

# SUCCESS

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

## D1.2. Guidelines for improving the educational offer on criminology and public security in South American universities

*WPI Needs analysis and preparing the soil*

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# 1. Introduction

## 1.1. Detection of criminological training needs in the South American Universities that are part of the SUCCESS Project.

D1.1. on the detection of the needs of the Latin Universities was part of one of the deliverables of WP1: "Needs Analysis and preparing the soil". In this report, the results of the deliverable in question were presented, which referred to the detection of the needs of the Latin Universities and the degree of alignment with the core competences of the European Universities.

The objectives pursued with this report were:

- 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 higher education offers in criminology and public security that will need to be created or improved and at what levels of study.
- Identify the training needs of the academic staff of South American universities to create or improve higher education offers in criminology and public security.
- Promote the transfer of knowledge from European universities in the field of criminology and public security to South American universities through a learning mobility programme.

The report consisted of the following specific parts:

1. **"About this report and introduction"**, which briefly introduces the structure of the report, as well as its contents. It also provides a general and historical perspective of what a training needs report is, as well as elements that allow a glimpse of the way in which the instruments that were applied throughout the work process were configured.
2. **"Theoretical framework"** provides an in-depth knowledge of each of the theoretical elements that make up the deliverable, beginning with a recapitulation of the training needs of Latin American universities in the field of criminology because of the political and social situation in the different countries that make up this part of the American continent. In addition, the necessary elements are highlighted when it comes to creating a training curriculum, an essential element when working with this type of proposal.
3. **"Methodology"**, in accordance with the objectives set out throughout the report, a series of instruments were designed to respond to the objectives set out at the beginning.

It is worth mentioning that the methodology was divided into two phases, the one referring to "D1.1 Needs analysis report" and "D1.2 Empirical support for the development of the mobilities plan".

For the first of these, a total of three ad hoc questionnaires adopted to the socio-cultural context of each country were carried out: one questionnaire for professionals, another for teachers and the last one for students. The application of these questionnaires was carried out online, and the sampling for participation was carried out by the person responsible for participating in the project in each of the Latin American universities. On the other hand, with the aim of completing the information collected through the questionnaires, a series of nominal groups were developed with professionals from the different Latin American countries, which grouped into 7 different groups from the criminology and/or public safety sector in the country.

Finally, to have a broader and more contextualized view of each of the Latin universities, each of them was asked to develop a self-justification report, which was previously designed and prepared by the UMH team and contained elements that evaluated the educational offer and resources of each university.

With respect to D1.2., to be able to provide input to the mobility programme, a questionnaire was applied to each of the European universities that participated in the study. This questionnaire was disseminated in two languages: Spanish and Portuguese, responding to the needs of each of the participating universities. The aim was 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 their research preferences in this field. A total of six questionnaires were administered, one for each European university.

4. **"Results"** was subdivided into two parts, the first one dealing with the results of the training competences of the European Universities. In summary, the results were as follows:

**Table 1. Order of preference in the macro-competences of European Universities.**

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

Note: 14= Most preferred option. Several one's have been awarded at the University of Granada due to an error in data collection.

The second section referred to the results obtained after the implementation of the matchmaking process, where the relationship between the capacities of European universities and the training needs of Latin universities could be observed. The results of this report were obtained to be considered when making decisions regarding the mobility plan.



## 1.2. About this report: content and main objectives

As a result of the results projected in the final report of D1.1. related to the analysis of the needs of South American universities and their degree of adjustment with the competences of European universities, this report includes a series of recommendations that may strengthen and favor the mobility programme that constitutes the next deliverable. Approaches that could potentially be taken into consideration for the implementation and development of each mobility programme and for the improvement of the academic curricula of WP2 or WP3. In particular, the following sections present:

- A **brief overview of the development of criminology teaching in Europe**, different theoretical currents, and their current scope.
- The **methodological process** followed for the detection of the need's analysis, to serve as an input for the self-diagnosis in each of the Latin American universities.
- The different **training proposals** from the European partners for the mobility plan of the South American universities.
- Results of a **self-assessment of the training needs** developed by the different Latin American partners.
- Training proposal called "**training of trainers**": based on the results of the match.

With the aim of establishing a guide for the improvement of a training proposal for Latin American universities based on the experience of the European universities that are part of the project. This report responds directly to the following objectives:

- To introduce the main issues surrounding the development of criminology teaching in higher education in Europe.
- Show a methodological proposal for the detection of training needs in criminology.
- Design a European training proposal for the mobility plan of the Latin partners.
- Carry out a self-assessment of the training needs of the Latin partners.
- Establish a relationship between the training needs detected in the Latin Universities and the competences that the European universities have.

## 2. Criminology and higher education in Europe

Criminology teaching is now a reality in higher education in many European countries, although there are differences between countries (Baars-Schuyt, 2001) because the teaching methodology has depended on the cultural, academic, and local tradition of each country (Bisi, 1999). Therefore, taking this into consideration, it is known that, from the end of the 1980s until the introduction of the bachelor's degree, criminology was presented in much of Europe as a university education (Baars-Schuyt, 2001), specifically as a second-cycle degree for which another degree or postgraduate degree was required (Libro blanco sobre el título de grado en Criminología, 2005). However, the differences between European countries in the way they have implemented criminology training mean that the following sections briefly cover higher education in criminology in Europe, reviewing the evolution of criminology as a discipline on the European continent to understand its curricular development

### 2.1. The evolution of Criminology as a discipline

Europe has been considered the birthplace of modern criminology and of criminology as a science in the 19th century (Karstedt, 2015). Thus, it has been possible to understand that, from the beginning, the development of European criminology has followed two lines of thought. The first of these refers to criminology from a geographical approach, which was oriented towards crime prevention, which contemporary criminologists called "situational prevention" and was framed within a social analysis of crime. The second was directed exclusively at the offender, whose prevention focused on deterrence, prevention of recidivism and rehabilitation, placing it close to the developing disciplines of psychiatry and psychology or even as a branch of biology (Karstedt, 2015).

Criminology in Europe, instead of becoming a discipline, became a sub-discipline or "auxiliary discipline" of criminal law (Karstedt, 2015; Koehler, 2016), being integrated into law schools or at least having link to these schools (Baars-Schuyt, 2001). Something similar happened in the USA, as research and training in the field of criminology started with the idea of improving justice and law enforcement, so it did not focus on understanding why laws are broken and the causes of crime (Wellford, 2007). The perspective of criminology in this country was rather sociological (Barberet, 2001; Koehler, 2016) but was also found within psychology and psychiatry, and in the mid-1960s it began to flourish as a social science (Karstedt, 2015). The influence of American criminology at the time was of great importance for continental European criminology to develop a critical thinking approach to crime, which would lead to work towards making criminology a social science discipline (Karstedt, 2015). Thus, the growing number of undergraduate and postgraduate degrees in criminology, together with the increasing number of criminologists working in universities, research institutes and the criminal justice system, makes it possible to speak of criminology as a discipline (Bowling and Ross, 2006).

At the beginning of the 21st century, criticisms of the dependence of the US criminological doctrine on the European continent became increasingly evident, since despite the similarities between these continents, there were many differences in terms of political systems, cultural traditions, and conflicts (Tham, 2001). In 2000, several scholars reflected on this, and it was difficult at the time to speak of a European criminology as such, as the evolution of criminology in Europe has not followed the same criminological tradition, and there have been differences in the size of the criminological community in each European country, with the result that the discipline has developed unevenly (Barberet, 2001).

In any case, the development of criminology in Europe gained momentum with the concern for transnational crime control, human rights programmes, as well as the growing communication between European countries outside the European Union alone, which led to the need for the creation of institutions that would allow a

union between countries for the application of legislation in the fight against crime (Smith, 2004). More recently, it can be understood in the publication of Kangaspunta and Marshall (2009) on eco-global criminology and environmental crime, how changes in criminality over time have had and have had the consequence of transforming criminology and, thus, we can speak of its formation.

The interest in the development of criminology in Europe to study the new currents and challenges of this discipline has been shown through various actions such as the creation of platforms for criminologists in Europe (Garland, 2012), where the European Society of Criminology founded in 2000 is worth mentioning, as well as the establishment of various dissemination and research journals such as the European Journal on Criminal Policy and Research, which was created in 1993. In this sense, the growth in the number of national societies of criminologists in Europe has been exponential, and some of the most relevant ones can be seen below, together with other European societies of recognized importance:

- *Association française de criminologie (AFC)*
- *British Society of Criminology (BSC)*
- *Kriminologische Gesellschaft (KrimG)*
- *Gesellschaft für interdisziplinäre wissenschaftliche Kriminologie (GiwK)*
- *Società Italiana di Criminologia*
- *Nederlandse Vereniging voor Kriminologie*
- *Slovak Criminological Society*
- *Sociedad Española de Investigación Criminológica (SEIC)*
- *Association internationale des criminologues de langue française (AICLF)*
- *European Society of Criminology (ESC)*
- *The European Institute for Crime Prevention and Control (HEUN)*

## 2.2. The development of criminology curriculum in Europe

- **The introduction of criminology in higher education**

Since the early years of the 21st century, training in Criminology has depended on the university model of each country, but training and research in Criminology was found in university institutions throughout Europe with dependence on one or more of the disciplines from which it emanates. Thus, there were different answers about the recognition and effectiveness of university degrees in criminology. In this sense, there were great contrasts between different European countries, although in most of the European Union countries Criminology was taught by those departments and areas which traditionally taught Criminology and which were not exclusively dedicated to Criminology. Today, this statement still holds true, as criminology in Europe is still mostly taught in law faculties, but also in faculties of social sciences, criminal justice (and security), medicine, social work, education, police academies and interdisciplinary programmes. However, some European universities have departments and centres devoted exclusively to criminology training, for example the Department of Criminology at Stockholm University (Libro Blanco sobre el título de grado en Criminología, 2005).

Overall, studies in Criminology experienced a growth in the educational offer, being included in official curricula and in postgraduate training. However, there was a dispersion in the contents of the different European universities, which was mainly reflected in the specialisations, since the basic contents were based on the essential disciplines (law, psychology, sociology, and research methods). Likewise, Criminology degrees at that time followed a traditional scheme in which training was based on the disciplines that have provided criminology with the most in the 20th century (Libro Blanco sobre el título de grado en Criminología, 2005).

The official recognition of criminology studies in European universities has been one of the main demands of criminologists for many years. Before the introduction of undergraduate studies, it was common for criminology studies to be presented as postgraduate and second-cycle degrees (requiring a first-cycle degree). (Libro Blanco sobre el título de grado en Criminología, 2005). However, in some countries it was studied as short courses, as was the case in Denmark, or as training for police officers as in Slovakia (Baars-Schuyt, 2001). As far as postgraduate courses are concerned, in some countries they were already organized as one-year courses at different universities, as well as two- and three-year postgraduate programmes, although to a lesser extent. Access to some of these courses was not subject to any requirements, i.e., no university degree was necessary (Walgrave and Goris, 1996).

In more detail, criminology in Germany, Austria, Finland, and Switzerland was studied within the law degree programme as a complementary subject. That criminology was linked as a course, degree or supplementary material within law faculties was quite common, although in some countries it could be seen in sociology departments, as was the case in Greece and its "criminology degree courses". At that time, in other countries such as the Netherlands, specialized courses in criminology already existed. Moreover, it was also the case that criminology studies differed greatly in terms of content between universities within the same country, as was the case in Belgium and its bachelor's degree courses (Bisi, 1999).

Currently, most European universities offer undergraduate, postgraduate, and doctoral studies in Criminology. However, to find out in which area of study criminology is to be found as an educational discipline, the International Standard Classification of Education (ISCED) is used in Europe, which provides a comprehensive framework for structuring educational programmes, through uniform definitions that allow comparison of the educational systems of different countries. Thus, criminology appears for the first time in this classification in 1997 within the field called "Security" in the education programme dedicated to "Security Services" (UNESCO, 2006) (Table 2). In 2013, this classification was changed to the discipline of "Sociology and cultural studies",

which is in the field of "Social and behavioral sciences" (UNESCO, 2015) (Table 2). At national level, Erasmus+ programmes have their own classification called Erasmus Subject Code which serves together with ISCED to know the area of study of the mobility student. In the case of criminology, it appears in a specific code: Criminal Law and Criminology.

**Table 2. ISCED Criminology Classification in 1997, 2011 and 2013**

ISCED 1997, 2011	ISCED 2013
<ul style="list-style-type: none"> <li>▪ Services (8)</li> <li>▪ Personal Services (81)</li> </ul> <p>Hospitality, travel and tourism, sports and leisure, hairdressing, beauty treatments and other personal services: cleaning, laundry, dry cleaning, cosmetic services, domestic science.</p> <ul style="list-style-type: none"> <li>▪ Transport services (84)</li> </ul> <p>Seamanship, ship's officer, nautical science, air crew, air traffic control, railway operations, road motor vehicle operations, postal service.</p> <ul style="list-style-type: none"> <li>▪ Environmental protection (85)</li> </ul> <p>Environmental conservation, monitoring and protection, air and water pollution control, occupational safety, and security.</p> <ul style="list-style-type: none"> <li>▪ Security services (86)</li> </ul> <p>Protection of property and persons: police and law enforcement work, criminology, fire protection and firefighting, civil security; military.</p>	<ul style="list-style-type: none"> <li>▪ Social Sciences, Journalism, and Information (03)</li> <li>▪ Social and Behavioural Science (031)</li> <li>▪ Sociology and cultural studies are the study of human beings and their behavior in groups and in relation to society. This includes the study of ethnology and social anthropology as well as the study of human and social geography (0314).</li> <li>▪ Criminology</li> <li>▪ Cultural geography</li> <li>▪ Cultural studies</li> <li>▪ Demography/demographic studies</li> <li>▪ Ethnology</li> <li>▪ Gender studies</li> <li>▪ Social anthropology</li> <li>▪ Sociology</li> </ul>

- **Relevant European institutions in the development of the Criminology curriculum**

The creation of the European Higher Education Area (EHEA) with the Bologna Declaration in 1999, which replaced bachelor's degrees with bachelor's degrees, changed university education in Europe (White Paper on the bachelor's degree in Criminology, 2005).

What the EHEA entails is the academic and professional recognition of degrees throughout the European Union and, among its objectives are: the creation of a two-level teaching system that allows access to a postgraduate degree; a credit transfer and accumulation system; the implementation of a degree supplement; the promotion of mobility among students, professors, and researchers; and quality assurance with an evaluation process (Bologna Declaration, 1999). It also modifies the traditional model for one based on learning by competences, which allows the student to be the protagonist of his or her own learning (Rangel and Xochithl, 2017). Furthermore, one of the objectives of this reform is to cooperate to bring curricula closer to the practical needs of the student, i.e., that theoretical knowledge is applied to the future professional practice of the student body. Currently, the EHEA comprises a total of 49 countries outside the European Union (EHEA, 2021).

On the other hand, it is important to mention the working group of the European Society of Criminology (ESC) called the "European University Curriculum Working Group" which has been working for more than 10 years on the development of the criminology curriculum in higher education (Mesko, n.d.). This group has been discussing teaching in criminology, e.g., the knowledge, tools and competences needed for criminology education. However, its priority has been to work on the knowledge of higher education programmes in criminology in Europe, as well as their structure (European Society of Criminology, 2005). In recent years, its objectives have focused on collecting information on criminology doctoral programmes for the creation of a European network in this regard, as well as increasing the participation of doctoral students in European projects dedicated to criminological research and improving mobility or exchange schemes within the Erasmus + programme (Mesko, n.d.).

This group also carried out a study on doctoral programmes in criminology in Europe and, as they received very few responses from European countries (only five replied), they concluded that they should ensure a higher response rate in the future to eventually develop a European network to improve doctoral programmes in European countries (Mesko, n.d.). Thus, in this group at the last ESC congress, three papers were accepted

concerning: "teaching sensitive topics in Criminology" by Jill Dealey from the University of Chichester; "the interdisciplinary CaST project as an inspiration for criminological education?" by Noel Klima and Courtney Marsh from the University of Ghent; and "strengthening Criminology through cooperation between European and South American universities" by Hugo Morales from the Universidad Nacional Mayor de San Marcos in the framework of this project (European Society of Criminology, 2020a, 2020b).

### 3. Guidelines to follow for the improvement of the educational offer in Criminology and Public Security in South American universities.

#### 3.1. Highlights of the SUCCESS methodology for detecting training needs in criminology in South America

To be able to establish a guide that contributes to the improvement of training in Latin American universities, a methodological strategy previously applied in D1.1 has been designed that can serve as a basis for the detection of training needs in criminology and public security. This section shows the process carried out during the need's analysis, as well as each of the instruments designed for this purpose and their corresponding variables.

##### 3.1.1. Procedure

The preparation of the D1.1 needs analysis report has involved a great deal of collaborative work between the UMH and the Latin American universities during the first 6 months of the project. Specifically, the following tasks have been carried out.

- T1.1. Design of the need's analysis plan, including the instruments for data collection and subsequent analysis with the support of the South American universities.
- T1.2. Identification of participants and data collection in each university.
- T1.3. Implementation of data collection activities and focus groups with selected experts/stakeholders and a focus group.
- T1.4 Data processing and preparation of a report by each university to be sent to UMH to produce a short comparative report highlighting specific needs and relating them to the experience of European universities.

##### 3.1.2. Instruments

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

###### a. Questionnaires <sup>1</sup>

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

<sup>1</sup> The corresponding questionnaires can be found in the annexes.

- Professional questionnaire addressed to professionals linked to the area of criminology and public safety. Its objective was to inquire about the competences and areas they consider necessary for the development of their professional practice
- The questionnaire for teaching staff focused on university teaching staff who could play a teaching role in the development and implementation of a new training programme in criminology and public safety. To this end, the questionnaire focused on detecting academic training needs based on the analysis of specific competences
- The student questionnaire was used to carry out a survey to assess the state of the university in terms of human, material, functional and service resources. With a view to the implementation of a new training programme in the field of criminology and public security.

b. *Nominal groups*

To complement the extensive quantitative information collected through the questionnaires on the 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 safety sector in each of the participating countries (i.e., Brazil, Colombia, and Peru). The suitability of the nominal groups for the SUCCESS objectives lies mainly in their character as a consensus-building methodology, 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)<sup>2</sup>.

