

**KEY QUESTIONS
LEARNING OBJECTIVES**

By playing this game, educators and young people will be able to solve some of the questions presented below:

- Name of the Game: Running Out of Time.
- Recommended Age Range: 12 years and over.
- Number of Players: Preferably 5 players. Up to 10 players grouped into 5 teams.
- Time: Approximately 90 minutes.
- Recommended Game Use: Game designed preferably to play indoors, at a round table. For younger ages, an adult facilitator is necessary.
- Materials: Those included in the game (see instructions booklet), plus five pencils and some blank paper.
- Overview: 'Running out of Time' is a cooperative table game for five players, where they can only win by playing as a team.

The game has been developed by Asociación Socioeducativa Llere with the support of the UNODC, under the Education for Justice initiative (E4J) that seeks to prevent crime and promote a culture of legality through activities designed for different educational levels

- What is meant by corruption? And terrorism? What is human trafficking? What differences are there within the framework of migrant smuggling?
- What impact do these types of organized crime have on individuals and societies?
- Who in society has the responsibility to prevent and combat crime and protect victims and other persons?
- What different roles do these agents play in the prevention and combatting of crime and protection of victims and society?
- How could different agents interact, work together and cooperate with each other to strengthen democratic societies against crime?
- How can we contribute to the fight against these crimes?

TEACHING INSTRUCTIONS OR SUMMARY OF THE LESSON

The game session can begin with questions related to determining the players' prior knowledge of board games and the different crimes that the game includes. Then, educators can identify some of their key characteristics to unify their knowledge. Finally, with the game on the table, take

time to show its components while going through the rules of the game (see instruction booklet for a step-by-step example of a game). So the idea is to work on the subject of the game (the crime selected) during the next sessions (or when the game has ended) following the teacher guides.

TEACHING TIPS OR ADDITIONAL INFORMATION

Educators should read and understand the game instructions before presenting the game to students in their classrooms. It is a game that can appear difficult at first, but once you understand the mechanics, it is great fun to play.

Educators can adapt the game conditions in order to simplify the rules. An example of this includes not solving the minigames. In this way the Victory Cards can be achieved by joining two characters in the same building.



WHAT IS UNDERSTOOD BY CORRUPTION?

The concept of corruption is broad. It includes, but is not limited, to bribery, fraud, misappropriation or other forms of diversion of resources by a public official. Corruption can also occur in cases of nepotism (giving jobs to acquaintances in public positions), extortion, influence peddling, improper use of privileged information for personal purposes and the purchase and sale of judicial decisions, among other practices.

HOW DOES IT AFFECT PEOPLE AND STATES?

This phenomenon occurs in all countries - large and small, rich and poor - but its effects are especially devastating in developing countries. Corruption affects the poor infinitely more because it diverts funds destined for development, undermines the ability of governments to offer basic services, feeds inequality and injustice and discourages investment and foreign aid.

The Johannesburg Declaration on Sustainable Development, held in South Africa in 2002, stated that corruption represented a threat to the sustainable development of the population.

In addition, corruption poses a serious threat to the stability and security of societies, by undermining the institutions and values of democracy, ethics and justice and by compromising sustainable development and the rule of law.

SOME DATA

GLOBAL POPULATION

The World Economic Forum estimates that corruption costs at least \$ 2.6 trillion or 5% of the world's gross domestic product. Bribes of more than one trillion United States dollars [World Bank, www.worldbank.org] are paid each year in both developed and developing countries. According to the UN Secretary General, corruption:

- Robs schools, hospitals and other vital funds.
- Destroys institutions while civil servants enrich themselves or ignore criminality.
- Deprives people of their rights and discourages foreign investment as well as damaging the environment.
- Encourages lack of credibility in government and governability, as well as political dysfunction and social disunity.
- Can be a trigger for conflicts.
- Has its breeding ground in the collapse of political and social institutions.

REGIONS

Corruption and the transfer of funds of illicit origin have contributed to the flight of capital from Africa, where more than 400,000 million dollars have been plundered and hidden abroad. It is estimated that, of that sum, some 100,000 million dollars come from Nigeria.

TYPES

There are many types of corruption, but all have the same objective: profit and illegal enrichment. Corrupt actions have to do with accepting bribes, diverting public money for personal matters and using influence to promote your own interests or those of your friends. Corruption is also enriching yourself in a clandestine way, illegally using information, conspiring and obstructing justice in your own interest.

KEY QUESTIONS TO WORK ON IN CLASS

In addition to large-scale corruption, there is also minor corruption, of a small size, but equally illegal, such as when someone decides to pay less money for a service in exchange for not paying taxes. How do you think we collaborate with corruption? What actions favour it?

