

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

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The Centre for European Research and Education of the Faculty of Law of the University of Pécs organised an international training workshop on utilizing the E4J training modules in Central European higher education. It focused on five module series of the Education for Justice (E4J) initiative which was developed by the UNODC to achieve goals set out in the Doha Declaration. The workshop introduced, discussed and evaluated the E4J training module series regarding organised crime, crime prevention and criminal justice, counterterrorism, trafficking in persons and smuggling of migrants and cybercrime, with the participation of seven universities from five Central-European countries. The aim of the workshop was to formulate recommendations on how best to utilise E4J training modules in tertiary education.

Keywords: Education for Justice, UNODC, Doha Declaration, tertiary education, Central-Europe

1. Introductory notes

The Education for Justice (E4J) is an initiative conceived and developed after the adoption of the Doha Declaration adopted on the 13th United Nations Congress on crime prevention and criminal justice organised in 2015. The Doha Declaration aims to achieve better integration of crime prevention and criminal justice into the wider United Nations agenda to address social and economic challenges and to promote the rule of law. To this end various objectives and tools are identified in the declaration. First and foremost, it aims to achieve effective, fair, humane and accountable criminal justice systems. It is recognised in the declaration that a holistic approach is needed for such an endeavour. Among others comprehensive and inclusive national crime prevention and criminal justice policies should be implemented. Specific focus should be provided for ensuring the right to a fair trial and setting out sufficient legal aid policies. Moreover child- and youth-related issues in criminal justice systems, such as the deprivation of liberty in a young age and the poor quality of victim support for children should be researched and finally tackled. Last but not least an up-to-date gender perspective should be applied in order to address gender inequality existing in criminal justice systems. Above all, most significant in a holistic approach is to promote a culture of lawfulness through various ways, one of which is providing education for children and the youth.

The E4J initiative aims to provide education materials for children and the youth on a number of important topics related to criminal justice and crime prevention. Training modules for primary, secondary and tertiary levels were co-developed by the United Nations Office of Drugs and Crime, UNESCO and academics from more than 550 universities in 114 countries.¹

The Centre for European Research and Education (CEERE) at the Faculty of Law of the University of Pécs lead a project funded by the E4J Grant Programme for higher education institutions. The project focused on selected E4J training modules of tertiary level, and the central aim of the project was to elaborate on how these training modules could best be utilized in higher education – most importantly legal higher education, but other disciplines such as international relations or political science as well. To this end, the CEERE invited academics from seven higher education institutions from five Central-European states to express their views on the module series concerning organised crime, crime prevention and criminal justice, counter-terrorism, trafficking in persons and smuggling of migrants and cybercrime in an online workshop organized between 4-6 November 2020. The format of the workshop was the following. Two keynote lectures addressed migration-related issues in Europe and ways to combat trafficking in human beings. The five module series were discussed in dedicated moderated panels where each module series was presented by a rapporteur, the reports were followed by reflections from invited speakers. Q&A sessions rounded off every panel, allowing any participant to respond to or comment on the materials. Invited academics represented the law faculties of the West University of Timisoara and the Babes-Bolyai University (Romania), the Masaryk University (Czech Republic), the University of Osijek (Croatia), the University of Maribor (Slovenia), the University of Szeged (Hungary) and of course the host, the University of Pécs from Hungary. The invited academics took part as rapporteurs, moderators or invited speakers in the panels discussing each module series. All in all, the workshop was attended by 66 academics, experts and students from twelve countries.

2. The organised crime module series

The first session started with a keynote lecture on ways to tackle human trafficking delivered by Jorn van Rij, a senior analyst of the Netherlands National Police. Besides a comprehensive introduction to the legislative framework of trafficking in human beings (THB) available in international and EU law, the speaker introduced a ‘web crawler’ software which could be used to identify and track potential victims of THB. The crawler is fed keywords which indicate that a sexual worker is controlled and exploited by traffickers. The program searches websites built for offering sexual services for such keywords. The web crawler presented in the lecture is a new and innovative method based on information technology allowing law enforcement to closely monitor and track the activity of criminal organizations. As such it is a great example of proactive policing and it is certain that it will become best practice in fighting (transnational) organised crime.

