FORMAT		
1. Name of resource	**Educating for a culture of lawfulness**	
2. Location	https://en.unesco.org/themes/gced/rule-law	
3. Alternative location	https://www.gcedclearinghouse.org/resources/strengthening-rule-law-through-education-guide-policymakers	
4. Author[s]	UNESCO	
5. Publisher/producer/ host	UNESCO/UNODC	
6. Year	2016	
7. Suggested citation		
8. Languages in which available	English, Arabic, Chinese, French, Portugese, Spanish	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	"Addressing today's challenges to peace, justice and the rule of law is of vital concern for many societies across the world, notably in response to recent backlashes in this field that undermine human rights and fundamental freedoms. To promote the rule of law through education, UNESCO has formed a partnership with the United Nations Office of Drugs and Crime (UNODC). Entitled "UNESCO/UNODC Initiative on Global Citizenship Education: Educating for a culture of lawfulness", this joint project will help education professionals design and implement educational interventions that equip learners with the knowledge, attitudes and skills to constructively and responsibly engage in society. This includes upholding the principle of justice and helping build effective, accountable and inclusive institutions at all levels. By strengthening the capacities of policymakers, educators, teacher trainers and curriculum developers, the partnership will empower learners to engage in society as constructive and ethically responsible agents of change, supporting justice and strong institutions. This, in turn, will enhance societies' resilience to violent extremism by promoting a positive sense of identity and belonging. A set of products and activities will be developed in 2018 and 2019, pooling both organizations' expertise on education, the rule of law and crime prevention. This will include guidance material for education policymakers, toolkits for primary and secondary level educators, and capacity-building workshops	

based on these materials, and to further promote the prevention of violent extremism through education.

These activities are implemented in the framework of UNESCO's ongoing work relating to Global Citizenship Education and are designed to support UNODC's Education for Justice (E4J) initiative (link is external), a component of UNODC's Global Programme for the implementation of the Doha Declaration (link is external). The partnership directly contributes to the achievement of Sustainable Development Goals 4 (in particular target 4.7) and 16, calling for quality education and the building of peace, justice and strong institutions."
(https://en.unesco.org/themes/gced/rule-law)

The initiative includes three reports, aimed at policy makers and teachers. These are considered together here: 'Strengthening the Rule of Law Through Education: a guide for policy makers' (2019, available in English, Arabic, Chinese, French, Portugese and Spanish)

'Empowering Students for Just Societies: a handbook for secondary school teachers' (2019, available in English and French)

'Empowering Students for Just Societies: a handbook for primary school teachers' (2019, available in English, French and Spanish)

COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine,	

	engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion	The initiative can be used by collecting institutions to develop their programmes linked to Global Citizenship Education, and Education for Sustainable Development	

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT	
18. Collections-related activities the resource relates to (mark all that apply)	
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example 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 and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	

1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	

AIMS AND CONTENT

20. What issues does the resource aim to address?	"Addressing challenges to peace, justice, human rights and fundamental freedoms is of vital importance for the stability and well-being of societies across the world today. While regulatory frameworks on corruption, violence, and crime are part of the responses being undertaken by governments, the challenges they seek to address persist, often beyond national borders and, increasingly, in globally interconnected ways…"

"We hope that this new resource will provide countries with the necessary tools to address challenges to peace, justice, human rights and fundamental freedoms, and build more resilient and sustainable societies…"

The Guide for Policy Makers seeks to
- "Help education professionals better understand the meaning of the RoL [Rule of Law] and its implications for education.
- Provide guidance on key areas of action, and specific modalities, for promoting the RoL and a culture of lawfulness through primary and secondary education." (guide for policy makers, p.14-15)