What are the ethical principles that we should follow to help eliminate the corruption of our societies?

How can we contribute as citizens to a more just and egalitarian society without corruption? How can we consider the common good?

IS THERE SOMETHING THAT CAN BE DONE? EXPERIENCES OF SUCCESS

The TRACK platform (Tools and Resources for Anti-Corruption Knowledge) provides online access to the UNCAC Legal Library, ACAD's Academic Initiative and other educational materials, as well as additional anti-corruption resources.

The StAR Initiative is a partnership between UNODC and the World Bank whose objective is to prevent money laundering resulting from corruption and facilitate a more systematic and timely return of stolen goods.



WHAT CAN WE DO?

- We can consider the common good and decide to act according to principles of citizenship that do not accept corruption, not even in its smallest form.
- We can contribute to raising awareness in our environment about the need to act in a legal manner, in all areas, and in personal and social actions in which we find ourselves on a daily basis. We can reveal and report those cases that we know.

WHERE CAN WE GET MORE INFORMATION?

International Covenant on Civil and Political Rights. https://www.ohchr.org/Documents/ProfessionalInterest/ccpr_SP.pdf

United Nations Democracy Fund. <https://www.un.org/democracyfund/fr/about-undef>

United Nations Convention against Corruption https://www.unodc.org/pdf/corruption/publications_unodc_convention-s.pdf

Office of the United Nations against drugs and Crime. <https://www.unodc.org/ropan/es/Anti-CorruptionARAC/unodc-and-corruption.html>



HUMAN TRAFFICKING

WHAT IS UNDERSTOOD BY HUMAN TRAFFICKING?

Human trafficking is a serious crime, an attack on the dignity of people and a flagrant violation of Human Rights. Human trafficking is a crime committed by organized groups to enrich themselves through the sale of people and in order to exploit them into forced labour, begging or prostitution.

July 30th is the international day against human trafficking. On that day, in particular, we remember that slavery is not just a thing of the past.

HOW DOES IT AFFECT PEOPLE AND STATES?

- **HEALTH**
Infectious and sexually transmitted diseases. Drug addiction. Mental health, post-traumatic stress, anxiety, suicide.
- **SOCIAL WELFARE**
Stigmatization, displacement, poor living conditions and isolation. Difficulty of return and social reintegration.
- **SAFETY**
Loss of freedom and restriction of movement. Legal uncertainty and legal deception: without identification documents.

No country is exempt from this problem and, therefore, in 2010, the UN approved a World Plan of Action to combat it. In states and societies trafficking also produces:

- Rejection and racist behaviour.
- Lack of population control and insecurity.
- Criminal networks and corruption.
- Tolerance of the sex trade.

SOME DATA

GLOBAL POPULATION

According to the ILO (International Labour Organization), in 2016 there were around 40 million victims of trafficking in the world:

- 1 in 4 people were children.
- 25 million people were in the field of forced labour and 15 million were victims of forced marriages. Women and girls represent the most vulnerable group, being 71% of the total victims

REGIONS

Victims mainly come from Africa, the Asia-Pacific Zone and Central Europe, but it affects all continents and countries to a greater or lesser extent.

KEY QUESTIONS TO WORK ON IN CLASS

Can you imagine what it must be like for a person to be bought and sold? What would it be like to find yourself suddenly separated from your family, your friends, your town or country, and forced to work as a slave? Being harassed and raped? Losing all your dignity as a human being?

What are the most visible manifestations of human trafficking in our societies? How can we identify them?

What are the most important measures to prevent, or, where appropriate, intervene in the trafficking of people that countries and societies have to develop?

IS THERE SOMETHING THAT CAN BE DONE? EXPERIENCES OF SUCCESS

Many organizations and people around the world work against human trafficking. Let's have a look at some of them:

- Andean Migration Network - A network involving four countries in the region whose objective is to ensure the safety of people who migrate.
- Esperanza Foundation – Active in Colombia and Spain to prevent trafficking, care for victims and protect their rights.
- Women's Link World Wide or the Inter-American Commission of Women - Focus on the rights and protection of girls and women.
- The awareness campaign "Blue Heart" of the Office of the Nations against Drugs and Crime.
- Anti-Slavery International - Develops materials to combat slavery by education.
- In Lebanon, for example, the KAFA organization serves women and children who are victims of trafficking in domestic service and sexual exploitation.

WHAT CAN WE DO?

- We can learn about it and get information on the subject. Think about and debate these issues in our environment and propose initiatives.
- We can become sensitized. Take a clear and critical stance. Participate and get involved in awareness raising campaigns and make the problem visible so that more and more people will act to combat this scourge.