In the case of SUCCESS, the research question that structured the different nominal groups was:

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?*

The procedure used for the development of the nominal groups followed the following steps:

- Silent generation of ideas. Individually they had to write down 3-4 ideas related to the question.
- Pooling of ideas. Starting with one participant, each participant briefly presented one of his or her ideas, taking care not to repeat those that had appeared previously.
- Discussion and clarification of the ideas Each of the ideas generated was treated one by one to be clarified: similar ideas were grouped together, reformulated, or divided into several ideas.
- Voting and ranking. Individually and anonymously, each participant selected what in their opinion were the 5 greatest constraints and scored them from 1 (minimum) to 5 (maximum), giving a different score to each one.

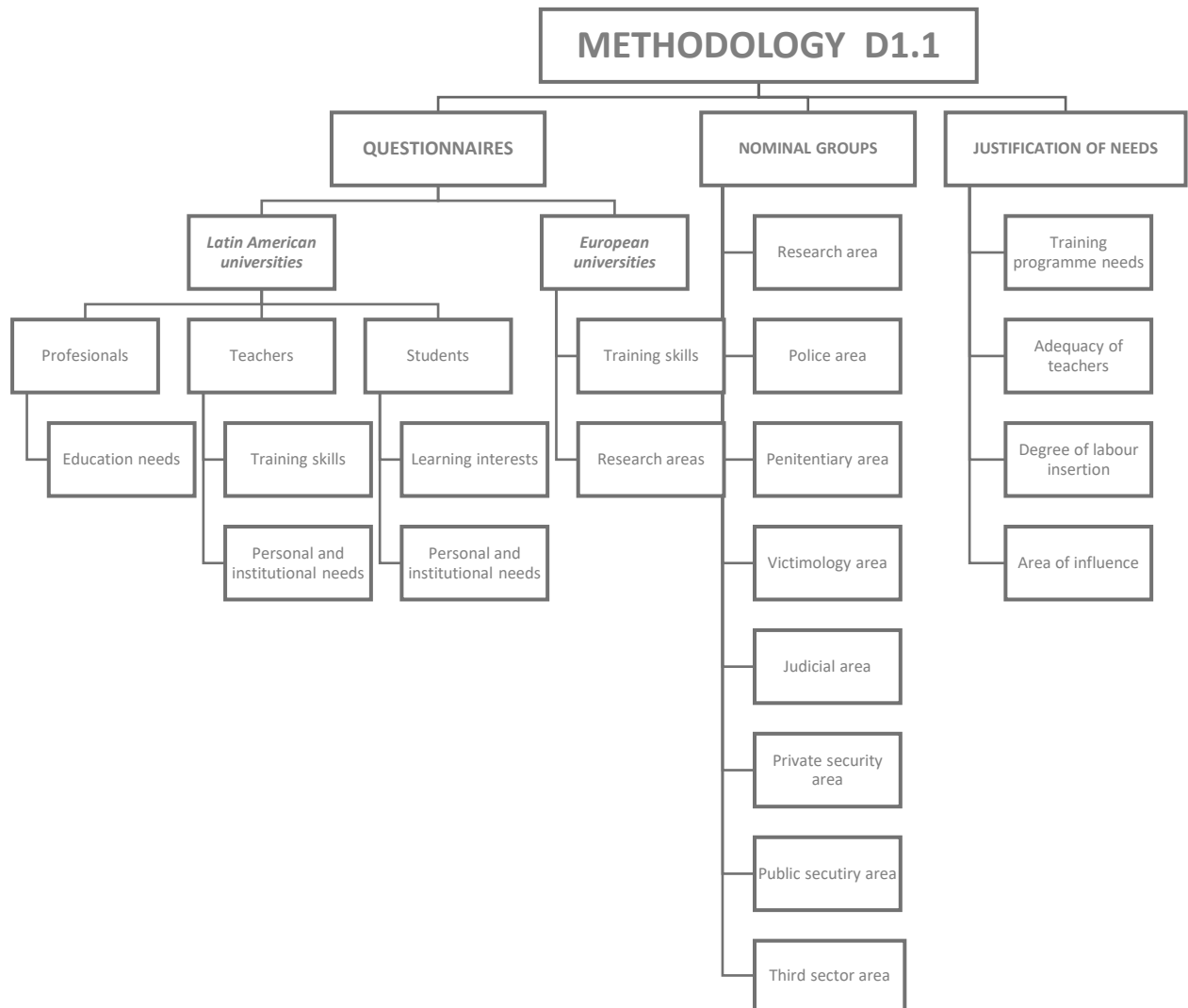
<sup>2</sup> Vander Laenen, F. (2015). Not just another focus group: making the case for the nominal group technique in criminology. *Crime science*, 4(1), 1-12.



c. Needs Justification Report <sup>3</sup>

Finally, so that each university could prepare a detailed report on the characteristics and social needs of their country to implement a new training programme in criminology and public safety, the Latin partners were asked to prepare a needs report in which the following aspects were investigated 1) need for the training programme, 2) adequacy of the teaching staff, 3) degree of labor insertion and 4) area of influence.

Summary of the methodologies implemented in D1.1



<sup>3</sup> In the annexes you can find the instructions that were provided for drafting the institutional needs report.

### 3.1.3. Variables

The questionnaires that were applied to professionals, professors, and students from the different Latin American universities to identify training needs were composed of the different variables listed in tables 3 to 5.

**Table 3. Description of variables: professional questionnaires**

Block	Levels	Level measurement of
Specific competences	Assessment of the need for the competences in your professional field  Items: 86	0 = Totally unnecessary and 4 = totally necessary
University internships	Readiness to establish a partnership agreement  Internships tutoring	Three response options: <ul style="list-style-type: none"> <li>▪ -Yes, it already has a partnership agreement</li> <li>▪ -Yes, it would be willing to create one</li> <li>▪ -No</li> </ul> Dichotomic (Yes/No)
Institutional competences	Aspects for improvement at the logistical and administrative level.  Items: 9	0 = Totally unnecessary and 4 = totally necessary

**Table 4. Description of variables: student questionnaires**

Block	Levels	Level measurement of
Institutional competences: <ul style="list-style-type: none"> <li>▪ Human resources</li> <li>▪ Material resources</li> <li>▪ Functional resources</li> </ul> Services	Aspects for improvement by the university for the implementation and execution of a new university training programme related to Criminology and/or Public Security.  Items: 27	0 = totally unnecessary and 4 = totally necessary
Personal competences	Competences to be improved about the use of TIC  Items: 9	0 = totally unnecessary and 4 = totally necessary

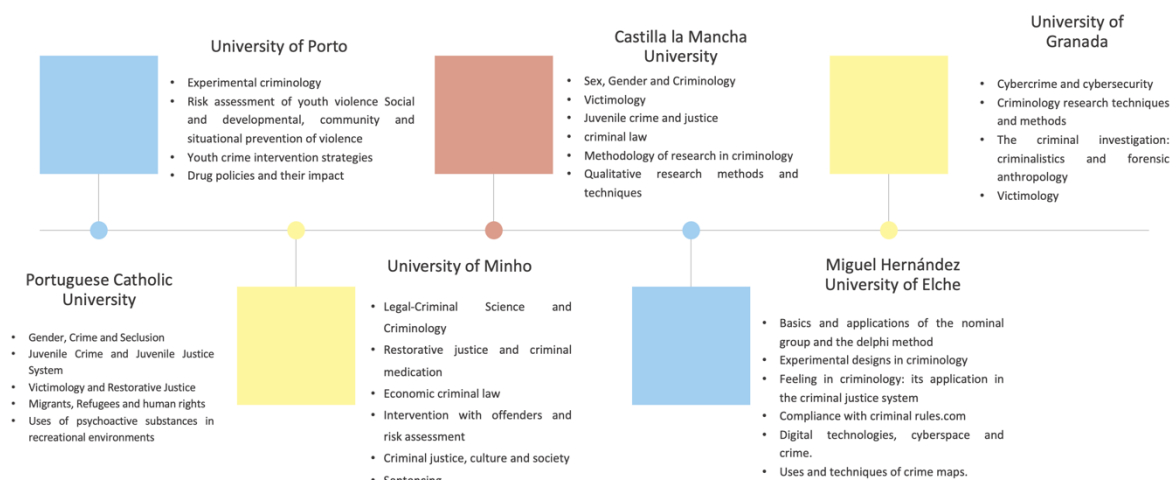
**Table 5. Descripción de las variables: cuestionarios docentes**

Block	Levels	Level measurement of
Macrocompetences	Approach to macro-competences in the courses being delivered.  Items: 14	Dichotomic (Yes/No)
Specific competences	Ability to transfer specific competences to future students.  Items: 86	0 = not at all qualified and 4 = totally qualified
Teaching competences	Aspects for improvement at the level of teaching competences.  Items: 10	0 = totally unnecessary and 4 = totally necessary
Institutional competences	Competences to be improved about the use of TIC  Items: 9  <ul style="list-style-type: none"> <li>▪ Human resources</li> <li>▪ Material resources</li> <li>▪ Functional resources</li> </ul> Services	Dichotomic (Yes/No)   0 = Totally unnecessary and 4 = totally necessary

## 3.2. Training proposals from European partners for the mobility scheme of South American universities

As part of the development of training guidelines for the strengthening of teaching in criminology, this section seeks to design a training proposal for the mobility plan by the European partners, therefore each of the universities designed a series of training programmes in criminology and public safety that seeks to respond to the needs identified in D1.1. and that is part of the mobility strategy of WP 2.

Figure 1. Overview of European training schemes



### 3.2.1. Portuguese Catholic University

#### a. Gender, criminality and imprisonment

This topic considers scientific discourses on crime, punishment, and gender building. It builds on a broad vision of criminological knowledge based on feminist perspectives and discusses how gender social building shapes the life trajectories of people (especially women) who delinquency and is reflected in the formal and informal response to crime. As Portugal is one of the countries with the highest rate of women's incarceration in Europe, we seek to understand whether the gender issues inherent in the victimization of women are present when she is the figure of the offender (Matos, 2008; Matos, 2015). The focus of these studies includes the life trajectories of women who delinquency and their experiences in prison settings.

Faced with the increase in the proportion of foreign women imprisoned in Portugal, we developed a project, funded by the Portuguese Foundation for Science and Technology, to analyze the life trajectories of these women and their experiences of incarceration. Through this project we were able to better understand the relationship between gender, migration, and incarceration, i.e., how women's migration trajectories, shaped by gender circumstances, have an impact on the experiences of imprisoning and rebuilding the identity of women detained in a foreign country. The project also showed the importance of citizenship in understanding the experiences of incarceration, as variables such as nationality and ethnicity play an important role as organizers of prison relations (Matos, 2016). More recently, interested in other forms of "incarceration," we have developed an investigation into foreign citizens detained for being in an irregular situation. Due to the visibility of this work and the contributions of the research carried out over the years, we coordinated a report about the

incarceration of women in Portugal, which was recently published in a broader work of the International Criminal and Penitentiary Foundation (Matos, Cunha, Carvalho, Tavares, & Miranda Pereira, 2017).

i. **Specific objectives**

- Know the theoretical approaches to crime and on the phenomena of control and social response to diversion.
- Know in depth the most critical approaches to crime, with an emphasis on feminist perspectives.
- Reflect critically on crime and on formal and informal response mechanisms to crime, considering dimensions such as gender and nationality, and adopting an intersectional lens.

ii. **Specific competencies**

- Competences that allow critical reflection on crime and mechanisms and intervention devices in deviant conduct.
- Ability to plan and implement training programmes for professionals working in deprived-of-liberty contexts, especially for women and immigrants.
- Ability to implement psychological intervention skills with detained women/immigrant women.

iii. **Methodology**

- Exhibition
- Case analysis
- Group Jobs
- Debates
- Visits to prisons and detention centres

iv. **In charge**

- Prof. Raquel Matos

b. Juvenile delinquency and juvenile justice system

Several Projects with European funding have been developed on this subject. The studies have been mostly qualitative, based on the analysis of the narratives of professionals working with at-risk youth or with criminal behaviors. This was the case of the ITACA Project ("Interaction of different subjects towards a common strategic response in relation to youth gangs"), funded by the European Commission, which sought to understand the perspectives on youth gangs in Portugal and Europe, based on the speeches of professionals from different lines of action in the field of juvenile delinquency (Matos , Almeida & Vieira, 2014; Matos, 2018).

The PROMISE ("*Promoting Youth Involvement and Social Engagement - Opportunities and Challenges for 'conflicted' young people across Europe*") project, funded by the European Horizon 2020 programme, analyzed the narratives of young people themselves with risky behaviors. From 20 ethnographic case studies in 10 different countries, this project has created tools for professionals working with at-risk youth and tools for young people. Within a more evolutionary paradigm, the MERLINO Project ("Towards a Policy for the Prevention of Juvenile Crime: A Multi-State Experiment on Integration and Effectiveness") sought to identify risk and protection factors for juvenile delinquency, in particular family and peer group factors (Cunha et al, Among the projects most focused on the juvenile justice system, we highlight the MIPREDT project ("Analysis of the procedures and conditions of pre-trial detention of minors"), which analyzed the perspectives of professionals

in the criminal justice system and the prison system on the conditions and impacts of juvenile detention (Silva, Barbosa, Matos & Fernández, 2020). Finally, the phenomenon of youth radicalization has been investigated, with the main objective of contributing to the creation of tools to prevent this phenomenon. In this context, the MATES ("Multi Agency Training Exit Strategies for Radicalized Youth") project was developed and the Safe Zone project ("*Empowering coaches and trainers in sport to prevent youth radicalization and violent extremism*") is currently underway.

**i. Specific objectives**

- Understand the life trajectories of young people with risky behaviors and criminal behaviors.
- Understand experiences in the justice system of young people with risky behaviors and criminal behaviors.
- Understand youth workers' perspectives on young people's life trajectories and their experiences in the youth justice system.
- Knowing and critically analyzing juvenile justice systems.
- Critically understand and analyze youth crime prevention programs.
- Critically understand and analyze intervention programmes for young people with criminal behaviors.

**ii. Specific competencies**

- Competencies that allow critical reflection on juvenile justice systems.
- Plan and implement training programmes for professionals working in the field of juvenile delinquency.
- Ability to implement psychological intervention skills with children and young people at risk and young people with criminal behaviors.

**iii. Methodology**

- Exhibition
- Case analysis
- Group work
- Debates

**iv. In charge**

- Prof. Raquel Matos (Psychology); Professora Conceição Cunha (Law)

**c. Victimology and restorative justice**

In the line of investigation "Victimology and restorative justice" studies have been developed that aim to contribute to the improvement of services to support victims of crime, as well as to the access of victims to information on their rights (e.g., project Pro.vi - Protection of victims' rights; the SERV project - Services and rights for victims of crime, co-financed by the European Commission). Studies have also been developed to contribute to the evolution of the restorative justice paradigm (e.g., the REVIJ - Victim Repair project in European juvenile justice systems: comparative analysis and transfer of good practices, co-financed by the European Commission).

The team has also researched in the field of Testimony Psychology, particularly in the creation of forensic interview protocols with child victims, which improve the child's ability to testify, and ensure their safety and well-being (e.g., Peixoto et al. 2014; 2015; 2017). Also, within this area, work has been carried out on judicial decision-making (e.g., Ribeiro & Manita, 2019). One of the most studied contexts is forensic psychological evaluation in cases of child sexual abuse (e.g., Ribeiro & Peixoto, 2013). Finally, we highlight contributions on the dynamics of state violence and the legitimization of forms of violence perpetrated by police forces (e.g., Barbosa, 2018; Soares, Barbosa & Matos, 2018).

i. **Specific objectives**

- Know the paradigm of restorative justice and how it differs from the paradigm of retributive justice.
- Know the main forms of victimization and the psychological dynamics frequently associated with them.
- Understand the specificities of the relationship between the victim and the Judicial System and know the dynamics of secondary victimization.
- Know the main topics on which Psychology is called to collaborate with justice in conducting psychological evaluations and forensic expertise.

ii. **Specific competencies**

- Ability to plan and implement training programmes for professionals working with victims of crime.
- Applying psychological intervention powers with victims of crime.
- Apply the strategies, Methodology's, and psychometric aspects of psychological evaluation in the forensic context.
- Prepare psychological reports for the forensic context

iii. **Methodology**

- Exhibition
- Case analysis
- Group work
- Debates

iv. **In charge**

- Prof. Catarina Ribeiro

d. *Migrants, refugees, and human rights*

On the theme "migrants, refugees and human rights", studies have been developed focusing on the victims of the cycles of violence or on the Responsible of these: spectators and authors. Examples of victim-centered studies include the evaluation of the refugee support platform's host program (Barbosa, Santos, Veiga, Martins, Ribeiro, & Faria, 2019), and research focused on the impact and experience associated with migration, such as the study carried out in a refugee camp in Lesbos (Moreira, A., Barbosa, M., Maia, M., Veiga, E., Martins, F. & Santos, M. (2020) and the study carried out at a detention center for irregular migrants in Porto (Matos & Esposito, 2019; Esposito, Matos, & Bosworth, 2020).

As for the role of passers-by, it has been investigated within the framework of the intervention programme of the Heroic Imagination Project, which seeks to prevent the behavior of passers-by and promote prosocial

attitudes and behaviors. As for passers-by, studies have been conducted focused on military and police violence (e.g., Soares, Barbosa, and Matos, 2018), and more recently focused on radicalization and extremist violence (e.g., MATES - Multi Agency Training Exit Strategies for Radicalized Youth - and Safe Zone - empowering coaches and trainers in sports to prevent youth radicalization and violent extremism, co-financed by the European Commission).

**i. Specific objectives**

- To know the historical framework of the Psychology of Peace: from the prevention of violence to the promotion of peace.
- Know the current landscape of the Psychology of Peace: main objects of study and contexts of intervention.
- Know the processes of legitimization of violence, and its actors (leaders, perpetrators, and spectators).
- Know the contributions of psychology to the prevention of radicalization and extremist violence.
- Know the contributions of psychology for intervention with migrants and refugees in different contexts (refugee camps; detention centres; host country).

**ii. Specific competencies**

- Ability to plan and implement radicalization and violence prevention programmes and promote empathetic attitudes and prosocial behaviors.
- Ability to adapt basic and advanced psychological intervention skills to the specificities of working with immigrants and refugees (e.g., acculturation stress; multiple victimization; psychotherapeutic intervention with interpreter).

