PARTICIPANT'S GUIDE

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GENERAL FEATURES OF THE COURSE

1. DESCRIPTION

Welcome to the course **Leaders in Citizen Security and Justice Management**, developed by the Inter-American Development Bank (IDB) and a strategic partnership with a consortium of universities: the Center for Citizen Security Studies of the Public Affairs Institute of the University of Chile, the John Jay College of Criminal Justice of the City University of New York; and the Law School of Santa María (FADISMA) in Brazil.

Since 2014, the IDB, through the IDBx program, has developed a series of massive open online courses - MOOCs, for its acronym in English - aimed primarily at public officials from Latin American and the Caribbean countries, and citizens interested in learning the reality of their countries.

This course aims to enhance technical capacities in the region's countries by offering innovative tools for planning, managing, and evaluating the violence prevention interventions needed to improve the effectiveness of their citizen security and justice policies. To meet this objective, in this course, you will learn about the most important issues in the citizen security and justice value chain: from solutions that emphasize innovation and the effectiveness of public policy, to transformation of criminal justice systems and policing focused on crime prevention and reducing insecurity in the region.

2. PARTICIPANT PROFILE

The **Leaders in Citizen Security and Justice Management** course is intended for:

- Public officials and legislators in Latin America and the Caribbean who work on drafting, implementing, and evaluating security policies and strategies at the national or subnational levels.

- Actors in the field of development in both the public and private sectors, as well as citizens who monitor the performance of their governments.

- University students in careers involving the formulation, management/administration, and evaluation of public policies.

- Journalists and other influencers interested in the subject.

The access to the course's non-evaluated material is free for all students for a limited time.

3. COURSE'S REGISTER MODES

This course is free, and consists of 6 content modules, plus an introduction and closure modules.

Remember that you can take the course under one of the following modalities:

- **Audit track**: Having limited and free access to the course material. With this option you will not get a verified certification at the end of the course and you will not have access to the graded assessment questionnaires.

- **Verified Certificate**: in this option you can obtain an official certificate issued by the IDB and edX that you can share on your CV and on LinkedIn.

Throughout the course, you will be informed when your access expires. Take the opportunity to review or download the materials of your interest before that day. Remember to check the customized schedule in this **link**.

To obtain the verified certificate of the course, you must meet **three** conditions:

1. Pass the course, obtaining at least 65% of the total points.
2. Pay $ 25 dollars, which is the minimum cost of issuing certificates that edX establishes.
3. Complete identity verification in edX undergo **identity verification in edX**.

If you wish to obtain the certificate of the course, you must opt for the verified certificate mode.

Also, if you registered yourself as an audit track without a certificate and decide to obtain it, you can change the modality by making the respective payment. Review the dates and complete the graded assignments required to earn the certificate. EdX has **financial assistance** for students who need it. If you opt for this alternative, you can download **the tutorial with the steps to obtain the verified certificate**.

4. DURATION AND COURSE DEDICATION

This course is "self-paced", we estimate that you should dedicate around 50 hours to complete all the course's activities, including the graded evaluation activities.

Remember that if you opted to take the course in the audit track mode, you will have free access to the course material, including videos, lectures, forums, additional resources, and non-scored practical exercises. However, you will not have access to the scored evaluation questionnaires.

- If you opt for the **Audit track,** you can complete the course during one week from the day you subscribed. (If there is less than one week until the end of the course when you enrolled to it, you will have the time left until the course ends).
- If you opt for the **Verified track,** you can access the course until the closing date, (**Feb 18th, 2022**) and will have unlimited access to the course content.
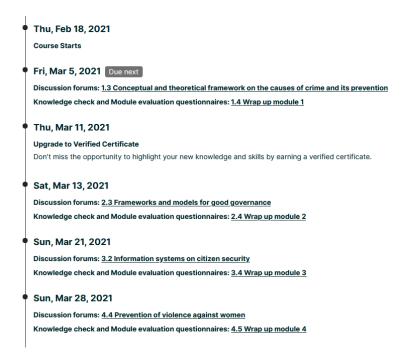
4.1 IMPORTANT DATES

The most important dates you should keep in mind are the following

- February 18th, 2021: course becomes available.
- February 09th, 2022: deadline to apply for the verified certificate.