- We can commit. Know the initiatives developed by the different organizations, NGOs and entities and collaborate with them in volunteer programs.
- We can, in our daily life, report any situation of abuse and discrimination that we detect and give voice to those who are silenced.

WHERE CAN WE GET MORE INFORMATION?

- <http://www.un.org/es/events/humantrafficking/>
- <https://www.ohchr.org/Documents/Publications/TraffickingSp.pdf>
- https://www.unodc.org/pdf/Trafficking_toolkit_Spanish.pdf
- <http://www.no-trafficking.org/>
- https://ec.europa.eu/anti-trafficking/eu-policy/first-report-progress-made-fight-against-trafficking-human-beings-2016_en
- <https://en.unesco.org/inclusivepolicylab/>
- <https://www.amnesty.org/es/>
- <https://www.antislavery.org/reports-and-resources/education/>
- <https://www.womenslinkworldwide.org/nuestro-trabajo/trata-de-personas>
- <http://redconlatrata.org/>
- <https://apramp.org/>
- <https://www.accem.es/>
- <http://www.chsalternativo.org/>



WHAT IS UNDERSTOOD BY MIGRANT SMUGGLING?

Although not widely recognized, Migrating is a human right. On the other hand, it can become a business for criminal networks that traffic and profit from the illegal transfer of people between countries of which they are not residents or nationals. Illicit trafficking is always transnational. Migrating is not a crime, but profiting illegally by it is.

People contact and pay these networks to escape situations of poverty and / or conflict with the aim of working in another country in order to achieve decent living conditions for them and their families.

Human smuggling is a serious crime that affects the safety and integrity of people.

HOW DOES IT AFFECT PEOPLE AND STATES?

In many cases, smuggling involves situations of exploitation of people and degrading treatment, despite the fact that there is a prior decision of the person to migrate. In addition, an offence is committed against the states when crossing their borders in an irregular manner and generates security problems for the countries of origin, transit and destination.

In the countries of origin, the families go into debt to pay for the trip, lose contact with their migrant relatives and many of them disappear during the journey. This type of emigration also impoverishes countries because they lose their younger and more active population.

In the countries of transit and destination, the arrival of migrants is also a humanitarian, social and economic problem, which is difficult for commu-

nities to manage. They are not always welcomed in the new country and often face exclusion and rejection.

The biggest victims of smuggling are the migrants or refugees themselves, who put their lives at risk and are exposed to exploitation by traffickers, to whom they have to pay huge amounts.

SOME DATA

• According to UNODC, the most significant traf- fic routes occur in:

- Africa: Routes from the south to the north of the continent and towards Europe.

- Asia: Routes to Europe, Southeast Asia and the Middle East.

- America: Routes between Latin America and the United States.

• According to the 2018 Global Report on Immigrant Traffic, more than 2.5 million people were affected by this crime in 2016. The traffic generated that year pronounced a profit of between 5-7 billion dollars for traffickers.

• Every year the number of deaths due to human trafficking increases. The IOM figures show 7,189 deaths in 2017, an average of 20 deaths per day.

KEY QUESTIONS TO WORK ON IN CLASS

Can migration be considered illegal? Who commits the crime and who is the victim?

What should the policies of the countries do to help the victims of this crime?

How can we organize ourselves to be welcoming societies?

IS THERE SOMETHING THAT CAN BE DONE? EXPERIENCES OF SUCCESS

Many organizations and people work against trafficking and smuggling around the world. Let's have a look at some of them:

• In Europe, for example, Migreurop (European and African group) works against the detention and confinement of irregular migrants and CEAR (Spanish Commission for Refugee Assistance) develops reception and social inclusion programs for victims.

• In the Mediterranean, the Proactiva Open Arms organization works on the rescue and care of immigrants and refugees.

• In Latin America, the US and Canada, there are numerous organizations, such as The Alliance for Migration in Central America and Mexico (CAMMINA) or The Regional Network of Civil Organizations for Migration (RNCOM), whose objective is to strengthen civil society in order to help migrants and victims of trafficking.

WHAT CAN WE DO?

• We can collaborate with organizations that help migrants, refugees and victims of human trafficking.

• We can commit ourselves to action and give help in our cities and neighbourhoods to people who have immigrated and who are in a situation of vulnerability and social exclusion.

• We can decide not to be part of rejection, xenophobia and racism and publicly denounce their manifestation.

• We can take the initiative and encourage coexistence, dialogue and the recognition of diversity in our places of study and work.

WHERE CAN WE GET MORE INFORMATION?