**iii. Methodology**

- Exhibition
- Case analysis
- Group Jobs
- Debatís

**iv. In charge**

- Prof. Mariana Barbosa

**e. Uses of psychoactive substances in recreational settings**

Scientific production is largely related to the Portuguese legal context, which decriminalized the use of all psychoactive substances in 2001 and regulated the strategy of risk reduction and damage minimization as a mission area (Carvalho, 2018). The focus has been placed on the natural environments with the greatest youth participation in which the phenomenon manifests itself (Carvalho, 2019; Bernardo & Carvalho, 2012; Trigueiros & Carvalho, 2010), and in the production of evidence on intervention in the most problematic dimensions (Carvalho, Pires, Costa, Martins, Valente, Macedo, Frango, & Lira, 2019; Carvalho, Sousa, Frango, Dias, Carvalho, Rodrigues, & Rodrigues, 2014). The most comprehensive and qualitative approaches have been favored, although a wide methodological diversity has been used. Much of the research has been carried out

independently of funding thanks to strong coordination with the governmental and community structures that support scientific activity (e.g., SICAD - Service de Intervention Additives of the Portuguese Government; Kosmicare Association; Boom Festival; ICEERS - International Research Center and Ethnobotanical Education Service).

The projects have investigated the relationship of the phenomenon of substance use in recreational environments with the physical and social dimensions of these environments (Carvalho, 2019), the meaning of these uses for young people (Bernardo & Carvalho, 2012; Trigueiros & Carvalho, 2010), risk characterization and risk assessment (Carvalho, Pires, Costa, Martins, Valente, Macedo, Frango, & Lira, 2019; Carvalho, Sousa, Frango, Dias, Carvalho, Rodrigues, & Rodrigues, 2014). We highlight the evaluation of intervention in the psychedelic emergency or drug control, the adaptation of the instruments of evaluation and psychological intervention (adaptation of the ASSIST for the Portuguese population, Mental State Exam Checklist), and the risk specifically related to sexism and sexual violence in these environments (Projeto Sexism Free Night - Prevention of sexual violence and promotion of a non-sexist night; and Projeto Sexism Free Night EU).

Other areas of research have been the use of alcohol in pregnancy (Charro, Rivas, & Xavier, 2019), the phenomenon of drug trafficking among inmates (Matos & Cunha, 2019; Matos, Cunha, & Santos, 2019) and the effects of caffeine on adolescent consumers. Projects are also underway to follow the latest discussions on the regulation of substance uses in Portugal and in the international context, and on the impact of the pandemic by COVID 19. Here we highlight the research of the therapeutic potential of ayahuasca (in collaboration with ICEERS) (González, Aronovitch & Carvalho, 2021; González, Carvalho, Cantillo, Aixelá & Farré, 2017), the regulation of cannabis use in adults (funded by the Global Drug Policy Program of the Open Society Foundations and in collaboration with CPBS - Católica Porto Business School), and the impact of the COVID 19 pandemic on populations of most vulnerable problem consumers in Porto and Lisbon (internal funding CEDH).

**i. Specific objectives**

- Know the characteristics of the Portuguese model of decriminalization applicable to illicit drug.
- Discuss the potentials and limitations of the Portuguese decriminalization model.
- Know the characteristics of drug use patterns in nighttime recreational environments.
- Know the new risks and dangers associated with drug use in nighttime recreational environments.
- Know models and intervention strategies for the risks associated with drug use in recreational environments supported by scientific evidence scientific evidence.
- Know the dynamics and trends of sexual violence in nighttime recreational environments.
- Discuss the implications of the COVID-19 pandemic on the risks associated with drug use in vulnerable users.
- Know the scientific evidence on the therapeutic potential of psychedelics.
- Know the scientific evidence applicable to the regulation of recreational cannabis use by the adult population.

**ii. Specific competencies**

- To provide recommendations on the implementation of evidence-supported drug policies that promote the defense of human rights.
- Monitor new trends in drug.
- Design, implement and evaluate intervention projects on risk reduction and crisis intervention related to drug use in nightlife settings.
- Design, implement and evaluate intervention projects on sexual violence in nightlife settings.



iii. **Methodology**

- Exhibition
- Case analysis
- Group Work
- Debates

iv. **In charge**

- Prof. Maria Carmo Carvalho

### 3.2.2. University of Minho

#### a. Criminal legal science and Criminology

It is intended that students can become familiar with the essential characteristics inherent in legal-criminal science and criminology so that they can subsequently be able to compare the two disciplines by establishing common aspects and differences between them.

##### i. **Specific objectives**

- Understand legal-criminal science in its essential elements.
- Consider its historical and cultural character.
- Discussing the current major problems of legal-criminal science
- Understand criminology in its basics.
- Acquire knowledge about your story.
- To consider your main problems today.
- Establishing the relationships between criminal law and criminology at its confluences.

##### ii. **Specific competencies**

- Allow students to understand the malleability of criminal law and criminology.
- Giving tools for practical intervention in the field of control bodies.

##### iii. **Methodology**

- Oral,exhibition
- Case study
- Formulation of topics for discussion

##### iv. **In charge**

- Prof. Dr. Fernando Conde Monteiro

#### b. Restorative justice and criminal mediation

Students are intended to gain knowledge of the processes inherent in restorative justice and criminal mediation as alternative forms to traditional justice.

##### i. **Specific objectives**

- Train students in the different concepts of restorative justice.
- Raising awareness of the pros and cons of restorative justice.
- Inform students about the importance of criminal mediation in restorative justice.

ii. **Specific competencies**

- Allow students to identify the main problems inherent in the practical application of restorative justice.
- Provide useful tools to train students in the practice of mediation within restorative justice.

iii. **Methodology**

- Oral, Exhibition
- Case studies
- Formulation of topics to be discussed

iv. **In charge**

- Prof. Dr. Mário Monte

c. Economic criminal law

We intend to discuss the relevance of economic crime and the role that Criminology played and will continue to have in its definition and treatment, as well as to understand what criminal law we currently must deal with this form of criminality. At the same time, we want to deepen the critical analysis of this branch of law and the paths it faces.

i. **Specific objectives**

- Recognize economic crime and its relevance.
- Understand the importance of Criminology for the definition and delimitation of this criminality.
- Identify and locate Economic Criminal Law within the framework of the criminal sciences.
- Understand the characteristics of this branch of law and the main difficulties and challenges it faces.
- Learn about the main types of crimes that make up Economic Criminal Law.
- Recognize the topicality, volatility, and dynamism of these types.
- Reflect critically on the limits of Economic Criminal Law and its progressive trans nationalization.

ii. **Specific competencies**

- Propose and apply methods of identification and analysis of economic crime.
- Design and propose legislative changes that adapt the normative treatment of this crime to current requirements.

iii. **Methodology**

- Oral/problematic exposure
- Group learning
- Presentation and discussion of cases and hypotheses

iv. **In charge**

- Prof. Flávia Novera Loureiro

d. Intervention with offenders and risk assessment

Students are intended to become familiar with the legal provisions and explanatory models of risk assessment and intervention with offenders. For all or students should be able to diagnose, apply the appropriate tools, write reports, and make interventions with this target audience, respecting ethical principles.

i. **Specific objectives**

- Identify the conceptual foundations of risk assessment and intervention with criminals.
- Know the main methods of Risk assessment.
- Understand intervention mechanisms based on knowledge of criminal law and criminal proceedings.
- Differentiate between assessments and interventions in the judicial context and clinical assessments and interventions.
- Reflect critically and assimilate the ethical issues that arise in the context of intervention with criminals.

ii. **Specific competencies**

- Competence to identify the characteristics of the offender and develop risk assessments.
- Competence to develop, implement and evaluate intervention strategies with adult offenders.

iii. **Methodology**

- Oral exposure
- Group learning
- Presentation and discussion of cases and hypotheses

iv. **In charge**

- Prof. Rui Abrunhosa Gonçalves

e. Criminal justice, culture, and society

- Criminal justice and society: social structures, institutions, and interactions. The political economy of poverty regulation systems: social and criminal.
- Criminal policies and criminal control. Criminal populism, punitivism and barriers to criminal expansion: a comparative perspective. "Public punitiveness" and "cross-ignorance" between the judiciary and the public.
- Criminal and non-criminal imprisonment. From disciplinary prison to post-disciplinary prison. From the "institution-total" prison to the in-out continuities. The social and cultural world of people deprived of liberty: intramural and extramural worlds.

- Prison, reintegration, restoration. From the concept of "normalization" to the paradoxes of "reintegration" and "restorative justice". Multiculturalism and criminal justice.

**i. Specific objectives**

- The objective of this training is to familiarize students with some conceptual tools and topics that can be framed in the sociological approach of prison institutions, "Re" interventions (social reintegration, restorative justice, risk reduction...), and relations between multiculturalism and criminal justice.
- The objective is to mobilize in an integrated and complementary way the approaches at the micro level (actors and agents), meso (institutions, organizations, policies) and macro (social structures, state transformations), and present the aspects addressed in their respective sociohistorical contexts.

**ii. Specific competencies**

- Competence to identify the characteristics of the offender and develop risk assessments.
- Competence to develop, implement and evaluate intervention strategies with adult offenders.
- Understand prison and criminality as social facts and identify the different levels of their sociological approach (micro-meso-macro).
- Identify the systemic relationships that historically articulate criminal intervention and social intervention in social vulnerability.
- Map the evolution of punishment, and the different types of barriers to criminal excess.
- Identify the different sociological approaches of prison and the prison-society relationship, as well as the main transformations that prison institutions have marked.
- Understand the specificities of the different "Re" interventions (reintegration, restorative justice, risk reduction) and discern between their respective purposes.
- Plot the specific modalities of interaction between cultural diversity and legal practice in the context of criminal justice.

**iii. Methodology**

- Theoretical-practical classes that combine exhibition teaching practices, oriented to a structured transmission of fundamental conceptual tools, and discussion activities on specific topics.

**iv. In charge**

- Prof. Manuela Ivone Cunha

*f. Sentencing*

Students are intended to gain knowledge of the legal and criminological form inherent in the process of drawing up judgments that determine the legal-criminal consequences for critical positioning themselves on this phenomenon.

**i. Specific objectives**

- Allow students to understand how to draw up sentences.
- To make known the legitimacy of judgments.
- Report on the criminological aspects inherent in the processes that determine the legal-criminal consequences.
- Inform students of the subjectivity of the process in question and the possible mechanisms to overcome it (fixed sanctions, guidelines, etc.).

**ii. Specific competencies**

- Allow students to identify the main problems inherent in the sentence.
- Give useful tools for the formation of a critical student consciousness.

**iii. Methodology**

- Oral, Exhibition
- Case studies
- Formulation of topics to be discussed

**iv. In charge**

- Prof. Dr. Fernando Conde Monteiro

**g. Victimology and justice system**

This subject provides knowledge on explanatory theories, types of victimization and epidemiological data, as well as the type of support available to victims. These contents are intended for students to acquire knowledge of the main theories that explain victimization, as well as to know the main forms that victimization can take. For each specific area of victimization, it is also intended to provide knowledge about etiology, epidemiology, abusive dynamics, and impact on the victim. Finally, specific issues of victim participation in justice systems will be addressed to contribute to critical reflection on the potential and limitations of support systems available to victims.

**i. Specific objectives**

- Know the historical evolution and variety of orientations of today's Victimology.
- Understand the main concepts and empirical facts of Victimology.
- Recognize and know how to analyze the tools available to measure criminal victimization.
- Know the theories of victimization. Impact on the victim and theories that explain the impact.
- Know referral systems and legal and psychosocial responses to victims of crime and analyze their possibilities and limitations.
- Define the different forms of family victimization (abuse and neglect, violence in privacy, violence against the elderly) and know their main epidemiological characteristics.
- Know the types of sexual victimization (sexual abuse, rape) and their epidemiology.

ii. **Specific competencies**

- Acquisition of technical and scientific knowledge in Victimology.
- Ability to assess (e.g., risk) and care for the victim of the crime.

iii. **Methodology**

- Oral presentation of the content
- Exploration activities (role-playing) in small groups
- Training from case discussion and practical exercises
- Autonomous reading and discussion of scientific articles and practice manuals.

iv. **In charge**

- Prof. Marlene Matos

h. Prisons and prison staff training

Students are intended to become familiar with the legal provisions and functioning of the prison system. To do this, students must be able to know the different prison populations, the dynamics of prison treatment and the problems of prisons, both by inmates and the guard population.

i. **Specific objectives**

- Identify the conceptual foundations of the prison system.
- Know the main types of prisons and the evolution of the prison system.
- Understand the intervention mechanisms associated with prison treatment.
- Identify the problems associated with the inmate population and the vigilante population.
- Reflect critically and assimilate the ethical issues that arise in the context of prison treatment.

ii. **Specific competencies**

- Competence to identify the characteristics of prisons and conviction offenders.
- Competence to develop, implement and evaluate intervention strategies with inmates and prison guards.

iii. **Methodology**

- Oral exhibition
- Group learning
- Filing and discussing cases

iv. **In charge**

- Prof. Rui Abrunhosa Gonçalves

### 3.2.3. University of Porto

a. Experimental criminology: evaluation of programmes in the field of crime, justice, and security.

Experimental Criminology is part of a broader field designated evidence-based movement. This movement emphasizes the contribution of scientific knowledge produced through the development of empirical studies, based on methodological rigor, to the design and evaluation of policies and practices in the field of crime, justice, and security. Although experimentation in criminology began in the mid-20th century, especially in the American and Anglo-Saxon context, it is at the turn of the 21st century that we can see that Experimental Criminology became autonomous, both academically and scientifically and in the applied, specifically in connection with political decision-making and criminological intervention practices.

i. **Specific objectives**

- Introduce critical thinking and scientific reasoning, more specifically the experimental reasoning applied to criminology study objects.
- To publicize the fields of application of experimental criminology.
- Transmit the knowledge developed on crime, justice and security produced in the last twenty-five years by a new field of criminological research designated, from 1999, by "Experimental Criminology".
- Develop the capacity to apply knowledge to problems in the areas of crime, justice, and security.

ii. **Specific competencies**

- Competencies of application of the experimental method to objects of study of Criminology.
- Knowledge and planning capacity in the field of evaluation of intervention programmes in the field of crime, justice, and security.

iii. **Methodology**

- Collaborative learning
- Shared content Exhibition
- Presentation of examples of test-based programme evaluations and intervention strategies
- Conducting group exercises and discussions

iv. **In charge**

- Prof. Dr. Carla Sofia Cardoso (FDUP)

b. Risk assessment of youth violence: Structured assessment of the risk of violence in young people (SAVRY - PORTUGUESE VERSION).

The identification of young violent offenders requires a definition of violent acts and their framing in criminal law and the Education Guardianship Act. But the description of the juvenile offender, the assessment of the risk of criminal recidivism or the assessment of the risk of violence require an understanding of some key concepts that allow the child to be better understood. The assessment of the risk of youth violence is a critical and necessary part of guardianship-education practices, prosecution practices, psychiatric (part) services and



clinicians with external patients. In any of these evaluation contexts, different evaluation policies and requirements may exist, the quantity and quality of information may vary, and the nature and requirements of decision thresholds may be different. While each of these factors can influence how to conduct a risk assessment of violence, it is helpful for the evaluator to have a guide to the evaluation.

**i. Specific objectives**

- Know the successive generations of risk assessment.
- Know the risk factors and protection factors that best predict youth violence (SAVRY).
- Know the general and specific criteria of the SAVRY quote.
- Know how to manage SAVRY and interpret its results.

**ii. Specific competencies**

- Training of human resources for the use of one of the best practices for assessing the risk of violence in young people from 12 to 18 years of age.
- Practical training on the administration, quotation, and interpretation of SAVRY (Structured Assessment of Violence Risk in Youth) - Portuguese version, by Ana Castro and Jorge Negreiros (2015).

**iii. Methodology**

- Collaborative learning, using exposure, discussion, discussion, and case study techniques.

**iv. In charge**

- Prof. Doutora Ana Castro, Faculty of Law, University of Porto (FDUP) | School of Criminology.

**c. Prevention of social and developmental, community and situational violence**

Social prevention refers to interventions addressing social processes and collective relations, measures or actions that seek to address the "root causes" of crime, and the provisions of individuals towards crime (Graham and Bennett, 1995), to reduce social motivations towards crime through positive social influences and socialization institutions. Development prevention refers to interventions designed to prevent the development of criminal potential in individuals, in particular to preventive strategies focused on risk and protection factors listed by individual development studies (Tremblay and Craig, 1995), and is also defined as a set of strategies to promote the development of prosocial behaviors and prevent the development of antisocial/misfit behaviors, especially in those individuals who are at risk (Farrington and Welsh, 2012). The description and analysis of the available applied scientific evidence of the criminological prevention programs described above is the central objective of this module.

**i. Specific objectives**

- Acquire basic concepts on social and evolutionary, community and situational prevention of violence and crime.
- Know the historical framework, principles and characteristics of prevention and development, social, community and situational programmes of violence and crime.

- Know the strategies for the implementation of effective social and evolutionary, community and situational prevention programmes for violence and crime.
- Identify the basic components of effective intervention strategies in social and development prevention, community and situational violence and crime.
- Develop a critical perspective on the transfer of scientific knowledge to social and development prevention, community and situational practices, programmes and policies for violence and crime in South American countries.

#### ii. **Specific competencies**

- Know the main social and evolutionary prevention programmes, situational and community both nationally and internationally.
- To be able to identify the different policies, models and logics of intervention that underlie each type of crime prevention.
- Know how to define conceptually and identify the main theoretical guidelines underlying social and evolutionary, situational and community crime prevention.
- Theoretically frame the perspectives that guide social and evolutionary, situational and community prevention.
- Know the main social and evolutionary prevention programmes, situational and community both nationally and internationally.
- Based on examples and case studies, identify the different policies, models and logics of intervention that underlie each type of crime prevention.
- Develop a proposal for a training plan on social and evolutionary, situational and/or community prevention.

#### iii. **Methodology**

- Collaborative learning
- Presentation of evidence-based intervention programs and strategies
- Participatory Exhibition of content
- Exercises and debates in small and large groups

#### iv. **In charge**

- Prof. Dr. Hugo Morales (FPCEUP)

#### d. Youth crime intervention strategies

Over the past two decades, youth crime intervention strategies have made significant progress. These advances are associated with several factors, including a better understanding of the evolutionary trajectories of criminal activity in young people and the identification of the characteristics of effective intervention programmes in juvenile delinquency. The description and analysis of the research, theory and practice of juvenile crime prevention and treatment programmes is the central objective of this module.

