
REPORTS OF THE SEMINAR

GROUP 1

LAW-RELATED EDUCATION CONTRIBUTING TO PEACEFUL AND INCLUSIVE SOCIETIES

Rapporteur: Mr. Ahmed Risha (Palestine)
Co-Rapporteur: Mr. Abdelkader Taybi (Morocco)

Chairperson	Ms. Kattiya RATANADILOK	(Thailand)
Co-Chairperson	Mr. Susumu HONDA	(Japan)
Members	Mr. Mark Palus YANGEN	(Papua New Guinea)
	Mr. Yukio OKUDA	(Japan)
	Mr. Maung MYINT	(Myanmar)
	Mr. Sanjeewa Manojtith DHARMARATNA	(Sri Lanka)
	Mr. Testuya WAKABAYASHI	(Japan)
	Ms. Ho Yee Elis LEUNG	(Hong Kong)
Adviser	Prof. Nozomu HIRANO	(UNAFEI)

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I. INTRODUCTION

The rule of law ensures that the laws are applied fairly and equally to all members and segments of society, and in so doing ensures the protection of human rights. However, there are still many jurisdictions worldwide in which their citizens are largely unfamiliar with criminal justice policy and/or having significant difficulties with respect to access to justice, in particular for vulnerable groups. New policies and measures are urgently needed so that the general public becomes aware of their rights, the process through which individuals can vindicate their rights and the way to access the justice system.

In fact, the need for improvement in terms of policymaking and practices to promote the rule of law with mutual cooperation among state agencies and the general public has been consistently recognized by the Crime Prevention and Criminal Justice Programme of the United Nations. The Eleventh UN Congress on Crime Prevention and Criminal Justice in 2005 adopted the Bangkok Declaration¹, which recognizes the role of individuals and groups outside the public sector, such as civil society, non-governmental organizations and community-based organizations, in contributing to the prevention of and the fight against crime and terrorism, and encourages measures to strengthen this role within the rule of law (Paragraph 9).

The Twelfth Congress in 2010 adopted the Salvador Declaration² which recognizes the importance of strengthening public-private partnerships in preventing and countering crime in all its forms and manifestations (Paragraph 34). In 2015 the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development³ which stipulated the promotion of peaceful and inclusive societies (Goal 16), the

¹ “The Bangkok Declaration on synergies and responses: strategic alliances in crime prevention and criminal justice”, A/CONF. 203/18, chap. I, resolution 1.

² “The Salvador Declaration on comprehensive strategies for global challenges: crime prevention and criminal justice systems and their development in a changing world”, Economic and Social Council resolution 2010/18, annex.

rule of law at both the national and the international levels and ensured equal access to justice for all (16.3), including responsive, inclusive, participatory and representative decision-making at all levels (16.7), as well as encouraging effective public-private and civil society partnerships (17.17). Accordingly, inclusion of the general public and community organizations is attracting attention as an important issue to enhance the rule of law in the field of crime prevention and criminal justice.

With reference to the contemporary policies and measures which focus on inclusion and empowerment of the general public and communities to enhance the rule of law, this paper will focus on the strategies and implementation of law-related education contributing to peaceful and inclusive societies. It is believed that law-related education is a fundamental aspect among all approaches, because without a firm understanding of the purpose of the law and its obligations, members of the general public will not be able to follow the law or vindicate their rights, they will not comprehend the procedures for accessing the justice system or participating in it. Therefore, promoting law-related education among people is a key element in deepening their understanding about human rights, the rule of law and the values behind them⁴. Hence, it is a must for common people and society in general to develop a culture of lawfulness which consists mainly in respecting the law and believing in its justness and fairness. In this respect, this paper will tackle the issue of law-related education and the various strategies and actors contributing to its incorporation within the school curriculum, which are divided among four categories of targeted audiences, namely school educators/teachers, students, community leaders and the general public. The following table illustrates the information that will be presented in this paper on who, why, what, how, and by whom law-related education should be promoted such that it will lead to a peaceful and inclusive society.