<https://www.iom.int/es/los-terminos-clave-de-migracion>

<https://www.ilo.org/global/topics/forced-labour/lang-es/index.htm>

<http://www.unodc.org/documents/treaties/UNTOC/Publications/TOC%20Convention/TOC-book-s.pdf>

https://www.unodc.org/documents/data-and-analysis/glosom/GLOSOM_2018_web_small.pdf

<https://www.iom.int/es>

<https://www.europol.europa.eu/es/about-europol>

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration_and_migrant_population_statistics/es

<https://eacnur.org/es>

<http://www.hrw.org/>

<http://fra.europa.eu/en>

<http://www.migrationinformation.org/>

<http://www.cser.it/>

<https://www.cidob.org/>

<https://sosracismo.eu/>

<http://www.oberaxe.es/>

<http://www.migreurop.org/>

<http://www.imadr.org/>

<http://egam.eu/>

<https://www.proactivaopenarms.org/es/quienes-somos>



WHAT IS UNDERSTOOD BY TERRORISM?

UN experts define it as “any act intended to cause death or serious bodily injury to a civilian, or to any other person not taking an active part in the hostilities in a situation of armed conflict, when the purpose of such act, by its nature or context, is to intimidate a population, or to compel a government or an international organization to do or to abstain from doing any act”.

HOW DOES IT AFFECT PEOPLE AND STATES?

Kofi Annan said at the Summit on Democracy, Terrorism and Security, held in Madrid (2005), that “Terrorism is a threat to all States, to all peoples, which can strike anytime, anywhere. It is a direct attack on the core values the United Nations stands for: the rule of law; the protection of civilians; mutual respect between people of different faiths and cultures; and peaceful resolution of conflicts”

SOME DATA

GLOBAL POPULATION

The Institute for Economics and Peace, a study centre based in Sydney, Australia, broadcast its “Global Terrorism Index 2016”, a report on global terrorism for the years 2000 to 2015 saying that:

- The five countries with the most victims were Iraq, Afghanistan, Nigeria, Pakistan and Syria.
- 74 percent of deaths from terrorism were caused by four groups of Islamic extrem-

ists: the Islamic State (also known as ISIS or ISIL), active mainly in Iraq and Syria, but who commit attacks around the world; the Nigerian group Boko Haram - whose name means “Western education is sin” - active in the north east of the African country and also in Niger, Cameroon and Chad; al Qaeda are present in different countries of the Middle East and North Africa; and the Taliban, who in 2015 had their most violent year in Afghanistan.

- 2015 was the worst year in history for terrorism in Europe. According to the report, the situation was made worse by the tactics used by the Islamic State, based on “lone wolves” that move from one country to another, making controls more difficult.

- In the group of countries that belong to the OECD (Organization for Cooperation and Development), deaths from terrorism increased by 650 percent from 2014 to 2015 (from 77 to 577).

TYPES

There are different types of terrorism, but we can classify them according to different criteria:

- Origin: political, economic, etc.
- Dimension: local, regional, national, international, global, etc.
- By its nature: religious, ethno-nationalist, etc.
- Intensity: low, medium, high, etc.

KEY QUESTIONS TO WORK ON IN CLASS

How can we promote tolerance through education? How can we create channels of dialogue in our family, neighbourhood, school or work environments?

How can we show governments our disagreement in the face of excessive use of power? How can we generate non-violent channels to express discontent?

IS THERE SOMETHING THAT CAN BE DONE? EXPERIENCES OF SUCCESS

The “PeaceApp” program developed by the Alliance of Civilizations of the UN (UNAOC) for the realization of videos and mobile applications that foster intercultural respect.

The educational project “PARTICIPATE” is an online game that encourages young people to participate in the social life of the democratic system.

«Participate» consists of three thematic workshops: ABC citizen, leadership and participation and conflict resolution. Through the game, young people can learn about the mechanisms and forms of citizen participation, the importance of civil society organizations, constitutional values and the rights and duties of citizens.

WHAT CAN WE DO?

We can promote respect for diversity and dialogue among citizens of different cultures, backgrounds and beliefs.

Defend peace and democratic values. Encourage the value of dialogue in the contexts in which we live.

The development of these shared universal values facilitates the participation of citizens in the construction of open and inclusive societies. Being aware of the existence of non-violent strategies to channel our claims is essential to prevent terrorism

WHERE CAN WE GET MORE INFORMATION?

Charter of the United Nations
<https://www.un.org/en/charter-united-nations/index.html>

UN Office to fight terrorism
<https://www.un.org/counterterrorism/ctif/en/uncct>

World Day for Cultural Diversity for Dialogue and Development
<http://www.un.org/es/events/culturaldiversity-day/background.shtml>

International Day for Democracy
<http://www.un.org/es/events/democracyday/>