#### i. **Specific objectives**

- Acquire basic concepts on the prevention and treatment of juvenile delinquency.

- Know the historical framework, principles, and characteristics of evidence-based youth crime intervention programmes.
- Understand strategies for the implementation of effective youth crime intervention programmes.
- Identify the basic components of effective intervention strategies in the prevention of juvenile delinquency and in the post-crime phases.
- Develop a critical perspective on the transfer of scientific knowledge to youth crime intervention practices and policies.

**ii. Specific competencies**

- Relate developments in the legal-criminal system to the different philosophies of intervention in juvenile delinquency.
- Demonstrate knowledge of intervention practices in juvenile delinquency and its legal-legal framework in Portuguese society.
- Know the assumptions and main strategies of intervention approaches in juvenile delinquency.

**iii. Methodology**

- Collaborative apprenticeship
- Presentation of evidence-based intervention programs and strategies
- Participatory exhibition of content
- Exercises and debates in small and large groups

**iv. In charge**

- Prof. Dr. Jorge Negreiros (FPCEUP)

**e. Drug policies and their impact: the Portuguese model and risk reduction interventions**

The "drug phenomenon," as we know it today, began to emerge in the 19th century and has evolved into a biopsychosocial problem of dramatic proportions. The historical journey of this evolution, as well as its connection with the public policies applied, is one of the main axes of this module. Analysis of the damage resulting from the War on Drugs (rather than substances and individuals) will allow for more effective, science-informed, and humanistic intervention policies and practices.

**i. Specific objectives**

- Know the historical and socio-anthropological framework of the "drug phenomenon".
- Acquire the fundamental concepts in the field of illicit substances and addictology.
- Know the spectrum that characterizes the general legislative framework for substance use, from prohibition to liberalization, and its consequences
- Knowing the example of the Portuguese Model of Drug Policy, its potential and weaknesses
- Mastering the framework of risk reduction policies, their advantages, and dangers

**ii. Specific competencies**

- Ability to critically analyze available evidence and judge the adequacy of drug intervention policies and practices.
- Ability to equate appropriate public policy models to countries of origin from a strong scientific basis.

iii. **Methodology**

- Collaborative learning
- Case studies, in particular the Portuguese model of decriminalization of the consumption of all psychoactive substances
- Participatory Exhibition of content
- Exercises and debates in small and large groups

iv. **In charge**

- Prof. Dr. Marta Pinto (FPCEU)

### 3.2.4. Castilla la Mancha University

#### a. Topical sex, gender, and criminology

This subject addresses an issue under-addressed by dominant criminology: how sex and gender influence crime, victimization, and social reaction. Knowing how sex and gender impact people's lives by causing diverse harm, inequalities and oppressions is critical in training committed to human rights. We will use the HRD framework, gender perspective and intersectionality to challenge. Criminology as a discipline, to understand crime, and to scrutinize criminalization processes. Interest will be placed in women who delinquency and their passage through the criminal system, as the dominant Criminology has been built around the men who delinquency. But it will address how sex and gender influence anyone's individual and group deviant behaviors, especially sexual violence, and violence to gender based.

#### i. **Specific objectives**

- Understand what the gender perspective is and its relationship to human rights.
- Know the influence of feminist thought on Criminology and discuss its theoretical and methodological proposals.
- Understand the complex system of sex, sexuality, and gender from a biopsychosocial perspective.
- Learn how sex and gender influence crime and fear of crime.
- Reflect critically on the functioning of social control institutions from a gender perspective.
- Analyze current knowledge about the trajectories of women who delinquency and their implications for intervention.

#### ii. **Specific competencies**

- Adopt a gender and human rights perspective that allows critical analysis of scientific production in Criminology and the response of social control institutions.
- Be able to propose changes or improvements in programs, actions or public policies related to crime and victimization to incorporate the gender perspective and intersectionality.
- Be able to search for and generate information/data to explain/question social representations about women, gender, and crime/victimization.

#### iii. **Methodology**

- Exhibition/Master Lesson
- Self-employment
- Cooperative learning
- Case study
- Solving exercises and problems

#### iv. **In charge**

- Prof. Dra. Raquel Bartolomé Gutiérrez

b. Victimology

This will discuss the concept of Victimology as a scientific discipline derived from criminology that studies victims of crime in the various phases of victimization. The fundamental role of this discipline will be highlighted in both the study and treatment of victims and relatives of all types of crimes. The main object of study of this subject will be the victim and his characteristics, as well as his relationship with the offender and his role within the criminal situation. We will discuss how in the professional field it is essential to know the role of the victim in criminal proceedings, as well as the process of victimization of a person, as well as the most effective interventions for their subsequent protection.

i. **Specific objectives**

- Acquire up-to-date scientific knowledge of Victimology as a discipline, its theories, and tools for the study of the processes involved in victimization.
- Gain knowledge of the main theories of victimization.
- Know the effects and consequences, individual and social, of victimization.
- Know the actions for the comprehensive care of victims of different crimes.
- Understand the importance of Victimology within the object of study of Criminology through the approach of the criminal phenomenon from the perspective of the victim, having an influence on the main victim typologies (gender violence, minors, the elderly, sexual assaults, online victimization, etc.).
- Identify and analyze the possible consequences at the psychopathological level and in the preventive, therapeutic and legal measures necessary to alleviate the consequences of victimization.
- Know and use the appropriate research methods and techniques to carry out empirical research in the field of Victimology.

ii. **Specific competencies**

- Understand the main theoretical approaches developed by criminology and other social sciences on victimization and social reaction to it.
- Understand the various victimological theories that identify the main risk factors of antisocial and victimization behaviors and plan responses to them (situations of school, labor, or family violence).
- Gain specific knowledge about the victim and victimization
- To know and evaluate professional actions, as well as to propose fields of study and action that enable the improvement of the status, understanding and support of the victim.
- Know and evaluate the different reintegration, rehabilitation and re-education systems that exist.
- To be able to evaluate and propose improvements oriented to the situation of victims after the sanction.
- Mastery of postdelictive intervention and treatment techniques.
- Explain the phenomena related to specific forms of victimization, as well as the international response to these problems.
- Develop and evaluate victimization prevention programs and strategies.

iii. **Methodology**

- Exhibition/Master Lesson
- Self-employment
- Cooperative learning

- Case study
- Solving exercises and problems

iv. **In charge**

- Prof. Dra. María Verónica Jimeno Jiménez

c. Juvenile delinquency

In this area we will learn how to detect the causes that initiate and maintain criminal behavior from a multifactorial and evolutionary perspective. This knowledge is essential for the further development and learning of prevention and intervention strategies with young people and juvenile offenders. Special emphasis will be placed on learning about risk management tools that help identify the needs of minors and guide educational intervention with young offenders. Similarly, it will seek to adopt a gender perspective in the analysis of the antisocial and criminal behaviour of this group.

i. **Specific objectives**

- Acquire expertise on the etiology of antisocial and criminal behaviour and its application in effective assessment, prevention, and intervention with offenders.
- Analyze the relationship between age and crime and know the theories of the development of the criminal career.
- Gain knowledge of the standards of evaluation of prevention and intervention programs.
- Know the state of research in the field of prevention and intervention with minors and young offenders.
- Gain knowledge of the main operational tools and strategies for assessing intervention needs with minors and young people.
- Apply the gender perspective for the analysis of antisocial and criminal behaviour.

ii. **Specific competencies**

- Acquire a theoretical-practical framework to understand juvenile delinquency and guide prevention and intervention with juveniles and young offenders.
- Identify the main risk and protection factors for juvenile offenders, as well as how best to assess and manage the risk of delinquency or recidivism.
- Implement instruments to assess the risk of violence and recidivism in young people.
- Gain gender perspective in the analysis of the antisocial and criminal behavior of young offenders.

iii. **Methodology**

- Exhibition/Master Lesson
- Self-employment
- Cooperative learning
- Case study
- Solving exercises and problems

iv. **In charge**

- Prof. Dra. Raquel Bartolomé Gutiérrez and Esther Fernández Molina

d. Criminal law

The criminology study revolves around criminality and how it should be prevented, controlled, and intervened. It therefore requires the acquisition of legal-criminal powers: what is crime, what are the fundamentals, purposes and types of penalties, measures, and other legal consequences of the crime and how the criminal system is configured within the legal system, as well as the particularized study of the various criminal conduct included in the special part of criminal law and the analysis of the interpretative and jurisprudential problems they generate. In addition, along with these necessary and essential normative content, a greater degree of empirical knowledge provided by Criminology on each of these topics is required, so that students are informed of the actual extent of criminality and, in turn, can analyze and discuss them from empirical evidence.

i. **Specific objectives**

- Know the concept, nature, and principles of criminal law, focusing attention on criminal legislative decision-making.
- Know the system of legal consequences of crime (penalties, security measures, civil liability), its basis and function.
- Learn the systematic analysis of crime, its regulation, and its various elements (requirements of criminal wrongdoing and guilt).
- Know how to use criminal jurisprudence databases for the analysis and resolution of case studies.
- Learn how to discuss and analyze these normative contents from evidence-based criminological data and knowledge.

ii. **Specific competencies**

- Understand the systematic nature of the legal-criminal order and the interdisciplinarity of legal problems.
- Know how to argue and solve problems and legal-criminal cases.
- Analyze the dogmatic and political-criminal problems of regulating different crimes from a criminological perspective.

iii. **Methodology**

- Exhibition/Master Lesson
- Self-employment
- Cooperative learning
- Case study
- Exercise resolution and problems

iv. **In charge**

- Prof. Dra. Pilar Tarancón Gómez



e. Juvenile justice

This will deepen the type of response to be provided to young people and minors who commit crimes. Why, when, who and how juvenile delinquency is punished are questions that aspire to be answered in this course. This will use the knowledge that scientific research has been producing in recent decades in this regard, analyze the proposals that have been made since supranational bodies to respond to the behavior of young offenders and from a comparative perspective will study the current legislation that different countries have developed to regulate their youth justice systems.

**i. Specific objectives**

- Know the scientific evidence concerning the maturity of young people and their actual ability to understand their behavior, the consequences of it and the nature of criminal proceedings against them when they commit a crime.
- Identify the main theories that have explained the criminal behavior of young people and understand how these criminal policy decisions have influenced young and minor offenders.
- Know the international legislation that influences political-criminal developments with young people and minors.
- Know from a comparative perspective the youth justice legislation of European and Latin American countries.
- Critically analyze juvenile criminal law by putting it in relation to available scientific evidence.
- Knowing and using appropriate research methods and techniques to conduct empirical research in the field of juvenile justice.

**ii. Specific competencies**

- Discriminate how political-criminal proposals from different countries conform to scientific evidence.
- Recognize the influence of supranational institutions on the legislative developments of different countries.
- Know the configuration of European and Latin American youth justice systems.
- Identify practices based on scientific evidence that have been adopted or should be adopted in the field of juvenile justice.
- Apply the most appropriate research methods and techniques for youth justice analysis.

**iii. Methodology**

- Exhibition/Master Lesson
- Self-employment
- Cooperative learning
- Case study
- Solving exercises and problems

**iv. In charge**

- Prof. Dra. Esther Fernández Molina

f. Methodology of the criminology research

All sciences seek to generate truthful and useful knowledge about the phenomena they study. The subject addresses the entire scientific research process in the field of Criminology that allows to generate this type of knowledge, from the research question to the dissemination results. People in training will be provided with a basis for critical understanding of scientific literature, as well as for the design and execution of research in Criminology.

i. **Specific objectives**

- Know the logic of scientific research.
- Understand the principles of rigor, validity, and reliability, as well as ethical requirements.
- Know and know how to use the sources of information available in the field of Criminology.
- Know and understand critical reading guides and their usefulness for the assessment of scientific publications.
- Work on the development of research questions and objectives that meet quality standards.
- Know the different research designs, their possibilities, and limitations.
- Critically assess the consistency between questions/objectives and research designs.
- Describe and critically assess different information collection techniques.
- Know and implement quantitative information analysis. Understand and interpret analyses of published works.
- Know the specific Methodology to evaluate the effectiveness and effectiveness of an intervention or program.
- Possibilities and challenges in criminal policy investigation.
- The process of designing a project. The importance of access to, registration and retention of sources of information. How and where to apply for funding.
- The process of writing a scientific article.

ii. **Specific competencies**

- Be able to propose, design and defend a coherent and rigorous research project.
- Understand the ethical implications of the research you pose and be able to present your project to the corresponding ethics committee.
- Based on public data, be able to develop an article adapted to the standards of a reference publication in Criminology.
- Ability to critically assess research work in the field of Criminology and its applied possibilities.

iii. **Methodology**

- Exhibition/Master Lesson
- Group guided practice and critical reading sessions
- Resolution of tasks autonomously and group sharing
- Design of a research project and/or research article

iv. **In charge**

- Prof. Dra. Raquel Bartolomé Gutiérrez and Esther Fernández Molina

g. Qualitative research methods and techniques applied to criminology

Criminological issues include complex and unique problems. Its empirical approach is part of what is the type of knowledge to be obtained and, consequently, what is the most appropriate method to obtain it. Qualitative optics allow to describe and understand the criminal phenomena that are investigated from the perspective of its protagonists. Acting in this way seeks to ensure a close link between data and what people think and do, from the study of their own words, spoken and written, observable behavior and the documents they produce. In this sense, the knowledge it generates has a constructivist and interpretative character. Based on these considerations, the main objective of this subject is to train students in the design of qualitative research projects based on timely and achievable objectives. The student is intended to learn how to implement this strategy as the only methodological option or by combining it with quantitative methods.

i. **Specific objectives**

- Know how to identify the different approaches and methods that Criminology must carry out research on the subject.
- Know the epistemological and methodological bases of qualitative research and the role of the researcher in data collection.
- Learn the management of their methods and techniques according to their use in the criminological field.
- Know and know how to apply the criteria of rigor and the ethical issues that govern the work of qualitative researchers.
- Know the different types of analysis of the data of a qualitative research
- Know the importance of transferring research results.

ii. **Specific competencies**

- Design a research project with qualitative content to evaluate data and experiences of conflict and/or criminality.
- Apply the main qualitative data collection techniques rigorously and relevantly.
- To write and present in an argued way an academic or scientific work.

iii. **Methodology**

- Exhibition/Master Lesson
- Self-employment
- Cooperative learning
- Case study
- Solving exercises and problems

iv. **In charge**

- Prof. Dra. Pilar Tarancón Gómez

### 3.2.5. Miguel Hernández University of Elche

#### a. Criminological research from mixed methods: Fundamentals and applications of the nominal group and the Delphi method

Mixed-method research employs research strategies that involve the systematic simultaneous or sequential combination of quantitative and qualitative research strategies to provide a broader and more complete answer to the research question. Mixed methods will include nominal group technique and Delphi technique, problem-solving methods, idea generation or prioritization and decision-making, and are especially useful when there is little or no information on the research topic in question. These techniques are commonly used in health literature, but its use in criminological research and criminal justice is incipient, although highly promising, so it allows to develop cutting-edge research both for the subjects that it allows research, and for the richness of the results obtained.

##### i. **Specific objectives**

- Understand the main strengths and limitations of qualitative and quantitative methods.
- Know the advantages of research by using mixed methods in the field of Criminology and Criminal Justice.
- Know how to develop and address criminological research by using mixed methods.
- Learn how to use the Nominal Group technique and the Delphi method in criminological contexts and identify the research contexts in which its use is of interest.

##### ii. **Specific competencies**

- Ability to identify criminological problems, ask questions around them, and plan their study using mixed methods.
- Ability to apply consensus-focused mixed Methodology s that are appropriate for problem solving, prioritization, and decision-making of criminological interest.

##### iii. **Methodology**

- Cooperative learning
- Case studies
- Exhibition/Master Lesson
- Solving exercises and problems

##### iv. **In charge**

- Prof. Nacho Díaz Castaño

#### b. Experimental designs in criminology: methodological bases and practical proposals

Experimental criminology is a field within criminological research that uses experimental designs to answer questions about crime, its etiology, its prevention, and the legal answer. Today, its implementation has been vastly diverse: from the evaluation of different police patrol strategies to the factors that affect judicial decision-making, to the effectiveness of criminal punishment freedom or victimological or criminological treatments.

Experimentation in criminology seeks to compare similar units with different stimuli or manipulations to treat crime and responses to it. It should also be mentioned that experiments in criminology have been considered the best Methodology strategy not only to establish the cause-and-effect relationship between phenomena of interest, but also as one of the fundamental tools for obtaining empirical evidence usable in public security policies.

i. **Specific objectives**

- Know the importance of experimental research in the field of Criminology.
- Learn how to plan and develop experimental research based on the objectives pursued and the resources available.
- Know and know how to apply the appropriate data analysis techniques to achieve the objectives of experimental research.
- Learn to interpret correctly and to critically analyze the results obtained in scientific research developed in the field of experimental criminology.

ii. **Specific competencies**

- Ability to identify criminological problems, ask questions around them, and plan their experimental study.
- Ability to select and apply appropriate experimental results and statistical techniques to criminological and victimological problems, to specific intervention situations and environments.

iii. **Methodology**

- Cooperative learning
- Case study
- Exhibition/Master Lesson
- Solving exercises and problems

iv. **In charge**

- Prof. Dr. Francisco J. Castro Toledo

c. *Sentencing in criminology: methodological bases and proposals for its application in the criminal justice system*

The analysis of the factors that influence judicial decision making and specifically, in judgments, has a long tradition, mainly in the common law system, where many authors of dogmatics have dedicated the study of sentencing. However, in the tradition of civil law, the type of jurisprudential analysis that usually does little or nothing has to do with the method used in common law. Despite their limited use in our tradition, there are different modalities of sentencing and modern Methodology's that are affordable and can be used to improve decision-making in the criminal justice system. It is highly advisable to use it in the field of Criminology as it can serve to have better information when making decisions in the justice system, with more and better data.

**i. Specific objectives**

- Know the importance of sentencing in the field of Criminology.
- Learn how to conduct sentencing studies based on the objectives pursued and the resources available.
- Know and know how to apply the Methodology's of sentencing to achieve the objectives set in a study.
- Learn how to interpret correctly and critically analyze the results obtained in sentencing studies.