- February 18th, 2022: end of the available period and the course becomes achieved.

Remember to check the personalized schedule in the **first page** of the course or in ¨**dates**¨tab.

In the dates tab you will find a suggested schedule according to the modality you have chosen and the date on which you have registered.

If you are enrolled in the **verified certificate track**, the edX platform will show you in this space a suggested schedule, these are customized dates to help you plan and control the pace of your studies.

If you cannot send a quiz, notice that an assignment is overdue, or read a message that you have not met the suggested deadline, do not worry as you can change the suggested dates at any time until the course closes (**February 18th, 2022**).

You can change the due dates by clicking on the button "Shift due dates" to update the calendar.

Important Dates

> **It looks like you missed some important deadlines based on our suggested schedule.** To keep yourself on track, you can update this schedule and shift the past due assignments into the future. Don't worry—you won't lose any of the progress you've made when you shift your due dates.
>
> [Shift due dates]

This process will not affect the progress you have made in the course so far.

Keep in mind that this button will not be activated when the suggested date has not expired, also it will not be possible to change the expiration date of any open response evaluation and the end of course date is not modifiable.

5. IMPORTANT CONSIDERATIONS

To complete the course, you will need:

- A computer with Internet access. We also recommend having updated versions of one of the following browsers: Chrome, Firefox, Safari or Internet Explorer (version 9 onwards).
- You can also access the course through your mobile device or tablet, downloading the edX application from Google Play or Apple Store.

If this is your first edX course, we recommend that you start by viewing the **demo course**[1] before you start, to learn how to navigate the platform. If you are already familiar with edX, you can review the first section of the course, "Start here", where you will find all the information you need to successfully complete this MOOC.

This MOOC does not have tutors, but the forums will be moderated by experts from IADB. Also, we will be monitoring and intervening to highlight contributions and take action if the **participation criteria in the forums** is not complied with.

6. LEARNING GOALS

By the end of this course, you will be able to:

- Know concepts and theories related to Public Policies of Citizen Security and Prevention of Violence and Crimes.
- Identify key elements to formulate effective and efficient solutions for citizen security and justice problems, which are based on theoretical and practical evidence and appropriate to each national context.

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[1] Until December 2020, the demo course is only available in English with Spanish subtitles.

- Identify key technical and political elements for the management of citizen security and justice programs and the challenges in their implementation.
- Identify indicators for monitoring and evaluation of citizen security and justice programs.

To achieve each general objective, in each module you will have to fulfill specific objectives.

7. CONTENT STRUCTURE AND SPECIFIC LEARNING GOALS

The course is free and consists of 6 content modules, plus an introductory and a final module, which have the following specific objectives:

START HERE
Learning Objectives

- Describe the course structure.
- Browse the edX platform.

MODULE 1: CITIZEN SECURITY AS PUBLIC POLICY
Learning Objectives

- Identify the main theoretical and conceptual frameworks for crime, violence, and their prevention.
- Identify the diversity of problems associated with citizen coexistence and security and explain their national and local impact.
- Recognize experiences with developing citizen security public policy in Latin America and the Caribbean.

In the following table you will see the learning resources of the module:

Subsection	Learning resources	Time (minutes)	% of final grade
1.1 Introduction	Text: Module description and objectives	5	
	Video: Public safety as public policy	5	
	Survey	5	
1.2 Violence and crime situation	Video: Crime in Latin America and the Caribbean (B)	10	
	Reading: Violence and citizen security (A)	15	