The organised crime panel was moderated by Jorn van Rij as well. The E4J module series regarding this topic² was presented by Dávid Tóth, assistant lecturer at the University of Pécs Faculty of Law. The teaching material covers the most recent issues of organised crime as a global phenomenon as well as of the tools at our disposal in the fight against it. It was emphasised by the rapporteur that the module applies a multidisciplinary approach which is why its application is possible not only in legal studies but other social sciences as well. It was also noted that critical thinking by the target audience was encouraged through case studies in the modules. The organised crime module series provides a thorough insight of various aspects of the topic. After an introduction of the phenome-

¹ <https://www.unodc.org/e4j/> (19 May 2021).

² <https://www.unodc.org/e4j/en/tertiary/organized-crime.html> (19 May 2021).

non of organised crime, its most important aspects are discussed in the series such as techniques to tackle organised crime groups (OCGs): infiltration of OCGs and prosecuting strategies. In addition, the series introduces ways to discover and measure organised crime activities which is indispensable in the fight against the phenomenon. Last but not least, topical issues of great relevance are also discussed in the series such as cybercrime, gender and linkages between organised crime and terrorism. Thus, the module series manages to introduce the phenomenon from a wider point of view in the context of current social environment which enhances the series' applicability in tertiary education.

During the discussion following the presentation of the module series it was noted that the training material sometimes lacked a comparative aspect and did not focus on the differences apparent in national legislations regarding the definitions of OCGs, though it must also be noted that the material – for this very reason – did not attempt to define organised crime autonomously, but adopted a relatively broad working definition instead. It was also mentioned that a specific current issue, the use of cryptocurrencies by OCGs was not covered in these modules.

3. The Crime Prevention and Criminal Justice module series

In a panel moderated by Judit Tóth (associate professor, University of Szeged), rapporteur Gabriella Kulcsár, assistant professor at the University of Pécs Faculty of Law presented the module series on Crime Prevention and Criminal Justice.³ According to the rapporteur this module also has a multidisciplinary nature which makes it applicable in many areas of social sciences, however its content primarily focuses on legal issues. Crime prevention and criminal justice are topics that have the widest scope among the module series. An abundance of sources of international law is listed in the first module as a general introduction to the topic. This makes it necessary for lecturers to create individual courses from the material since it cannot be processed fully during a lecture. Another remark of the rapporteur was that the first module is interconnected with other module series which plays an important role in acquiring a comprehensive understanding of the topic.

According to the rapporteur, the module series provides a practical approach regarding the topic of crime prevention. After a theoretical explanation of the policy (frameworks and definitions) it applies case studies and exercises which help students understand the very nature of crime prevention. In my opinion a practical approach is essential since crime prevention always adapts to the social environment. In addition, the series focuses on prevailing issues of criminal justice such as access to legal aid, use of firearms, police accountability, prison reform, alternatives to imprisonment, gender and violence against endangered groups such as children and women.

Regarding the individual modules in the series the rapporteur noted that most of them can be processed in a couple of hours which makes them suitable for shorter lectures as well, yet case studies and exercises provided in the modules generally make it possible to create individual courses with a narrower scope but a more comprehensive analysis of the specific issues at hand.

During the discussion it was mentioned that the crime prevention module does not address the question of how NGOs could be integrated into crime prevention policies.

³ <https://www.unodc.org/e4j/en/tertiary/criminal-justice.html> (19 May 2021).

4. The Counter-terrorism module series

Bence Kis Kelemen, assistant lecturer at the University of Pécs Faculty of Law presented the Counter-terrorism module series⁴ in a panel chaired by Ágoston Mohay (associate professor, University of Pécs Faculty of Law).

One of the most important tasks when dealing with the issue of terrorism is defining the phenomenon. It is praiseworthy that the module series manages to introduce a wide range of legal sources and literature for this purpose. However, a multidisciplinary approach is lacking in the training material since it mostly takes legal perspectives into account, and it was noted that the module series could be improved further if it applied such an approach. The rapporteur noted that the series incorporates many legal regimes of counter-terrorism which could be divided into separate subtopics making the module series easier to comprehend for students.