**ii. Specific competencies**

- Ability to identify problems in the criminal justice system and ask questions about a sentencing study.
- Ability to select and apply appropriate sentencing results and Methodology's to criminological problems.

**iii. Methodology**

- Cooperative learning
- Case study
- Exhibition/Master Lesson
- Exercises resolution and problems

**iv. In charge**

- Prof. Elena B. Fernández Castejón

**d. Regulatory compliance with criminal rules from empirical evidence**

One of the fundamental issues of criminal law is the role of punishment. A multitude of theories and positions have been formulated around this issue, including the theory of deterrence put forward mainly by Beccaria and Bentham, or in similar terms Feuerbach's theory of general negative prevention. Accordingly, the main function of criminal law is to prevent future crimes, so punishment must serve that purpose. This configures the threat of evil as the necessary instrument to ensure a motivation for compliance with the standards, and such compliance will depend on the characteristics of this punishment (severity, certainty, and promptness). In this sense, in view of the relative needs of prevention, if what is to be wanted is for citizens to comply with the rules the State will have to modulate these characteristics: increase the severity and increase the certainty of the punishment. These budgets are largely assumed and have been taken for granted both in the academy and by legislators who seem to assume the strategy of deterrence. However, empirical evidence from the field of criminology and psychology, among others, shows that the theory of deterrence does not have the effects it preaches and does not operate in the way it is believed about the motivation to comply with standards. Most empirical studies analyzing the theory of deterrence along with other compliance models show that the former has an explanatory scope of criminal behavior between modest and null, while other approaches such as legitimacy and social influence can explain much better why people comply or do not comply with the rules.

i. **Specific objectives:**

- Know the theoretical basis of the theory of deterrence or general negative prevention.
- Analyze from empirical evidence the extent to which the variables behind the theory of deterrence can explain anti-standard behavior.
- Learn other compliance models addressed in other disciplines that may be helpful to us in understanding why criminal rules are met or violated.
- Know the state of the art in scientific literature about these compliance models.
- Learn how to empirically address compliance to contribute data to the legal-scientific discussion on the role of grief.

ii. **Specific competencies:**

- Ability to identify empirical-based problems in the formulation of normative theories.
- Ability to address empirical phenomena related to punishment from Methodology's empirical.

iii. **Methodology**

- Cooperative learning
- Exhibition/Master Lesson
- Learning empirical text reading and critical reading.

iv. **In charge**

- Prof. Ana B. Gómez Bellvís

e. *Digital technologies, cyberspace, and crime*

The evolution of digital technologies means that new forms of criminality in cyberspace are constantly being modified and developed. For this reason, studying cybercriminal forces the continuous creating of new guidelines and strategies for prevention and cybersecurity, not without first understanding the dynamics of cyberspace and the concrete analysis of different criminal manifestations through data analysis tools. In addition, the development of artificial intelligence (AI) technologies has also been exponential, extending to different areas of our daily lives. This perception has meant precisely that the risk of these technologies and systems in the commission of crimes is valued. In this sense, exploring the threats and possible solutions of AI development in the field of criminological and Criminal Justice is important to prevent future risks, being at the forefront of research in Criminology and Criminal Law.

i. **Specific objectives:**

- It values the risks of Artificial Intelligence in the commission of crimes.
- Know the different crimes that can be committed through AI in the present and future next
- Know the current tools of crime analysis and prevention through AI.
- Understand the impact of everyday life on the emergence of criminal opportunities in cyberspace.
- Understanding the phenomenology of cybercriminal.

ii. **Specific competencies:**

- Ability to identify strategies for the prevention of cybercriminal and criminal risks associated with AI development.
- Ability to analyze and understand the criminological aspects of cybercriminal.

iii. **Methodology**

- Cooperative learning
- Case study
- Exhibition/Master Lesson
- Exercise resolution and problems

iv. **In charge**

- Prof. Dr. Fernando Miró Llinares

f. Use and techniques of crime maps

The use of maps for crime analysis and prevention has been increasingly developed in recent years. When we talk about crime maps, reference is made to the process for analyzing crimes, as well as all those aspects that are considered of interest, using Geographic Information Systems (GIS). Therefore, crime maps are configured as a method of crime analysis that focuses specifically on the geographical aspects of the data that thanks to GIS as a tool achieves: statistically and visually analyze the spatial distribution of crime; relate different geographic variables and develop maps of different kinds that allow the information processed to be presented. Thus, situational prevention as a strategy to reduce specific crimes through the study of the immediate determinants of crime is especially interesting when combined with the information provided by the crime maps.

i. **Specific objectives:**

- Understand the theoretical postulates on which situational prevention measures are based.
- Be able to analyze situational prevention measures.
- Be able to design and apply crime situational prevention measures.
- Understand what a Geographic Information System is and how it works.
- Understanding basic crime analyses through Geographic Information Systems.

ii. **Specific competencies:**

- Ability to design, implement and implement strategies and programs leading to crime prevention and victimization, including case study design and identification of appropriate methods.
- Ability to use advanced crime analysis tools, specifically designed to facilitate specialized criminological treatment for intervention and evaluation of crime.



iii. **Methodology**

- Cooperative learning
- Case study
- Exhibition/Master Lesson
- Solving exercises and problems

iv. **In charge**

- It remains to be defined.

### 3.2.6. University of Granada

#### a. Cybercrime and cybersecurity

Cybercrimes are a specific form of criminality that has become relevant in recent years, as their growth has been exponential. Cyberattacks are becoming more frequent and cybercriminality is a criminal phenomenon that lacks borders, making it difficult to prevent and stop them. In this context, cybersecurity training is essential, as its objective is precisely to reduce the risk of computer attacks and protect against systems, networks, and computer technologies.

##### i. **Specific objectives**

- Understand the criminological elements of new criminal behaviors linked to cybercrime and computer security.
- Delimit the use of new technologies and their criminal character in certain actions.
- Identify the elements of cybersecurity that enable prevention, detection, and reaction to cybercrime.

##### ii. **Specific competencies**

- Ability to identify and understand the technical and criminological aspects of cybercrime.
- Knowledge of the new methods and techniques used by cybercriminals.
- Ability to prevent, detect and react to cybercrime through Cybersecurity.

##### iii. **Methodology**

- Master lesson/exhibition.
- Discussion and discussion sessions.
- Problem solving and case study.

##### iv. **In charge**

- Prof. Dra. Margarita Robles Castillo and Prof. Dr. Javier Valls Prieto.

#### b. Criminology research techniques and methods

In the investigation of the criminal phenomenon, it is essential to understand and employ the scientific method, the research techniques in social sciences applied to the analysis of data and its interpretation, as well as the uniqueities of research in Criminology and identify the sources available for this purpose. It is also essential to know qualitative and quantitative research techniques and Methodology to perform or evaluate the quality and validity of an investigation.

##### i. **Specific objectives**

- Know the methodological particularities and sources for crime research, measurement, and analysis.
- Master techniques and instruments for the evaluation and prediction of criminality.

- Select data and prepare reports to provide scientific knowledge on criminal facts, author personality, factors or criminogenic elements present, possible criminological explanations, or the type of response applicable, in specific cases.

ii. **Specific competencies**

- Ability to select the technique and instrument appropriate to the specific criminal phenomenon to be investigated.
- Knowledge and application of techniques and strategies for the evaluation and prediction of criminal conduct.

iii. **Methodology**

- Master lesson/exhibition.
- Discussion and discussion sessions.
- Troubleshooting and case study using databases.

iv. **In charge**

- Prof. Javier Valls Prieto.

c. *Criminal investigation: criminalistics and forensic anthropology*

Both Forensic and Criminal Anthropology are fundamental disciplines in criminal investigation. Forensic anthropology techniques allow to identify individuals, differentiate between perimortem and postmortem injuries, recognize pathological injuries and traumas of forensic interest. In the field of Criminalist, DNA has burst with unusual force. Multiple judicial errors are coming to light and being corrected because of their use in criminal investigation, so their knowledge is necessary for any criminologist.

i. **Specific objectives**

- Acquire basic notions about criminal investigation within the more general criminal investigation process.
- Know both the usefulness of DNA analysis and its application at the crime scene and genetic identification in Crime.
- Manage concepts related to forensic anthropology.
- Learn the implications of forensic anthropology in criminal investigation.

ii. **Specific competencies**

- Training in crime scene investigation and knowledge of new forensic advances applied to DNA study in criminal investigation.
- Knowledge and application of the fundamental techniques of forensic anthropology and their use in the investigation of crime.

### iii. Methodology

- Master lesson/Exhibition.
- Discussion and discussion sessions.
- Problem solving and case study.

### iv. In charge

- Prof. José Lorente Acosta and Prof. Miguel Botella López.

## d. Victimology

Victimology is a scientific discipline that emerges in the middle of the last century as a specialization within Criminology and focuses on the study of the figure of the victim from a multidisciplinary perspective. It involves the analysis of victimization processes, with particular attention to those who have the greatest social vulnerability to be victims of certain crimes and the measures taken to understand their needs and to be able to address them.

### i. Specific objectives

- Acquire and apply theories and basic concepts in the field of Victimology.
- Understand the current role of the victim, its characteristics in the different types of criminalities, risk factors and the most common victimization processes.
- Know the specific protection measures of the victim, know how to identify, and meet their specific needs to develop preventive measures of Criminal Policy.

### ii. Specific competencies

- Master of specific knowledge about the victim and victimization processes.
- Ability to identify situations, contexts, and elements of victimological risk.
- Ability to develop professional strategies and actions that allow intervention with victims.

### iii. Methodology

- Master lesson/Exhibition.
- Discussion and discussion sessions.
- Troubleshooting and case study using databases.

### iv. In charge

- Prof. Myriam Herrera Moreno.

### 3.3. Self-assessment of training needs by South American partners

Based on the results obtained in D1.1. on the analysis of training needs, Latino partners were asked to reflect and self-assess the results obtained therein, to know their perception of it. In this section, you can find a self-assessment report for each of the Latin universities participating in the SUCCESS project.

#### 3.3.1. Antonio Nariño University

##### 1. Criminology plan that must be implemented to respond to and meet the needs of your country/environment.

The curriculum design proposed for the master’s degree in Criminology and Conflict was realized under logical and analytical procedures that allowed them to consider the Curriculum devised as the appropriate path by which students will be able to acquire the skills, knowledge and methods that will allow them to respond to the local and national needs demanded in the criminological field. The curriculum of the program is theoretically based on the study of criminology and conflict, based on an interdisciplinary gaze that makes use of approaches typical of political science, law, sociology, anthropology, crime, and forensic investigation.

From the criminological component, an in-depth approach to the criminal phenomenon and effective routes for its prevention is proposed through subjects aimed at the analysis of public policies and prevention methods, such as public policy subjects in the field of criminology and criminological and victimological prevention. From the conflict component, it is proposed to address criminal phenomena of various kinds, relevant in the criminological field such as crimes against the environment and transnational crimes. For this purpose, the curriculum integrates theoretical, practical and research training components, which is reflected with subjects such as socio-legal research and scientific research in criminology. Finally, the curriculum is composed of academic credits that are in line with the teaching process necessary for the level of postgraduate training that this new program offers.

Table 6 . Master's degrees in Criminology and Conflict

Asignatura
Theoretical foundations of criminology and conflict
Public policies in the field of criminology
Antisocial and criminal behavior
Victimology, crime, and conflict.
Criminological and victimological prevention
Forensic and criminal sciences
Juvenile delinquency and restorative justice
Socio-legal research Crime repression
Cybercrime
Scientific research in Criminology
Elective I
Elective II
Elective III
Bachelor's work

## 2. Adequacy with the training plan

### a. Interpretation of training needs identified in D1.1

The interpretation of needs was carried out in accordance with the instruments that were applied, so first reference is made to the needs identified after the application of the questionnaires to teachers, professionals and students and subsequently rescued the results resulting from the nominal groups.

#### ▪ Professional Questionnaires

About the training needs of professionals, the blocks were identified with the greatest need according to the percentages presented in the graphs. An overview of the results shows as totally necessary training in the different established blocks, this means that for professionals who were part of the study it is vital to train in the different training blocks showing percentages greater than 70% in blocks such as: specific forms of criminality and violence, victimology, criminal policy and conflict resolution, law, legal sociology and violence and social anthropology.

In these areas, some of the content that is totally necessary are: defining the social and psychosocial factors involved in the development of criminal careers or trajectories; know the institutions that assist victims, the services they provide them and the legal framework that protects them; understand the main elements of criminal geopolitics and analyze crime from a geopolitical perspective; design and implement legal strategies to resolve specific conflicts in the social, administrative, criminal and criminological context; investigate the relationship between crime, economic deprivation and the deep socio-economic and socio-business inequalities present in South American countries; understand and understand the foundations, nuances and social motivations of human behavior and its application for practical professional performance; and to know the different public policies that exist to eradicate inequality, as well as other possible ones that lead to the eradication of inequality.

Other blocks such as criminological theories, prediction, crime and crime prevention and treatment, criminology research methods, public security policies, juvenile crime and justice, criminal and legal psychology, and legal medicine and forensic science show percentages not greater than 65%. However, they continue to appear as necessary in criminological formation. The statistic block was shown as neither necessary nor unnecessary.

About institutional needs related to professional practices, the results show as totally necessary to adapt the professional practices offered by the institution with the professional profile, receive advice from the university coordinator towards students to adapt their interests to the practices, direct efforts to the administrative process to offer internships and to formalize them.

#### ▪ Teachers Questionnaire

The teachers evaluated three items: training skills, institutional needs related to teaching and teacher needs. The area with the highest formative capacity is Law with 44.10%. The other areas are on a percentage scale between 76% and 82% showing non-formative capacity in these areas. Block-specific analysis shows that teachers are trained in most blocks, however, they fail to feel fully trained. The blocs most in need of reinforcement are victimology, statistics, public security policies, criminal policy and conflict resolution, and social anthropology.

In the second item, institutional needs related to teaching, the results are presented with respect to four variables: human resources, material resources, functional resources, and service block. The two most important

human resources needs are the need to provide high-quality professional development to teachers and the need for staff dedicated to the marketing of new programs. In terms of material resources, the highest percentages versus the need for acquisition were obtained by the investment items in teaching material, the intranet in the university, investment in educational software for teaching, access to databases of criminological interest and the computer classrooms of the university. In terms of functional resources, the highest percentage of need was obtained by the student's use of web platforms for tutoring their subjects.

And finally, in terms of service blocks the reference of higher percentage of need is that respective to the granting of scholarships or other grants for specialization and master's courses, followed by the orientation of students and the realization of reception programs for new students. In the third item, the graphs represent the needs of teachers through the following blocks: the personal needs of teachers and the TIC block. In the first, personal needs, teachers identify the highest percentage needs in cross-cutting skills teaching references (example: critical thinking, problem solving, creativity...), the acquisition of knowledge and understanding in the teacher's field of study and the need to learn about methods for individualized and group learning. In the second, the TIC block, the highest percentage of need is in the references to participate in courses related to the development of TIC skills and use specialized software for the management of large amounts of data.

- **Suden Questionnaire**

Two items were evaluated in students: institutional needs related to teaching and student needs. The first item on institutional needs related to teaching was divided into the human resources, material resources, functional resources, and service block blocks. In the human resources bloc students identified as the greatest need to offer high quality professional development to teachers, as well as the coordination of teachers in the same department. In the material resource block, students identified the greatest need in markers: investment in material for teaching and access to databases of criminological interest. It is important to mention that the other markers were also identified as fully necessary in a not very low percentage. In the functional resource block, the highest percentage of need score was obtained by the interest and motivation of the student when starting the subjects that will be taught within the new training program. Finally, in the service block, students identify as the greatest needs the realization of internships in public or private organizations for students, the need to receive job orientation and the granting of scholarships or other aids for courses of specialization and professional mastery.

In the second item on TIC needs, the percentages of need remain balanced, however, the highest percentage marker is in using email to contact teachers, university administration, among others.

- **Nominal groups**

In a second moment, the results of the nominal groups were analyzed highlighting the markers of greatest need according to the different areas part of the study.

**Scope of investigation:** The three most important items are linked to the generation of research and knowledge on crimes under international law, the analysis of punishment as a social institution and to investigate social problems related to crime and violence.

**Police field:** The most important items in this area are interdisciplinary analysis of macro criminality, training in the creation of an effective preventive public policy with an emphasis on criminal policy and research, analysis, and new computer science against contemporary crime (transnational crime, cyber criminality, among others)

**Civil society scope:** The most relevant items are criminological perspectives and theories, software methods and for the collection and evaluation of criminological evidence for use in criminal politics and criminological perspectives and theories.

**Area of private security:** The two most relevant items were capacity building for the formulation, implementation, and evaluation of public and criminal policy from a systemic approach, the need to design a comprehensive programme for the care and protection of victims of crime and resocialization with gender and difference factor, and effective resocialization management to avoid general recidivism of the population.

**Victimological scope:** The two most relevant items are training in criminological and victimological intervention theory and strategies, participatory and popular Methodology's for information collection and data processing, and the formulation, implementation and evaluation of victim-focused public policy and criminal policy.

**Prison area:** The two most relevant items are the criminogenic factors that give rise to crimes, the execution of the penalty and articulate the ends of the penalty and the procedural instruments with the prison realities to achieve a bridge between theory and reality.

**Judicial scope:** The most relevant items are analysis, consequences, studies, and formation of what is state criminal policy in a coherent and systematic way together with the study of the public political cycle, the differential approach in the criminal process (includes victimological and criminological analysis) and the study of restorative justice collectively and the redress of damage with differential and human rights approach of the parts.

*b. Assess the extent to which the training plan included in the proposal is tailored to needs, and where appropriate how they should adapt it if necessary*

The first thing is to point out that the curriculum of the master's degree in Criminology and Conflict of the UAN is characterized by being a comprehensive, interdisciplinary, flexible plan with an international vocation. This allows to respond to the needs found in the institutional needs report as follows:

- **Professional Questionnaire**

The curriculum design of the master's program in Criminology and Conflict is composed, as follows:

General theoretical component in which aspects of criminological theory will be deepened, public policies in the criminological field will be approached, fields of criminology such as victimology and antisocial and criminal behavior will be studied.

Specific generation components of competencies that address subjects such as criminological and victimological prevention, socio-legal research, crime suppression, juvenile delinquency and restorative justice, cybercrime, scientific research in criminology, forensic and criminal sciences.