Subsection	Learning resources	Time (minutes)	% of final grade
	Video: Is there appropriation of the concept of Citizen Security in LAC? (A)	5	
	Reading: Situation of violence and crime (A-B)	55	
	Video: Development of public policies on citizen security in LAC (B)	5	
	Knowledge check (A-B)	10	
1.3 Conceptual and theoretical framework on the causes of crime and its prevention	Reading: Conceptual and theoretical framework on the causes of crime and violence (A-B)	20	
	Video: What are the key elements of a public policy on citizen security? (B)	5	
	Reading: Efforts to combat and prevent crime (B-C)	15	
	Video: What type of infrastructure contributes to the promotion of violence prevention? (B)	5	
	Discussion forum (B-C)	45	1.6%
	Knowledge check (A-B)	10	
1.4 Wrap up module 1	Video: Takeaways module 1 (A-B-C)	10	
	Evaluation module 1 (A-B-C)	20	15%
	Optional resources	n/a	

MODULE 2: GOVERNANCE AND MANAGEMENT

Learning Objectives

- Identify the concepts of governability and governance of citizen security at the national and local levels.
- Recognize the key elements of effective and efficient institutional management of citizen security at the national and local levels.

- Identify management models for good governance at the national and local levels that include the participation of civil society.

In the following table you will see the learning resources of the module:

Subsection	Learning resources	Time (minutes)	% of final grade
2.1 Introduction	Text: Module description and objectives	5	
	Video: Governance and management	10	
2.2 Governability and governance	Reading: Citizen security as a public good (A)	15	
	Video: What is the difference between governance and governability? (A)	5	
	Video: What are the stages in the citizen security and justice value chain? (A)	5	
	Reading: Governance of citizen security and justice (A)	15	
	Video: What are the challenges of an effective governance? (A)	5	
	Knowledge check(A)	10	
2.3 Frameworks and models for good governance	Video: Key principles of good governance (B)	15	
	Reading: Principles of action (B)	20	
	Reading: Good practices in the governance of citizen security and justice (B)	10	
	Video: Should improving citizen security management be a top-down process? Or vice versa? (C)	5	
	Video: How to promote accountability in citizen security policies? (B)	5	
	Reading: Management models (C)	15	
	Video: Good practice Medellín	10	

Subsection	Learning resources	Time (minutes)	% of final grade
	Discussion forum (B)	45	1.6%
	Knowledge check (B-C)	10	
2.4 Wrap up module 2	Video: Takeaways module 2 (A-B-C)	10	
	Evaluation module 2 (A-B-C)	20	15%
	Optional resources	n/a	

MODULE 3: INFORMATION AND EVALUATION SYSTEMS

Learning Objectives

- Recognize the usefulness and use of citizen security information for public policy decision-making.
- Differentiate between the concepts of diagnostic, monitoring, and evaluation in citizen security programs or policies.
- Identify types of sources of relevant information on citizen coexistence and security at the international, regional and subregional, national, and local (district/neighborhood) levels.
- Identify the different types of indicators used to measure results at the different phases of program implementation.

In the following table you will see the learning resources of the module:

Subsection	Learning resources	Time (minutes)	% of final grade
3.1 Introduction	Text: Module description and objectives	5	
	Video: Information systems and evaluation	5	
3.2 Information systems on citizen security	Reading: Information systems and key indicators (A-C-D)	25	
	Reading: Measuring criminal acts or offenses (C-D)	20	
	Video: How to clarify the dark figure of crime? (A)	5	
	Reading: Knowing the perpetrators (C-D)	20	

Subsection	Learning resources	Time (minutes)	% of final grade
	Video: What are prison surveys that are being implemented in Mexico and the region? (C-D)	5	
	Reading: Knowing the victims (C-D)	15	
	Video: How is victimization measured in the Latin America and the Caribbean region? (C-D)	5	
	Reading: Understanding violence and its consequences (C-D)	35	
	Video: What is the value of the geographic information system to know the behavior of crime? (A-C)	5	
	Discussion forum (D)	45	1.6%
	Knowledge check (A-C-D)	10	
3.3 Evaluation of citizen security policies	Reading: Evaluation of citizen security policies (A)	20	
	Video: Elements for a successful evaluation (A-B)	10	
	Reading: Methodologies and indicators for the evaluation of citizen security programs (B-E)	45	
	Video: Development and evaluation of interventions (C-D)	15	
	Knowledge check(A-B-E)	10	
3.4 Wrap up module 3	Video: Takeaways module 3	10	
	Evaluation module 3	20	15%
	Optional resources	n/a	

