Results of the analysis of training needs in Criminology and Public Security in Latin America

WP1 Needs analysis and preparing the soil

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Co-funded by the Erasmus+ Programme of the European Union

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SuCCESS

Strengthening Criminology Teaching
Fortaleciendo la Enseñanza en Criminología
Fortalecendo o Ensino da Criminologia

1. About this report

This report includes the final results of D1.1. on the detection of needs of Latin American universities and the degree of adjustment with the core competencies of European universities, which constitutes one of the deliverables that are part of WP1 (Needs Analysis and preparing the soil). Specifically, in the following sections, a brief introduction is given which bases the development of the different nuclei of this report, as well as the theoretical elements which support the work process. Subsequently, in relation to the methodology, this is subdivided into two phases: the first of these refers to the Needs Analysis Report, which was made up of two data collection techniques: three questionnaires and a series of nominal groups applied to Latin American universities. The second phase refers to the deliverable D1.2. which integrates the development of a questionnaire applied to European universities, as well as the development and procedure of the matching D1.2.

Finally, this report presents the results of the comparison of the needs and gaps identified in the institutional reports of the Latin Universities with the core competences of the European universities, a result that could potentially be taken into consideration for the development of the mobility plan, when designing the training programmes for the partners of the Latin universities and for the improvement of the academic curricula of the WP2 or WP3.

2. It was the detection of needs: SUCCESS Project.

The South American region has been shaken in recent years by high rates of violence and crime (Vilalta, Castillo y Torres, 2016). As a result, many countries have allocated resources to tackle this problem, but the efforts made have not had the desired effect (Umbria, 2018; Casas, González and Mesías, 2018), as the resources being allocated do not go as far as attacking the main root of the problem. The difficulties identified focus mainly on the capabilities of the public security forces to combat this problem and are linked to the training some countries have in criminology.

> There are numerous challenges that police in the region must face in 2030. The first of these is to promote less reactive police action, (...) Secondly, there is the challenge of finding the right balance between the processes of decentralization and deconcentration of decisions on security issues (...). Thirdly, there is the challenge of consolidating the model of community policing in the region. In addition to these three challenges, there are three fundamental issues that are related to the internal functioning of the police: training and incorporation of police, adoption of technologies and information systems, and the adoption of mechanisms to increase transparency and accountability in the police institution (Casas, González and Mesías, 2018, p. 15).

As shown in the mentioned quotation, training in criminology is a clear need both in these countries and internationally. There are precedents on the part of the UN specifically in the "1952 Conference of Specialized Institutions and International Non-Governmental Organizations Concerned with the Prevention of Crime and the Treatment of Offenders", where it is recommended:

> That the Universities organize a teaching of Criminology and Criminological subjects, according to the local traditions, possibilities and competences; That this teaching is compulsory for those who are destined to the professional magistracy and to the judicial functions; That this teaching goes, in the widest way, to the clinical exercises (United Nations Organization, 1952, S.P.).

With regard to Brazil, Colombia and Peru - countries that make up SUCCESS - academic training in this area has been identified as scarce in some of the universities in these countries. However, training is seen as a life of escape and a possible solution to the problems that are currently shaking them. Therefore, taking as a reference

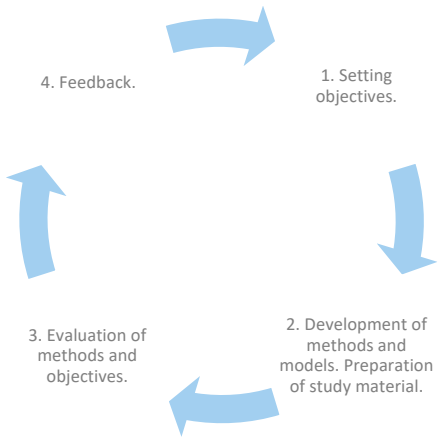
the European experience, the present project aims to promote cooperation and the transfer of criminological knowledge between Europe and the above-mentioned countries.

Construction of academic criminology curriculum

Curriculum development is a process of planning, implementation and evaluation of a certain curriculum which in turn forms an academic curriculum (Lunenburg, 2011). The development of this curriculum is carried out through the implementation of curricular development models, contributing in this way to achieving greater efficiency and productivity in the construction process (Oliva, 2019), taking into consideration that the existing models are patterns that guide the guidelines to be followed.

The curriculum includes all the knowledge, skills and learning experiences that are intended to be provided to students from the different training programmes, including planned and sequenced learning specifications that allow students to achieve objectives (Lund and Tannehill, 2014).

Print (1993) adds that the curriculum in turn is an essential and vital element for the development of the professional work carried out by teachers. It is important that teachers are familiar with the curriculum, as well as with its development. The issues related to the curriculum are as follows: "what to teach? how to teach? when to teach? what impact does teaching have? what knowledge is most worth learning? what activities are most effective for students to acquire this knowledge? how do I know if students have acquired this knowledge? (Hussain, Dogar, Azeem & Shakoor, 2011).



Source: Own elaboration, with data obtained from: Cloete, M; Ladikos & A Prinsloo, J; (1993). Curriculum development and the status of current criminology syllabi. *Acta Criminologica*. Vol. 6. No.3.

Figure 1. Curriculum development process.

Brief history

Franklin Bobbitt in the early 19th century published the first book called "The Curriculum" which was an important milestone for the development of the curriculum in education. With this work the author managed to lay the foundations and establish what the nature of the curriculum was (Bobbit, 1918).

Years later, in 1950, Tyler in his book Basic Princip Of Curriculum and Instruction, rescued Bobbit's ideas and added elements that should be taken into account when making a curriculum planning (Tyler, 1949). This author stressed the importance of establishing objectives that were in line with the purposes to be achieved with the development of the curriculum. In the 1960s, Bruner (1960) proposed a curriculum structure that moved in a spiral, where knowledge was seen as a product of the concepts being learned.

In 1974, Hilda Taba (1974) developed in a more explicit way the curricular method that Tyler had developed years before. This included a series of steps to be followed when building a curriculum: "Diagnosis of needs;

Formulation of objectives; Selection of contents; Organisation of contents; Selection of learning experiences; Organisation of learning experiences; Determination of what and how to evaluate". Likewise, at this same time, Schwab (1983) proposed a new curriculum structure based on reflection and practice, making an interrelation between knowledge and practice.

In the 1980s, authors such as Habermas (1982) incorporated theoretical elements derived from hermeneutics and critical theory to build a concept of curriculum with a critical and emancipatory approach. Critical sense that was supported by: Henry Giroux (1983) influenced by Marx, Freire and Bauman; William E Doll (1993), with his discussion regarding the possession of truth; and by William Pinar (1998) who established that the curriculum should be understood as a product of deliberation and discussion in which various agents could intervene.

Currently, there are different perspectives regarding the design, development, and conception of what is understood by curriculum, which are the result of reflections that have taken place at the theoretical and social levels. In this regard, Alicia de Alba (1991) conceives the curriculum as a synthesis of cultural elements that constitute a proposal for political-educational training promoted by social groups with very varied interests. Finally, the history of curriculum development has the contributions of Díaz Barriga (2005, 2007) who reflects on the models of participation, analysis and monitoring that are implemented once the curricula have been developed. This author, supported by César Coll (1995), states that teaching should be focused on a concept of metacurricular development.

Curriculum development models

The curriculum design, its development and the models that support it are very varied. They respond to specific moments and times, and often also to political and social interests in the context where the curriculum is to be implemented, modified or developed (Ortiz, 2019).

Although, as seen above, curriculum development has been influenced by many theoretical aspects, the models developed below are those that the literature has considered to have had the greatest impact and contribution to curriculum development.

- **Model by Ralph Tyler**

Tyler as mentioned above was a precursor to this model from the publication of his book "Basic Principles of the Curriculum". The curriculum proposal was understood as "a rational method for facing, analysing and interpreting the curriculum and the teaching system in any educational institution" (Tyler, 1949). According to this author, curriculum development had to respond to a series of questions: the goals of the school, previous experiences that have allowed these goals to be achieved, an effective way to achieve the goals, and an evaluation proposal for the proposed objectives (Díaz, 1993).

One of the most important elements of this theoretical model is that it takes into account at all times the context and the target audience when developing its educational proposal (Meza, 2012).

- **Model by Hilda Taba**

The curriculum for this author is considered as a learning plan, in which the objectives to be achieved, the activities to be developed and the methodology can be visualised (Meza, 2012). This author introduced the diagnosis of needs into the development of the curriculum as a fundamental element to be able to support the curricular proposal (Díaz, 1993).

The theory that supports the development model according to Taba (1974) "must be based on society, culture, learning and content, linking theory and practice" (Vélez y Terán, 2010). That is, the educational institution is not the main element when developing a curricular proposal, but also the needs of the environment and society.

- **Model with a technological and systemic approach**

One of the most innovative elements of this model of curriculum development is the incorporation of teacher training into the formulation of the curriculum. In contrast to what had been done until then, Arnaz (1990), in his book "Planeación curricular" shows the importance of "implementing the curriculum" where he highlights the need to train teachers, design and develop assessment instruments, collect teaching materials and adapt and/or acquire the human, physical and material resources needed for training development (Vélez and Terán, 2010).