These subjects and their contents respond to the training needs identified in professionals. One of the indispensable criteria for master's degree is the participation of an interdisciplinary teaching plant in areas such as: political science, law, philosophy, psychology, sociology, anthropology, forensic sciences, among other related areas.



About institutional needs related to professional practices, Antonio Nariño University contains three fundamental aspects:

- **Continuing Education:** It is the set of activities and programs of theoretical or practical learning, which is developed as a complement to formal education, for professional updating, development of technical and specific competences and skills of art or the discipline area, creation and transfer of new knowledge, this academic offer is updated periodically according to the new demands and trends of the market. Also known in the middle as continuing extension, education, or training courses, it is a service that the University certifies and that generally has tuition value, seeks to develop in the target audience, soft skills relevant to work and human development, of the person in organizations and society.
- **Advice and Consultancies:** These are specific projects contracted by third parties or that have contributions among several actors of a network, and whose purpose is to improve the competitiveness, organization, methods, processes and working instruments of organizations with or without profit, for the improvement of the quality of life, the provision of services or the production of goods. Advice and consultancies are funded by third parties (national and international), so they are supported in terms of reference to define qualification and evaluation requirements and variables for the administration and operation of the project.

This type of program invites the participation of the faculty, researcher, students, graduates, and managers of the University, allowing to apply knowledge, research results and models that the academy in its lines of teaching and research, have been gestating and validating with the environment; they are also constituents of entrepreneurship and innovation ecosystems, relevant to the research and business ideas of the academic community.

- **Social Projection:** These are programs and projects that seek through the academic units of the University, address problems and actively propose solutions to possible states, disadvantaged communities, excluded, uprooted, or do not have the same opportunities in front of other better organized economic, social and/or environmental communities. These programs and projects are made among actors in the academic community, and are therefore relevant spaces for student participation, graduates, teachers, researchers and administrators of the University, so often these programs are covered by internships and internships, different formal careers, because they are spaces and laboratories relevant to the validation, application and appropriation of concepts seen at the undergraduate and postgraduate level, depending on their scope and the interrelationship objectives, previously defined with the communities subject to interaction and intervention.

Internships within the university can be carried out through projects and research seedlings, through the exercise of teaching in the faculty, through internationalization according to the networks and cooperation projects available and through social projection and extension. All faculties have an internship coordinator who accompanies and informs students through various means of dissemination (email, faculty billboard, website, etc.) of the available calls.

- **Teachers Questionnaire**

Regarding the training capacities in relation to the proposed curriculum, the need to train the teaching plant in most of the subjects offered is identified, except for law due to the great influence that this area has within the university. About institutional needs related to teaching in human resources and service factors, Antonio Nariño University has a Teacher Training and Training Plan. The Academic Vice-Chancellor and the Office of Excellence in Teaching lead the teacher training program at the national level. Each academic period from the group of curricular aspects proposes the courses to be offered by the UAN to its teachers, addressing current and novel topics for the teaching exercise.

Like the same way, new teachers must do the Teaching Induction course, which is carried out monthly, there are processes of academic management, teaching excellence, human management, self-assessment and accreditation, information technologies, well-being, and internationalization. The Teaching Training Plan is led by the Academic Vice-Rector and specifically by the Office of Teaching Excellence and the Curriculum Aspects Group of the University. For the plan, three levels of training were established: induction of new teachers, teacher training and deepening courses.

- **Induction:** It is done at the beginning of each semester for new teachers from all over the country. The fundamental objective is to welcome and contextualize the professional within the policies and processes of the university.
- **Teacher training:** its purpose is to provide teachers with new practical tools for the development of the teaching exercise, within the dynamics and particularities of the university's PEI. Therefore, the course is addressed annually for all the teachers who entered in the last year. Six topics are addressed: body expression and voice management, didactics in higher education, educational assessment, technology and tics, and classroom research.
- **Deepening courses:** they seek to meet the training needs of teachers in subjects directly related to the teaching work. Some courses offered are: Digital tools for digital assistance, internationalization in the classroom, pedagogical innovation.

In the activities and courses of the office to excellence in teaching, the teachers of the program have participated in courses such as: Internationalization in the Classroom, Pedagogical Innovation, Digital Tools for Teaching, among others. Attached annex is a report on participation in courses by the office of excellence to teaching.

On the other hand, the strengthening of teaching at the University also includes the formulation of policies for the formation of its teaching plant, including the High-Level Training Plan (PFAN), which is a doctoral-level teacher training and updating program. The PFAN encourages postgraduate studies at or outside the country, including accompanying visits and internships at universities and national and international research centres, implementing the teaching ladder and budget guaranteeing for compliance. Like the entire institutional structure, the PFAN is subject to evaluation processes that improve, stimulate, and increase qualified teaching in the UAN. Once the teachers benefited complete their studies, they return to the University to continue their contractual commitments, but from the development of research processes, intellectual production, knowledge transfer and the creation of new master's and Doctoral programs.

Pursuant to the previous paragraph, the PFAN, the PFP teacher training program, was created online, where UAN professors can have access to scholarships to pursue the institution's graduate programs. Since the spring of research training the University, THE VCTI and the Faculty of Law have provided several instruments to strengthen this substantive function, then relational some made for the program in recent years.

In addition, the University has an important program of aid and scholarships, as well as a portfolio of credit options for the university community, en achieving that in the second half of 2016 48.73% of students made use of some help or scholarship and 33.81% of students had one of the options for the financing of their studies (Institutional Development Plan 2017 – 2021).

On the other hand, in the face of the identified needs of teachers on material and functional resources, the university has the following resources: The National Library System ( SINABI- of the Antonio Nariño University, is a Resource Center for Learning and Research and an Information and Knowledge System that supports academic, research and , extension and social projection of the University through information, learning and research services and resources, oriented with quality policies and managed with information and communication technologies that facilitate its access, availability and consultation in the different locations at

the national level, taking into account the information needs of the university community and trends in the university library sector.

The objectives governing the SINABI of the Antonio Nariño University are:

- Manage information resources, facilitate their access, and carry out their dissemination, to support missionary processes contributing to the achievement of the mission of the University.
- Design and implement working techniques and Methodology's to provide high quality information services and resources according to the needs of the academic community.
- Participate in programs and agreements that aim at cooperative work to optimize and improve our own information services and resources.

The National Library System - SINABI has a variety of collections for consultation with open access and by subscription, which consist of bibliographic resources in physical medium (on print media, CD ROM and DVD-ROM) and electronic means such as books and magazines that are consulted through the Databases subscribed by the University or with access through cooperative work agreements, as well as open access databases available on the web.

The bibliographic resources that make up the collections of the Antonio Nariño University comply with a process of selection, acquisition, organization, description, physical preparation, and electronic configuration to ensure their availability through the website, the National Bibliographic Catalogue and the metasearcher.

THE SINABI collection types are organized as follows:

- **General Collection:** made up of the text material of all areas of knowledge, the general collection comprises books, yearbooks, rules, laws, among others.
- **Reference Collection:** Composed of reference information sources that have very precise definitions of the various topics, including encyclopedias, dictionaries, atlases, guides, among others. This collection is only available for consultation in the room.
- **Reserve collection:** consisting of material that has a high level of consultation, because of this it is only provided by hours.
- **Hemeroteca:** collection composed of titles of national and international journals in all areas of knowledge, are received by subscription, donation, and redemption; this publication contains updated information on the different scientific, cultural, artistic and knowledge topics in general. It is only provided for consultation in the room.
- **Collection of Thesis and Undergraduate Works:** composed of undergraduate work submitted by students to qualify for the university degree. It is only provided for consultation in the room.
- **Institutional production collection:** This collection is integrated into the different collections according to the topics or area of knowledge in which they are published and marked within the Library Management System as UAN Publications.
- **Audiovisual Collection:** collection composed of works whose format and content "comprise reproducible images and / or built-in sounds and that to be used generally require some technological equipment".
- **Electronic Resources:** documents from the different areas of knowledge in electronic format that can be consulted through local and remote access.

It is important to mention that none of the databases that the university has is specifically criminological in nature. Some databases that may serve the program are: E-Book, CENGAGE, ERIC, Cp67.com, SCIENCE DIRECT, NOTINET, LEGIXCOMEX, NEW LEGISLATION, PEARSON, SPRINGER, Tirant Lo Blanch, Ithenticate Turnitin.

- **In-person services:** consultation in the room; reference service; external; Interlibrary loan; User cover letter; wi-Fi red
- **Online services:** Consultation bibliographic catalog; consultation of electronic resources. webpages; bulletin acquisitions; with bibliographic mutation and/or obtaining documents; cataloguing at the source; bibliographic steeds; borrowed; or metasearcher

In addition to this, Antonio Nariño University has the Moodle virtual platform, which is designed and built to manage and control courses in environments in which time and space are operated independently of time and space. The main activities with the help of the tool are: Planning, Publishing content, delivery and receiving tasks, evaluations, forums, chat, and wikis. Through Moodle students can participate in activities planned by teachers/guardians such as chats, quizzes, surveys, video conferences, forums, consultations, assignments, etc., as well as view and download material uploaded to the platform by teachers.

Once the student enters the Moodle platform (with his/her username and password) he/she has access to the courses to which he/she is enrolled or enrolled, with the names of the respective teachers/guardians. The student will also find links to a student induction course and the instruction to use the platform.

It is important to note that the campus is available in all programs at the national level, which is why the University created the platform so that the entire university community (students, teachers, administrators) and those who take extension courses and continuing education have access to their classes, learning resources and exercises, work, workshops, and exams can be held. In the same way the campus trains teachers and supports them in the creation of teaching resources for their subjects in the virtual-remote mode. The platform that supports the campus is Moodle in version 3.7 which was updated in 2020.

In relation to the need for computer classrooms, The Antonio Nariño University has computer rooms with the necessary software for the proper orientation of the different chairs. The DTIC manages the software, coordinating the processes of acquisition and distribution of computational tools at the national level. The services provided by computer rooms to the academic community are user advice, shifts, Internet access and software use. It is important to mention that the University is committed to strengthening training for the use of the different resources presented here.

- **Student´s Questionnaires**

Regarding institutional needs related to teaching in the human resources factor, according to the previous point, the university has a Training and Teacher Training Plan. In addition, the teaching status provides for the possibility of determining stimulus for teacher development consisting of:

Study groups: Reductions in the amount of enrollment in postgraduate programs offered by the same University; Aid to cover the costs of participation in national or international congresses and conferences of recognized quality. For the allocation of aid, preference will be given to those who have been selected as speakers or speakers at such events. Training led by the Academic Vice-Chancellor and the Office for Excellence in Teaching.

The material resource factor requires investment in material for teaching and access to criminological databases. Also, the graphs identify that the learning teaching methods used, and the university infrastructure are seen as fully necessary. In this regard, Antonio Nariño University has:

Classrooms with capacity for 25/30/50 students; Classrooms with audiovisual aids with capacity for 25/30/50 students; An auditorium with capacity for 300 people; 4 computer rooms with capacity for approximately 100 people; A library with reading room with capacity for 72 readers 1 cafeteria with capacity for 105 people; 10

health services; Spaces for well-being such as: Games room, Medical Office, Parking; Auditoriums and rooms with multimedia resources; Legal office and courtroom

As for teaching methods, while the Institutional Education Plan determines guidelines, programs can establish their own pedagogical methods. In relation to the functional resource factor, the most important need is to arouse the interest and motivation of students by starting the subjects of the new training program and the coherence between the hours, the agenda and the student's workload of the subjects. For the latter, the proposed curriculum covers the totality of fifteen (15) subjects. Each subject has three (3) credits representing three (3) hours of theoretical and/or practical work. The full definition of these items is in formation.

About the service factor related to the need for practices in public organizations and scholarship concessions, axis 2 of the Institutional Development Plan of the UAN establishes as one of its priorities the development of its own model of internationalization. Consequently, comprehensive internationalization is adopted as a conceptual model and conceives internationalization as a cross-cutting tool that contributes to the strengthening of teaching, research, extension, and management, and that involves the entire university community. The UAN sees home internationalization and internationalization abroad as two strategic fronts of action.

The UAN Office for International and Inter-Agency Relations (ORI) together with the internationalization leaders of each faculty coordinate and promote internationalization activities in the faculties. For this, a toolbox is available, which includes the necessary documentation to carry out and formalize some of the internationalization activities:

**Internationalization Tools:** Conventions and relational capital; ORI Material and Leaders; Manuals, processes, models; PAMIE, PFAN, VCTI Mobility Call, Projects; Opportunities of the environment; Nominal Group Results

- **Nominal groups**

The results of the Nominal Groups share similar results with the identified needs of questionnaires taken to professionals, teachers, and students. The designed curriculum responds to the different needs identified in the nominal groups as follows:

It reinforces the areas of research in criminological subjects through the subjects of socio-legal research, scientific research in criminology and undergraduate work according to the student's selection of emphasis and modality.

It reinforces the theoretical areas through the first component or area of training, the subjects proposed in this aspect are: theoretical foundations of criminology, public policies in the field of criminology, antisocial and criminal behavior, victimology, crime, and conflict.

It proposes new crime analysis subjects such as: cybercrime and deepening emphasis on Green or Environmental Criminology and Transnational Organized Crime and Conflict. While in principle the training plan responds to the training needs identified for Antonio Nariño University, it is of paramount importance to be able to have the direct support of European partners in the construction of syllabuses of the respective proposed subjects. Likewise, an accompaniment in terms of advice for the improvement or acquisition of specific material resources for the teaching of criminology according to contemporary European standards is desirable.

c. *Indicate expectations regarding the mobility plan, both from a content point of view and for acquiring and improving skills*

The University's expectations regarding the mobility plan and related to numerals 3.1 have been summarized. 3.2. of this report. Expectations will be further developed at the UAN's oral presentation in April to European partners.

- Advice from European partners on pedagogical models in line with teaching criminology in master's programmes
- Advice on Methodology's criminology teaching
- Advice on software management and databases indispensable for the development of the program
- Logistical and structural support for the creation of mastery
- Advice on the adequacy of the curriculum contents of the subjects
- Advice on strategies to generate student interest and motivation when starting the new training program
- Training of teaching staff in certain areas of the criminology study in which specific needs have been identified.
- Advice on the creation of international networks on criminological studies. • Accompaniment for the establishment of double degree processes.

#### References:

Universidad Antonio Nariño (2009). *Proyecto Educativo Institucional*.

Universidad Antonio Nariño (2018). *Acuerdo No. 21 por el cual se reestructura el Estatuto Docente de la UAN*.

### 3.3.2. St. Thomas University

#### 1. Adequacy with the training plan

##### a. *Interpretation of training needs identified in D1.1*

Over the past 5 decades, and because of internal armed conflict, Colombia has experienced a situation of dramatic violence, which is estimated to have led to 262,167 people killed and "80,514 missing (of whom 70,587 are still missing), 37,094 victims of abduction, 15,687 victims of sexual violence and 17,804 children under the age of 18 recruited" (National Center for Historical Memory). Apart from these shocking figures arising from the internal armed conflict, the situation of violence arising from ordinary crime is not of a minor entity, so much so that the United Nations Office on drugs and crime (2019) considers that Colombia, today, it belongs to the group of Latin American countries that have persistent high homicide rates, which by 2018 was 24.34 per 100,000 inhabitants (United Nations Office on drugs and crime, 2019), with a total of 12,130 cases.

The situation in relation to other forms of violence is equally worrying interpersonal violence had, in 2018, a total of 116,115 cases and a rate of 233 (National Institute of Legal Medicine and Forensic Sciences, 2018); violence against children and adolescents had a total of 10,794 cases and a rate of 69.84; violence against the couple had a total of 49,669 cases and a rate of 120.57; and 26,065 legal medical examinations were conducted for alleged sex crime, at a rate of 52.30. Also, in 2018, traffic accidents were the cause of death of 6,809 people and 39,537 injured, with rates of 13.80 and 79.34, respectively. These figures of known crime expose a situation of high social conflict, which is even greater, because it cannot be forgotten that the black crime figure is a reality in all societies and Colombian is no exception (Velandía, 2015).

Similarly, it is reached by reviewing the numbers of violence in the city of Bogota: the murder, in 2018, reached 1089 cases and a rate of 13.3; interpersonal violence had a total of 29,335 cases and a rate of 358.57 (National Institute of Legal Medicine and Forensic Sciences, 2018), violence against children and adolescents had a total of 3,825 cases and a rate of 174.85 (National Institute of Legal Medicine and Forensic Sciences, 2018); violence against the couple had a total of 12,493 cases and a rate of 179.28 (National Institute of Legal Medicine and Forensic Sciences, 2018) and 4,169 legal medical examinations were conducted for alleged sexual offence, with a rate of 50.96 (National Institute of Legal Medicine and Forensic Sciences, 2018).

As shown, the known crime data, with all its limitations (Velandía, 2015), show us a high crime rate, both nationally and in Bogota, in terms of crimes of physical and sexual violence. This violent criminality is joined by all other forms of criminality committed, but whose record is less close to its actual level of execution precisely because they do not leave evidence as evident as that of, for example, the crime of murder. So, it is a notorious fact that every day there are additional forms of criminality, verbigeration offences against economic heritage (especially theft and extortion), against public safety (especially the carry of firearms), against public faith, against public health (especially drug trafficking), to name just a few, and which exhibit a society with a high level of social conflict that requires a public policy that implements appropriate means to reduce its , in order to achieve a more peaceful society.