MODULE 4: PREVENTION OF YOUTH VIOLENCE AND VIOLENCE AGAINST WOMEN
Learning Objectives

- Identify concepts associated with vulnerable populations and/or groups.
- Recognize different intervention models to prevent violence against women and youth violence.
- Identify the key elements of an effective intervention to prevent violence affecting a vulnerable population.

In the following table you will see the learning resources of the module:

Subsection	Learning resources	Time (minutes)	% of final grade
4.1 Introduction	Text: Module description and objectives	5	
4.2 Violence in groups at risk	Reading: Defining the causes of violence (A-C)	30	
	Video: Challenges of implementing violence prevention programs (C)	5	
	Knowledge check (A-C)	10	
4.3 Prevention of youth violence	Video: Prevention of youth violence	5	
	Video: Gateway Youth Center in Belize (A-B)	10	
	Reading: Explaining youth violence (A-B)	30	
	Video: Key aspects in the design of interventions for young people at risk (C)	10	
	Reading: Promising practices and good practices to prevent youth violence (C)	30	
	Video: How was Medellín transformed into a safer city? (B)	5	
	Video: Prevention of youth violence (C)	5	
	Knowledge check(A-B-C)	10	
	Takeaways on prevention of crime by youth (A-B-C)	5	

Subsection	Learning resources	Time (minutes)	% of final grade
4.4 Prevention of violence against women	Video: Prevention of violence against women	5	
	Reading: Understanding violence against women (A)	25	
	Reading: Violence against women in Latin America and the Caribbean (A)	10	
	Video: Key elements of the prevention of violence against women (C)	10	
	Reading: Intervention models to prevent violence against women (B-C)	40	
	Video: Justice Centers for women victims of violence (B)	5	
	Takeaways of violence against women (A-B-C)	5	
	Discussion forum (B)	45	1.6%
	Knowledge check (A-B-C)	10	
4.5 Wrap up module 4	Evaluation module 4 (A-B-C)	20	15%
	Optional resources	n/a	

MODULE 5: POLICE MODERNIZATION
Learning Objectives

- Identify concepts related to the mission and function of the police, modalities of police management, and policing specializations.
- Recognize the main policing challenges in LAC based on its history and the contexts in which they play out.
- Identify the key elements of the police reform and modernization processes.
- Identify accountability mechanisms that are useful for improving policing in LAC.

In the following table you will see the learning resources of the module:

Subsection	Learning resources	Time (minutes)	% of final grade
5.1 Introduction	Text: Module description and objectives	5	
	Video: Police modernization	5	
5.2 Police reforms in Latin America and the Caribbean	Reading: The role of the police (A)	15	
	Video: How to reform the police? (C)	10	
	Reading: Key elements of police modernization (B-C)	15	
	Video: Which has been the police modernization process in Latin America and the Caribbean? (B-C)	5	
	Reading: Police reform achievements (B-C)	20	
	Video: The police reform in Honduras (C)	10	
	Video: What are the results of the police reform in Honduras five years later? (C)	10	
	Knowledge check	10	
5.3 The preventive role of the police	Reading: Community policing: an innovative alternative (A)	15	
	Video: How to build trust and legitimacy of the police? (A)	10	
	Reading: Community policing model (A)	25	

