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**Online course syllabus**  
***The United Nations and Crime Prevention***

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**Outline:** Until 2015 there were two discernible pre-SDGs approaches to such concerns: Western and Eastern. Almost since the establishment of the United Nations in 1945, both have jointly been addressed within the United Nations, including its Crime Prevention and Criminal Justice Programme. In a nutshell, their origin, gradual refinement and universalization finds its intellectual beginnings in the concept of humanity, reciprocity and civil order by such diverse philosophies as Confucian (“heavenly peace”) and Kantian (“permanent peace”) - the latter conceptually foundational to the United Nations Charter, the former – to the Universal Declaration of Human Rights. Thanks to such like-minded numerous intellectual contributions the Charter made world “peace” conditional on “principles of justice” and decreed linear social progress, inter alia through educational cooperation (arts. 1 & 55), while the Declaration recognized that the United Nations interprets and pursues human rights cooperation in its own terms. In a number of consecutive legal instruments the Organization specified and operationalized Charter’s stipulations to implement prevention globally. It did so through a variety of policy and morally relevant local, situational, regional, intercultural and transnational measures for practical use for generations of a sustainable development.

In 2015, the United Nations General Assembly adopted a landmark [declaration “Transforming our world: the 2030 agenda for sustainable development”](#) (“the 2030 United Nations Sustainable Development Agenda”/“The 2030 Agenda”). Its very innovative and forthcoming target-oriented recommendations known as sustainable development goals (SDGs) come in the time of very dramatic changes in the field of crime prevention and criminal justice that resulted from two major trends: demographic and environmental, especially social governance involving access to water and sanitation. Within these two major trends degree climate change, population aging, and migration to a different degree impact crime prevention with its basic precepts/standards emerging from original (bilateral) reciprocity, then diffuse (multilateral) reciprocity and “triple wins”, i.e. good governance promoting inclusive socio-economic growth in harmony with Nature which henceforth should be an evergreen standard for local, especially urban, crime prevention and international standard-setting.

With the considerable role of longer and better education promoted and recommended by the 2030 Agenda, including the provision of 12 years of free, publicly-funded, inclusive, equitable, quality primary and secondary education ensured for all without discrimination, the post-2030 world scenarios should account for realigning these basic precepts of crime prevention cooperation and respond to its new facets, targets and priorities for women, children and the elderly. The course shows how the United Nations law is relevant to them in intergenerational, intercultural and interstate terms, including technical assistance. The course applies to them the Golden Rule with its collateral principles. The course documents where criminological education should take a better account of its global value so as to bridge more successfully and effectively people and United Nations peoples for crime prevention.

Because of this universalizing emphasis the 2030 Agenda breaks away with the previous visions of international cooperation and technical assistance. The Agenda envisions assistance as “cooperation” in the sense of genuinely shared responsibility and commensurate ownership of the projects. They should be





motivated not only by short-sighted national interests of donors (tax payers), but a long-run mutual interest enabling both to take seriously and responsibly their UN-inspired development agenda and work for mutual benefit (“win-win”). The Agenda conveys the idea, that aid focused on delivering global development can itself serve a long-term national interest. A prosperous world that is safer from drugs and crime, more equal, environmentally conscious and pandemic resilient is one that serves the aid donor, just as much as it benefits the recipient. With this idea, this online crime prevention course is originally guided by the UN perspectives on climate change and excessive economic inequalities (SDGs 1,10, 13) – the “root causes” of many forms of crime, conflicts, complex crises and of the flows of refugees, displaced persons and irregular migrants – a reverberated discriminatory development with a global interdependency impact. The course provides basic concepts, measures instruments and findings that make clearer how much investments in crime prevention education may impact local welfare and thus may help to document “value-for-money” for stakeholders, and mutual benefit for them and recipient country.

With the Charter’s constitutional base and ensuing numerous legal instruments, including the 2000 United Nations Millennium Development Goals Declaration with its solidarity principle “Those who suffer or who benefit least deserve help from those who benefit most” and the 2030 Agenda pledging not to leave anyone behind, the Organization has become the most morally authoritative and progressive conduit of local and global crime prevention ideas, principles and objectives supported by evidenced-based justice and crime prevention solutions, good practices and rights-based recommendations. The successful implementation of the 2030 Agenda involves a collective push for good governance based on the rule of law, hard facts and figures, including the need to build national statistical capabilities, eventually enabling contributions to Big Data sets worldwide.