However, the Criminal Policy in Colombia has been characterized by its lack of scientific foundation and by responding to improvisation through normative reforms of a characteristic punitive nature, which obviously have no capacity to incidence in the face of such criminal manifestations. In this way, the need to investigate the criminal reality of the country is noted to develop scientific knowledge with the aim of informing criminal policy, which is why the proposed Program of master's degree in Criminology and Criminal Public Policy of the Universidad Santo Tomás de Colombia is presented as necessary to train researchers in Public Policy and Criminal Policy.

b. *Assess the extent to which the training plan included in the proposal is tailored to needs, and where appropriate how they should adapt it if necessary.*

According to the above, the master’s program in Criminology and Criminal Public Policy of the Universidad Santo Tomás de Colombia consists of a total of 4 academic spaces divided per semester as follows:

**Table 7. Semesters that make up the master’s program**

First semester	Second semester
<ul style="list-style-type: none"> <li>▪ Criminological theories and models</li> <li>▪ Qualitative methods of research</li> <li>▪ Quantitative research methods</li> <li>▪ Humanism, society, and ethics</li> <li>▪ Elective 1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transdisciplinary analysis of criminological phenomena (in foreign language)</li> <li>▪ Public Policy Fundamentals</li> <li>▪ Criminal reaction, penitentiary, and social control systems</li> <li>▪ Elective 2</li> </ul>
Third semester	Fourth semester
<ul style="list-style-type: none"> <li>▪ Design, implementation, and evaluation of criminal policy</li> <li>▪ Human rights, citizenship, and peace</li> <li>▪ Elective 3</li> <li>▪ Grade 1 Option Seminar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Victimology, restorative justice, and alternative penalties</li> <li>▪ Comparative criminal policy</li> <li>▪ Grade 2 Option Seminar</li> </ul>

In this way, this curriculum content is adapted to the training needs of researchers at the national and local criminal level to generate scientific knowledge with the aim of informing the Criminal Policy.

c. *Indicate expectations regarding the mobility plan, both from a content point of view and for acquiring and improving skills*

In accordance with the above and the various meetings, it should be noted, in relation to the mobility plan, that it has been decided that six professors from the Universidad Santo Tomás de Colombia travel to the universities of Castilla La Mancha and Miguel Hernández, in the second half of 2021, subject, of course, to the situation of pandemic. The teachers are as follows: Maité Bayona; Alejandro Gómez Jaramillo; Andrea Lobo; Matthew Mejía; Nicolas Uribe; Rafael Velandia Montes.

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### 3.3.3. Gerai Federal Mines University

#### 1. Criminology plan that must be implemented to respond to and meet the needs of your country/environment.

First, the diagnoses made by the Center for the Study of Crime and Public Safety (UFMG) were based on its experience in offering the Specialization Course in Crime and Public Security Studies, which pointed to the demand for more diverse courses, with a shorter duration and covering three main axes: criminology, police standards and public policy evaluation. From this analysis, the initial training proposal was made which would structure the postgraduate course to be offered by UFMG under the Erasmus-Success project, as can be seen in the following table:

**Table 8. Crime specialization program and Public Safety Studies**

Disciplines	Workload
▪ Criminological theories I	30
▪ Criminological theories II	30
▪ Public Safety Prevention Projects	30
▪ Quantitative research methods and techniques	30
▪ Qualitative research methods and techniques	30
▪ Criminal justice system organizations	30
▪ Introduction of comparative analyses of justice systems	30
▪ Geoprocessing and criminal analysis	30
▪ Seminar on Prison Studies	30
▪ Optional 1	15
▪ Optional 2	15
▪ Optional 3	15
▪ Optional 4	15
Total	330

#### 2. Adequacy with the training plan

##### a. Interpretation of training needs identified in D1.1

The results of the needs mapping questionnaires, answered by students, teachers, and professionals in the field (some of them alumni from the courses mentioned above), pointed to new topics that should be both the subject of continuing education and should be inserted into the training course. As for training demands, the areas that received less than 80% in terms of "ready to teach" were: public safety policies, criminology methods, crime and criminal prevention and treatment, victimology, legal anthropology, and legal and criminal sociology. Some of these topics, such as legal anthropology and victimology, were not included in the originally constructed proposal and were therefore inserted as both as a training need, as a course to be incorporated into the graduate program in the development phase.

The other source of information examined was the report referencing the seven nominal groups, coordinated in Brazil by the USP and UFMG. In this case, in particular, the following topics were highlighted: cross-cutting approaches to human rights (to be included in all disciplines of the training course), models of police action (especially those undertaken by both public security and private security officers), consequences of mass prison for social life, good practices in the execution of the custodial sentence, theories of criminal law, specific topics on violence against women, children and adolescents, as well as gender, racism and social control, prison

management and the dynamics of criminal enforcement. Based on these sources of information, the team of teachers in UFMG's Erasmus-Success proposal met during a long debate on what demands could be seen in the training course in the face of the skills already available to teachers and those that could be acquired from cooperation with the European institutions.

Therefore, the training needs detected by teachers based on the report sent by Crimina are as follows: legal sociology, collection and analysis of large open databases (Big Data) and the construction of experimental designs; Juvenile Justice; Criminology Criticism; criminological approaches, youth justice models, methodological and empirical studies; victimization of children and young people and the commission of crimes by young people; prevention of violence; public safety policy; legal anthropology; rehabilitation programs for offenders; psychological embroidery of crime; prevention and treatment of crime and crime.

*b. Assess the extent to which the training plan included in the proposal is tailored to needs, and where appropriate how they should adapt it if necessary*

From the studies carried out by Crimina, the structure initially suggested was reformulated, which greatly increased the number of courses (from 14 to 19 disciplines) and the workload (from 330 hours to 420 hours), to accommodate all the demands mapped throughout 2020.

▪ **New training course (after analysis of report WP1)**

The idea is that the new postgraduate course, to be offered within the framework of the Erasmus-Success consortium, has a group of disciplines called basic training and will then be developed in four more specific areas of training, namely: urban space and police models, crime prevention, law and social control and the prison system.

▪ **Module 1 - Basic training:** The proposal is to present to students the basic concepts of criminological theory, as well as the main methods from which research and information production is structured in this field. It is therefore a unit that aims to train the individual in social research techniques aimed at understanding what crime is, the "criminal" and how the results of quantitative and qualitative studies can and should be interpreted. To do this, 135 hours of classes were booked, distributed as follows:

**Table 9. Module composition 1**

Disciplines	Professor in charge	Workload
▪ Criminological theory	Bráulio Silva	30
▪ Fundamentals of statistics and data science in criminology	Mark Prates	45
▪ Criminal demographics	Bernardo Lanza	15
▪ Methods in Criminology	Bernardo Lanza	30
▪ Psychological Approaches to Crime and the Law	Andrea Guerra	15

▪ **Module 2 - Urban space and surveillance:** At this stage of the course, concepts related to the construction of control mechanisms in urban space will be discussed, which permeate not only the police surveillance provided for in state public policies. Topics related to the provision of services at various levels (municipal, state, and federal) and by different organizations (public and private) will also be included. An

important distinction in this case is between legal and illegal models (such as militias) that tend to be particularly visible in Latin American reality. To this end, 60 hours were reserved, distributed as follows:

**Table 10. Module composition 2**

Disciplines	Professor in charge	Workload
▪ Urban space and social control	Valeria Oliveira	15
▪ Public safety policies in a comparative perspective	Claudio Beato	15
▪ Police models (public and private)	Claudio Beato	30
Total		60

▪ **Module 3 - Crime Prevention.** It consists of the presentation of basic concepts related to actions and interventions managed for crime prevention and victimization at different levels (individual, family, and community). The limits and possibilities of prevention policies already implemented in Brazil, especially those that took place in the state of Minas Gerais, are also problematized. To this end, 75 hours were reserved, distributed as follows:

**Table 11. Module composition 3**

Disciplines	Professor in charge	Workload
▪ Prevention and treatment of crime and delinquency	Andrea Silveira	15
▪ Criminal policy and dispute resolution	Camilla Nicacio	30
▪ Victimization (theory and patterns)	Andrea Guerra & Bráulio	30
Total		75

▪ **Module 4 - Law and social control** Its objective is problematizing are how the criminal justice system and the juvenile justice system work, from a theoretical perspective (with the mobilization of the concepts of modern criminal rationality), but also empirical through the discussion of research produced by anthropology and legal sociology. To do this, 75 hours were booked, distributed as follows:

**Table 12. Module composition 4**

Disciplines	Professor in charge	Workload
▪ Legal and criminal sociology	Ludmila Ribeiro	15
▪ Legal anthropology	Camilla Nicacio	30
▪ Juvenile justice	Federico Marine	15
▪ Modern criminal rationality	Carlos Frederico Braga	15
Total		75

▪ **Module 5 - Prison System** This set of disciplines aims to present legal and sociological aspects of criminal policy, emphasizing the effects of incarceration and mass hospitalization. Precisely for this time, one of the structuring points of this module is the policy aimed at graduates of prisons and educational socio-systems. To do this, 75 hours were booked, distributed as follows:

**Table 13. Module composition 5**

Disciplines	Professor in charge	Workload
▪ Consequences of criminal policy	Thais Duarte	15
▪ Prison system graduate policy and educational partner	Roseane Lisboa & Andrea Silveira	30
▪ Prison systems in comparative perspective	Roseane Lisboa	15
▪ Criminal law enforcement dynamics	Frederico Horta	15
Total		75

Therefore, the new course would have 420 hours, dividing into five modules, the first of training disciplines and the other four specific topics that must be appropriately apprehended by public safety policy managers in Brazil.

c. *Indicate expectations regarding the mobility plan, both from a content point of view and for acquiring and improving skills.*

In this section we present the mobility plans of teachers, highlighting how each proposal is combined with four main points: the needs mapped, the disciplines designed for the course, the experience of European universities and the expectation of building research networks that can continue after the closure of the Erasmus project. Each professor initially developed a justification for mobility and then the proposals in terms of topics and universities synthesized at a table at the end. Next, the training proposals developed by the PhD and the senior teachers who make up the project at UFMG are presented in alphabetical order.

▪ **Guerra de Andrea Máris Campos**

Within Brazilian needs, the study and improvement in Juvenile Justice and Crime Psychology is combined with the possibility of dissemination and exchange between Brazilian and European researchers and professors. Learning classical teaching in Juvenile Justice, Crime Psychology and Victimology will thus promote formalization and sophistication when added to the results of research developed in Latin American contexts. Thus, the classical training that Europe will receive will have great value to improve national research and production, for dialogue interaction with classical and contemporary world production, for formal and systematized education in criminology.

In addition to the possibility of effective international exchanges, the construction of network research and the exchange of results and advances, we can, in Brazil, replicate the material and knowledge acquired through the improvement and dissemination of the contents and methods learned in postgraduate and undergraduate actions (teaching, research and extension). My idea is also to strengthen the content that I can take care of in the context of the specialization course being formulated under the Erasmus agreement, such as: Psychological approach to crime; Juvenile Justice; Criminology Criticism.

Due to the covid pandemic, although it is possible to travel to Europe, I prefer to exchange, if possible, from Brazil and online and with synchronous virtual participation. The universities with topics closest to the field of intervention, research, and teaching of my insertion into the Program would be: University of Porto and University of Castilla-la Mancha.

- **Andrea María Silveira**

The incorporation of crime prevention elements by the Brazilian government begins with the creation of the Public Security Fund in 2001 and is accompanied by a series of initiatives, from the government in states and municipalities and in civil society, aimed at preventing violence and crime.

Topics such as violence against children and adolescents, violence against women, homicides, violence in school, among others, find a lot of literature in the national academic production, which analyzes these phenomena conceptually, culturally, legally and their distribution throughout the Brazilian territory. These modalities are also the subject of many initiatives that seek prevention. However, the scientific output that evaluates these initiatives can be considered discrete, as well as the presence of the prevention topic focused on the modeling of programs and projects and their evaluation, in the various modalities of training people to act in public safety in the country. This does not favor the implementation of evidence-based crime prevention policies.

My professional career has its roots in preventive and social medicine being violence and crime discussed from public health concepts. I am interested in the programmes and prevention of violence and crime and in the implementation and evaluation of these programmes particularly those that occur from interventions in communities. Therefore, and not by chance crime prevention is the subject of the discipline that I will offer in the postgraduate course that UFMG will offer under the Erasmus-Success project.

Having said that, I propose training/training, either in face-to-face or remote mode, with the aim of learning about the experience of the Iberian Peninsula in the field of prevention. The choice of universities was guided by the desire for theoretical and methodological deepening, to establish a lasting exchange and to the possibility of opening joint working fronts with these institutions. Thus, the universities chosen are the University of Porto (design and implementation of prevention programs, community intervention) and the University of Granada (rehabilitation programs for criminals).

- **Bráulio Figueiredo Alves Silva**

The demands mapped in the Erasmus project are divided into priority and thematic areas. These two themes converge in a way that I am fundamentally in Criminological Theory, where specific forms of crime and violence are also discussed and in studies on victims (victimology), patterns and their regularities (Victimization). In addition, as I will point out later, I have contributions in Juvenile Justice and Research and Criminology Methods. In some way, these contributions satisfy the demands detected in nominal groups, in particular the police, public safety managers and victimology.

In this sense, the menu proposed in the two disciplines that I offered converges with these demands and convert both the theoretical and methodological contribution to understanding the phenomenon of violence and crime in more general terms, as well as its specificities as the case of victimization focusing on specific groups such as children, women, the elderly and the vulnerable. The two disciplines can be considered strongly complementary, since criminological theory, in discussing the different theoretical approaches and perspectives on the causes and consequences of crime, continues to offer possibilities for reflection on situations and contexts in which certain people become victims of criminals.

The training/training offered at this stage of the Erasmus project has a great interface with my academic training and concrete possibilities for future developments of integrated projects and higher quality research. In the last 5 years, all projects of which I was the main coordinator have theoretical bases of different theoretical approaches and the main purpose has always been to deepen knowledge about the theories used as an assessment of their degree of generalization in the context of research. In addition, the projects adopt different

methodological strategies, data sources and analysis techniques with the aim of joining scientific research in criminology. The ecological perspectives of crime, the theory of opportunities and routine activities, and the theory of the course of life applied to juvenile delinquency stand out here. In methodological terms, multivariate modeling (classic and Bayesian), spatial analysis techniques and inferential models.

Therefore, training/training is proposed, either in the face-to-face or remote modality, in 2 universities – partners to maximize experience in learning, strengthening contacts and the future possibility of continuity in the association. The justification for the choice of universities was based on two main aspects: theory and method. That is, in the possibility of making my theoretical training more robust, and in the possibility of connecting with research and training projects in comparative terms. Thus, the universities chosen are a) University of Porto (Current State of Criminology, but also for the offer of return of experimental criminology and studies on juvenile delinquency); b) Miguel Hernández de Elche University (Methodology, CRIMINA center research, new research opportunities with open social media data, mixed methods, and experimental criminology).

▪ **Camilla Nicacio**

The anthropological approach to legal phenomena has received privileged attention in Brazilian universities since the mid-2000s. Despite the development of research that intersects law and anthropology, from the methodological perspective of ethnography, some fields deserve continuous attention and investment, as they relate to central issues not only for the development of public policies in public security but also in access to justice.

In dedicating myself to the training axes of legal anthropology and criminal policy and conflict resolution, I conceive of fruitful cooperation with the University of Minho, in relation to the approach proposed under the name "Multiculturalism and criminal justice: coordinates and problems", and with the University of Granada, about its approach to "Legal Anthropology: Applications in the Current Context".

The perspective of the formation and replication of knowledge and Methodology's is at the root of my interest, as it is based on the use of experience and solidarity and international cooperation. I am therefore available for exchange in these two areas and with their universities, in accordance with the possibilities that the health emergency context imposes on our countries now.

▪ **Claudio Beato**

Most Latin American countries experience a paradox: democratic institutions are consolidating important efforts, but there are many doubts about how some sectors fit into this process. We will try to explore the institutional dimensions to control violence. More specifically, how to deal with how public security policies seek to articulate these dimensions around a concept or theory about violence and crime. Therefore, police organizations can be treated as one of the most central institutional dimensions. Or take the bodies that make up criminal justice like the prosecutor or justice. It can also focus on incarceration as a crucial dimension, along with laws and enforcement processes. What is the importance of these organizations to the democratic process?

Why are criminal justice systems and police organizations so crucial to consolidating democracies in emerging countries? More specifically, what is the role of justice and the police in the control of crime? Police, prosecutors, judges, and prisons are part of the same systems and must be complementary to each other.

But do justice and the police have a secondary role if we consider that the main determinants of crime, which are situated in the huge social deficit we have? This leads us to a conception of politics based on another type

of intervention, marked by the processes of social reform. Many of the paradoxes that shape our Latin American reality have been evident on the European continent in recent times in different ways. The idea is to establish comparative studies between countries, especially those that consider the limits and possibilities of police rules considering our Iberian matrix and the reforms that have proven to be successful in the current context for the better functioning of the Criminal Justice System. Therefore, the universities chosen were those of Porto and the Portuguese Catholic.

- **Federico Marine**

In the twentieth century there was the emergence and development of different models of juvenile justice, with strong variations in specialization and autonomy between European and Latin American countries. It was developed according to the pace and modalities of countries, oscillating non-linearly between punitive and protective models, knowing regressive episodes associated with political and cultural systems. In Brazil, comparative research in the field of juvenile justice is rare. Comparative analysis is crucial to place the progress and limitations of the Brazilian experience and illustrates the variations of juvenile justice according to national contexts, contributing to the reflection of the institutional response in each country on the public problem of adolescents who are perpetrators of infringements.

Comparing youth justice models involves establishing similarities in form and differences between content based on historical, political, economic, social, and cultural experiences. It would not be possible to understand conflict management processes without considering that the actors in the field are subjected, in the daily routine of their interactions, to a series of normative codes, such as criminal law, organizational culture and political-media pressures that articulate daily a legal and moral language present in broader cultural repertoires.

Training/training is proposed, in the face-to-face or remote modality, in two universities for methodological and theoretical improvement through comparative research of juvenile justice. The choice is based on the construction of comparative approaches (theoretical, methodological, empirical) among the various youth justice models developed in Brazil, Portugal, and Spain.

Our goal, through the comparative approach, is to point out what we consider important in the recent experience of these countries and to suggest that there are counterpoints in the institutional response to youth-associated violence. Therefore, the investigation aims to achieve not only legislative changes, but how these affect the practices of operators and their criminal policy (implementation and application of sanctions). This initiative seems essential to us to a lesser understanding of the differences or similarities of technical solutions and more of the modes of production of criminal policies in the face of common problems in the construction of the social order.

In this way, comparative research will be developed at the University of Porto (criminological approaches, youth justice models, methodological and empirical studies) and at the Miguel Hernández de Elche University (criminological approaches, youth justice models, methodological and empirical studies).

- **Ludmila Ribeiro**

Studies on legal sociology in Brazil remain a novelty, which has been expanding a lot in recent years. Investigators are increasingly interested in understanding what elements contribute to a crime, recorded by the police, have a chance of going through the entire flow of the criminal justice system, which includes three crucial decisions: elucidation (pointing out, by police, a crime suspect), provisional arrest (one of the biggest problems in the Brazilian prison system that is now one of the largest in the world) and conviction.