Subsection	Learning resources	Time (minutes)	% of final grade
	Video: How to build trust in the community, from a police perspective? (A-C)	5	
	Reading: Community policing in Latin America and the Caribbean (A-C)	20	
	Reading: Results of the community policing (A-C)	20	
	Video: The profile of the modern police (C)	10	
	Knowledge check (A-C)	10	
5.4 Relevant aspects in police modernization	Reading: Professionalization of criminal investigation (A-C-D)	15	
	Reading: Control and effectiveness (A-C-D)	25	
	Video: What are the strategies to improve the probity and transparency in the police forces? (D)	5	
	Video: How is the police integrated into the criminal justice system? (C)	5	
	Discussion forum	45	1.6%
	Discussion forum	45	
	Knowledge check (A-C-D)	10	
5.5 Wrap up module 5	Takeaways module 5 (A-B-C-D)	5	
	Evaluation module 5 (A-B-C-D)	20	15%
	Optional resources	n/a	

MODULE 6: ACCESS TO JUSTICE AND SOCIAL REINTEGRATION
Learning Objectives

- Identify the main criminal justice concepts associated with the provision of a comprehensive justice and social reintegration.
- Identify the key elements of comprehensive justice mechanisms and penitentiary management.
- Recognize the key elements of effective models to provide comprehensive justice and reintegration.

In the following table you will see the learning resources of the module:

Subsection	Learning resources	Time (minutes)	% of final grade
6.1 Introduction	Text: Module description and objectives	5	
	Reading: Introduction	10	
	Video: Why is prison not the solution?	5	
6.2 Access to justice	Video: Access to justice	5	
	Video: What are the social costs of imprisoning people? (A)	5	
	Video: Alternative dispute resolution mechanisms (A)	5	
	Reading: Restorative justice (A)	20	
	Video: What is the state of implementation of alternative dispute resolution mechanisms in LAC? (A)	5	
	Reading: Restorative processes and results (B-C)	30	
	Video: What are the models of alternative dispute resolution mechanisms? (A-B)	5	
	Reading: Therapeutic jurisprudence (B-C)	25	
	Video: What recommendations are relevant to improve alternative dispute resolution mechanisms? (C)	5	

Subsection	Learning resources	Time (minutes)	% of final grade
	Video: Drug treatment courts in Chile (C)	5	
	Knowledge check	10	
	Takeaways of access to justice (A-B-C)	5	
6.3 Social reintegration	Video: Access to social reintegration	5	
	Reading: Conceptual and theoretical development (A)	15	
	Reading: Theoretical models of reintegration (B)	15	
	Video: What are the main problems of penitentiary systems in LAC? (A-C)	5	
	Reading: State of the art concerning reintegration (A-B-C)	10	
	Video: Promising practices in Costa Rica (B-C)	5	
	Reading: Prison management and infrastructure (B)	15	
	Video: What are the experiences of PPPs in the region´s penitentiary system? (B)	5	
	Video: What are the challenges of PPPs in the region? (B)	5	
	Reading: Social reintegration of vulnerable groups (C)	10	
	Video: What is the profile of the prison population in the region? (C)	5	
	Video: Rehabilitation of women in Chile (C)	5	
	Reading: Programmatic reintegration actions (B-C)	15	
	Video: Conditions for the implementation of effective programs (C)	5	
	Reading: Monitoring and evaluation (C)	25	
	Reading: Pending challenges and recommendations (C)	5	
	Video: Another opportunity for youth in Panamá (C)	5	

Subsection	Learning resources	Time (minutes)	% of final grade
	Knowledge check (A-B-C)	10	
	Video: Takeaways of social reintegration (A-B-C)	5	
6.5 Wrap up module 6	Discussion forum	45	2%
	Evaluation module 6 (A-B-C)	20	15%
	Optional resources	n/a	

8. METHODOLOGY

The course is available in a virtual modality, where there is no tutor in charge of monitoring the participant's progress, but rather it is self-directed so that each participant should advance autonomously in the schedules and times that they decide.

In the design of the course, we have combined passive learning resources, such as videos and readings, with active learning resources, in which participation and commitment are the basis for learning.

The purpose of the active learning resources is to apply theoretical content to your country's reality through guided activities that incorporate social and collaborative learning principles.

It is important to keep in mind that learning takes place through a conscious effort to investigate, analyze, reflect, and share on topics of interest. We invite you to get the most out of the course by actively participating in it.

