**Education for Justice (E4J) - Anti-Corruption Modules**

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On behalf of the United Nations Office on Drugs and Crime (UNODC) and its Education for Justice (E4J) initiative, I’d like to thank the Human Rights Council for putting the topic of corruption on the agenda.

Corruption is included in the SDGs, sending a strong signal that the world had understood that corruption is a complex social, political and economic phenomenon that affects all countries.

For decades, UNODC has supported Member States in their efforts to make the world safer from corruption, organized crime, drugs and terrorism through intergovernmental work, technical assistance, and evidence-based research. In 2015, UNODC was further empowered to promote and strengthen the rule of law by working with new stakeholders - **educators** andacademics. This mandate was granted through the **Doha Declaration**, adopted in the 13th United Nations Congress on Crime Prevention and Criminal Justice. The Doha Declaration recognizes that **universal education** is key for preventing corruption, crime and terrorism, and for promoting sustainable development. It is the first international political document to specifically link education to crime prevention, criminal justice and rule of law.

With generous support from the State of Qatar, in 2016, UNODC launched the Global Programme for the Implementation of the Doha Declaration. A major component of this Global Programme is the **Education for Justice initiative**, which we refer to by the acronym E4J.

E4J aims to build a culture of lawfulness through providing age-appropriate educational materials on topics related to criminal justice, crime prevention and the rule of law, and integrating those materials into the curricula of all education levels. Under this initiative, UNODC works closely with academics and educators from around the world on developing educational material that **teachers can use to empower youth** to face the challenges of our time. For primary schools, we developed the “Right boxes game” that teaches children about human rights, the “Zorbs” video and comic book that teach about integrity and respect, and the online game “Chuka” that addresses violence against children. For secondary schools, we developed a range of game based activities and support hackathons and Model UN conferences focusing on rule of law topics.

At the university level, we developed around 100 peer reviewed **teaching modules** consisting of more than 4,000 printable pages, available online free of charge. Lecturers around the world are using the modules and find them very useful and engaging. The E4J modules focus on issues related to UNODC’s mandate areas, including anti-corruption, counter-terrorism, organized crime, trafficking in persons and smuggling of migrants, crime prevention and criminal justice, cybercrime, firearms trafficking, wildlife crime, as well as integrity and ethics.

The modules are mainly intended for university undergraduate programmes, but many of them are adaptable to primary and secondary schools. In fact, we plan to adapt and pilot some of the modules in schools and in teachers’ training programmes in early 2020. I will now briefly address our *Anti-Corruption Modules* and our *Integrity and Ethics Modules*.

E4J Anti-Corruption Modules

Many of the previous speakers spoke about the need to empower youth by educating them about their rights. But there is also a need to educate youth about **what robs them of opportunities** to enjoy those rights, and what they can do about it.

**Corruption is a barrier to education**. Whether it’s about the misallocation of funds or poor teaching practices, corruption in education robs millions of young people of their right to knowledge and a decent future.

Corruption also affects climate change, peace and security, poverty and inequality, and this needs to be made clear to youth.

A series of 14 Anti-Corruption Modules were developed by E4J as a tool to convey the message to youth that corruption is one of the most serious global threats of our time; that corruption has disastrous effects on the economy and environment; and that corruption is linked to the crisis of democracy and rising inequalities. The Modules explore various ways in which citizens – including youth – can detect corruption and participate in the fight against corruption. They thus empower future generations to resist and prevent corruption. The Anti-Corruption Modules are available on the E4J website here <https://www.unodc.org/e4j/en/tertiary/anti-corruption.html>.

E4J Integrity & Ethics Modules

We heard from some of the previous speakers that there is a need not only to ensure **access** to education but also to ensure **quality** education, **effective** education, **inclusive** education, education for employable **skills**, and education that shapes **values** and produces future **leaders**.

To achieve some of these goals, E4J developed a series of 14 Modules on Integrity and Ethics. The Modules focus on core issues such as universal values, ethics and society, ethical leadership, diversity and pluralism, behavioural ethics, gender dimensions of ethics, and how integrity and ethics relate to critical fields such as media, business, law, public service and the various professions. They are accompanied by a **Teaching Guide** with additional pedagogical guidance for educators. The Integrity & Ethics Modules and Teaching Guide are available on the E4J website here <https://www.unodc.org/e4j/en/tertiary/integrity-ethics.html>.

Our educational approach:

The modules **keep students engaged** by using innovative interactive teaching approaches such as experiential learning and group-based work. The modules aim to **prepare students for value-driven effective action**. They enhance students' ethical awareness and commitment to acting with integrity, and equip them with the necessary skills to apply and spread these norms in life, work and society. To do so effectively, the modules connect theory to practice; emphasize the importance of integrity to everyday life; and teach not only what is the right thing to do, but also how to do it. The modules also help student develop critical thinking, problem solving and communication skills, all of which are increasingly considered important employable skills.

The modules are attractive and useful tools for educators because they are **multi-disciplinary** and **easily adaptable** to different local and cultural contexts. In fact, lecturers are encouraged to customize the modules before integrating them into their classes and courses.

The modules are a rich source of teaching material: they include discussions of relevant issues, suggestions for student activities and exercises, recommended class structures, ideas for student assessment essays, reading lists (with an emphasis on open access materials), PPT slides, video materials and other teaching tools. Each module provides an outline for a three-hour class but also includes guidelines on how to develop it into a full course.

Importantly, the modules help to **mainstream** AC and ethics into all areas of education, as they are designed for lecturers who are not usually teaching AC or ethics but would like to incorporate these components in their courses.

There are a number of future directions for E4J. Here I would like to emphasise that we remain committed to support and empower **teachers and educators**, who are **key** to quality education.

For example, next week we will host educators from around the world at our high-level conference on “Educating for the Rule of Law”. We hope that the presence of educators at the United Nations Vienna Headquarters will encourage them to learn more about our tools and how to use them to empower children and youth.

Thank you for your attention.