Who	Why	What	How	By whom
Teacher	<ul style="list-style-type: none"> • Close to student • Messenger • Access to a lot of target groups at one time 	<ul style="list-style-type: none"> • Rule of law based on developmental stage and level of understanding • Human rights • Purposes of Law related education (Knowledge, Attitude, Practices (Skills)) • Culture of lawfulness 	<ul style="list-style-type: none"> • Training in University (for new teachers) • Teacher training college (PNG) 	<ul style="list-style-type: none"> • Ministry of Justice • Ministry of Education • Legal professionals • Prosecutors offices • Probation offices (including volunteer probation officers) • Juvenile training schools • Police
Students	<ul style="list-style-type: none"> • Citizens of the future • Young and amenable 	<ul style="list-style-type: none"> • The importance of observing laws and rules • The Constitution and the basic principles of law • Considering legal issues and making fair 	<ul style="list-style-type: none"> • Learning programme • Teacher's guidance 	<ul style="list-style-type: none"> • Ministry of Justice • Ministry of Education • Legal and educational professions

³ "Transforming our world: the 2030 Agenda for Sustainable Development", General Assembly resolution 70/1

⁴ The Convention on the Rights of the Child recognizes the right of the child to education (Article 28), and stipulates that the education of the child shall be directed to the development of respect for human rights and fundamental freedoms (Article 29). The "United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines, General Assembly resolution 45/112, annex)" focus on education as a measure to prevent juvenile delinquency and provide that young persons and their families should be informed about the law and their rights and responsibilities under the law (Article 23). The Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography stipulates that States Parties shall promote awareness among the public at large, including children, through information by all appropriate means, education and training, about the preventive measures and harmful effects of the offences referred to the present Protocol (Article 9). The Thirteenth UN Congress on Crime Prevention and Criminal Justice in 2015 adopted the Doha Declaration ("The Doha Declaration on integrating crime prevention and criminal justice into the wider United Nations agenda to address social and economic challenges and to promote the rule of law at the national and international levels, and public participation", Economic and Social Council resolution 2015/19, annex), which emphasizes that education for all children and youth is fundamental to the prevention of crime and corruption and to the promotion of a culture of lawfulness that supports the rule of law and human rights while respecting cultural identities (Paragraph 7).

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		judgements based on solid grounds		
Community leaders	<ul style="list-style-type: none"> · Multiplier (Key persons) · Respected by citizens 	<ul style="list-style-type: none"> · Contents and necessity of public education 	<ul style="list-style-type: none"> · Flyers · Brochures · Visiting experts · Community visits · Lectures 	<ul style="list-style-type: none"> · Police · Legal professionals · Courts · Juvenile training schools · Probation offices
General Public	<ul style="list-style-type: none"> · Reintegrate · Origin 	<ul style="list-style-type: none"> · Moral, Rule of Law 	<ul style="list-style-type: none"> · Media · Community visits · Lay judges · Increasing interest, acquiring knowledge, participating in society 	<ul style="list-style-type: none"> · Police · Legal professionals · Courts · Juvenile training schools · Probation offices (including volunteer probation officers) · stakeholders

II. LAW-RELATED EDUCATION FOR TEACHERS

As mentioned previously, education is one of the most important sources of change in society, and it can be used to raise the level of awareness, science and culture, and change negative ways of thinking. Education is an essential factor which contributes to the development of human personality and the advancement of society.

In order to have the basic rule of law, and since we wish to establish a society in which the spirit of tolerance, justice and brotherhood prevails, the society has to be based on the rule of law, away from violence, taking the right by hand, rebellion and other uncivilized and illegal ways, which we do not wish to prevail in any society in the absence of the rule of law.

Many international conventions and declarations have stipulated that basic education must be provided to all groups within the society to eliminate illiteracy and disseminate knowledge, awareness and culture. To begin with, we must first ensure the availability of everything necessary to develop the society through the development of the abilities of students, teachers and trainers alike. There are many opportunities and challenges to improve both the scope and quality of education. The question that could be raised here is how can we ensure that quality educational experiences are accessible to all members of society?