- **Models by Raquel Glazmn and María de Ibarrola**

Focusing on university-level studies, the authors propose a model curriculum consisting of objectives, content, methodology and evaluation of the development of the learning process (Caicedo and Calderón, 2016). For Glazmn and Ibarrola, there is a difference between the study plan and the curriculum. Study plan is understood as a series of learning units delimited by specific objects of action. One of the most important elements of this model is the need for any study plan to be verifiable, systemic, and at the same time continuous (Díaz, 1993), in addition to taking into account the educational audience throughout the process.

- **Margarita Pansza model**

Pansza's curriculum proposal (1987) organises the development of the curriculum into learning modules, where "each module is organised in such a way as to allow the student to act on the objects of reality in order to transform it" (Morales, n.d.). This proposal requires extensive collaborative work, in which the final objective is significant learning.

- **Model of the modular curriculum theory by transformation objects**

This innovative model in its proposal takes into account contributions from previous authors for the development of an integrated curriculum development offer. Therefore, it develops a curricular model determined by transformation objects (Ortiz, 2019).

- **Competency-based model**

It is considered one of the most modern and popular models in the field of education. Competencies according to Kluwer (2019) are understood as: "observable capacity in a student, which integrates multiple components including knowledge, skills, values and attitudes desirable in real life".

This type of method allows students to be provided with a series of skills necessary for their academic career that are configured from basic competences, which are determined by the context and the programme of study to be renewed and/or implemented. Subjects based on this model are grouped by competences, monitored by periodic evaluations (Grann, 2017).

- **Curriculum development in criminology**

In the field of criminology, specifically in Spain, the route to be followed, as well as the minimum content that the degree courses and other training programmes must contain, is regulated by what is set out in Real Decreto 1393/2007 (Real Decreto 1393/2007) and the "*Libro Blanco en Criminología*", which establishes the characteristics, as well as skills and competencies that all graduates of the degree in Criminology must possess.

It is important to mention that, although the "Libro Blanco en Criminología" referred to belongs to the Spanish University Education System, it has been influenced by the European model of higher education (Council of Universities, 2002). As a result of the creation of the European Higher Education Area, the Organic Law 6/2001 on Universities calls on the Spanish university system to integrate into this university space. To this end, article 88 of Organic Law 6/2001, of 21 December on Universities (LOU), authorises Spain to reform and adapt all its training processes, as well as its university qualifications, in order to meet European quality standards (BOE, 2005).

The aim was to enable the degrees to be recognised academically and professionally throughout the European Union. Among the different requirements are: the adoption of a system of transfer and accumulation of credits; a two-tier teaching system allowing access to a postgraduate system; the implementation of a Diploma supplement; and quality assessment (Declaración de Bolonia, 1999). In addition to these transformations, the EHEA also proposes changes in the educational model, proposing in turn learning by competences.

This training model breaks with the traditional idea of education. Teaching methods and education systems are established according to the objectives to be achieved (DeMiguel, 2006). This means adapting the study programmes according to the competences of the degree, the transversal competences of the degree and the competences of the different subjects (Rodríguez, 2014).

Specifically, in the field of criminology, as can be seen, the influence of the EHEA has meant that the training offered in the different academic training programmes is characterised by offering a competence-based educational model which implies, as mentioned above, that academic training not only offers a comprehensive education but also makes the student the protagonist of his or her own learning (Rangel, 2017).

This model, according to Torres (2002), "prepares the student for life because it places him in a real problem, developing communication, learning and critical thinking skills; learning to work in a team and integrating different aspects of the curriculum, especially the basic, professional and practical sciences with research, the complementary sciences and the humanities" (2002, p.75).

Needs assessment

Needs assessment is a systematic approach that, through specific methods and procedures (Ellis, 2018), investigates the preferences, skills, knowledge and attitudes of a given audience on a specific subject (McCawley, 2009).

In his study it is essential to understand that, from Stufflebeam's dissenting view of need (1977, cited in Stufflebeam et al., 2012), known as the most popular approach within training needs analysis (Stufflebeam et al, 2012), necessity is understood as the divergence "between what is and what could or should be" (Ellis, 2018; Sleezer et al., 2014, p.17), i.e. the difference between current achievements and desired achievements (see Stufflebeam et al., 2012; Watkins et al., 2012). In summary, the data from the needs analysis explain the gap between what exists and what is needed (McCawley, 2009).

This approach, despite being the most common, is not the only one that is being considered, since Stufflebeam (1977, cited in Stufflebeam et al., 2012) defines three more: democratic, analytical and diagnostic. The democratic approach identifies a need as a change desired by a majority of a group. The analytical approach starts from the current situation to understand that a need is the direction to predict improvement. In the diagnostic view a need is that which causes harm by absence or deficiency (Stufflebeam, 1977, quoted in Stufflebeam et al., 2012).

Specifically, needs analysis is central to "education research, measurement and evaluation" (Ellis, 2018, p.1137) and therefore to the development of learning proposals (Sleezer et al., 2014) and to the design of educational programmes (McCawley, 2009). In this way, it deals with the detection and knowledge of the shortcomings of the training and learning activity in order to establish guidelines for change (Sleezer et al., 2014). It allows arguing and guiding the decision making process in a project and identifying opportunities to improve results (Watkins et al., 2012) through the establishment of priorities and criteria (Ellis, 2018).

In the specific field of education, the first objective of the needs analysis is to know what knowledge and thoughts the group to be evaluated has in order to determine its training needs. The second objective is to understand how educational resources can be accessible, acceptable and convenient (McCawley, 2009). Three phases are considered in the development of the needs analysis. The first refers to the preliminary data collection plan of phase 2 and, in this second phase, the criteria for action based on the priority needs that have

been assessed are collected, ending with phase 3, where action plans, information sessions and the final report are presented (Ellis, 2018).

In addition, in identifying the ideal methodology for analysing training needs, there is consensus on the use of more than one data collection tool, the most prominent of which are surveys, interviews and focus groups (McCawley, 2009; Sleezer et al., 2014; Watkins et al., 2012).

In Deliverable 1.1, based on the real situation as reflected in the justification reports of each of the universities, specific questionnaires have been carried out, in addition to nominal groups. In this sense, by using two different types of data collection methods, the validity and reliability of the data is higher (see Sleezer et al., 2014).

The use of nominal groups is justified because, although focus groups are commonly used in the field of criminology research, the interest of nominal groups in this field has recently been recognised (see Vander Laenen, 2015). These have a structured methodology that combines the particularities of surveys and focus groups, allowing the participation of all group members equally. It is an interesting tool for decision making, as it allows for a consensus between the ideas of the participants. In this way, the problems of great relevance among the group are identified (Vander Laenen, 2015) being relevant in the study of their training needs.

In short, one of the objectives of Deliverable 1.1 is the achievement of the needs analysis in accordance with the instructions and tools that have been proposed, by which the objectives of the analysis, the methodology to be used and the analysis of the results obtained are understood, in order to know the priority training needs of Latin American universities and to take the appropriate decisions in the transmission of knowledge and resources. In short, through the common work, a product is obtained that emerges from the contrast between the experience of European universities and the training needs identified in Latin American universities.

3. Objetives

This report responds directly to the following objectives:

- To deepen the analysis of the needs for improvement of higher education offers in criminology and public security.
- To define in each South American university the specific offers of higher education in criminology and public security that will need to be created or improved and at what levels of study.
- To identify the training needs of the academic staff of South American universities in order to create or improve higher education offers in criminology and public security.
- To promote the transfer of knowledge from European universities in the field of criminology and public security to South American universities, through a programme of learning mobilities
-

4. Methodology

4.1. D1.1. Needs Analysis Report

4.1.1. Procedure

The development of D1.1 Needs analysis report has involved highly collaborative work between UMH and Latin American universities during the first 6 months of the project. More specifically, the following tasks have been carried out.

- **T1.1. Design of the needs analysis plan**, including the instruments for data collection and subsequent analysis with the support of South American universities.
- **T1.2. Identification of participants** and data collection in each university.
- **T1.3**. Implementation of the **data collection activities and nominal groups** with selected experts/stakeholders and a discussion group
- **T1.4. Processing of the data** and preparation of a report by each university to be sent to the UMH which will prepare a short comparative report highlighting the specific needs and relating them to the experience of European universities

Regarding the schedule followed, the following Gantt charts show all the information related to the timing of each of the tasks in D1.1 both in the proposal version and in the version adjusted to the project start delay.

