



The Culture of Lawfulness: International Training Workshop on Utilizing the E4J Training Modules in Central European Higher Education

Recommendations on the Utilization of the UNODC E4J Modules in Legal Higher Education

University of Pécs, Hungary
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In line with the aim of the Doha Declaration of 2015 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, as well as public participation,

Recognising the efforts of the United Nations Office on Drugs and Crime 'Education for Justice' Programme,

Bearing in mind the importance of higher education in creating and maintaining stable institutions that respect and uphold the rule of law, thus contributing to the prevention of human rights violations and transnational crime,

Having discussed the Education for Justice tertiary level module series concerning cybercrime; organized crime; trafficking of persons and smuggling of migrants; counter-terrorism; crime prevention and criminal justice at an international workshop organised and hosted by the University of Pécs between 4-6 November 2020,

The representatives of the Babes-Bolyai University (Romania); the J. J. Strossmayer University of Osijek (Croatia); the University of Maribor (Slovenia), the Masaryk University (Czech Republic); the University of Pécs (Hungary), the University of Szeged (Hungary) and the West University of Timisoara (Romania) have agreed upon the following recommendations:

1. The participants recognize the relevance and up-to-date nature of the module series and stress their customizability and adaptability to various educational activities and encourage individual lecturers to consider utilizing the module series as teaching materials. They also emphasize the added value of the interactive approach and the problem-based learning technique advocated by the module series.
2. The participants urge higher education institutions, especially law faculties to include in their teaching curricula the subject areas covered by the abovementioned module series. The participants argue that the core concepts, offences, and institutions discussed by the module series should form part of law programmes' compulsory courses. The participants further recommend specialized courses to be launched in order to allow more in-depth elaboration of the individual topics covered by the module series.
3. The participants note the diverse teaching structures applied at different higher education institutions in different countries. They also note the strong United Nations focus of the modules in some cases, as well as the emphasis laid in some cases on soft law instruments. However, the customizable and adaptable nature of the module series can be used to overcome these difficulties.
4. The participants note the crucial importance of highlighting the linkages between the various types of criminal offences and commend the module series for making this a priority.

5. The participants urge problem-oriented modules to be used as widely as possible within tertiary education, such as education in different fields of social science (for students of law, political science or international relations) and related professions (e.g. social workers, probation, rehabilitation or andragogy professionals) as well as in the training of professional interpreters and translators, promoting their complex thinking and communication skills.

6. The participants encourage the inclusion of the topics of the module series as areas of interest research in the research portfolio of doctoral and postdoctoral training of higher education institutions. They also encourage international research cooperation in the fields of the UNODC module series.

7. The participants commend the work of the UNODC and encourage it to constantly update the module series. They also propose to UNODC to enable and support a network of communication between the academics teaching via the utilisation of the Education for Justice module series. On a technical note, they also encourage UNODC to consider increasing the ratio of downloadable documents within the modules in order to mitigate or avoid in-browser learning, researching and teaching; the downloadable documents should include the core texts of the modules. The participants expressed their opinion that one of the bases for the development of the module series could be the reworking, expansion and development of the visual materials in the modules, which could be utilised excellently during the implementation of the materials.

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