“The availability of a good educational system means that schools, institutes and universities must have a good learning structure and can teach students and children and that the key role of the learning and education structure has become, at the present time, more complex. However, there are other parties to assume responsibilities for the development of education.”

Education is an essential pillar which contributes to the development of human personality and the advancement of society. and that’s why we need capable tutors to send the right message as a messenger, delivering the wanted message to as many students as possible.

In order to obtain the proper legal aid, it is necessary to consult the specialists. It should be noted that teachers are qualified to teach students, while the jurists are specialists in their field and they know many details. In order to achieve a successful education and to reach the desired result, these two matters must be properly integrated in order to obtain inputs and outputs as desired. For example, if we want the new generation to build knowledge and science based on the rule of law and knowledge of the basic legal culture, which distracts attention from the most important points, at first we must know where to begin and with whom we shall start, taking into account the age, and some of the common societal and cultural backgrounds in each community separately, with the aim of reaching the maximum level of legal and culture awareness

based on respect for human rights norms and the rule of law through knowing to whom and how.

Firstly, teachers must familiarize themselves with the basic rules in this matter on the one hand and, on the other hand, apply this with the students through what they know and have learned. For example, if we are to begin with teachers, as they will be in direct contact with the students, we should train specialized trainers; or in the event it is not possible to train teachers to give a valid legal culture based on the above-mentioned rule of law and respect for human rights, to emphasize what is mentioned in the international treaties, covenants and charters in a clear and direct manner, without addressing the legal complexities. The first objective is to obtain basic legal knowledge in a manner that is free from the complexity and details which may distract the attention from the main objective. At the same time, it is important to receive feedback on a regular or semi-regular basis to ensure their access to the desired information and to understand whether they obtained the necessary basic knowledge. This may be achieved through correspondence or periodic meetings as necessary.

III. LAW-RELATED EDUCATION FOR STUDENTS

There has been a general consensus on the necessity of including law-related education within the primary, secondary and tertiary curricula; notwithstanding the difficulty of the process of incorporating law-related education into the course outline, given the needed cooperation and interaction between the concerned sectors such as law enforcement, the media, community leaders and academics. On another scale, law-related education courses should consider the students' ages and educational levels in each stage; students should be endowed with the appropriate education each according to their level of thinking so that they can easily comprehend the rule of law. As we all agree that it is easy to teach new concepts to children as they are young and receptive compared to adults, educating the youth is crucial for socialization and making them familiar with the important ways of living as to develop the foundation of the culture of lawfulness. Most importantly, the students are our future generation. Accordingly, law-related education should be exclusively centred on three major stages: primary, secondary and tertiary education.

A. Primary School

In primary school, students are mostly compliant to their teachers; hence teaching them about the importance of laws in their lives and society in general is an easy task. However, teachers should focus only on the basic principles of law such as abiding by the rules in school, at home and in the streets with their friends and family relatives, keeping promises, the value of partnership, and adhering to morals and laws imposed by the relevant authorities. The employment of cartoon-like animated drawings and posters hung in school hallways, walls, libraries and classrooms is intended to teach the students about laws and customs sometimes as humorous comments depicting scenes about common crimes in society.

B. Secondary School

Secondary school students, nevertheless, reveal more maturity in their recognition and perception of laws and social order. Therefore, emphasis should be laid on more tangible segments of law so that they trust in the fairness and justness of the law: *e.g.*, introducing the concept of the rule of law to them could be considered as a fresh start to appreciate the rule of law and the role it plays in conserving the rights and liberties of people. In this course, students will be able to understand the notion of the rule of law and its importance in the improvement of their lives in particular and the common good of society in general.

Junior high curriculum should contain lessons about corruption, common crime and organized crime. Students will explore how corruption and organized crime threaten peoples' interests and society in general. They may be asked to explain the negative effects of corruption on people, society and the laws.⁵ To this end, the teacher invites law-based activities to school in partnership with the concerned actors, *e.g.*, interscholastic mock trials and engaging law enforcement in sensitizing students about common crimes such as stealing.

