



TEACHING MODULE SERIES

WILDLIFE CRIME

This UNODC's initiative seeks to prevent crime and promote a culture of lawfulness through educational activities. These activities will help educators teach the next generation to better understand and address problems that can undermine the rule of law. The series of UNODC Teaching Modules supports academics to teach in UNODC-mandated areas. The areas addressed in the Teaching Modules range from smuggling of migrants and trafficking in persons, organized crime, cybercrime, wildlife crime, firearms to counter-terrorism. The modules are designed for lecturers to adapt and integrate into their courses.

The Teaching Module Series on Wildlife Crime provides an overview of the phenomenon of wildlife crime and its global challenges and complexities. The three available modules are designed to be an introduction to the topic, providing guidance for lecturers to teach on the scope and scale of illicit markets for wildlife and forest products; the range of international frameworks; and the criminal justice responses to such crimes.

Key thematic areas include: economics of wildlife crime; geographical differences; international law and conventions; organized crime and corruption; criminal justice tools; law enforcement challenges; and prosecution of wildlife crimes. These modules aim at providing a foundation for lecturers to teach on various aspects of this multi-disciplinary set of crimes, and to inspire their students to learn more about these topics.

This module series has been developed in close collaboration between academics from universities around the world and experts from the United Nations Office on Drugs and Crime. The modules were peer reviewed by academics who are currently teaching on various aspects of these topics. The developers included in the modules a diverse set of teaching methods: individual and group assignments; slides; videos; and real-life case studies. Additionally, the modules were tested in a trial-classroom setting to capture feedback from international criminal justice students and integrate it into the module design. The outcome is three solid foundational modules, validated by lecturers and students.

These modules are designed for tertiary education settings and may be used as a stand-alone class or as additions to existing courses. Relevant educational fields include: criminology; law; political science; international relations; sociology; and many other areas. While the modules take a largely global perspective on wildlife crime, lecturers may adapt them to address issues relevant to their individual regional and local contexts. Further, academics may make use of the diverse set of teaching methods available in the modules as a means to stimulate their students and to create a dynamic learning environment.



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