Proposal		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
D1.1	T1.1												
	T1.2												
	T1.3												
	T1.4												
D1.2	T1.5												
	T1.6												
	T1.7												

Graphic 1. *SUCCESS workflow according to the original proposal (in black the month of delivery of D1.1 and D1.2 is indicated)*

Delayed		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16
D1.1	T1.1																
	T1.2																
	T1.3																
	T1.4																
D1.2	T1.5																
	T1.6																
	T1.7																

Graphic 2. Modification of the SUCCESS Workflow according to the current status of the project implementation (in black the month of delivery of D1.1 is indicated)

4.1.2. Techniques and instruments

Based on an exhaustive review of both the scientific literature on needs detection and an in-depth analysis of the training competences of European universities with higher education curricula in criminology and public security, the methodology implemented for the data collection was composed of three different techniques: elaboration of questionnaires, development of nominal groups and the elaboration of a needs justification report for each of the Latin Universities that participated in the study.

a. Questionnaires1

Three ad hoc questionnaires were developed for each of the partner Latin universities. These questionnaires were adapted by the Latin partners themselves according to the socio-cultural context of their country.

- **Questionnaire of professional**s addressed to professionals linked to the area of criminology and public security. Its objective was to investigate the competencies and areas considered necessary for the development of their professional practice.
- **- Questionnaire for teachers** focused on the university teaching staff who could play the role of teacher in the development and implementation of a new training programme in criminology and public security. To this end, the questionnaire focused on detecting needs in terms of academic training based on the analysis of specific skills.
- **The student questionnaire** was applied in order to carry out a survey that would allow the state of the university to be evaluated in terms of human, material, functional and service resources. With a view to implementing a new training programme in the field of criminology and public security. .

b. Nominal groups

In order to complement the extensive quantitative information collected through the questionnaires on training needs detected, especially those identified by the groups of professionals, the UMH team decided to implement a series of nominal groups in 7 groups of professionals in the criminology or public security sector in each of the participating countries (ie. Brazil, Colombia and Peru). The suitability of the nominal groups for the objectives of SUCCESS lies mainly in their nature as a methodology for consensus-building, which we define below::

> NGT is a highly structured technique combining characteristics of an individual survey and a focus group. Its structure limits researcher influence and influence from group dynamics. It increases the likelihood of equal participation for all group members and equal influence of (conflicting) values and ideas. NGT can be used in an exploratory (phase of a) study, can be used to generate hypotheses about topics which are relatively unfamiliar to the researcher, or to become familiar with the ideas found to be relevant to a research population that is socially and culturally different from the researcher. NGT is particularly relevant in applied research as a decision making tool and as a consensus method (Vader, 2015, p.11)[2].

For SUCCESS, the research question that structured the different nominal groups was:

ES. *Considerando objetivos tales como prevenir o controlar el crimen, o incluso ofrecer un tratamiento efectivo a delincuentes y/o víctimas de violencia, ¿qué necesidades formativas ha detectado en su ámbito profesional?*

PO. *Considerando objetivos como prevenir ou controlar o crime, ou mesmo oferecer tratamento eficaz aos infratores e/ou vítimas de violência, quais necessidades de treinamento você identificou em sua área profissional?*

EN: Considering objectives such as preventing or controlling crime, or even offering effective treatment to offenders and/or victims of violence, what training needs have you identified in your professional field?

[1] The relevant questionnaires can be found in the annexes

[2] Vander Laenen, F. (2015). Not just another focus group: making the case for the nominal group technique in criminology. Crime science, 4(1), 1-12.

1) For its part, the procedure used for the development of the nominal groups responded to the following stages:

2) **Silent generation of ideas**. Individually they had to write 3-4 ideas related to the question

3) **Sharing ideas**. Starting with a participant, each one of them stated and briefly presented one of their ideas, trying not to repeat those that had appeared previously.

4) **Discussion and clarification of ideas** Each of the ideas generated was dealt with one by one to be clarified: similar ideas were grouped together, reformulated or divided into several ideas.

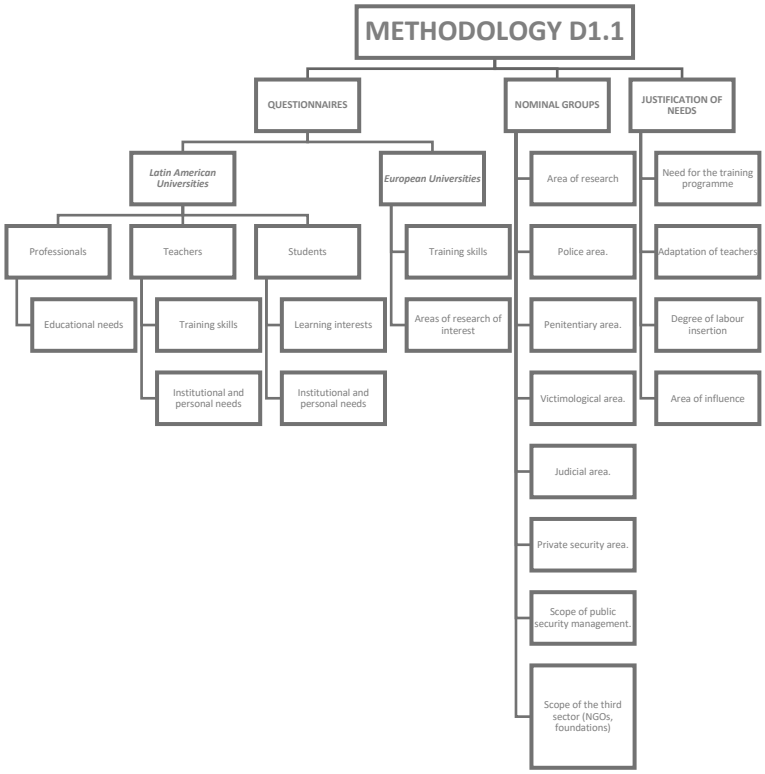
5) **Voting and ranking**. Individually and anonymously, each participant selected those that in their opinion were the 5 greatest limitations and scored them from 1 (minimum) to 5 (maximum), giving a different score to each one.

It should be noted that a detailed quantitative analysis of the needs identified is included in the annexes.

c. Needs justification report 3

Finally, and with the purpose that each university could elaborate a report of detailed form of the characteristics, as well as of the needs at social level of their country to be able to implement a new program of formation in criminology and public security, the Latin partners were asked to elaborate a report of needs in which it was investigated on the following aspects 1) necessity of the formation program, 2) adequacy of the educational personnel, 3) degree of labor insertion and 4) zone of influence.

Summary of methodologies implemented in D1.1



[3] In annexes you can see the instructions that were provided for writing the institutional needs report

4.1.3. Variables

The questionnaires that were applied to professionals, teachers and students in the different Latin American universities to identify training needs, were composed of the different variables which are listed in tables 1 to 3.

Table 1. Description of the variables: professional questionnaire

Block	Levels	Measurement level
Specific competences	Valoración de la necesidad de las competencias en su ámbito profesional. Ítems: 86	0 = Completely Unnecessary and 4 = Completely Necessary
University practices	Willingness to create a collaboration agreement	Three options for a response: -Yes, you already have a collaboration agreement -Yes, I would be willing to create it -No
	Internship Tutoring	Dichotomous (Yes/No)
Institutional competencies	Aspects of improvement at the logistical and administrative level. Items: 9	0 = Totally Unnecessary and 4 = totally necessary

Table 2. Description of the variables: student questionnaire

Block	Levels	Measurement level
Institutional competencies: - Human Resources - Material Resources - Functional resources Services	Aspects to be improved by the university in order to implement and execute a new university training program related to Criminology and/or Public Security. Items: 27	0 = totally unnecessary and 4 = totally necessary
Personal skills	Skills for improvement in the use of ICT Items: 9	0 = totally unnecessary and 4 = totally necessary

Table 3. Description of the variables: teachers' questionnaire

Block	Levels	Measurement level
Macrocompetences	Addressing macrocompetences in the courses taught.. Items: 14	Dichotomous (Yes/No)
Specific skills	Ability to transfer specific skills to future students. Items: 86	0 = not at all qualified and 4 = fully qualified
Teaching skills	Aspects of improvement at the level of teaching skills.. Items: 10	0 = totally unnecessary and 4 = totally necessary
	Skills for improvement in the use of ICT Items: 9	Dichotomous (Yes/No)
Institutional competencies: - Human resources - Material resources - Functional resources -Services	Aspects to be improved by the university in order to implement and execute a new university training programme related to Criminology and/or Public Security Items: 27	0 = totally unnecessary and 4 = totally necessary

4.1.4. Description of the sample

We must start by pointing out that, while the distribution foreseen in the project proposal was homogeneous for all Latin American universities, in the end a heterogeneous number of participants were gathered for each of these. All the information is collected in tables 4 and 5.

a. Questionnaire::

Table 4. Description of the sample: questionnaires

Instrument	USP	UFMG	UAN	UST	UCSP	UNMSM
Professionals	68	31	20	29	21	48
Teachers	22	22	34	28	20	25
Students	107	79	135	83	82	114
Totals	197	132	189	140	123	187

b. Nominal groups:

A total of 21 nominal groups were conducted (7 for each participating country). The following table shows the final distribution:

Table 5. Sample description: nominal groups

Sector	Country		
	Brasil	Colombia	Perú
Research	6	8	4
Police	4	6	4
Civil Society	6	6	4
Private Security	7	7	3
Victimological	7	10	8
Prison	6	7	6
Judicial	5	6	7
Totals	41	50	36

4.2. Deliverable D1.2

4.2.1. Procedure

To adequately address the objectives set, since August 2020 the UMH team has implemented a methodology in which the six European universities have mainly intervened and collaborated. Specifically, we can distinguish the following phases in the procedure developed:

1. Distribution among the European partners (at least one member per institution) of the standardised survey of macro-competences and specific training competences with a dual purpose:
   a. To evaluate the training training in specific competences.
   b. To establish a ranking of preferences or affinity with each of the macro-competences.
2. Once the data has been collected, the fit or match between Latin and European universities has been defined as follows::

$$\textbf{\textit{Matching D1.2}} = \frac{Training\ capacity\ (UEu)}{Specific\ training\ needs\ (ULat)} \times \frac{Macrocategory\ preference\ (UEu)}{Total\ macrocategories} = (0, 1)$$

- ***- Training capacity (UEu) = Total number of specific capacities in each macro-category in each European university. (0, maximum number of specific skills in that macrocategory)***
- ***- Specific training needs = Number of specific training needs of each Latin university included in the 3rd and 4th quartile (professional questionnaires). (0, maximum number of specific skills in that macrocategory)***
- ***- Macro-category preference (UEu) = 14 = highest preference macro-category, 0 = lowest preference macro-category***
- ***- Total macrocategories = 14***

The results are expressed as 1, so that 0 = no match and 1 = perfect match.

3. Presentation of the results of the match by quartiles (or levels) of relevance to the training needs detected by the professionals: very high, high, low and moderate.

In order to provide inputs to the mobility programme, a questionnaire was developed and applied to each of the European universities that participated in the study, based on a previous scientific literature review to collect information on this part of the project.

A questionnaire was drawn up for the European universities that were partners in the project. This questionnaire was disseminated in two languages: Spanish and Portuguese according to the needs of each of the participating universities.

It was addressed to the research groups of each of the universities. It aimed to find out to what extent the training programmes in Criminology and/or Public Security offered by each university provided training in specific competences, as well as the research preferences they had in the field.

A total of 6 questionnaires were applied, one for each European university, which were adapted to the corresponding language of each one

4.2.2. Variables

The questionnaire applied to European universities in order to identify the training competences they possess was composed of the variables listed in table 6.

Table 6.. Description of the variables: European Universities questionnaire

Block	Levels	Measurement level
Specific competencies	Assess the extent to which training programmes in criminology provided training in specific competencies. Items: 86	Three response options: - They do provide training - They do not rain - I don't know
Preferences of the institution	Macrocompetences in which the university stands out Items: 14	Number from 1 to 14. 1 = area in which the least stands out and 14 area in which the most stands out.

5. Results

5.1. Training competences of European Universities

The competences in which European universities are divided into two categories, those of a quantitative nature and those of a qualitative nature, in each of these categories information is collected regarding the capacity of the different universities to provide training.

It has been possible to identify a series of competences in which the different European universities provide training in their Bachelor and Master courses. The tables below show the descriptive data of each of these at the level of macro-competences and specific competences. Distribución de competencias especificas por universidad europea

Table 7. Professionals: Summary of the block Criminological theories

Reference	Descriptor
TEC01	Understand and know the foundations, nuances and criminological motivations of human conduct and their application to practical professional action.
TEC02	Understand the main theoretical approaches developed by criminology and other social sciences on crime, victimisation and social reaction to it.
TEC03	Analyze and develop concrete cases taking criminological theories as reference in their resolution.
TEC04	Elaborate and interpret a criminological report, specialized in the clinical application of concrete situations and subjects.

Table 8. Professionals: Summary of the descriptions of the block Criminological theories

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
TEC01	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
TEC02	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
TEC03	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
TEC04	M	1.00	2.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 9. Professionals: Summary of the block Specific Forms of Criminality and Violence

Reference	Descriptor
FEC01	Define social and psychosocial factors and processes
FEC02	Integrate the gender perspective in the analysis and understanding of crime, victimization and social reaction, as well as apply it to programs, criminological actions and research projects in this field.
FEC03	Integrate the cultural perspective in the analysis and understanding of crime, victimization and social reaction, as well as apply it to programs, criminological actions and investigation projects in this field.
FEC04	To analyze the crime, the offender and the victim, and to elaborate prevention and intervention strategies, taking into account respect for democratic values and human rights and equality between men and women.
FEC05	Explain the phenomena related to youth crime and children and adolescents.
FEC06	Explain the phenomena related to female crime.
FEC07	Explain the phenomena related to organised crime.
FEC08	Explain the phenomena related to urban crime.
FEC09	Explain the phenomena related to cultural heritage.
FEC10	Explain the phenomena related to crime and drugs.
FEC11	Explain the phenomena related to mental health and delinquency.
FEC12	Explain the phenomena related to institutional crime (e.g. abuse of authority, institutional violence).
FEC13	Explain the phenomena related to economic and property crime.
FEC14	Explain the phenomena related to "white-collar" crime (corruption)
FEC15	Explain the phenomena related to technological crime and cybercrime
FEC16	Explain the phenomena related to green criminology.
FEC17	To train professionals with scientific knowledge about the criminal acts that have been prosecuted, the personality of the perpetrator, the risk factors present, possible criminological explanations, the prognosis of criminal dangerousness, the type of response applicable or programs for treating offenders and explain the contents of the reports.

Table 10.. Professionals: Summary of the descriptive data of the block Specific Forms of Criminality and Violence

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
FEC01	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC02	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC03	M	2.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC04	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC05	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC06	M	1.00	2.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC07	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC08	M	1.00	2.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC09	M	2.00	2.00	2.00	2.00	3.00	1.00
	DT	.	.	.	.	.	.
FEC10	M	2.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC11	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC12	M	2.00	2.00	2.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC13	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC14	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
FEC15	M	1.00	2.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
FEC16	M	2.00	2.00	2.00	3.00	2.00	1.00
	DT	.	.	.	.	.	.
FEC17	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 11. Professionals: Summary of the block Prediction, Prevention and Treatment of Crime

Reference	Descriptor
PPT01	Understand the historical evolution and the theoretical postulates on which the crime prevention measures are based.
PPT02	To apply in a clinical and specialized way the theories and concepts of Criminology in the explanation and prediction of crime and deviant conduct.
PPT03	Identify the specific elements involved in the risk and appearance of crime, to evaluate them from an advanced perspective and to be able to establish specialized strategies for its control.
PPT04	To develop, implement and enforce strategies and programmes aimed at crime prevention and the resolution of concrete conflicts, including the development of a case study descriptor and the identification of appropriate methods.
PPT05	Conducting specialized clinical interventions in the different areas where crime operates (intrafamily, property crimes, violent crimes...).

Table 12. Professionals: Summary of the descriptive data of the block Prediction, Prevention and Treatment of Crime

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
PPT01	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
PPT02	M	1.00	3.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
PPT03	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
PPT04	M	1.00	3.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
PPT05	M	1.00	3.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 13. Professionals: Summary of the Victimology block

Reference	Descriptor
VIC01	To apply the theories and concepts of victimology in a clinical and specialized manner.
VIC02	To understand the evolution of the social role of victims and aggressors in current societies.
VIC03	To know the services of assistance to victims, the services they provide and the legal framework that protects them.
VIC04	To attend to the needs of victims on an individual or collective level, especially victims of gender violence, minors or any other vulnerable group.
VIC05	Identify relevant victimological factors (including sociodemographic, family cultural and other characteristics specific to the place of residence) in the different areas of crime (intrafamilial, violent crimes, property crimes, corporate victimology).
VIC06	Elaborate, apply and implement strategies and programmes aimed at intervening with victims, including the development of case studies and the identification of appropriate methods.

Table 14. Professionals: Summary of the descriptive data of the Victimology block

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
VIC01	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
VIC02	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
VIC03	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
VIC04	M	1.00	2.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
VIC05	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
VIC06	M	1.00	3.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 15. Professionals: Summary of the block Research Methods in Criminology

Reference	Descriptor
MIC01	Identify sources of information on crime (official, and research and open sources such as social networks and the press) and interpret the data.
MIC02	Ability to select and apply the most up-to-date and advanced strategies for investigating and evaluating data on the phenomenon of crime, specifically designed for the understanding of and specialized intervention in concrete criminological and victimological problems.
MIC03	Elaborate and evaluate an empirical research project and properly apply quantitative and qualitative research techniques.