⁵ Fostering The Rule Of Law And A Culture Of Lawfulness : Teacher's Guide

CULTURE OF LAWFULNESS. On the importance of the lesson: this curriculum has always emphasized the necessity of supporting the rule of law and the existence of threats to the rule of law. This lesson looks at how corruption undermines the rule of law and ultimately the quality of life for all citizens., 112

C. Tertiary School

Tertiary school students are higher-level thinking and have already developed a standpoint regarding the need for the rule of law in maintaining peoples' lives and protecting their rights; therefore, the school should consider introducing them to the culture of lawfulness course. Students will broaden their understanding and knowledge about the culture of lawfulness and will develop strategies with which to address problems and other rule-breaking actions in society⁶. Consequently, students will act as effective contributors to the process of the prevention of crime and corruption as adopted by the 2015 Doha Declaration which "emphasize[s] that education for all children and youth, including the eradication of illiteracy, is fundamental to the prevention of crime and corruption and to the promotion of a culture of lawfulness that supports the rule of law and human rights".⁷

IV. LAW-RELATED EDUCATION FOR COMMUNITY LEADERS

One of the greatest threats to law-related education is if stakeholders do not show any kind of interest in this system, or in other words a lack of interest concerning law-related education and the necessity of awareness of social participation. In order to start promoting this system, it is important to use community leaders, like celebrities, religious leaders, VPOs (volunteer probation officers, like in Japan), police officers, artists, politicians, village leaders and other well-known people who are respected in the society to promote this kind of new legal culture. By educating community leaders on the law, they can disseminate that knowledge to the members of the community around them, since their leadership is accepted by the public. Therefore, relevant messages will be passed to the society effectively, and it will enhance the peaceful and inclusive nature of the society. Police, legal professionals, corrections professionals, such as experts from the juvenile training schools and probation offices, may take part in providing the knowledge and understanding of the rule of law to community leaders.

First, the fundamental purpose of law-related education is to encourage the understanding that it is necessary to cooperatively build a society where citizens and local communities can live safely and securely. The second point is to proactively provide and share information about specific concrete measures of law-related education. The third point is to treat all contact points with citizens and local communities as opportunities for law-related education in a broad sense and to further expand the network based on related organizations and private sector collaborators.

To elaborate more on the mechanism of what and how to educate community leaders on law, the following example is illustrative. In Sri Lanka, village leaders, who are selected by the community members in the each village, will be provided with law-related education by the police. Sri Lanka has 25 administrative districts and 14,022 villages. Each village there has a community policing committee, and villagers themselves select and appoint 25 law-abiding, knowledgeable persons as their leaders for a certain period of time. They are the people who coordinate matters with the police and other institutions on behalf of the entire village.

Those community leaders do voluntary work and generally they meet once a month at an area police station or other convenient place. The police officer assigned to the particular village convenes the community policing committee. In that meeting, village leaders update the police officer regarding the situation of the village, and the police officer takes that opportunity to educate them on basic law and other laws pertaining to that village. For instance, if there is an increase of narcotic addiction, the police officer educates the community leaders on the narcotics law and advises the community leaders to disseminate that knowledge in order to prevent crime. By doing so community leaders as well as the general public feel that

⁶ Ibid., vi.

⁷ The Thirteenth United Nations Congress on Crime Prevention and Criminal Justice-Doha 2015 on the integration of crime prevention and social justice into the wider United Nations agenda to address the social and economic challenges and strengthen the rule of law. Electronic Reference: <http://undocs.org/ar/E/RES/2015/19>.