The rapporteur praised the module series for involving suggestions for class structures, exercises and case studies, both core and advanced reading lists, suggestions for student assessment and additional teaching tools, though he also pointed out that the module series was not necessarily suitable in its current form to be incorporated as a whole into a one-semester-long course: the main reason being that the modules were too long. This may be explained by the fact that the creators of the modules aimed to provide a study material incorporating as many aspects of counter-terrorism as possible, making it undoubtedly rich and informative. The rapporteur noted that over-explanations could in some cases be counter-productive, noting especially that the training material almost aims to 're-teach' international law in general before getting to counter-terrorism, which should not be necessary. This issue could however easily be mitigated by customizing and adapting the contents of the modules to the needs of the course at hand.

The rapporteur also emphasized that the wide scope of sources and materials covered by the modules provides great opportunity to customize courses according to target audience and regions from where the audience comes from (e. g., a European and an American student clearly needs to acquire in-depth knowledge about different counter-terrorism regimes). Finally, the role and significance of interactivity in teaching cannot be overstressed. Yet it must be noted that interactivity usually demands prior activity, preparation from students which is not encouraged to the same extent in all education models.

5. The Trafficking in Persons and Smuggling of Migrants module series

The panel on trafficking in persons and smuggling of migrants was preceded by a keynote lecture on European migration policy challenges delivered by István Tarrósy, associate professor at the University of Pécs Faculty of Humanities and Social Sciences. The speaker examined trends in immigration directed towards the EU. He pointed out that the migration crisis of 2015 became a turning point for every EU Member States. It compelled them to rethink their approach to immigration however certain Member States – mostly those located at the outside border of the EU – retained a stricter policy on asylum and migration. The politicians started to perceive immigration as a security threat therefore the re-securitization of immigration is currently being realised. After the introduction, the lecturer proceeded to present the Hungarian government's communication on the issue. This is followed by examining emigration which affects Hungary with great impact. As a final note the lecturer emphasised that immigration is not directed solely towards Europe, as for

⁴ <https://www.unodc.org/e4j/en/tertiary/counter-terrorism.html> (19 May 2021).

example China is increasingly affected as well.

Following his speech, István Tarrósy acted as the moderator of the next panel, where Ágoston Mohay presented the module series on trafficking in persons and smuggling of migrants.⁵ The rapporteur introduced the topic by emphasising that trafficking in persons and smuggling of migrants remain pressing issues. There are approximately 600,000-800,000 persons who fall victim of trafficking in human beings and 2.5 million migrants smuggled annually with great financial revenue and significant latency. According to a report by the International Labour Organization, the minimum number of persons in forced labour is 2.5 million. Last, but not least there is a significant linkage between trafficking in persons and smuggling of migrants which makes it even more important to tackle them.

The rapporteur pointed out that the module series consists of sub-modules which effectively facilitate understanding both topics. Along with a general introduction to the crimes and their definitions modules cover various topics such as the protection of rights of smuggled migrants and criminal justice response to smuggling of migrants. Modules also introduce prevention techniques of THB, the role of civil society in fighting THB, the linkages between THB and smuggling of migrants; they also introduce the gender perspective and discuss how children are affected by the crime.

He also highlighted that the module series features rich content, all the while still managing to underline the key issues in relation to the topics effectively. It was also noted that the series facilitates interactivity with exercises and case studies, promotes students' involvement and discussion and encourages additional self-learning for which it provides plenty of resources with a noteworthy case law database, PPTs and videos. This module also has a strong legal focus, ideal for law students, but this can perhaps hamper its utilization in disciplines other than law. It is also strongly UN-centric – of course the relevant UN agreements on the crimes at hand do provide the general approach, but regional or notable national approaches deserved attention as well – though the 'utilizers' of the modules could easily add such elements in their own courses.

In the discussion following the report, *inter alia* the importance of clear terminology was highlighted when teaching about the aforementioned issues, as was the need to have due regard to the root causes of trafficking as well.⁶

6. The Cybercrime module series

In the final thematic panel of the workshop, moderated by Balázs Hohmann, assistant lecturer at the University of Pécs Faculty of Law, the module series on cybercrime⁷ was introduced by Zoltán Vörös, assistant professor at the University of Pécs Faculty of Humanities and Social Sciences. He mentioned how the impact of cybercrime increases day by day due to the fact that crime nowadays tends to migrate into the cyberspace which does not have borders and provides a level of anonymity. This tendency seems to be acknowledged by the legislators as well – for instance, the

⁵ <https://www.unodc.org/e4j/en/tertiary/trafficking-in-persons-smuggling-of-migrants.html> (19 May 2021).