Against the background of two basic forms of technical assistance: provision of physical infrastructure and meeting basic needs and rights, the course focuses on the third form: the virtue based/social capital, i.e. moral judgement competency and skill - interculturally underdeveloped and to be shaped as per the aspired next phases of social progress, in line with the UN solidarity principle. Such a competency and skills will interplay with diversity of lifestyles. While to be harmonious with nature such lifestyles must also account for humane and effective approach to people in conflict with the law or victimized, so the quality of these public and private lifestyles can be improved.

Through classes based on students’ participatory “hands-on” works the course teaches reciprocal relationships and caters to planting locally the seeds of cutting-edge UN approach motivating to assuming ownership in local matters, thus breaking the cycle of self-sustained material and intellectual poverty by developing civic values and work ethics for cooperation, whether nationally or internationally. Eradication of such forms of poverty with the view to enhancing prospects of sustainable livelihoods is a strong moral imperative recognized by the 2030 Agenda – the ground breaking United Nations declaration of truly universal significance. It should guide specialists in development aid and in education, but also motivate to address, determine, negotiate and jointly pursue commensurate to the level of development and legal culture crime prevention measures. To improve the effectiveness and outreach of project deliveries on the ground they should include [anti-corruption](#), thus counter bad business practices encouraged by organized pressure groups for personal gain by donor and recipient sense of mutual benefit communicated to the target grass roots entrepreneur and vulnerable groups so as to indeed win their hearts and minds. This stands especially good chance when applying [recommended by the United Nations](#) good governance standards and norms that socially and environmentally address the conditions for local capacity and sustainable livelihoods with crime controls through community participation, civic education, including early crime





prevention. The UN's legal instruments which give such a normative framework are implementable with the help of legal culture-friendly [manuals](#) and online [modules](#), developed to serve peace and justice by countering inequality, violence, discrimination and xenophobia.

Accordingly, with a view to an effective, humane and progressive countering of traditional forms of crime and violence, crimes lethal to peace and security, like xenophobic hatred, genocide and corruption, the course pursues:

- how to advance rationally sustainability for overall development, as per the UN solidarity principle;
- in line with the Golden Rule, how to recognize the Rule's reciprocal sense *vis-à-vis* Mother Earth;
- sustainable lifestyles so as to restore ecological balance and the holistic view of Nature with its moral law, and vital energy that in the United Nations as a global standard-setter and bearer is as a source of social activism motivating crime prevention worldwide in line with the Organization's own outlook and technical assistance;
- the concept of technical assistance based on deepening the appreciation of the region's needs and a culture (and some level of national interest) understood as reciprocal interests and commensurate mutual compliance according to the UN crime prevention and criminal justice standards and norms that may yield progressive outcomes in terms of countering corruption and various other forms of crime and uncivil behaviour.

To this ultimate effect, the online course on "The United Nations and Crime Prevention" draws on the two cross-cutting goals of the 2030 Agenda: "Peace, Justice and Strong Institutions" (SDG 16), and "Quality Education" (SDG 4.7), with the in-between concern for sustainable lifestyles in harmony with nature (SDGs 3, 6, 4, 10, 11.6, 12.8, 15). In line with the progressive United Nations international law, criminal policy and social justice objectives fostered by the recent United Nations Agenda's SDGs, the course contributes:

- "to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels" (SDG 16);
- to ensure, that "all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development" (SDG 4.7).

Accordingly, this online course addresses:

- how to reduce the number of future offenders and victims by especially focusing on the intergenerational (individual and social), intercultural and international aspects of early crime prevention - primary or secondary;





- the related tertiary crime prevention and criminological concepts in connection with criminal violence, security, safety, urban sustainable development, public participation, good governance and intercultural training skills - for the social rehabilitation/reintegration for the rule of law across the world.

From this level the course draws country and urban examples of practical *glocal* (global/local) countering of various forms of crime, using the UN solidarity principle for balancing socio-economic inequalities. Traditionally, aging has been connected with the abuse of elderly. Nowadays it may involve male/female gender relationships (disproportion and discrimination), feminization of poverty, domestic violence, more pronounced intercultural aspects of family planning and of intergenerational transmission of civic and spiritual values, including (pre)school education, work ethos, the care of elderly; residential, community and ecological concerns, especially pronounced in the urban environment. The resort to the United Nations technical experience may help to inspire to apply UN analytical tools worldwide. They may offer institutional inspiration for creative *glocal* 2030 transformation, also beyond that date.