Table 16. Professionals: Summary of the descriptive data of the block Criminology Research Methods

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
MIC01	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
MIC02	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
MIC03	M	1.00	2.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 17. Professionals: Summary of the Statistics block

Reference	Descriptor
EST01	Know the essential principles and basic elements of probability, applied statistics and operational research in the field of crime analysis and prevention.
EST02	Understand and recognise the relevant information to solve a real problem in uncertain environments.
EST03	Use programming methods and languages in the development and application of spreadsheets and databases.
EST04	Solve, analytically and computationally, mathematical problems that may arise in the statistical analysis of data.
EST05	Make correct and rational use of software in data analysis for decision making.
EST06	Develop the necessary mathematical tools to solve problems that may arise in the statistical analysis of data.
EST07	Participate in the elaboration, construction, validation, critique and interpretation of statistical models and operative research to organise, interpret and communicate information in the decision making process.
EST08	To analyse the elaboration, construction, validation and critique of simple and composite indicators in the field of crime, which facilitate the decision-making process.

Table 18. Professionals: Summary of the descriptive data of the Statistics block

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
EST01	M	1.00	1.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
EST02	M	1.00	1.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
EST03	M	2.00	1.00	2.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
EST04	M	2.00	1.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
EST05	M	1.00	1.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
EST06	M	2.00	1.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
EST07	M	1.00	1.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
EST08	M	1.00	1.00	1.00	1.00	2.00	1.00
	DT	.	.	.	.	.	.

Table 19. Professionals: Summary of the block Public Security Policies

Reference	Descriptor
PPS01	To know the multidisciplinary character of the security and civil protection system, so that it is possible to have a vision of its reality, including the main institutions and public areas dedicated to its maintenance.
PPS02	Elaborate, implement and evaluate (in terms of effectiveness, efficacy and efficiency) plans, programs, projects and public policies aimed at crime prevention.
PPS03	Understand the influence or repercussion of the evaluation of public programs and policies in specific areas of social reality.

Table 20. Professionals: Summary of the descriptive data of the block Public Security Policies

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
PPS01	M	1.00	1.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
PPS02	M	2.00	1.00	1.00	1.00	2.00	1.00
	DT	.	.	.	.	.	.
PPS03	M	1.00	1.00	1.00	1.00	2.00	1.00
	DT	.	.	.	.	.	.

Table 21. Professionals: Summary of the block Criminal Policy and Conflict Resolution

Reference	Descriptor
PCR01	Basic knowledge of the structures of formal control and protection in case of emergencies.
PCR02	Understand the legal argument as well as distinguish value-based arguments from empirical evidence-based arguments in political-criminal contexts.
PCR03	Understand and know the main legal institutions, public and private, in their origin and as a whole, as well as their impact on society and their relationship with criminal activity.
PCR04	Understand the main elements related to criminal geopolitics, as well as analyse crime from this perspective, using appropriate systematic and academic methodologies.
PCR05	To understand and understand the unitary character of the legal system and the necessary interdisciplinary vision of legal and criminological problems
PCR06	Acquire the necessary sensitivity to the themes of economic, social and cultural reality, their influence and relationship with legal and criminal phenomena.
PCR07	To know how to express, in a criminological report, the means and resources of penitentiary regime and treatment suitable for social reinsertion and the reduction of the harmful effects of imprisonment.
PCR08	Understand the forms of conflict resolution and acting as a criminal mediator.
PCR09	To become aware of the importance of mediation, within the scope of law, as a system regulating social relations and apply it in the context of criminology.
PCR10	To apply the techniques of mediation and conflict resolution in the different areas of criminological and victimological intervention, which may present themselves in professional performance (e.g. courts, educational centres, police action...).
PCR11	To use legal sources (both legislative and jurisprudential material and doctrinal, national and international) and especially those related to criminal acts.

Table 22. Professionals: Summary of the descriptive data of the block Criminal Policy and Conflict Resolution

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
PCR01	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR02	M	1.00	2.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR03	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR04	M	2.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR05	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR06	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR07	M	1.00	2.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR08	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR09	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR10	M	1.00	2.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
PCR11	M	1.00	2.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 23.. Professionals: Summary of the Law block

Reference	Descriptor
DER01	Understand the conceptual basis of public law, the structure of the State and its institutions and civil society, as well as the structure of the administration of justice in the criminal field.
DER02	To know the relationship between institutions, mechanisms and procedures of various disciplines with the objectives and needs of public security and police functions.
DER03	Understand the legal framework that regulates activities related to security, crime or anti-sociality, know the current regulations that affect it, and be able to plan and develop its own activity in accordance with the regulatory regulations.
DER04	Elaborate and apply legal strategies to solve concrete conflicts in the social, administrative, criminal and criminological context.
DER05	Apply Law as a regulatory system for social relations, and integrate fundamental rights and freedoms applicable to social reactions to delinquency and diversion.

Table 24. Professionals: Summary of the descriptive data of the Right block

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
DER01	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
DER02	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
DER03	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
DER04	M	1.00	2.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
DER05	M	1.00	2.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 25. Professionals: Summary of the Crime and Juvenile Justice block

Reference	Descriptor
DJJ01	To have knowledge of the cognitive, affective and social development of children and adolescents as a fundamental premise for understanding children and adolescents.
DJJ02	To identify the risk and protective factors of children and adolescents in situations of social vulnerability.
DJJ03	To know how to direct and control the application of criminal and victimological intervention plans and programmes to children and adolescents, proposing viable alternatives for high-level solutions and intervention, enhancing individual autonomy, the values proper to the culture of peace, equality, tolerance and respect for the human rights of developing people.

Table 26. Professionals: Summary of descriptive data for the Crime and Juvenile Justice block

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
DJJ01	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
DJJ02	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
DJJ03	M	1.00	2.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 27. Professionals: Summary of the block Criminal and Legal Psychology

Reference	Descriptor
PCJ01	Understand and know the fundamentals, nuances and psychological motivations of human conduct and their application to practical professional action.
PCJ02	To identify the biological, anthropological and social factors that jointly intervene in the human psychological configuration.
PCJ03	To interpret data related to crime and antisocial conduct from a psychosocial perspective.
PCJ04	Apply psychosocial knowledge to the study and understanding of different forms of crime or antisocial behavior.
PCJ05	To meet or identify the needs of the victim at individual, group and community level, with special reference to highly victimised collectives as the most vulnerable victims.

Table 28. Professionals: Summary of the descriptive data of the block Criminal and Legal Psychology

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
PCJ01	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
PCJ02	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
PCJ03	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
PCJ04	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
PCJ05	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.

Table 29. Professionals: Summary of the Sociology of Law and Violence block

Reference	Descriptor
SJV01	To know the functioning and development of social control institutions and their role in preventing and intervening in the face of crime.
SJV02	Understand the scientific magnitude of a theoretical-practical analysis of security.
SJV03	Reflect on the complexity of current Latin American society and the real or virtual threats that shape the planning and execution of security policy.
SJV04	Apply the knowledge acquired through theoretical study and empirical research to the control and prevention of real and subjective insecurity in current Latin American societies.
SJV05	To know the main sociological theories that place the discussion on crime at the centre of social and political processes, as well as the constitution of the state and citizenship, urbanisation, racism, the structure of the labour market, religion and many others.
SJV06	Applying sociological knowledge to understand the actors involved in crime (offenders, victims and professionals in the public security and criminal justice system) as part of a network of social relations that involves the constant negotiation of truth, morality and legality. And, from there, propose the elaboration of more effective interventions for the prevention and control of crime.
SJV07	To investigate the relationship between crime, economic deprivation and the deep socio-economic and socio-spatial inequalities present in South American countries.

Table 30. Professionals: Summary of the descriptive data of the Sociology of Law and Violence block

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
SJV01	M	1.00	1.00	1.00	1.00	1.00	1.00
	DT	.	.	.	.	.	.
SJV02	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
SJV03	M	2.00	2.00	2.00	2.00	2.00	2.00
	DT	.	.	.	.	.	.
SJV04	M	2.00	2.00	2.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
SJV05	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
SJV06	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
SJV07	M	2.00	1.00	2.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.

Table 31. Professionals: Summary of the Social Anthropology block

Reference	Descriptor
AS01	Understand and know the fundamentals, nuances and social motivations of human conduct and their application to practical professional action.
AS02	To know the different public policies that exist to eradicate inequality, as well as others that may lead to the eradication of inequality.
AS03	To apply anthropological knowledge to the study and understanding of different forms of crime or anti-sociality.
AS04	Apply the ethnographic method in criminological research, avoiding adult-centrism and ethnocentrism in the analysis of results.
AS05	To be able to interpret data related to crime and anti-social conduct from an anthropological perspective.

Table 32. Professionals: Summary of the descriptive data of the Social Anthropology block

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
AS01	M	1.00	1.00	1.00	1.00	2.00	1.00
	DT	.	.	.	.	.	.
AS02	M	1.00	1.00	3.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
AS03	M	1.00	1.00	1.00	1.00	2.00	1.00
	DT	.	.	.	.	.	.
AS04	M	1.00	1.00	3.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.
AS05	M	1.00	1.00	1.00	2.00	2.00	1.00
	DT	.	.	.	.	.	.