Which emphasized: a. To create a safe, positive and secure learning environment in schools, supported by the community, including by protecting children from all forms of violence, harassment, bullying, sexual abuse and drug abuse, in accordance with domestic laws, b. To integrate crime prevention, criminal justice and other rule-of-law aspects into our domestic educational systems, c. To integrate crime prevention and criminal justice strategies into all relevant social and economic policies and programs, in particular those affecting youth, with a special emphasis on programs focused on increasing educational and employment opportunities for youth and young adults, d. To provide access to education for all, including technical and professional skills, as well as to promote lifelong learning skills for all.

they are part and parcel of the legal system and encourage themselves to pursue more legal education and join hands with the police to ensure peaceful and inclusive society.

V. LAW-RELATED EDUCATION FOR THE GENERAL PUBLIC

In order to ensure the sustainable development of the society, efforts to contribute to peaceful and inclusive societies must not only be implemented by the government or a specific and limited number of organizations. It is important that citizens and the entire community participate and organize these activities in order to prevent crime and to form a better society based on the rule of law and regulations and to facilitate the successful reintegration of the offenders into society. The general public must be involved in the law-related education by making them contribute to society by participating in the legal field. For example, in Japan, the judiciary (district court) holds guided observation of trials for the public. In some district courts, this event is co-hosted by judges, prosecutors and lawyers. An instance of the event is as follows. At first, a judge, a prosecutor and a lawyer explain their activities in the criminal justice system and criminal trials. Then, the participants observe a trial. After that, a judge explains the *saiban-in* (lay judge) system, and then the participants have the opportunity to ask questions of or clarify their understanding with the judge, the prosecutor and the lawyer to obtain legal literacy.

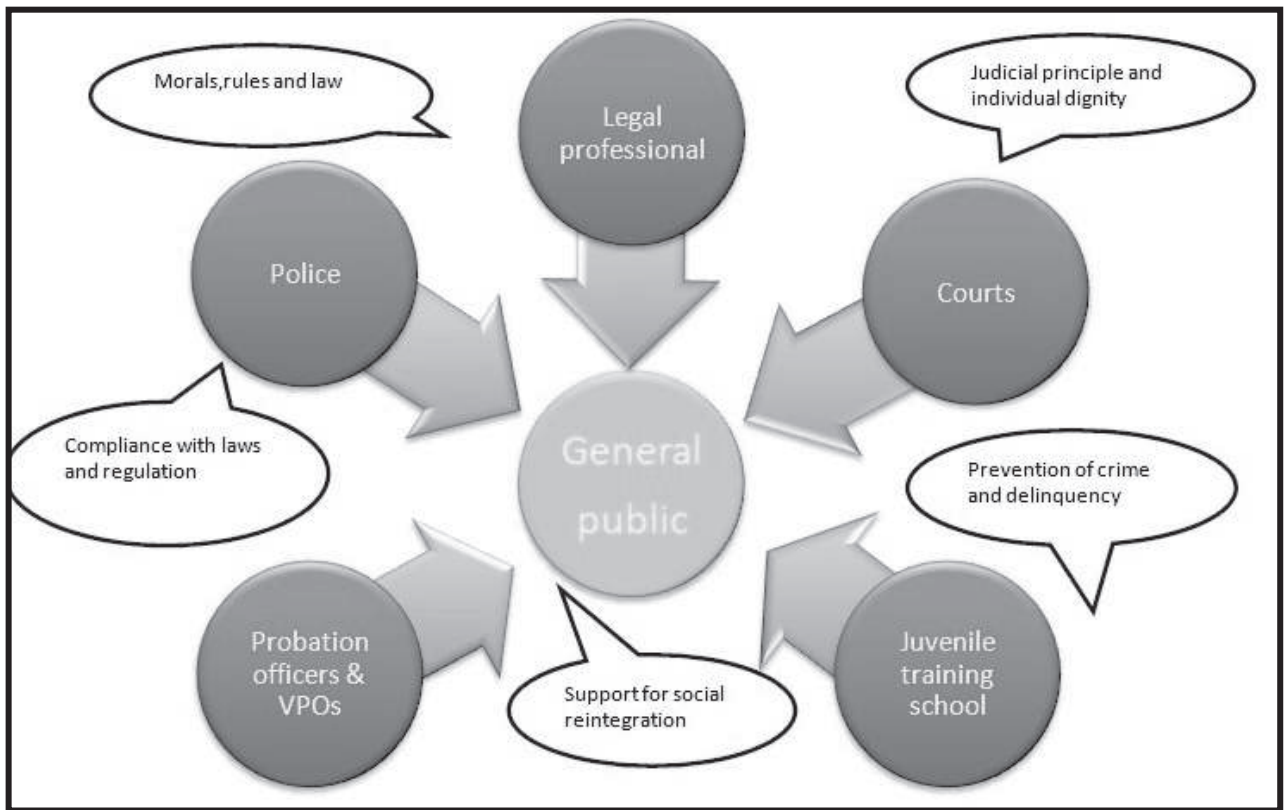
In Japan, the *saiban-in* system was introduced in May 2009. In *saiban-in* trials, generally speaking, a panel is made up of three professional judges and six lay judges. They decide not only facts but also sentence those who are convicted. Thus, the general public themselves participate in real criminal trials and they develop a deep understanding of the law, the judiciary, criminal procedure and so forth. Complementary to above, the Supreme Court of Japan made videos concerning the *saiban-in* system to enhance public awareness of and interest in the system.⁸