The Guide for Secondary School Teachers seeks to
- Provide teachers with a selection of relevant and accessible in-classroom and out-of-classroom educational resources (summaries of short activities, lessons, units) that aim to instil the principles of the RoL among secondary school students.
- Assist teachers in applying the teaching resources to their local educational settings by providing ideas for adaptation for a variety of learning |

	environments.
21. Intended audience of resource	**Guide for policy makers:** **This guide is intended for education policymakers and other professionals working in the formal education sector, within and outside Ministries of Education, and who are seeking to promote the RoL [Rule of Law] and a CoL [Culture of Lawfulness] through education.** **Guides for teachers:** **These handbooks can be useful for:** **● "Teachers and teacher trainers in formal school settings at the secondary school level. It encourages teachers to strengthen the RoL through education by integrating it into their lessons and planning;** **● Professionals working in non-formal education or engaging with young people, for example, in sports associations, community organizations, social work and the justice sector;** **● Parents seeking to raise empowered young citizens who actively contribute to peace and justice."**
22. Process of development	The United Nations Educational, Scientific and Cultural Organization and the United Nations Office on Drugs and Crime, working in partnership, have developed this guide to assist policy-makers in developing policies and programmes that promote the rule of law through education. It contains guidance and examples of good practices on how the education sector, as a whole, can help young people become engaged and constructive citizens, making ethically responsible decisions in their daily lives and acting with empathy and respect for others. It builds on UNESCO's approach to Global Citizenship Education by supporting a culture of peace and respect for human rights and drawing on UNODC's experience tackling crimes that gravely threaten human safety. This joint project contributes to achieving the Sustainable Development Agenda - particularly the goals for education and fostering peace, justice and strong institutions and complements other editions in the series of educational resources on specific challenges for youth.
23. Organisation/structure/contents	Guide for Policy Makers: Section 1. Introduction 1.1 Rationale 1.2 Purpose 1.3 Target audience Section 2. Understanding the Rule of Law and how it relates to education

	2.1 What is the rule of law? 2.2 What is a culture of lawfulness? 2.3 What is the role of education? Section 3. Strengthening the Rule of Law through education 3.1 Teaching the basics: key knowledge, values, attitudes and behaviours 3.2 Speaking to real issues and dilemmas 3.3 Reinforcing positive behaviours 3.4 Practicing what we preach Section 4. Necessary support systems 4.1 Curricular support 4.2 Classroom pedagogies 4.3 Teacher training and development 4.4 Beyond the classroom: from whole school approaches to community partnerships Section 5. Frequently asked questions References Guides for Primary and Secondary School teachers: Section 1: Introduction 1.1 Why does education matter for the rule of law? 1.2 What is the purpose of the handbook? 1.3 Who is this handbook for? Section 2: Getting ready to use the resources 2.1 Setting expected learning outcomes 2.2 Creating conducive classroom climates 2.3 Selecting the teaching resource 2.4 Adapting the teaching resource 2.5 Preparing: Teacher readiness Section 3: Catalogue of teaching resources 3.1 Overview of resources 3.2 Classroom resources 3.3 Out-of-classroom resources 3.4 School-family-community engagement resources Section 4: Assessing learning References Annex: Adaptation ideas
FRAMEWORKS	
24. Framework structure	The resources are built around the three domains of learning, used in Global Citizenship Education. The three domains are cognitive, socio-emotional and behavioural, spanning 'learning about' to 'learning to do'. These are related to the Rule of Law as follows (p.33 of Guide for Policy-makers): Cognitive domain:

		• Understand the threats and real risks of crime and violence
		• Understand the system of the RoL, its relevance and implications for the state and themselves, as citizens.
		• Know who to turn to for support and to obtain help if and when needed.
		Socio-emotional domain:
		• Be motivated, compelled and confident to make informed decisions
		• Be empowered to ward off threats to the RoL and avoid engaging in all forms of violence and crime
		• Have a positive commitment to values and responsibilities, based on human rights.
		Behavioural domain:
		• Be able to support the RoL and a culture of lawfulness based on human rights (and adopt alternative behaviours if necessary).
25. Relevant policy considerations	Yes	
26. Resources for implementation identified	Yes	
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes	

28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	X
Partnerships	

29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE

30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	Education is crucial to the achievement of Agenda 2030 and of all of the SDGs. The resource is most strongly linked to SDG 4.7 (education for sustainable development) and SDG 16.3 ('Promote the rule of law at the national and international levels and ensure equal access to justice for all'). It should be emphasized that education for SDG 4.7 supports all of the SDGs and targets. As the resource is aimed at equipping staff with relevant skills, this suppors SDG 4.4.
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development,	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size.

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	Evidence that learners have acquired knowledge and skills to promote sustainable development.				
SDG 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. 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all	Collections development that relates to the rule of law, equality before the law, and justice for all. Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	