The **first resource** of each module is a page that contains the description, learning objectives, activities and evaluations that will be carried out in this module. We recommend you to carefully review this initial page so that you keep in mind the activities you must do to complete the module successfully and the approximate time you will have to devote to it.

8.1   LEARNING RESOURCES

Each module is divided into sub-modules within which you will find various types of components or learning resources:

- **Videos from lecturers**: The course's main learning resource; approximate duration of five minutes. In these videos, you will see several experts explaining the various issues surrounding citizen security and justice in Latin America and the Caribbean.

- **Readings**: Each course module has a reading on the issue in question, and the instructions of each module will indicate which section of the reading must be read.

- **Discussion Forums:** space in which participants can share their experiences and ideas about Citizen Security and Justice in a dialogue with experts that will moderate the conversation and other course participants.

- **Key concepts**: Definition of the key concepts to be presented in the module. You will be able to access the course's full glossary through the **Glossary** tab.

- **Review exercises**: You will find a variety of types of ungraded exercises throughout the course, including multiple-choice questions and drag-and-drop exercises to confirm your understanding of the most important concepts in each module.

- **Quizzes**: tests of approximately 10 questions whose objective is to measure how much you have learned in each module. For more information see the Evaluation Criteria section above.

- **Additional resources**: List of publications, blogs, and other resources you may find of interest at the end of each module that you can use to delve further into the subjects. These resources are optional, and therefore not evaluated.

8.2   EVALUATION CRITERIA

Throughout the MOOC you will find 3 types of activities:

- **Graded quizzes:** Six quizzes, one for each module that include multiple-choice questions, drag-and-drop, or true/false. The aim is to anchor the knowledge and determine whether the learning objectives are being met. Each one is worth 15%, and together they make up 90% of the course's final grade.

You will have two chances to take each quiz, and they will only be accessible to participants who opt for the verified certificate modality.

- **Discussion forums:** Six forums whose objective is to reinforce the content, analyze the content from the contextual perspective of each participant, and socialize the knowledge among participants. The first five forums have a value of 1.6% and the forum of module 6 has a value of 2% which together equals 10% of the final grade of the course.

- **Nongraded exercises**: All participants, regardless of the modality selected, will have access to ungraded exercises, (multiple-choice questions and drag-and-drop exercises) to confirm your understanding of the most important concepts in each module. These exercises do not count toward passing the course.

Summary of graded activities:

	Discussion forums	Graded quizzes per module	Total
Module 1	1 = 1.6%	1 = 15%	16.6%
Module 2	1 = 1.6%	1 = 15%	16.6%
Module 3	1 = 1.6%	1 = 15%	16.6%
Module 4	1 = 1.6%	1 = 15%	16.6%
Module 5	1 = 1.6%	1 = 15%	16.6%
Module 6	1 = 2%	1 = 15%	17%
Total	10%	90%	100%

To pass the course, you will have to answer all the qualified evaluation questionnaires and obtain an average equal to or greater than 65% among all the qualified activities.

To verify your course progress (percentage of course approval), go to the "**Progress**" that you will find in the top menu of the platform.

9. INSTRUCTORS

DIEGO PIÑOL ARRIAGADA

Research Coordinator of the Citizen Security Studies Center (CESC), Institute of Public Affairs, University of Chile

Diego is a PhD Candidate in Psychology at the Pontificia Universidad Católica de Valparaíso. He has a Masters in Anthropology and a Diploma in Crime Prevention (at a local level, with youth and children and Sociologist) from the University of Chile. He has been conducting studies and evaluations concerning public policies since 2005 in the areas of citizen security, prisons, education, and public health.