The experience, criminological concepts, examples and issues involved in the question of youth, violent, transnational organized crime, and corruption will be presented in terms of the United Nations crime prevention principles and good practices; particularly, principles that aim at the protection of vulnerable groups, including women, children and youth at risk. This will be done in accordance with the United Nations interdisciplinary experience and the related law, including the UN Charter aiming at saving succeeding generations from the scourge of war.

This objective implies intergenerational learning of such crime prevention precepts and practices that contribute to the 2030 United Nations Sustainable Development Agenda - a major global social policy overhaul in 193 Member States of the Organization. In this framework, and conversely, this online course is helpful to making inroads into the prevention of crime by next generations with those who may violate the rule of law. The course's emphasis on more public, inclusive and cooperative arrangements countering excessive relative deprivation that undermines the Agenda's goals to develop a more comprehensive sustainable development framework locally, including in technical assistance terms, as per the UN solidarity principle.

**Aim:** In this context, recalling the aim of the UN Charter to save the succeeding generations from the scourge of wars, this online course on *The United Nations and Crime Prevention* reinvigorates it for the present generation of studying the United Nations – the future decision- and policy-makers, with a view to supporting their practical reason and instrumental capacity to expand humane, effective and sustainable crime counteraction by reformist and inclusive planning, whether locally, regionally or globally, especially in terms of various technical assistance programmes and projects. In line with the Charter's progressive legal and socio-economic objectives (arts. 13 and 55), the UN diplomatic and other expert practice, this online course aims to convey the importance of cooperative thinking, good strategic planning, and the initial priority of own delivery over returns.

Building up on the previous course experience and evaluations it teaches a more inclusive approach to *Crime Prevention*, strategically and managerially, as a socially renewable resource, prioritized on the impact. In doing so the course:

- blends academic and practical approaches to countering violent crime and corruption in terms of developmental (individual and institutional), situational and social crime prevention in the context of unlocking the cycle of self-sustained poverty and over-dependency on social welfare;





- conveys the message that while ***Crime Prevention*** should be an evidenced-based scientific discipline that internationally and domestically is also an art of technical, multiagency and intercultural communication and cooperation;
- emphasizes individuals' public conduct (e.g. resilience to and accountability for corruption) as the natural extension of their private behaviour, hence mutually beneficial for both spheres of life in any UN Member State;
- addresses and teaches moral incentives and non-schematic thinking needed for the UN SDGs-inspired crime prevention innovation for practical crime prevention ends. According to the UN law and practice, it is a progressive process that responds to the evolving crime picture, demographic, economic and socio-cultural and environmental factors. Students should learn how to network more instrumentally, generate energies for SDGs-inspired crime prevention and create avenues and opportunities through which crime and victimization can be countered, while delinquents and criminals can reintegrate.

**Course method:** The online course's pursues the idea of inclusive and flexible online student experience. It operationalizes the concept of "flipped classrooms" - an instructional strategy involving reversed/blended learning through various forms of interactions, including role taking to enable students to represent various pragmatic arguments from their own and others' perspectives, including alternative views on case studies. With a view to acquiring/experiencing organizational skills appreciated in professional life, as per the course's material/method and conduct (below), students are invited to volunteer to demonstrate the precepts of team cooperation needed for a successful delivery of a joint outcome.

The course draws on:

- introductory presentations by students;
- their Questions & Answers after the introductory presentations;
- student presentation of single profiles of East-West justice thinkers and reformers involved in crime prevention, followed by their final comprehensive presentation, or/and scripting a pros & cons UN SDGs case [dialogue](#) "From technical assistance to crime prevention cooperation in Africa".
- instructors' own presentation clarifying the contents of the topic.

**Course material:** Publications and video footage (local, locally adaptable or generic) as an advance mandatory material for student's own studies in preparation for the classes. The material covers natural experiments and (non-) experimental evidence described there. Based on the above, a student can be prepared for the ensuing from that material other course-related topics and take a full advantage of following them.