Table 33. Professionals: Summary of the Legal Medicine and Forensic Sciences block

Reference	Descriptor
MLCF01	To analyse the different criminal acts and their essential elements, and to understand the effects they have on society and on citizens.
MLCF02	To analyse in depth the legal aspects of the offence, and to be able to apply it in an advanced way to the scope of forensic exercise in concrete cases of intervention.
MLCF03	Make appropriate use of forensic analysis and investigation techniques in order to give informed opinions on the issues to be considered.
MLCF04	Advise on the interpretation of forensic reports.

Table 34. Professionals: Summary of descriptive data for the Legal Medicine and Forensic Sciences block

Reference		UCLM	UGR	UMH	UDP	UCP	UMINHO
MLCF01	M	1.00	1.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.
MLCF02	M	1.00	1.00	1.00	2.00	1.00	2.00
	DT	.	.	.	.	.	.
MLCF03	M	1.00	1.00	1.00	2.00	1.00	2.00
	DT	.	.	.	.	.	.
MLCF04	M	1.00	2.00	1.00	2.00	1.00	1.00
	DT	.	.	.	.	.	.

5.1.1. Macro preferences of European Universities

Table 35. Order of preference in macro-competitions European Universities

MACROCATEGORY	UCLM	UGR	UMH	UDP	UCP	UMINHO
Criminological theories	12	9	7	12	13	14
Specific Forms of Criminality and Violence	2	8	9	10	7	11
Prediction, Prevention and Treatment of Crime and	11	1	14	11	10	10
Victimology	10	10	8	13	12	13
Research Methods in Criminology	13	7	12	8	4	9
Statistics	5	11	10	9	3	8
Public Security Policies	3	1	13	5	2	4
Criminal Policy and Conflict Resolution	9	1	5	7	6	3
Law	8	12	11	1	8	12
Juvenile Delinquency and Justice	14	1	6	14	14	2
Criminal and Legal Psychology	7	1	3	4	11	5
Sociology of Law and Violence	6	1	4	3	5	6
Social Anthropology	4	14	2	2	1	7
Legal Medicine and Forensic Sciences	1	13	1	6	9	1

Note: 14= Most preferential option. Several 7 have been awarded at the University of Granada, due to an error in data collection

5.1.2. Preferences of European Universities' research lines

As a resource to be taken into consideration in order to establish a better relationship between Latin American universities and European universities, the different lines of research on which the different Spanish and Portuguese universities focus their work were collected..

Table 36. Lines of research Spanish Universities

University	Lines of Research
UCLM	Juvenile delinquency Juvenile Justice Crime and gender Public attitudes towards crime and the criminal justice system Victimology Criminological investigation methods
UGR	Cybercrime and cybersecurity Terrorism and the prevention of organised crime and money laundering Contemporary forms of slavery: Labour and sexual exploitation White collar crimes Crimes against Humanity Prevention and treatment of crime and offenders Insecurity and social prevention
UMH	Analysis and geography of crime Cybercrime Economic and organised crime Empirical criminal law Disinformation and crime Ethics applied to criminological investigation Artificial Intelligence, Crime and Justice Justice and vulnerable groups Radicalisation and extremism Crime trends

Table 37. Lines of research Portuguese Universities

University	Lines of Research
UDP	Drug use Juvenile delinquency: developmental perspectives Intervention in juvenile delinquency Intervention in victims and aggressors ntervention in risk reduction and damage minimisation
UMINHO	Vitimology Restorative Justice Prison Systems Offender Profiles
UCP	Gender, crime and imprisonment Juvenile delinquency and the juvenile justice system Victimology and restorative justice Migrants, refugees and human rights Uses of psychoactive substances in recreational settings

5.1.3. Degrees and masters offered by different European universities

A compilation was made of the different bachelor's and master's degrees offered by each of the European universities.

Table 38. Names of university degrees and masters that are taught by European universities

University	Degree	Master
UCLM	Degree in Criminology	Master's Degree in Criminology and Juvenile Delinquency
UGR	Degree in Criminology	Master's Degree in Criminality and Social Intervention with Minors
UMH	Degree in Public and Private Security	Master's Degree in Criminological Sciences and Security
UDP	Degree in Criminology	Master's Degree in Criminological and Victimological Intervention
UCP	N/A	Master's Degree in Crime Analysis and Prevention
UMINHO	Degree in Criminology and Criminal Justice	Master in Criminology

5.1.4. Undergraduate and Master's subjects taught by the different European universities

Here is variability in the subjects taught in the different degree and master's degrees offered by the different universities at European level.The following courses were taken from the reports of each of the degree and master's degrees offered by the different universities, and the subjects were subsequently classified in accordance with the provisions of the white paper on criminology.

Subjects	UCLM	UGR	UMH	UDP	UCP	UMINHO
Juvenile delinquency and justice						
Criminal law						
Specific forms of crime						
Social and educational intervention with the offender						
Introduction to criminology						
Mediation and conflict resolution						
Penology and Prison Law						
Criminal proceedings						
Quantitative and qualitative investigation techniques in criminology						
Criminological theories						
Victimology						
Anthropology						
Crime and social control						
Administrative law						
Constitutional law						
Evaluation of programmes and public policies						
Introduction to Psychology						
Scientific research in criminology						
Forensic Medicine and Forensic Sciences						
Criminal Policy						
External practices						
Crime prediction, prevention and treatment						
Criminal and legal psychology						
Legal sociology						
Statistics						
Introduction to Law						
Public and private security policies						
Final degree work / thesis						

Note: The blue cells indicate the presence of the subjects in the different degrees taught by European universities.

Graphic 3. Undergraduate courses taught by different European universities.

Subjects	UCLM	UGR	UMH	UDP	UCP	UMINHO
Specific forms of crime						
Crime and social control						
Criminal and legal psychology						
Final master's work / thesis						
Juvenile delinquency and justice						
Criminal law						
Evaluation of programmes and public policies						
Social and educational intervention with the offender						
Scientific research in criminology						
Crime prediction, prevention and treatment						
Mediation and conflict resolution						
Penology and Prison Law						
Public and private security policies						
Quantitative and qualitative investigation techniques in criminology						
Criminological theories						
Victimology						
External practices						
Criminal proceedings						
Administrative law						
Forensic Medicine and Forensic Sciences						
Criminal Policy						
Legal sociology						
Introduction to Psychology						

Note: The blue cells indicate the presence of the subjects in the different masters that are taught by European universities..

Graphic 4. Master's courses taught by different European universities.

5.2. Relationship between the training capacities of European Universities and the training needs of Latin American Universities 4.

In order to establish a relationship between the institutional needs that were identified in Latin American universities and the training competences of European universities, as described above, a matching strategy was designed, the results of which are shown in the tables below.
different spanish and portuguese universities.

Table 39. Correspondence between the training needs detected by professionals at the Universidade São Paulo (3 and 4 quartiles) and capacities of European universities.

MaC	Comp. Esp	UCLM	UGR	UMH	UDP	UCP	UMINHO
PPS	PPS01 PPS02 PPS03	0.67	1.00	1.00	0.67	0.00	1.00
DJJ	DJJ02 DJJ03 DJJ01	1.00	0.67	1.00	1.00	1.00	1.00
PCJ	PCJ02 PCJ04 PCJ01 PCJ03 PCJ05	1.00	1.00	1.00	1.00	1.00	1.00
VIC	VIC03 VIC02 VIC05 VIC04 VIC06	1.00	0.60	1.00	1.00	1.00	1.00
SJV	SJV06 SJV01 SJV07 SJV05 SJV03	0.60	0.80	0.60	0.20	0.60	0.80
TEC	TEC01 TEC03 TEC02	1.00	1.00	1.00	1.00	1.00	1.00
MIC	MIC01	1.00	1.00	1.00	1.00	1.00	1.00
PCR	PCR06 PCR01 PCR02 PCR03	1.00	0.75	1.00	0.00	1.00	1.00
PPT	PPT04 PPT03	1.00	0.50	1.00	1.00	1.00	1.00
AS	AS02	1.00	1.00	0.00	0.00	0.00	1.00
FEC	FEC04 FEC05 FEC08 FEC10 FEC12 FEC11 FEC17 FEC07 FEC01 FEC06 FEC03	0.73	0.82	1.00	0.82	1.00	1.00
MLCF	MLCF01	1.00	1.00	1.00	0.00	1.00	1.00

Table 40. Matching between Universidade São Paulo and European Universities

Level	MaC	UCLM	UGR	UMH	UDP	UCP	UMINHO
Very high	PPS	0.14	0.07	0.93	0.24	0.00	0.29
Very high	DJJ	1.00	0.05	0.43	1.00	1.00	0.14
Very high	PCJ	0.50	0.07	0.21	0.29	0.79	0.36
Very high	VIC	0.71	0.43	0.57	0.93	0.86	0.93
High	SJV	0.26	0.06	0.29	0.04	0.22	0.34
High	TEC	0.86	0.64	0.50	0.86	0.93	1.00
High	MIC	0.93	0.50	0.86	0.57	0.29	0.64
Moderate	PCR	0.64	0.05	0.36	0.00	0.43	0.21
Moderate	PPT	0.79	0.25	1.00	0.79	0.71	0.71
Moderate	DER	0.00	0.00	0.00	0.00	0.00	0.00
Low	AS	0.29	1.00	0.00	0.00	0.07	0.50
Low	FEC	0.10	0.47	0.64	0.58	0.50	0.79
Low	MLCF	0.07	0.93	0.07	0.00	0.64	0.07
Low	EST	0.00	0.00	0.00	0.00	0.00	0.00