⁶ Due to the importance of research into combating trafficking in human beings, the University of Pécs, led by the CEERE at the Faculty of Law has on 31 March 2021 signed a Letter of Intent with the Embassy of the Kingdom of the Netherlands in Budapest, the Hungarian Embassy in The Hague and the Netherlands National Police to establish a research centre at the Faculty of Law focusing on combating trafficking in human beings. The research center will aim to carry out innovative theoretical and empirical research into the fight against trafficking in human beings in the context of EU law and international law, in close cooperation with relevant stakeholders. <https://ajk.pte.hu/en/node/3463> (19 May 2021).

⁷ <https://www.unodc.org/e4j/en/tertiary/cybercrime.html> (19 May 2021).

European Commission proposed a regulation on the collection of electronic evidence in Member States which would enable law enforcement authorities to reach out to foreign service providers as well if they possessed e-evidence.

The rapporteur noted that the module series focuses on various aspects of cybercrime. It covers topics such as digital forensics, cybercrime investigation, international cooperation in the fight against cybercrime, cybersecurity and cyber organised crime. He emphasised that the modules successfully apply a holistic approach, and they manage to fully cover all relevant aspects of cybercrime. He found it worth mentioning that the first module in the series started with the introduction of definitions of fundamental importance such as that of information systems which incorporates computers, phones, tablets and any 'Internet of things' devices. The definition of computer systems and other basics of computing is important since cybercrime is an act perpetrated using information and communication technology usually targeting networks, systems, data, websites or technology. As a result, such knowledge is indispensable to understanding the phenomenon. It was positively noted in the report that the series aims to collect the types of cybercrimes and an entire module was dedicated to cyberterrorism. On the other hand, the rapporteur criticized the quality of some of the visual materials provided specifically for this series.

In the discussion closing the panel, participants seemed to agree that the module series can be effectively utilised in legal studies, political sciences and international relations. However, it was pointed out that some education systems in the region may be too rigid to integrate such training materials in the very near future. Nevertheless, the rapporteur stressed that lecturers and PhD students should be able to implement the modules in their courses since the module series provided knowledge that is easily accessible and contains further sources and instructions for teaching.

7. Concluding remarks

The primary objective of the workshop organised by the University of Pécs was to establish good practices regarding how the E4J training modules could be utilised in tertiary education. To achieve this goal, academics from the participating universities were asked to provide information on the curriculum their institute applies when teaching topics that are relevant to the E4J modules introduced above. This information was also taken into account during the discussions.

The workshop made it clear that the participating universities were teaching about most of the *topics* of the modules, which could make it easier to incorporate the E4J materials. The participants were in agreement that the interlinked areas covered by the abovementioned module series definitely belong in the teaching curricula of higher education institutions, especially law faculties and – what is more - that the core concepts, offences, and institutions discussed by the materials should form part of law programmes' compulsory courses. Specialized elective courses could build upon these and allow more in-depth analysis of the various subtopics. There is no question that various national law programmes show considerable heterogeneity. However, the adaptability of the E4J materials and the possibility to create customized courses makes it possible to overcome difficulties stemming from differences between national law programmes – the E4J website even provides a special online tool for this purpose.

To sum up: the E4J training modules are highly relevant in tertiary education in a variety of social sciences including legal studies, international relations, criminology, criminalistics, sociology and even media studies.

The organizers and the speakers recognised and emphasized the relevance, high customizability and interactivity of the module series and urged higher education institutions to make the best use of the E4J teaching materials. To this end, a set of recommendations were jointly formulated and published with the aim of aiding universities in utilizing the E4J modules.⁸

⁸ The recommendations are available here: https://ajk.pte.hu/sites/ajk.pte.hu/files/2021-03/Recommendations_on_the_Utilization_of_the_UNODC_E4J_Modules_in_Legal_Higher_Education_2021.pdf (19 May 2021).