OLGA ESPINOZA MAVILA

Professor, Institute of Public Affairs (INAP), University of Chile

Olga has a PhD in Social Sciences form the University of Chile, a Master of Laws from the University of Sao Paulo, Brazil, and a Law degree from the San Martín de Porres University, Peru. She was the Director of the Citizen Security Studies Center (CESC) at the Institute of Public Affairs (INAP) between 2014 and 2017. She is currently a professor at the Institute of Public Affairs at the University of Chile and is a part of the Steering Committee of the Lectureship on Human Rights at the University. She has worked as a project evaluator in the Human Rights and Citizenship

Program at the Ford Foundation. She has been a consultant at the Ford Foundation and the Inter-American Development Bank (IDB) on issues concerning human rights and public policies in the criminal and penitentiary fields within Latin America. She has been a coordinator and researcher in various studies about criminal systems and penitentiary policies, together with the Episcopal Commission of Social Action - CEAS (Peru), the Brazilian Institute of Criminal Sciences - IBCCRIM (Brazil), the Latin American Institute for the Prevention of Crime and treatment of criminals - ILANUD (Brazil), Diego Portales University - UDP (Chile) and the Citizen Security Studies Center - CESC (Chile).

EDUARDO PAZINATO

Professor and Coordinator, Citizen Security Center (NUSEC), Santa María Law School -FADISMA- Brazil

Eduardo holds a PhD in Public Policies from the Universidade Federal do Rio Grande do Sul, and a Master of Law from the Universidade Federal de Santa Catarina. He consulted at the United Nations Office on Drugs and Crime (UNODC) and since 2016 he has been a columnist at the Santa María Newspaper. He was Deputy Secretary and Head of the Secretariat of Public Safety and Citizenship of Canoas / RS (2009-2012), an Associate of the Brazilian Forum of Public Security (FBSP). Management Advisor of the FBSP and National Counselor of Public Security - CONASP (2013-2014), and a consultant of the United Nations Development Program - UNDP (2013 and 2014). Additionally, Eduardo was a consultant at the Inter-American Development Bank - IDB (2015 and 2018), and institutional Coordinator of the Public Safety Observatory of Canoas / RS (2010-2012), General Coordinator of the Criminality Observatory of Bagé / RS (2013-2014) and of the Citizen Security Observatory of Novo Hamburgo / RS (2015-2016), by the Commission of the Law School of Santa María (FADISMA). He has both authored and co-authored several technical and academic books in the areas of citizen security and justice. He is currently the Director of Innovation at the Brazilian Institute.

ALEJANDRA MERA GONZÁLEZ-BALLESTEROS

Director of Law Degree, Universidad Diego Portales, Chile

Alejandra is a PhD candidate in Criminology from the University of Cambridge (England). She possesses a Master's in criminal justice and Human Rights from the University of Queen's (Belfast, United Kingdom), and a B.A. in Legal and Social Sciences from the University of Chile.

As an expert in criminology, she directs the Criminological Studies Group of the Universidad Diego Portales' Law Faculty in Chile through a modality that incorporates students in research. She has also been a consultant for UNICEF where she conducted a study on the "Model of Restorative Justice for Youth in Conflict with the Criminal Law". She has been a consultant for the Justice Studies Center of the Americas (JSCA) and since August 2018 has been the Director of the Law Degree at the Universidad Diego Portales in Chile.

HUNG- EN SUNG

Professor, John Jay College of Criminal Justice, United States

Hung earned a Ph.D. in Criminal Justice from the State University of New York at Albany. He has a M.A. in Criminal Justice from the State University of New York at Albany, and a B.A. in Psychology, University of Belgrano (Argentina). Before joining the John Jay College of Criminal Justice in 2006, Hung previously served as the Director of Research

at the Kings County District Attorney's Office (1996-2001) and as a Research Associate at the National Center for Addiction and Substance Abuse at Columbia University (2001-2006). His research revolves around corrections and rehabilitation, police, and the comparative study of crime and justice. He has published about these issues and participated in related training and technical assistance activities in Latin America, Asia, and the United Nations. Professor Sung is currently examining the results of police shootings of civilians with the support of PSC CUNY (2017-2018) and collaborating with psychologists from the Autonomous University of Madrid, Spain to assess the validity and reliability of self-service tests based in tablets with financing from Banco Santander (2017-2019). He is an expert instructor in police reform in an executive training program co-sponsored by John Jay and the University of Chile with funding from the Inter-American Development Bank (2017-2020). Additionally, he is a member of the team led by Professor Jeff Melow to improve overcrowding in prisons in El Salvador with the support of the Bureau of International Narcotics and Law Enforcement Affairs (INL) of the US Department of State (2017-2019). In 2018, Professor Sung was appointed to lead a capacity development program sponsored by the United States Agency for International Development (USAID) to promote evidence-based practices in El Salvador, Honduras, and Guatemala (2018-2020).

