ‘people not only understand and respect just laws , but also push for their transformation when

needed'. Independent thinking and autonomous actions are also promoted by the initiative, and therefore there seems to be a balance between socialization and subjectification.

This can be interpreted as a sign of 'good education' and therefore can be seen as a strong foundation for starting off. Since it is a recent initiative, and implementation is just beginning now, it is important to make an assessment of how the initiative is designed, what its purpose is and what it aims to achieve. As a case of 'Educationalization of the rule of law', the Education 4 Justice seems like a good example of educationalization, considering the important social mission it aims to achieve, the non-indoctrinatory methods it has adopted, and the design of the initiative which fulfills the three main functions of education. Looking at the current position of the initiative, it shows great potential in being impactful in the coming years, by developing individuals's cognitive, socio-emotional and behavioural domains in a way that resonates with the rule of law, and thereby promoting a culture of lawfulness.

### **Limitations**

The initiative 'Education 4 Justice' is recent, and was started after the 2015 Doha declaration. All the documents and data has been collected from the website of the UNODC and E4J initiative, and no other research was found that explores this initiative or its impact. The programs and resources are still in the process of being developed, modified and implemented. Therefore, there have not been any reports or documents available regarding its implementation or impact, published by an organization other than UNODC or UNESCO.

The research is also restricted to document analysis, as it was not possible to supplement it with interviews or any other method of data collection. Language barrier was a reason why the researcher did not conduct interviews or observations in the schools in the Netherlands. This is a limitation of the study, as triangulation of methods in terms of data collection was not possible in this research.

### **Recommendations for Further Research**

The theoretical aspects of the initiative have been studied, and several interesting and insightful aspects have been found. A very important study that can be done now would be pertaining to the impact of this initiative. It would be really insightful to do impact assessment studies that look into the behavioral change of children after the integration of tools and modules in their curriculum.

It would also be important to explore how the teachers and educators find the tools, modules, and handbooks, and the feasibility of integrating the initiative into their classes. Exploring how the initiative has been integrated into national policies would also be an informative study. Most importantly, a study on how the initiative is impacting the objective of crime prevention would be of great relevance.

## **Conclusion**

This research provides insight into the 'Education 4 Justice' initiative by UNODC that aims to prevent crimes and promote a culture of lawfulness through education, and how it has educationalized rule of law. This is a recent initiative that started taking shape from 2015, and most of the materials and educational materials were designed and collated only by 2019-2020. It is just beginning with its implementation across the globe, and therefore, there is limited research on the initiative or its impact. This research explores the purpose of the initiative, the methods adopted, and the vision of such an initiative that aims to assign a very important task to the educational system. By finding answers to how it has been educationalized, if the methodology is indoctrinatory, and what impact it can make in the future, this research provides important answers that can be a starting point for further research on this initiative, as well as its impact across the globe.

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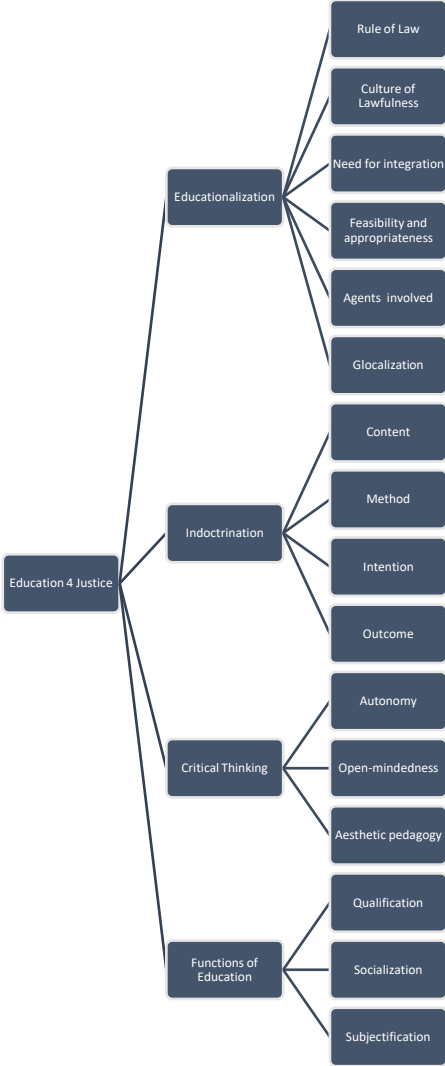
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**APPENDIX**



Themes and Sub-themes of Thematic Analysis