



Dr. Sławomir REDO
Senior Programme Adviser
s@redo.net

Anti-corruption for kids and the future United Nations: How it should educate „succeeding generations”?*

Statement at the side event
of
the Universal Peace Federation and the Academic Council on the United Nations System

“Countering corruption for social peace: Interstate and intercultural challenges”
during the twenty-fifth session of the United Nations Commission on Crime Prevention and Criminal Justice
(Vienna, Austria, 23-27 May 2016)

* Based on the article „Anti-corruption education as a form of early prevention of conflict with the law for women and children: Making the United Nations law work 2016-2030”. In: Helmut Kury, Sławomir Redo, Evelyn Shea (Eds.) [„Women and Children as Victims and Offenders: Background, Prevention, Reintegration Suggestions”](#), Berlin-Dodrecht-Heidelberg
SPRINGER 2016



Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

16.1 Significantly reduce all forms of violence and related death rates everywhere

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5 Substantially reduce corruption and bribery in all their forms

16.2 Substantially reduce corruption and bribery in all their forms

recovery and return of stolen assets and combat all forms of organized crime

16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the

recovery and return of stolen assets and combat all forms of organized crime



Crime and Crime Policy
Kriminalität und Kriminalpolitik

Vol. 8-1

Punitivity
International Developments

Vol. 1: Punitiveness – a global Phenomenon?

Helmut Kury & Evelyn Shea
(Eds.)

Universitätsverlag Dr. N. Brockmeyer

“Based on the results of international studies, punishment has, if at all, only a very limited deterrent effect, in particular for the prevention of serious crime...Moreover it appears that deterrent effects depend on the risk of being discovered and not on the severity of punishment and that they appear more often with minor infringement of norms...[that is] when administrative offences are investigated as opposed to crimes”



This finding does not cover sentences for corruption – a clandestine crime on which there is too little data anywhere.





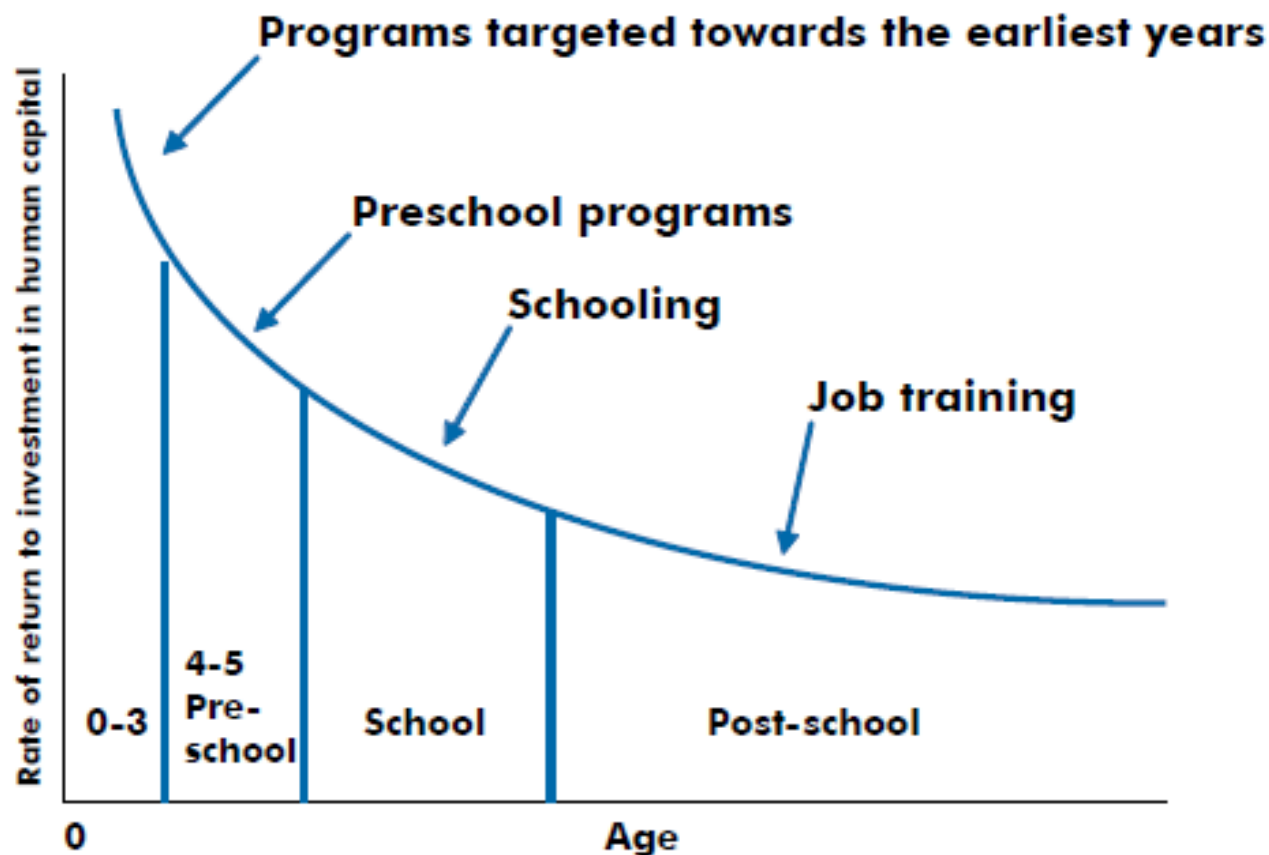
By analogy with the comparative effectiveness of administrative over penal measures in preventing serious crime,

what about advancing anti-corruption into the stage when its various potential actors and manifestations may be addressed early enough – that is at the formative stage of personal development when preventive education yields the highest returns to investment?