ROSEMARY BARBERET

Professor, John Jay College of Criminal Justice, United States

Rosemary holds a Ph.D. in Criminal Justice and Criminology from the University of Maryland, Unites States, a M.A. in Applied Sociology from the University of Massachusetts in Boston, United States, and a B.A. in Sociology and Spanish from Georgetown University, United States. Rosemary is a Professor of Sociology at John Jay College of Criminal Justice as well as an expert in international criminal justice, juvenile delinquency, victimization, gender and crime, and crime indicators. She has been a consultant at the World Bank, the Statistics Agency of the Colombian Government (DANE), and the Meeting of the Technical Expert Advisory Group to prepare the United Nations Crime Prevention Guidelines and the Security Analysis Academy in El Salvador, a project financed by USAID. Additionally, she has chaired the International Division of the American Society of Criminology (ASC) and actively participates in various associations. She was awarded the Herbert Bloch Prize of the American Society of Criminology and the Rafael Salillas Prize at the Spanish Society of Criminological Research. She represents the International Association of Sociology and the NGO Criminologists Without Borders at the UN. She was the editor of the academic magazine Feminist Criminology for four years and is the author of the award-winning book Women, Crime and Criminal Justice: A Global Investigation.

LILIANA MANZANO CHÁVEZ

Deputy Director of Sociology, Universidad Central de Chile

Liliana possesses a PhD in Social Policy from the University of Edinburgh and a Master's in Social Research Methods from the London School of Economics and Political Science (LSE), and a Master's in Management and Public Policies from the University of Chile and Sociologist from the same university. She is an expert in advanced quantitative methods applied in research about violence, crime and social exclusion in urban contexts, as well as in the evaluation of policies and programs in the field of citizen security. At the end of 2017 she completed her PhD dissertation which examined the influence of social exclusion, community resources and institutional factors on the risk of victimization in neighborhoods of Santiago, Chile. Between August 2002 and March 2018, Liliana worked as a researcher and

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JUAN CARLOS RUIZ VÁSQUEZ

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Juan earned a PhD in Political science (Dphil Politics) from the University of Oxford (United Kingdom), a M.A. in public administration from the E.N.A. (École Nationale d'Administration) in France, a B.A. in Political Science and MBA from Laval University in Canada, as well as a M.A. in Political Science from the Universidad de Los Andes in Bogotá. He is a tenured professor at the Faculty of Political Science, Government, and International Relations at the Universidad del Rosario in Bogotá, Colombia; he has been researching police issues and citizen security strategies for 15 years. Juan was the Program Director for the M.A. in Political and International Studies at the Universidad del Rosario and the M.A. in Security and Defense at the Escuela Superior de Guerra de Colombia. He was an advisor to the Ministry of Defense of Colombia and has been a tenured professor at the Colombian universities of Rosario, Andes and Javeriana. At the latter Institution he served as the Director of the department of political science and the Director of specialization in public opinion and political marketing. He has been a visiting professor at: Sciences Po (CERI), Paris, France; University of Barcelona (Research Group "Studies of power and privilege" - Faculty of Economics and Business), Barcelona, Spain; Max Planck Institute for Foreign and International Criminal Law, Freiburg, Germany.

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- **Technical assistance form:** if you do not find an answer to your question in both pages bellow, at the top menu, in Participant support tab, you will find a form through which you can request personalized technical assistance. The response time is less than 24 hours from Monday to Friday and up to 48 hours on weekends.

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