Among the other methods followed is the necessity to establish or conclude agreements with the ministries of education in most countries in order to cooperate between legal institutions, such as the memorandum of understanding signed by the Palestinian Minister of Education and Higher Education, Dr. Sabri Sidem and the Attorney General, Dr. Ahmad Barrak. This MOU is aimed at promoting sustainable action for the protection of children from the risk of delinquency⁹.

There is no doubt that cooperation among the various institutions and concerned authorities contributes greatly to the promotion of legal culture and raising the required legal awareness, especially in the field of the rule of law and human rights and the knowledge of each party's rights and legal duties.

⁸ The video is available on the website of the Japanese judiciary (<http://www.saibanin.courts.go.jp/news/video.html>)

⁹ Source: official website of the Public Palestinian Prosecution, <http://www.pgp.ps/ar/>



To reach out to the general public and ensure the information pertaining to the rule of law is disseminated to every household, mass media is an indispensable means to broadly publicize the messages to the vast majority of the general public. Some common platforms for mass media are newspapers, magazines, radio, television, and the Internet. Deriving from the experience of various countries and regions in terms of the usage of mass media for law-related education, we will discuss some effective strategies and tactics of using mass media for law-related education for the general public in the following paragraphs.

While television and radio broadcasts enable information to be spread out quickly and extensively, the airtime is always limited and expensive. Thus, the authorities responsible for the law-related education campaign should strategically select the most significant messages to be put through with mass media so as to maximize the impact with the time and cost constraints. In many countries and regions, law enforcement agencies create an Announcement in the Public Interest (API) to disseminate the message to households and community education messages to the public. An example is an API entitled “Do You See It”¹⁰ produced by the Independent Commission Against Corruption (ICAC), Hong Kong in 2015. Simple and impactful images were used in the TV advertisement to call for citizens’ action to report corruption whenever they see it. Other online and offline platforms, such as e-games at popular websites and printed posters bearing the same key visuals and images, were launched at the same time to create synergy effects so that the message to “report corruption” was reinforced.

Increased use is being made of the Internet to get across publicity messages. Among all, a trend that nobody could have neglected is the extensive use of social media. Digital advancement has enabled us to make use of social media platforms to engage the public instantly. From the Hong Kong experience, the ICAC maintains social media pages on Facebook, Instagram and Weibo. A dedicated team of staff is responsible for the production of videos, games and quizzes on these social platforms, such as its “All for Integrity” Facebook page¹¹, to promote the anti-corruption work of the Commission in an interesting manner. For example, recently in 2017, a series of “true man shows” featuring a group of young artists who worked as interns in the

¹⁰ The API “Do You See It” - http://www.ichannel.icac.hk/player/html5.html?s=icac&v=en/ichannel/api/2015_see.mp4