Returns to a Unit Dollar Invested

(a) Return to a unit dollar invested at different ages from the perspective of the beginning of life, assuming one dollar initially invested at each age



Heckman, J.J. (2008) The Case of Investing in Disadvantaged Young Children, Big Ideas for Children: Investing in Our Nation's Future



In the United Nations law, but also in anti-corruption theory and global practice there is too little criminological recommendations/findings on age-and gender- specific factors that may facilitate prevention in terms of :

- differentiation between domestic violence and property rights;
- the role of property in early childhood and adolescence;
- patriarchal and contractual attitudes among partners and in family for making fair solutions for the observance of law.



According to one Western developmental psychologist, already at the age of 20 months a child experiences some moral emotions — feelings triggered by right and wrong (Warneken and Tomasello 2008). The critical transition point between less formative and more reformative phase of assisting in child's education occurs in the age bracket 5-10 years old, with the most critical age of 8 years old (Grusec and Radler 1980).

Then reinforcing in child the right behaviour by emphasizing child's *character* ("*You are a helpful person*") rather than action ("*That was such a helpful thing to do*") may be a viable departure point for subsequent gradually self-sustaining law-abiding life. Any earlier or later age bracket for the Western view of "Culture of Lawfulness" does not seem to be so viable for forming in the adolescence the sense of right and wrong.



In the above regard there is even less such findings in comparative terms of various legal cultures, hence there are only very narrow technical avenues to adapt the UN anti-corruption law to local circumstances in terms of modifying cultural attitudes that tolerate corruption.



In this regard, the implementation of the 1989 Convention on the Rights of the Child/CRC lags behind the 2003 United Nations Convention against Corruption (UNCAC).

This is because while the CRC encourages children's right to participation in some decision-making, stresses their right to personal dignity and integrity by obliging the States to take the preventive and educational measures to counter their "mental violence" and other (non) criminal abuses (art. 19), elsewhere it hardly pays any attention to more subtle educational aspects, namely how to educate relevant actors in meeting children's right to personal property - a departure point for any anti-corruption education.

The CRC seems to be more geared toward facilitating countering domestic violence than property crime.

In sum, save UNCAC, in the United Nations legal instruments the new anti-corruption focus is absent.

What follows is based on the UNCAC's provisions.



The North-South bridge provided by the United Nations Convention against Corruption/UNCAC facilitates cooperation on criminal aspects of countering corruption.

Article 5. Preventive anti-corruption policies and practices

The UN Secretariat's review of the implementation of UNCAC's article 5 (CAC/COSP/WG.4/2014/2, paras. 17 and 80-83) shows that in countries which reported on it, its various anti-corruption authorities pursue the relevant work.

France, Republic of Korea, Nigeria (Boko Haram)...

Article 13. Participation of society

1.c Undertaking public information activities that contribute to non-tolerance of corruption, as well as public education programmes, including school and university curricula;



While there has already been some UN progress in extending anti-corruption education from adult to children level, this progress has still been interculturally rather shallow, and, at times, attacked. The devastating role of the Nigerian-born “*Boko Haram*” (“Western education is a sin”) may be a case in point for countering anti-corruption education, but for each and every country such a point really stands on its own, particularly as regards the impact of contractual and patriarchal relationships on property management.

“Property management” by children, that is early prevention educational policies at the core of which that “management” is (and about which little is not only known or done worldwide) should become a part of anti-corruption across various legal cultures.

Be it as it may, paying attention to the property issues with due account of such intricate differences is the key for more successful countering of corruption anywhere.



This research corroborates the viability of practical examples that in meet the developmental requirements for countering corruption among older children (10-15 years old). For example, in California (USA) which has in its primary and secondary-level education various minority children, the authorities implemented a 60-lesson curriculum for the intermediate (primary/secondary) junior high school students. This was a follow-up to a shorter curriculum, from which "simply put...the students learned the lessons taught". (Kenney and Godson 2002, p. 439).



This meticulously structured, interactive Californian *“School-based Education to Counter Crime and Corruption”* (Godson and Kenney 2000) in fact, is adaptable to many other societies. The educational curriculum involved meeting knowledge-based (cognitive) and affective or attitudinal/emotionally-based goals, that is children’s non-tolerance to crime and corruption. For those familiar with the researched and reported cultural differences in children’s cognition and affection in Eastern and Western legal settings, and how to respond to them constructively in those settings, that curriculum can be a springboard to develop own domestically and locally-sensitive teaching and learning anti-corruption methods. That curriculum may also help to project relevant anti-corruption instruction into pre-school, primary and university-level activities and classes in a culturally- and psychologically appropriate way.



Consequently, on the educational continuum one get at the core of anti-corruption formative and reformative education in every country, with due account of age-, culture-dependent youth features, and other precepts, rule of law ones including.