[4]The description of each of the acronyms appearing in the tables in 39 - 50 , can be viewed in appendices

Table 41. Correspondence between the training needs detected by professionals at the Universidade Federal Minas de Gerais (3 and 4 quartiles) and capacities of European universities

MaC	Comp. Esp.	UCLM	UGR	UMH	UDP	UCP	UMINHO
PPS	PPS03 PPS01 PPS02	0.67	1.00	1.00	0.67	0.00	1.00
SJV	SJV01 SJV02 SJV05 SJV06 SJV07 SJV03 SJV04	0.57	0.71	0.57	0.14	0.57	0.86
MIC	MIC01 MIC02 MIC03	1.00	0.67	1.00	1.00	1.00	1.00
TEC	TEC02 TEC03 TEC01	1.00	1.00	1.00	1.00	1.00	1.00
PPT	PPT04 PPT01 PPT03 PPT02	1.00	0.50	1.00	1.00	1.00	1.00
VIC	VIC02 VIC04 VIC05 VIC06 VIC03	1.00	0.50	1.00	1.00	1.00	1.00
AS	AS05 AS01 AS03	1.00	1.00	1.00	0.50	0.00	1.00
DJJ	DJJ02 DJJ03	1.00	0.50	1.00	1.00	1.00	1.00
PCR	PCR03 PCR06 PCR05	1.00	1.00	1.00	0.00	1.00	1.00
FEC	FEC07 FEC08 FEC04 FEC10 FEC02 FEC03 FEC12 FEC01 FEC05 FEC06 FEC11 FEC17	0.83	0.75	0.92	0.83	1.00	1.00
DER	DER02	1.00	1.00	1.00	0.00	1.00	1.00
EST	EST02	1.00	1.00	1.00	0.00	0.00	1.00

Table 42. Matching between Universidade Federal Minas de Gerais and European Universities

Level.	MaC	UCLM	UGR	UMH	UDP	UCP	UMINHO
Very high	PPS	0.14	0.07	0.93	0.24	0.00	0.29
Very high	SJV	0.25	0.05	0.17	0.03	0.21	0.37
Very high	MIC	0.93	0.34	0.86	0.57	0.29	0.64
Very high	TEC	0.86	0.64	0.50	0.86	0.93	1.00
High	PPT	0.79	0.035	1.00	0.79	0.71	0.71
High	VIC	0.71	0.36	0.57	0.93	0.86	0.93
High	AS	0.29	1.00	0.14	0.07	0.00	0.50
Moderate	DJJ	1.00	0.25	0.43	1.00	1.00	0.14
Moderate	PCR	0.64	0.07	0.36	0.00	0.43	0.21
Moderate	FEC	0.12	0.43	0.59	0.59	0.50	0.79
Low	PCJ	0.00	0.00	0.00	0.00	0.00	0.00
Low	DER	0.57	0.035	0.79	0.00	0.57	0.86
Low	EST	0.36	0.79	0.71	0.00	0.00	0.57
Low	MLCF	0.00	0.00	0.00	0.00	0.00	0.00

Table 43. Correspondence between the training needs detected by professionals at the Universidad Antonio Nariño (3 and 4 quartiles) and the capacities of European universities

MaC	Comp. Esp.	UCLM	UGR	UMH	UDP	UCP	UMINHO
DER	DER03 DER05 DER02 DER01 DER04	1.00	0.60	1.00	0.00	1.00	1.00
AS	AS01 AS05 AS02 AS03 AS04	1.00	1.00	0.60	0.40	0.00	1.00
SJV	SJV07 SJV01 SJV05 SJV04 SJV06 SJV03 SJV5 SJV2	0.63	0.75	0.63	0.13	0.63	0.88
MIC	MIC02 MC03 MIC01	1.00	0.67	1.00	1.00	1.00	1.00
VIC	VIC03 VIC05 VIC02 VIC04 VIC6	1.00	0.80	1.00	1.00	1.00	1.00
DJJ	DJJ01 DJJ02	1.00	1.00	1.00	1.00	1.00	1.00
PCR	PCR04 PCR07 PCR03 PCR2 PCR5 PCR6 PCR11	0.86	0.57	1.00	0.00	1.00	1.00
PPS	PPS1 PPS2	0.50	1.00	1.00	0.50	0.00	1.00
PCJ	PCJ1	1.00	1.00	1.00	1.00	1.00	1.00
FEC	FEC13 FEC14 FEC15 FEC01 FEC17 FEC02 FEC03	0.86	0.86	1.00	0.71	0.86	1.00
PPT	PPT4	1.00	0.00	1.00	1.00	1.00	1.00
MLCF	MLCF1	1.00	1.00	1.00	0.00	1.00	1.00

Table 44. Matching between Antonio Nariño University and European Universities

Level	MaC	UCLM	UGR	UMH	UDP	UCP	UMINHO
Very high	DER	0.57	0.52	0.79	0.00	0.57	0.86
Very high	AS	0.29	1.00	0.08	0.06	0.00	0.50
Very high	SJV	0.27	0.05	0.18	0.03	0.23	0.38
Very high	MIC	0.93	0.34	0.86	0.57	0.29	0.64
High	VIC	0.71	0.57	0.57	0.93	0.86	0.93
High	DJJ	1.00	0.07	0.43	1.00	1.00	0.14
High	PCR	0.55	0.04	0.36	0.00	0.43	0.21
Moderate	PPS	0.11	0.07	0.93	0.18	0.14	0.29
Moderate	PCJ	0.50	0.07	0.21	0.29	0.79	0.36
Moderate	FEC	0.12	0.49	0.64	0.50	0.43	0.79
Low	PPT	0.79	0.00	1.00	0.79	0.71	0.71
Low	MLCF	0.07	0.93	0.14	0.00	0.64	0.07
Low	TEC	0.00	0.00	0.00	0.00	0.00	0.00
Low	EST	0.00	0.00	0.00	0.00	0.00	0.00

Table 45. Correspondence between the training needs detected by professionals at the Universidad Santo Tomás (3 and 4 quartiles) and the capacities of European universities

MaC	Comp. Esp.	UCLM	UGR	UMH	UDP	UCP	UMINHO
MIC	MIC02 MIC03 MIC01	1.00	0.67	1.00	1.00	1.00	1.00
VIC	VIC05 VIC04 VIC02 VIC06 VIC01	1.00	0.60	1.00	1.00	1.00	1.00
TEC	TEC02 TEC03 TEC01	1.00	1.00	1.00	1.00	1.00	1.00
SJV	SJV06 SJV07 SJV04 SJV01 SJV05	0.60	0.80	0.60	0.20	0.60	1.00
DJJ	DJJ03 DJJ02	1.00	0.50	1.00	1.00	1.00	1.00
PPT	PPT04 PPT03	1.00	0.50	1.00	1.00	1.00	1.00
DER	DER04 DER03 DER05	1.00	0.33	1.00	0.00	1.00	1.00
PPS	PPS03 PPS02	0.50	1.00	1.00	1.00	0.00	1.00
PCR	PCR06 PCR02 PCR08 PCR05 PCR06 PCR10	1.00	0.67	1.00	0.00	1.00	1.00
PCJ	PCJ05 PCJ01	1.00	1.00	1.00	1.00	1.00	1.00
MLCF	MLCF01	1.00	1.00	1.00	0.00	1.00	1.00
FEC	FEC13 FEC14 FEC15 FEC04 FEC03 FEC07 FEC01 FEC05 FEC08 FEC10	0.80	0.80	1.00	0.70	0.90	1.00

Table 46. Matching between Universidad Santo Tomás and European Universities

Level	MaC	UCLM	UGR	UMH	UDP	UCP	UMINHO
Very high	MIC	0.93	0.34	0.86	0.57	0.29	0.64
Very high	VIC	0.71	0.43	0.57	0.93	0.86	0.93
Very high	TEC	0.86	0.64	0.50	0.86	0.93	1.00
Very high	SJV	0.26	0.06	0.17	0.04	0.22	0.43
High	DJJ	1.00	0.04	0.43	1.00	1.00	0.14
High	PPT	0.79	0.04	1.00	0.79	0.71	0.71
High	DER	0.57	0.28	0.79	0.07	0.57	0.86
Moderate	PPS	0.11	0.07	0.93	0.36	0.00	0.29
Moderate	PCR	0.64	0.47	0.36	0.00	0.43	0.21
Moderate	PCJ	0.50	0.07	0.21	0.29	0.79	0.36
Low	MLCF	0.07	0.93	0.07	0.00	0.64	0.07
Low	FEC	0.11	0.46	0.64	0.50	0.18	0.79
Low	AS	0.00	0.00	0.00	0.00	0.00	0.00
Low	EST	0.00	0.00	0.00	0.00	0.00	0.00