¹¹ “All for Integrity” Facebook page - <https://www.facebook.com/allforintegrity/>

Commission were produced and uploaded onto social media. The videos feature the daily work of investigators, including investigation procedures, to increase the transparency of the ICAC and enhance public understanding on how the law is enforced impartially without fear or favour. Apart from content development, an important feature of social media is they enable interaction between users. Social media platforms allow us not only to post messages, in the format of texts, photos and videos, but also instantaneously get feedback from our target groups. Therefore, social media are powerful means to gauge the view of the general public. Administrators of these social platforms could suitably make use of the opportunities to interact with users and dispel any misunderstanding and misconceptions wherever appropriate.

To ensure messages pertaining to the rule of law are effectively put through to the general public, experience around the globe proves that the deployment of icons, such as cartoon characters, could more easily arouse the attention of the target audience. For example, in Japan, the Ministry of Justice created the icon “Hogo-chan,” a cartoon penguin that is a mascot for the promotion of offender rehabilitation. The ICAC created “Gee-Dor-Dor”, a cartoon rabbit with all the good virtues to teach positive values to kids; and an icon “iSir” with a professional yet light-hearted image to serve as the spokesman of the Commission to drive home anti-graft messages.

VI. CHALLENGES AND RECOMMENDATIONS

Promotion of law-related education may not be an easy task and there will be certain challenges. In the following paragraphs, we will present some of the challenges and then provide some recommendations to rectify those issues.

A. Teachers

There are two groups of teachers. One being teachers who are already in the school system and function as a teacher, and the other is college and/or university students who want to become teachers.

- 1) The most challenging tasks for current teachers are insufficient legal literacy and limitation of time. Teachers are often asked to respond to many requests from the related organizations such as the Ministry of Justice, Ministry of Public Health, and other NGOs that want to reach their students. In addition, the attempts for related organizations in promoting the rule of law were not unified. In this case, the curriculum would need to be well organized and systematized by interagency cooperation between legal professionals, the department of probation, the department of corrections, and the ministry of education to make it more time and resource efficient for the serving teachers. Also, the school administration should allow extra hours for the teachers who are working currently to attend training and workshops provided for them. Since there are often limited numbers of teachers who have a basic understanding of the subject. To be able to disseminate the knowledge and skill vastly and quickly, it may be best to conduct the Training for Trainers sessions.
- 2) The problem that is usually related to human resources development is the budget. The government must make law-related education a priority and provide sufficient funding to the teacher development programmes to ensure quality and quantity of the training. Another possible solution would be to obtain cooperation from international development agencies such as USAID, the EU, UNICEF or GOJUST. These organizations could play important roles in providing financial and technical support to capacity-building of teachers.
- 3) For new teachers, new curricula would need to be installed into the current education programmes for the new teachers. The curricula should be created by a committee that consists of related agencies and individuals such as the MOJ, the MOE, the Ministry of Home Affairs (Myanmar), the Ministry of Law and Order (Sri Lanka), the Ministry of Internal Affairs (Palestine), academic and legal and educational experts in the fields. The curricula then should be submitted to the MOE to then add them to the national mandate for the new teachers. In Japan, a committee under the MOJ makes recommendations to the MOE to modify law-related-education curricula. Papua New Guinea, however, has an education board that is under the MOE.

B. Students

Often times it is a challenge to motivate children to be interested in the subject of the rule of law. It is

important to make sure that the lesson that would be given to them is age and developmentally appropriate (please refer to the Law-related Education Table in Annex 1 to see a sample of the developmental stages that should be included in the curricula). In addition, the materials used to introduce the information to the students would need to be interesting. In this case, cooperation with the private sector is recommended. The final but very crucial point in this regard is teachers' abilities to deliver the knowledge and skills to the student. As explained in the recommendation for teachers, solutions may be found. Another challenge is the government's lack of emphasis towards providing sufficient law-related education for students. This could be solved if the Ministry of Justice and Ministry of Education propose to the government to make law-related education compulsory for all students.