**Conduct of the course:** This 4-part course consists of 12 sessions (12 x 2 classes, each class 45'=24h) with multimedia presentations and Questions & Answers sessions. Monitored by the Dean's Office, the appointed Course Assistant communicates before its start with all registered attendees, electronically enlists and monitors their involvement in the preparation for and conduct of the online course by:





- collecting students' declarations of the cognizance of the hyperlinked pre-course material;
- 4 x online **quiz** ("Q") with 3 questions each time from the assigned by syllabus pre-course material;
- pre-arranging with 4 or more volunteers for 4 short (ca. 15') topical video/*PowerPoint* or other introduction of the relevant part of the pre-course material listed in the syllabus ("What is this topic about?"), followed by
- student-to-Presenter Questions & Answers (ca. 15');
- 4 x online short 1-question **tests** ("T") related to a particular crime & justice issue lectured online by the Lecturer;
- student presentation of 15 short profiles of East-West justice sages/thinkers and crime prevention reformers (3 x 5, ca. 20' each time), or/and scripting a pros & cons UN SDGs case dialogue "From technical assistance to crime prevention cooperation in Africa" (15');
- consecutive ca. 45' Lecturer's presentations (text & visuals; short video presentations by invited experts), including Student-Lecturer Questions & Answers.

**Prerequisites:** Students must have a fluent command of the English language to follow lectures. In the interest of combining and operationalizing general knowledge for practical applications passed exams in criminal law, law of criminal procedure, and public international law necessary; substantive preparation for each course required, and assessed for advanced discussions, as per the annotated programme; necessary advance knowledge of the course resource material hyperlinked in the annotated programme. The follow-up multiple-choice exam ("E") with some open-ended questions at the 4<sup>th</sup> part of the course involves responding to the questions from the basic pre-course source material (a few scientific texts marked with "E"), i.e. save press articles and audio-visuals.

**Preferences:** Law course and other faculties' students with a genuine interest in international and intercultural cooperation. Students should be interested in promoting lifestyles in harmony with Nature, diversity, pluralism and in the strengthening tolerance through education commensurate with modern ideas of civil order. Highly appreciated interest in the United Nations and other global organizations.

**Results:** While the course provides practical *what* and *why* knowledge on ways and means of making crime prevention work, the *how* part of the course offers generic knowledge and skills for negotiating and producing the rule-of-law outcomes by students aiming at such deliverables and careers in various legal cultures and systems. A student will learn how best to invest crime prevention decision-maker's and practitioner's time and other resources for optimal returns on action-oriented research and on countering crime by getting things done for the rule-of-law outcomes with people and groups involved in the prevention, whether locally, interculturally or/and internationally – especially those thinking differently, but wanting the same. The course facilitates the identification of international opportunities for networking and profiling own domestic/professional interests in implementing the 2030 United Nations Sustainable Development Agenda.

**Grades & Awards:** Registered and participating students who in writing confirm before the course's start their cognizance of its hyperlinked publications and video footage (listed in the right column below), after completing the course and successfully answering the follow-up exam questions are eligible to receive a *Certificate of Participation*. They may also receive Lecturer's *Letter of Recommendation*, when top-graded. However, those course attendees who do





not wish to apply for one or the other recognition, are welcome as free listeners. Regarding a pros & cons UN SDGs case dialogue “From technical assistance to crime prevention cooperation in Africa”, the course supervisors may award the best script by, e.g., arranging for its newspaper & electronic media publishing.

**Assets:** Passed exam in criminal law; interest and creative ideas to spearhead *Crime Prevention*.



*Dr hab. (Law/Criminology, Poland) **Sławomir REDO** worked for the United Nations Office on Drugs and Crime (1981- 2011). As a UN Senior Crime Prevention and Criminal Justice Expert, he was involved in technical assistance projects implementing the United Nations law against organized crime in Central Asia. In other capacities he assisted in crime prevention cooperation between developing countries (South-South); urban crime prevention; abolition of the death penalty; crime prevention and civilian private policing; virtual forum against cybercrime; on-line international crime prevention and criminal justice education. He has often been guest lecturer/speaker at many universities and institutes worldwide, including courses at the law faculties of the University of Vienna, Austria 2011-2013; the University of Białystok, Poland 2011-2019; the South-Central University for Nationalities, Wuhan, China, 2014-2019, Zhongnan University of Economy and Law Wuhan, China, 2020-2022. He published about 80 articles, 4 books, coedited 6 other books, mainly on the United Nations law and practice of crime prevention and criminal justice, most recently “The Retreat of the Rule of Law. Challenges to Justice in the United Nations World” (Lexington Books, 2022). He is a member of the United Nations Studies Association, the European Society of Criminology, the American Society of Criminology.*

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