

Education for Justice (E4J) University Modules: Integrity and Ethics

Fact Sheet*

Background

The [Education for Justice \(E4J\)](#) initiative forms part of UNODC's [Global Programme](#) for the Implementation of the [Doha Declaration](#). The Declaration recognizes the fundamental importance of universal education for children and youth as key for the prevention of crime, terrorism and corruption, as well as for promoting sustainable development. In support of the Doha Declaration, 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. The E4J initiative is closely linked with the [2030 Agenda](#) for Sustainable Development, which emphasizes the importance of education for ending poverty, protecting the planet and ensuring prosperity for all.

At the university level, E4J aims to facilitate and promote teaching on issues related to UNODC's mandate areas, including anti-corruption, organized crime, trafficking in persons and smuggling of migrants, counter-terrorism, cybercrime, crime prevention and criminal justice, firearms, wildlife, forest and fisheries crime, as well as on integrity and ethics. As part of these efforts, UNODC is developing university modules and teaching guides on the above areas, which lecturers can adapt and integrate into their courses. In addition, UNODC is organizing conferences and workshops to foster academic networks on the above issues and to enhance awareness of the modules and capacity to use them. Ultimately, E4J will make it easier for a larger number of universities to teach on core UNODC mandate areas, including integrity and ethics.

Integrity and Ethics University Modules

E4J offers a series of 14 University 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. The Modules include discussions of relevant issues, suggestions for class activities and exercises, recommended class structures, student assessments, reading lists (with an emphasis on open access materials), PowerPoint 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.

The E4J Modules can be used in academic institutions across the world. They are designed to help lecturers deliver ethics education, including lecturers who are not ethics lecturers but would like to incorporate ethics components in their courses. Lecturers are encouraged to customize the Modules before integrating them into their classes and courses. The Modules focus on universal values and problems, and can easily be adapted to different local and cultural contexts. They are also suitable for a variety of degree programmes, as the Modules are multi-disciplinary.

The Modules seek to 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 increase their effectiveness, the Modules cover both theoretical and practical perspectives, and use innovative interactive teaching methods such as experiential learning and group-based work. These methods keep students engaged and help them develop critical thinking, problem solving and communication skills, all of which are important for ethics education. The titles of the Integrity and Ethics University Modules are listed in Table 1 below.

Table 1: Module titles

Module 1: Introduction & Conceptual Framework	Module 8: Behavioural Ethics
Module 2: Ethics and Universal Values	Module 9: Gender Dimensions of Ethics
Module 3: Ethics and Society	Module 10: Media Integrity and Ethics
Module 4: Ethical Leadership	Module 11: Business Integrity and Ethics
Module 5: Ethics, Diversity and Pluralism	Module 12: Integrity, Ethics and Law
Module 6: Challenges to Ethical Living	Module 13: Public Integrity and Ethics
Module 7: Strategies for Ethical Action	Module 14: Professional Ethics

The topics of the Modules were chosen following consultations with academic experts who participated in an E4J Expert Group Meeting held in Vienna on 8 and 9 March 2017, and in three regional workshops held in different parts of the world in April 2017. The experts emphasized the need for increased integrity and ethics education worldwide, and advised on core areas that should be addressed through the Modules. They considered it paramount that the Modules prepare university students for value-driven effective action, keep students engaged, lend themselves to adaptation to different regional and disciplinary contexts, and allow lecturers to incorporate them as ethics components within non-ethics courses. To achieve these objectives, the experts recommended that the Modules have the characteristics listed in Table 2 below.

Table 2: Module characteristics

➤ Connecting theory to practice	➤ Drawing on good practices from practitioners
➤ Emphasizing the importance of integrity and ethics to everyday life	➤ Linking integrity and ethics to other global issues and the SDGs
➤ Encouraging critical thinking	➤ Adopting a multi-disciplinary and multi-level approach
➤ Stressing not only the importance of making ethical decisions but also demonstrate how to implement the decisions	➤ Focusing on global ethics and universal values while leaving room for diverse regional/cultural perspectives
➤ Using innovative interactive teaching methods	➤ Employing non-technical and clear terminology
➤ Balancing general ethics with applied ethics	➤ User-friendly

Drawing on these recommendations, UNODC has worked for over a year with more than 70+ academic experts from over 30 countries to develop the 14 Integrity and Ethics University Modules. Each Module was drafted by a core team of academics and UNODC experts, and then peer-reviewed by a larger group of academics from different disciplines and regions to ensure a multi-disciplinary and universal coverage. It was then validated by an even larger team of academics and other relevant experts, in two validation meetings on November 2017 and April 2018. The Modules then passed

through a meticulous clearance process at the UNODC headquarters before finally being edited and published on the E4J website as open source materials. In addition, it was agreed that the content of the Modules will be regularly updated to ensure that they are in line with contemporary studies and correspond to current needs of educators.

Teaching Guide on Integrity and Ethics

UNODC has also developed a [Teaching Guide](#) on Integrity and Ethics that accompanies the Modules and provides additional pedagogical guidance. The Teaching Guide provides further support to lecturers who wish to adapt and teach the E4J Modules. Issues covered by the teaching guide are listed in Table 3 below.

Table 3: Teaching guide content

<ul style="list-style-type: none"> ➤ The importance of teaching on integrity and ethics in national and international contexts ➤ Overall framework of the E4J integrity and ethics modules and their interconnection ➤ Teaching methods and approaches relevant to the modules ➤ Integration of modules into existing courses, including non-ethics courses 	<ul style="list-style-type: none"> ➤ Adaptation of modules to culture, local context, discipline, level of students ➤ Considerations for effective ethics education, including modelling ethics and promoting an ethical learning environment ➤ Recommended combinations and sequences of E4J integrity and ethics modules, in relation to different academic disciplines ➤ Relevant faculty development materials
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Module Implementation

The Modules and the Teaching Guide were officially launched on 13 June 2018, and are freely available on www.unodc.org/e4j. To promote usage of the Modules by universities and academics around the world, with the view to strengthen integrity and ethics education globally, UNODC is implementing a variety of activities. Some of these activities are listed in Table 4 below. As of July 2019, more than 200 lecturers and experts from 56 countries were trained to teach the Modules to their students.

Table 4: Implementation approaches

<ul style="list-style-type: none"> ➤ Regional E4J workshops bring lecturers together to study the Modules ➤ E4J Ethics Champions Programme offers financial support to lecturers who adapt Modules to their educational contexts or mentor colleagues on using the Modules ➤ An Impact Evaluation Study has been commissioned to assess the effects of the Modules on the ethical development of students 	<ul style="list-style-type: none"> ➤ The Modules are being translated to different languages ➤ They are presented in wide-scale academic conferences ➤ An interactive online version of the Teaching Guide is being developed as a tool for enhancing lecturer capacity to use the Modules in class ➤ Modules are being updated continuously
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Further to these activities, UNODC continues to explore new opportunities to promote the Modules and to engage the global academic community with the E4J initiative.

* Updated on 2 July 2019