C. Community Leaders

Community leaders are usually not interested in the topic of law-related education. This may be contributed to by the lack of understanding of the relationship between law-related education and the peacefulness and prosperity of their communities. However, we might not be able to educate everyone at first due to constraints of the budget and time, but we could recruit the leaders who may have interest in the topic and have them participate in dissemination of the information and knowledge to other leaders and people in their own communities. To maintain the level of participation, incentives (giving them certificates of recognition, allowances, uniforms, name tags, etc.) may be provided for the leaders who participate in the promotion of law-related education. In some countries religious leaders play very important roles in leading the community. If they are skeptical about law-related education, it could be an obstacle to the dissemination of the idea. To solve this issue, they should be enlightened as to the importance of law-related education and should be invited to participate in the community work to develop the culture of lawfulness.


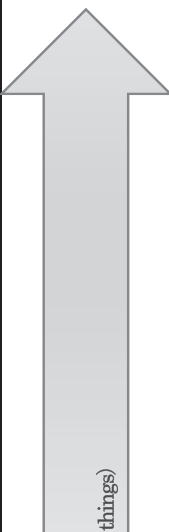
D. General Public

Similar to community leaders, the general public share the challenge in not being interested in the subject of the rule of law. Something that could help enhance the interest of the general public is the improvement of the Ministry of Justice's public relations efforts. By providing information including crime statistics, causes of crime, and how can they be helpful in preventing crimes, such as by becoming VPOs or other types of volunteer work that is easy to understand, could help increase public interest in law-related education. In Japan, there are *koban* (police boxes) in every community. The police can play an important role in public relations by creating interest among the public in law-related education. Just like in Myanmar, police could conduct public meetings in villages to create better understanding of the rule of law. Media can be used to raise public awareness of the importance of the rule of law through advertisements, short films, comics, flyers, etc.

<Annex 1> Law-related education on school

<Purpose of law-related education in school education>

- For the students in developmental stage, let them understand the significance of laws, social rules, and the judicial framework, in the course of social studies, morals, special activities and other related subjects, based on the curriculum guidelines established by the Ministry of Education. The knowledge will be helpful to foster the attitude of actively participating in the formation of a better society based on laws and regulations.

Developmental stages	Primary school	Secondary school	Tertiary school
Viewpoints	 <p>Subjective (Own desire, A peripheral interest)</p>	 <p>Objective (Third-party perspective, Interest and understanding of social things)</p>	
Criterion for judgement	<ul style="list-style-type: none"> ① Obedience to supervisors ② controlling self desires 	<ul style="list-style-type: none"> ③ Recognition of the necessity of the law to maintain social order ④ Social contract-like idea ⑤ recognition of universal principle and fundamental ethics 	
Targets of each stage	<ul style="list-style-type: none"> Learning about the importance of observing laws and rules. 	<ul style="list-style-type: none"> Understanding universal principles such as the Constitution and the basic principles of law. 	<ul style="list-style-type: none"> Considering legal issues and making fair judgments based on solid grounds.
Contents of law-related education	<ul style="list-style-type: none"> Learning the importance of keeping promises and decisions in familiar lives (daily life, school, play etc.) To cultivate morality by thinking from other's point of view. 	<ul style="list-style-type: none"> Understanding basic principles such as dignity of individuals and rule of law, and that law is not merely to regulate citizens, but to enrich people's lives. Law is a mutual respecting rule for diversity of people to live together, to understand basic principles such as freedom of contract, responsibility, rights and obligations. Having them understand that the judiciary is to maintain and keep legal order through redressing infringed rights and coping with violation of rules based on law. 	<ul style="list-style-type: none"> Making a fair judgment, based on the fundamental principles of personal dignity and rule of law, and foster the ability of making persuasive arguments. In addition, understanding others' opinions and accepting feedback to own opinions. Understanding that responsibility is involved in their own judgment and making each one recognize that it is an actor who creates law and better society. Developing abilities to identify issues and clarify the basic value to be reserved.