Table 47. Correspondence between the training needs detected by professionals at the Catholic University of São Paulo (Perú) (3 and 4 quartiles) and capacities of European universities

MaC	Comp. Esp.	UCLM	UGR	UMH	UDP	UCP	UMINHO
DJJ	DJJ01 DJJ02 DJJ03	1.00	0.67	1.00	1.00	1.00	1.00
TEC	TEC03 TEC02 TEC01 TEC04	1.00	0.75	1.00	1.00	1.00	1.00
VIC	VIC04 VIC05 VIC02 VIC03 VIC01 VIC06	1.00	0.67	1.00	1.00	1.00	1.00
PCJ	PCJ05 PCJ01 PCJ02 PCJ04 PCJ03	1.00	1.00	1.00	1.00	1.00	1.00
MLCF	MLCF01 MLCF02 MLCF03 MLCF04	1.00	0.75	1.00	0.00	1.00	0.50
MIC	MIC01 MIC02 MIC03	1.00	0.67	1.00	1.00	1.00	1.00
PPS	PPS01 PSS02 PPS03	0.67	1.00	1.00	0.67	0.00	1.00
PPT	PPT03 PPT04 PPT05	1.00	0.33	1.00	1.00	1.00	1.00
SJV	SJV01 SJV06 SJV07	0.67	1.00	0.67	0.33	0.67	1.00
AS	AS01	1.00	1.00	1.00	1.00	0.00	1.00
FEC	FEC13 FEC14 FEC15 FEC03 FEC04 FEC17 FEC02 FEC11 FEC01	0.89	0.89	1.00	0.78	0.89	1.00
PCR	PCR06	1.00	1.00	1.00	0.00	1.00	1.00
DER	DER01	1.00	1.00	1.00	0.00	1.00	1.00

Table 48. Matching between the Catholic University of São Paulo (Perú) and European Universities

Level.	MaC	UCLM	UGR	UMH	UDP	UCP	UMINHO
Very high	DJJ	1.00	0.05	0.43	1.00	1.00	0.14
Very high	TEC	0.86	0.48	0.50	0.86	0.93	1.00
Very high	VIC	0.71	0.475	0.57	0.93	0.86	0.93
Very high	PCJ	0.50	0.07	0.21	0.29	0.79	0.36
High	MLCF	0.07	0.70	0.07	0.00	0.64	0.07
High	MIC	0.93	0.25	0.86	0.57	0.29	0.64
High	PPS	0.14	0.07	0.93	0.36	0.00	0.29
Moderate	PPT	0.79	0.02	1.00	0.79	0.71	0.71
Moderate	SJV	0.29	0.07	0.19	0.07	0.24	0.43
Moderate	AS	0.29	1.00	0.14	0.14	0.00	0.50
Low	FEC	0.12	0.51	0.64	0.55	0.45	0.79
Low	PCR	0.64	0.07	0.36	0.00	0.43	0.21
Low	DER	0.57	0.86	0.79	0.00	0.57	0.86
Low	EST	0.00	0.00	0.00	0.00	0.00	0.00

Table 49. Correspondence between the training needs detected by professionals at the Universidad Nacional Mayor de San Marcos (3 and 4 quartiles) and capacities of European universities

MaC	Comp. Esp.	UCLM	UGR	UMH	UDP	UCP	UMINHO
DJJ	DJJ01 DJJ02 DJJ03	1.00	0.67	1.00	1.00	1.00	1.00
PPS	PPS01 PPS02 PPS03	0.67	1.00	1.00	0.67	0.00	1.00
PCJ	PCJ01 PCJ04 PCJ03 PCJ02 PCJ05	1.00	1.00	1.00	1.00	1.00	1.00
TEC	TEC01 TEC02 TEC03	1.00	1.00	1.00	1.00	1.00	1.00
VIC	VIC02 VIC06 VIC05 VIC04	1.00	0.50	1.00	1.00	1.00	1.00
SJV	SJV06 SJV07 SJV05 SJV04 SJV02	0.60	0.80	0.60	0.00	0.60	1.00
MIC	MIC02 MIC03	1.00	0.50	1.00	1.00	1.00	1.00
PCR	PCR07 PCR02 PCR10 PCR01 PCR08	1.00	0.40	1.00	0.00	1.00	1.00
PPT	PPT04 PPT03	1.00	0.50	1.00	1.00	1.00	1.00
FEC	FEC13 FEC14 FEC15 FEC04 FEC17 FEC01 FEC07 FEC03 FEC11 FEC08 FEC05 FEC02 FEC10	0.85	0.85	1.00	0.77	0.92	1.00

Table 50. Matching entre Universidad Nacional Mayor de San Marcos y Universidades Europeas

Level	MaC	UCLM	UGR	UMH	UDP	UCP	UMINHO
Very high	DJJ	1.00	0.05	0.43	1.00	1.00	0.14
Very high	PPS	0.14	0.07	0.93	0.24	0.00	0.29
Very high	PCJ	0.50	0.07	0.21	0.29	0.79	0.36
Very high	TEC	0.86	0.64	0.50	0.86	0.93	1.00
High	VIC	0.71	0.36	0.57	0.93	0.86	0.93
High	SJV	0.26	0.06	0.17	0.00	0.22	0.43
High	MIC	0.93	0.25	0.86	0.57	0.29	0.64
Moderate	PCR	0.64	0.03	0.36	0.00	0.43	0.21
Moderate	PPT	0.79	0.04	1.00	0.79	0.71	0.71
Moderate	FEC	0.12	0.49	0.64	0.54	0.46	0.79
Low	AS	0.00	0.00	0.00	0.00	0.00	0.00
Low	MLCF	0.00	0.00	0.00	0.00	0.00	0.00
Low	DER	0.00	0.00	0.00	0.00	0.00	0.00
Low	EST	0.00	0.00	0.00	0.00	0.00	0.00

6. Concluding remarks

Throughout this report of results from D1.1 Needs Analysis Report we have been able to introduce in great detail both the complex methodology implemented in WP1 for data collection in the participating Latin and European universities and the results obtained. In particular, we can point out the following highlights:

From the methodological perspective:

- In D1.1, a **comprehensive and culturally validated multilevel empirical methodology** has been designed and implemented to provide an adequate response to the objectives set out in WP1 on the detection of training needs in criminology and public security.
- It is necessary to make joint efforts between the UMH and the other partners to adequately **transform the large amount of data collected into useful information** for decision making in later phases of SUCCESS, especially during the execution of WP2 and WP3.

From the perspective of the data collected:

- The results allow **us to identify in Latin American universities** 1) what training needs different groups of professionals in criminology and public security have, 2) what training capacities teachers currently have, 3) what institutional needs have been identified and 4) what personal training needs teachers and students have.
- In general, the training needs evaluated through professionals present a low **variability within the same institution**, identifying all of them as necessary or very necessary. For its part, the distribution of training **needs is heterogeneous among the different Latin institutions**.
- With respect to European universities, we can point out that while self-reported **training capacities are similar**, **the preferences among the training macro-categories are heterogeneous,** which will help in the elaboration of the mobility plan.

From the perspective of the development of the mobilities plan:

- The methodology designed and implemented in D1.1 to evaluate the degree of adjustment between the training needs of Latin American universities and the training capacities of European universities is adequate **to standardize the system of mobility plans.**
- Adjusting to the third and fourth quartile of training needs of each Latin institution, the proposed matching system allows a **homogeneous participation of Latin partners in all European institutions.**
- It will be necessary to agree among all the partners on **additional criteria** (e.g. multiple preference situation, language, etc.) in order to solve the situations of matching.

Annexes

Annex 1. Latin Universities Questionnaires:

The questionnaires and informed consent that were applied to the different Latin universities can be viewed at the following link:

https://drive.google.com/file/d/1Z1iKlVXyucPtu5iRvmefkowqcVXrVHxm/view?usp=sharing

Annex 2. Instructions for the justification report:

Instructions for the justification report of each Latin university

https://drive.google.com/file/d/1M9X9AJKHFGqQuPSzTpKZwtweiPi4MV1H/view?usp=sharing

Annex 3. European Universities Questionnaire:

Below is a link where you can find the questionnaire and the informed consent that was applied to the different European universities.

https://drive.google.com/file/d/1W411Pl35rU_2Le63axE2CKhWrIITaOeJ/view?usp=sharing

Annex 4. Table of abbreviations:

The description of each of the tables can be seen in the following links:

- Spanish:

https://drive.google.com/file/d/1Vr0gewATv2fMNhaKQym4HfJpV0EYWcTR/view?usp=sharing

- Portuguese:

https://drive.google.com/file/d/1qQGMLyT_coVtlsNnJVj7tj7NLnhq_UN4/view?usp=sharing

- English:

https://drive.google.com/file/d/1MInnsaUGBndgmUiM7CohLXr52E-jiQl4/view?usp=sharing

Annex 4. Institutional reports from each Latin American University :