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**IMPLEMENTING E4J MODULES ON INTEGRITY, ETHICS AND
ANTI-CORRUPTION IN ENGLISH LANGUAGE LEARNING
FRAMEWORK FOR LAW STUDENTS**

The aim of the paper is to review the E4J (Education for Justice) Modules on Anti-Corruption, Integrity, and Ethics and find ways of implementing them in a content-based learning framework for law students, as well as to enhance awareness of the modules among lecturers and explore capacity to use them.

At the University level, E4J aims to facilitate and promote teaching on issues related to anti-corruption, crime prevention and criminal justice, as well as on integrity and ethics among all. As part of these efforts, UNODC is developing university modules and teaching guides on the above areas, which lecturers can adopt and integrate into their courses as well as submit feedback and additional information.

E4J offers a series of 14 University Modules on Integrity and Ethics which focus on such issues as universal values, ethics and society, ethical leadership, diversity and pluralism behavioral 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 on different issues, suggestions for class activities and exercises, PowerPoint slides, video materials and other teaching tools. Each Module can be used during a three-hour class as well as developed into a full course. The E4J can be used by the lecturers who deliver ethics education as well as lecturers who are not ethics lecturers but would like to incorporate

ethics components in their courses. The lecturers are encouraged to customize and adopt to different local and cultural contexts. [2]

The Modules can be used to enhance students' ethical awareness and commitment to acting with integrity, develop necessary skills to imply these norms in life, work and society. The Modules help to develop critical thinking, problem solving, communication skills, which are important for ethics education. The Modules use innovative teaching methods such as experiential learning and group-based work. [2]

Together with law students and business students we have used some of the activities from the E4J Modules at English Language sessions. The activities were integrated into the module «Business» topic «Business Dilemmas». The students first discussed the ethical dilemmas - cases given in the coursebook «Language Leader Intermediate» in pairs and in groups which allowed us to estimate their views and behaviour in imaginary situations prior to teaching. The majority of the students responded in ways that showed they were not going to reveal the truth to other people and that they were not ready to make uneasy decisions like telling a friend they don't like their gift or that her husband has lost his job. Many responded in a supportive way to a person who was shoplifting from work because she wasn't given a bonus, others decided not to report on the person, few decided to talk to the person trying to persuade to stop stealing from work. Two thirds of the students decided to accept an expensive gift and work with a «generous» supplier. The situation was different when the case with environmental pollution was discussed. The students decided to report on the chemical firm which dumped poisonous waste in the nearby river and lake notwithstanding they would lose their job and the company could go bankrupt. Only under the particularly serious threat to health and life of people did they «act» more decisively. The pre-teaching estimation showed the need for a change in students'

behaviour through analyzing and understanding how to deal with problems involving integrity, ethics and law and their importance in resolving challenges they will face in the future. [1, p. 78-79]

Teaching phase deals with exposing the students to the cases where they make decisions in a close-to-real-life situation. Using e-learning tools students watch a short video with built-in questions and choices. As students answer the question or make a decision, they arrive at different consequent situation. As a rule the person seeking advice will reveal the right answer or the narrator will clarify the consequences of this or that choice. E-learning is then followed with group discussion and the concepts are defined and discussed more extensively. [3]

Law and ethics are clearly related, as they both reflect values and guide behaviour, but they are not the same thing. The main goal of using E4J Module is to equip students with the ideas they need to critically evaluate issues arising from interplay of integrity, ethics and law.

Ethics are principles that guide behaviour. Ethics refers to those standards that impose the reasonable obligations to refrain from stealing, murder, assault and any other forms of violence. Ethics also involves the examination of what is considered right or wrong, good or bad, and the justification of those judgments. Ethics provides a basis for individuals and societies to make informed decisions based on principles that are generally accepted in a particular culture, community, or profession. As used in the E4J Module, ethics is understood to be a system of principles that guide how people make decisions and lead their lives. In contrast to ethics integrity is understood as a consistent application of ethical principles, particularly honesty. Different from integrity and ethics, law is a system of rules recognized by society and enforced via sanctions. Only

behaviour considered by society to be truly hurtful or wrong is made illegal [4].

After having watched the videos and analyzed in groups the behaviour of the people involved in different cases - examples of ethics, integrity and anti-corruption issues, the students were more considerate about their choice of behaviour. By the end of the lesson, only few still decided to accept gifts. On the case of funding the children of the government officials groups were unanimous - they rejected and felt very strongly about their decision.

Although the amount of time spent on the topic is not enough to be able to change the behaviour patterns in some cases straight away, we can clearly see that even this short exposure to the concepts, ideas and principles of integrity, ethics and anti-corruption showed more consideration on behalf of the students having deeper understanding on what is acceptable and what isn't, and how to overcome pressures and temptations in real life.

As a follow-up students wrote feedback on the activities in which the majority of the students described working with videos as the most exciting part of the lesson. They stated that it was interesting to see the consequences of their choice/advice and many said they felt as they were the main character of the case. Some students mentioned that they will use the new knowledge in their own lives.

Although it is difficult to evaluate the results, we can state the learning outcomes as follows:

- understand the concepts of integrity, ethics and anti-corruption;
- analyse a problem involving ethics and create and evaluate solutions;
- think critically about ethical issues;
- grasp the challenges posed by their profession;
- understand the role of professional codes of ethics and how they may apply in their career [5].

The University Modules E4J on Integrity and Ethics have deliberately been designed to be adopted to different regions, contexts and disciplines. The lecturer can take the following steps to adopt the content of the Modules:

- provide case studies and perhaps recent examples from the local media;
- replace or add case studies, the existing readings and exercises with local context;
- if appropriate, merge the E4J content with an existing module;
- adopt content to better relate to a certain discipline, specialization;
- the Modules can be reviewed at a workshop offered outside the scheduled sessions;
- the lecturer can add the E4J content to the existing ethics content of the coursebook;
- the time-frame is flexible: ranges between one and four hours, and more if needed [5].

The E4J Modules can be integrated in University learning framework for students of different specializations like law, business, engineering etc. The E4J University Modules on Integrity and Ethics include over 70 interactive exercises that can be used during one or more sessions, merging with the content of the Ethics module from the coursebook. These activities are intended to encourage students to reflect carefully on their current views and to stimulate their interest in learning more about ethical behavior, integrity and ways of fighting corruption especially when they are working in a professional environment. The idea is to turn knowledge into practical guidelines of ethical behaviour and integrity [5].

In times of war, when our country is under many threats and people are facing different challenges, the importance of teaching young people integrity, ethics and anti-corruption can't be

underestimated. The necessity and the importance of teaching integrity and ethics in national and international contexts is dictated by the present and the future.

RESOURCES

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