Existing analyses today remain highly qualitative, both in terms of excessive emphasis on ethnography and method for the study of police and judicial organizations. On the other hand, law courses still lack Methodology research courses, being taught in these disciplines more about how to find decisions and doctrines that support the thesis advocated by the lawyer, than how to think about law enforcement processes as social constructs. That is, how to think of the transformation of the dead letter of the law as a series of interactions, which would take turns in the practical activities of the operators of the criminal justice system and can therefore be measured quantitatively.

Therefore, my proposal with the discipline "legal sociology and crime" is to highlight how the law should be treated from a quantitative perspective, combining the knowledge produced in the first part of the postgraduate course (on theories and Methodology's) for the analysis of some specific cases. With this, the proposal is that the discipline is almost a workshop, with the collection of information and analysis of data, looking to find patterns that reveal the variables that interfere with the decision-making process throughout the flow.

Within this approach, sentencing investigation is of particular importance not only for the discipline I will teach, but also for the investigation I currently coordinate on decision-making patterns within the criminal justice system. Within the scope of the Erasmus project, two are the universities specialized in this topic and which presented seminars on this subject, namely: a) Universidad Castilla de La Mancha (How to carry out an analysis of the judgment in the judicial field based on a mixed Methodology) and b) Universidade do Minho (Multiculturalism and criminal justice: coordinates and problems). I believe that strengthening ties with these institutions will greatly benefit the students of the specialization course, as well as clear international publications.

- **Mark Prates**

The area of criminology has stood out for its high quantitative capacity in its analyses. Therefore, in the Erasmus project my aim would be to provide a basis for the thematic areas. My framework aims to provide the basis in statistical theory and data science to direct various quantitative analyses that will be carried out within these thematic areas. In this sense, the menu proposed in the discipline it offers me aims to meet research demands on a methodological nature that will help the formulation of methods for understanding the phenomenon of violence and crime in general.

The training/training offered at this stage of the Erasmus project has an interface with my research interests and concrete possibilities for future developments of integrated projects and research. Projects that adopt/require different methodological strategies for the development of scientific research in criminology are of interest to the need for the creation/use of appropriate statistical tools.

Thus, it is proposed to form/form, either in person or remotely, in two partner universities to maximize the possibility of future associations. The justification for the choice of universities was based on two main aspects: theory and method. That is, in the possibility of promoting my theoretical training in criminology and updating myself in the Methodology's used in analyses, also with the possibility of transferring my knowledge to improvements of existing methods or the creation of new ones, the universities chosen are: a) University of Porto (current state of criminology); b) Miguel Hernández de Elche University (Methodology, research of the CRIMINA center).

- **Roseane Lisboa**

Based on the mapping of needs into nominal groups and evidence of the precarious functioning of public security and criminal justice system organizations resulting from poor training of operators, a postgraduate course is proposed under the Erasmus Project. This proposal includes four areas of action that define the need for training in basic concepts of criminology, as well as more specific aspects (urban space and police models, crime prevention, law and social control and prison system). In this sense, exchange with European universities will be a way to expand the proposed discussions, greatly enriching the teaching practice in each specific area. It will also be an opportunity to exchange experiences by initiating new teaching and research possibilities.

In relation to my performance, the disciplines offered by me will be: "Prison Systems in Comparative Perspective" and "Graduate Policies of the Prison and Socio-Educational System". In the menus of these disciplines, I propose, in general, a debate on the prison models, risks and vulnerabilities inherent in the criminal context with a view to public policies to prevent crime and forms of social inclusion. In addition, my academic and research trajectory relates to these disciplines.

Therefore, the possibility of training in other universities will promote my theoretical training and rate my experience, improving the discussions and results within the scope of this Graduate Program. I therefore propose that my training be at two universities: - University of Porto (prevention and treatment of crime and crime) and the Portuguese Catholic University (public security policy).

- **Thais Lemos**

In recent decades, Brazil has experienced a significant increase in incarceration levels, generating very diverse social effects and impacting a large group of individuals, especially the most impoverished. The systematic violations of relatives of prisoners, the Constitution, and the strengthening of criminal organizations, as well as the increase in the social and economic vulnerabilities of certain groups are some of the consequences of the criminal model adopted by the country. Prison has been at the heart of public security measures, while criminal alternative policies get little support from prison administrations.

The discipline for which I would be Responsible - "Consequences of Criminal Policy" - would take place in some of these debates, on which I have been developing research and academic reflections for years. As the training offered at this stage of the Erasmus Project has a great interface with my academic career, it would be of great value to rate my knowledge on the subject with associated academic institutions. The exchange with European universities would help to reinforce critical thinking on public safety and criminal policies adopted in Western countries at the same time, calling the discussions to be held under the Erasmus Project and also maximizing the possibilities of future partnerships I propose, then, training in the face-to-face or remote modality at two universities: a) the University of Porto, aimed at understanding the prevention and treatment of crime and criminality; b) the Portuguese Catholic University, whose focus is public safety policy.

- **Valeria Oliveira**

In the training course in "Criminology and Public Safety" I will be responsible for offering the discipline "Urban Space and Social Control" that integrates the second module of the course, which will discuss urban space and police strategies. The discipline proposal is to take a comparative approach to discuss the classical theories of criminology involving the effects of urban design, sociability networks and patterns of segregation on violence, fear, crime, and the possibilities for exercising formal and informal social control. We will highlight the theoretical and analytical challenges involved in researching urban peripheries in the light of a theoretical framework that dialogues intensely with intervention through public security policies.

Currently, sociability on the peripheries marked by a context of economic deprivation and violence is one of my research topics, which also motivated the course proposal. However, as a teacher at a School of Education, I also study the neighborhood effects on school outcomes (performance, performance, and school delay) and condition violence and indiscipline in the school context.

My research agenda therefore suggests a demand for trainings that, from a substantive point of view, are related to the victimization of children and young people and the practice of crimes by young people. However, given the complexity of conducting research in peripheral spaces, I also see the international mobility proposal as an opportunity to strengthen my skills in the collection and analysis of large open databases (Big Data) and in the construction of experimental designs. That said, I point to the Universities of Castilla-la Mancha, the University of Porto, and the Miguel Hernández de Elche University as those with offers closer to my current research interests.

### **Summary of training proposals**

At this point, we present a summary table of mobility proposals. Each professor listed priority topics and destination universities to facilitate the assembly of curriculums. We are aware that not all demands can be contemplated and that, possibly, not all teachers will be able to do mobility simultaneously. Therefore, the following framework should be taken as a synthesis of demands that allow the concatenation of interests between UFMG and European universities.

It is important to note that teachers generally highlighted a great concern about mobility, given the public health problems afflicting our country as a result of the covid-19 pandemic, the fact that the immunity given by the vaccine is limited to a few months and there are no studies indicating that it covers the variants of the coronavirus, and also the exchange rate of the euro , as the resources received would not be sufficient to include all teachers involved in the proposal.

Some teachers also highlighted the preference for training activities in the online format, so that at least the approach between Brazilian and international teachers can already occur in 2021.

**Table 14. Mobility plan summary**

Destination university	Training areas	Teachers involved
University of Castilla-la Mancha	▪ How to perform a judicial analysis of the judgment based on a mixed Methodology	Ludmila Ribeiro
	▪ Collection and analysis of large open databases (Big Data) and in the construction of experimental designs	Valeria Oliveira
	▪ Juvenile Justice; Critical criminology	Andrea Guerra
Miguel Hernández University of Elche	▪ Methodology, crimin center research, new research opportunities with open social media data, mixed methods, and experimental criminology	Bráulio Silva
	▪ Methodology, CRIMINA Center Research	Mark Prates
	▪ Criminological, youth justice models, methodological and empirical studies	Federico Marine
Portuguese Catholic University	▪ The victimization of children and young people and the commission of crimes by young people	Valeria Oliveira
	▪ Prevention of violence and radicalization: the projects 'Heroic Imagination' and 'Safe Zone'	Claudio Beato
	▪ Public safety policy	Roseane Lisboa
University of Granada	▪ Public safety policy	Thais Duarte
	▪ Legal anthropology: applications in the current context	Camilla Nicacio
	▪ Offender rehabilitation programs	Andrea Silveira
University of Minho	▪ Multiculturalism and criminal justice. Coordinates and problems	Camilla Nicacio
	▪ Multiculturalism and criminal justice. Coordinates and problems	Ludmila Ribeiro
University of Porto	▪ Psychological approach to crime	Andrea Guerra
	▪ Current state of criminology, but also for the offer of return of experimental criminology and studies on juvenile delinquency	Bráulio Silva
	▪ Studies on the functioning of the criminal justice system	Claudio Beato
	▪ Current state of criminology	Mark Prates
	▪ Prevention and treatment of crime	Roseane Lisboa
	▪ Prevention and treatment of crime	Thais Duarte
	▪ Design and implementation of prevention programmes, community intervention	Andrea Silveira
	▪ Criminological approaches, youth justice models, methodological and empirical studies	Federico Marine

### 3.3.4. University of São Paulo

#### 1. Criminology plan that must be implemented to respond to and meet the needs of your country/environment.

Proposal for a specialization course in criminology (FFCLRP/USP) - minimum of 360 hours (most likely 500 hours, including theory, practice, and course completion work - TCC). It will involve teaching hybrid or totally online (to be more attractive in today's reality). It will consist of disciplines (contents) with approximately 30 hours of activities. Preliminarily, the USP team intends to propose a two-step course:

A **first step**, with a higher workload (covering about 70% of the total hours), will aim for conceptual training, generalist, in terms of content/themes that can be covered in the context of an introductory course in Criminology, to offer its students a broad and up-to-date view of this area of knowledge and, fundamentally, equip them to adopt an interdisciplinary perspective to understand the criminal phenomenon and strategies to prevent and mitigate violence.

A **second stage**, with a shorter workload (cover around 30% of the total hours, maximum), will aim for a more specialized theoretical-practical training in content/themes related to sub-levels of Criminology. In the context of this second stage, pedagogical conditions should be created for students to develop their Course Completion Works (TCC) that must be ideally developed at the intersection of their interests, considering specific issues/problems inherent in their field of professional activity, and the theoretical contribution of Criminology. The sub-areas will be defined according to the most developed/consolidated competencies in the group of teachers involved in the implementation of the program, considering a certain numerical balance of teachers per sub-area, so that there is no marked imbalance in terms of workload distribution.

Considering that criminology, as empirical science - interdisciplinary - does not exist in Brazil, this format of course (which will aim at a basic generalist education and at the same time, some specialization in sub-areas) is what best fits the need to "open" the area, within the academy, and, concomitantly, offer training to professionals of the practice, with diversified backgrounds, in different areas of knowledge. In the topics, the preliminary proposal for a specialization course should revolve around the following topics/disciplines:

**Table 15. Specialization proposal**

Macrocategory	Topics/disciplines
Criminological theories	<ul style="list-style-type: none"> <li>▪ History of criminological thinking</li> <li>▪ Criminal Psychology</li> <li>▪ Criminal Sociology</li> <li>▪ Criminal anthropology</li> <li>▪ Contemporary theories - integrative</li> <li>▪ Gender, class and race perspective</li> <li>▪ Criminology: concept and origins of criminological knowledge.</li> <li>▪ Criminology as science and the principle of interdisciplinarity.</li> <li>▪ Study and classification of criminological theories</li> <li>▪ Systems and functions: criminological knowledge as a guideline for criminal law</li> <li>▪ Modern criminology and new theoretical models that explain the criminal phenomenon.</li> <li>▪ Criminology, criminological schools, and influences on the formation of a criminogenic profile in societies</li> </ul>
Specific forms of crime and violence	<ul style="list-style-type: none"> <li>▪ Organized crime</li> <li>▪ corruption</li> <li>▪ Technological crime and cybercrime</li> <li>▪ Sex crimes</li> <li>▪ Violent crimes</li> <li>▪ Domestic violence and child abuse</li> <li>▪ Gender-based violence</li> <li>▪ Crime and drug relations</li> <li>▪ Explaining the phenomena related to green criminology</li> </ul>
Juvenile delinquency and juvenile justice	<ul style="list-style-type: none"> <li>▪ Trend in juvenile delinquency</li> <li>▪ Biopsychosocial perspective: Human Development -Young</li> <li>▪ The criminology of development and the course of life</li> <li>▪ Responses to juvenile delinquency</li> </ul>
Criminological research methods	<ul style="list-style-type: none"> <li>▪ Scientific research models (scientific research strategies)</li> <li>▪ Experimental Criminology</li> <li>▪ Socio space Criminology</li> <li>▪ Statistics (basic concepts and application)</li> </ul>
Prediction, prevention, and confrontation of crime/violence	<ul style="list-style-type: none"> <li>▪ Public policies</li> <li>▪ Security policies</li> <li>▪ Criminal and dispute resolution policies</li> <li>▪ Concept and history of criminal prediction and prevention</li> <li>▪ Criminal prevention typologies</li> <li>▪ From pin maps to geographic information systems: historical aspects</li> <li>▪ Advances and perspectives of crime mapping and analysis through information systems</li> </ul>
Prediction, prevention, and treatment of offenders	<ul style="list-style-type: none"> <li>▪ Effective and efficient programs</li> <li>▪ Model R-N-R</li> <li>▪ Mental health considerations</li> </ul>
Victimology	<ul style="list-style-type: none"> <li>▪ Concept of Victimology and its development in Brazil</li> <li>▪ Introductory aspects of the offender duo</li> <li>▪ Concept and classification of victims</li> <li>▪ Evolution of legal mechanisms to support victims (interprofessional victim care and protection services)</li> <li>▪ Degrees of victimization, consequences, and alternatives</li> <li>▪ Peculiarities of Victimology in Crimes to Vulnerable Groups</li> <li>▪ Peculiarities of victimology in sexual offences</li> <li>▪ Vulnerabilities and social determinants related to victimology</li> </ul>
Criminal policy and dispute resolution	<ul style="list-style-type: none"> <li>▪ Historical-conceptual aspects of criminal policy</li> <li>▪ Restorative justice and its application in Brazil (Concept, history, and actors)</li> <li>▪ Criminal Policy and Restorative Justice (advances and perspectives)</li> <li>▪ Criminal mediation in restorative justice (advances and perspectives)</li> </ul>
Law	<ul style="list-style-type: none"> <li>▪ -</li> </ul>
Criminal Sciences	<ul style="list-style-type: none"> <li>▪ The potential of interprofessional collaboration in Law and Forensic Sciences</li> <li>▪ Multidisciplinary Forensic Sciences</li> <li>▪ Most common criminal investigation techniques</li> <li>▪ Interpretation of forensic reports and reports</li> <li>▪ The role of lawful drugs and unlawful abuse in violent deaths</li> <li>▪ Ethics in forensic sciences</li> <li>▪ Introduction to ethics</li> <li>▪ Definitions of terms (ethics, bioethics, morals, legal and values) and historical context</li> <li>▪ Main ist model</li> <li>▪ Ethics and its implications in the forensic area</li> <li>▪ Discussion of ethical dilemmas in the forensic sphere</li> <li>▪ Criminologist's Code of Ethics</li> </ul>

## 2. Adequacy with the training plan

### a. Interpretation of training needs identified in D1.1

The USP team consists of 11 teachers. Although everyone has an interest and works, at the academic level, with the criminal issue and/or related topics, each has training in specific disciplines, allowing them to have a perspective on the criminal phenomenon, according to the discipline of their basic training. The exception would be two professors with postgraduate training in Criminology, abroad: prof. Ruth Estevao and Professor Eduardo SaadDiniz. Therefore, everyone else has the need for general and basic training in Criminology, which allows them to put their knowledge/competences (acquired in the field of their private education – Psychology, Nursing, Economics, Chemistry and Law), at the service of the integrative/interdisciplinary perspective, typical of Criminology.

Most teachers then need in-depth training in subjects/topics, in the field of macrocategories used in the analysis of training needs, so that their performance as "Master of Criminology" achieves "excellence", in terms of current and capacity to adopt the integrative/interdisciplinary perspective. As shown in the Training Needs Report, which is reproduced below, a relatively high degree of training is denoted in all macrocategories.

**Table 16. Training capabilities**

Reference	Descriptor	M	DT
TEC	Criminological theories	1.82	0.4
FEC	Specific forms of crime and Violence	1.64	0.49
PPT	Crime Prevention and Treatment Prediction	1.82	0.4
VIT	Victimology	1.86	0.35
MIC	Criminology Research Methods	1.77	0.43
EST	Statistics	1.73	0.46
PPS	Public Security Policies	1.77	0.43
PCR	Criminal Policy and Conflict Resolution	1.86	0.35
DIR	Law	1.82	0.4
DJJ	Crime and Juvenile Justice	1.86	0.35
PCJ	Psicología Criminal and Legal	1.68	0.48
SJC	Legal Sociology of the Violence	1.95	0.21
AS	Social Anthropology	1.91	0.29
MLCF	Legal Medicine and Forensic Sciences	1.59	0.5

In addition, teachers will need training/training so that they can create teaching-learning conditions for criminology students, so that they can apply their learning to the practical problems of their daily work using scientific concepts and methods/technical. In the context of undergraduate education in Brazil, there is not much scientific methodological training. Therefore, it is understood that potential students of the Criminology course will have a fragile training in scientific methodology. In a way, teachers will need theoretical and practical training/training.

### b. Assess the extent to which the training plan included in the proposal is tailored to needs, and where appropriate how they should adapt it if necessary

Taking as a starting point the topics that can make up the proposal of specialization course in criminology and the basic skills/competencies of the teachers involved, we score below the training needs of the teachers, using the competencies in the field of each Macrocategory.

- **Criminological theories (Marina, Eduardo, Nojiri, Bruno, Víctor, Turh, Lucilene)**

Teachers who may be involved in this discipline have relevant acquisitions. They know, to some extent, the history of criminological thinking and some contemporary models/theories. It is certainly necessary to validate this knowledge that teachers have, or a "degree above", so that the focus of the main theoretical approaches developed by Criminology and other social sciences on crime, victimization and social reaction in this regard can be ensured. Within this, the acquisition of the gender and race perspective is essential (the perspective of the social class may need to be validated/enhanced).

About **Criminal Sociology**, teachers who can participate in this discipline know "the functioning and development of social control institutions and their role in crime prevention and intervention". According to the Needs Assessment Report, teachers recognize the need for training on the following skills:

- Understand the scientific magnitude of a theoretical-practical safety analysis.
- Reflect on the complexity of today's Latin American society and the real or virtual threats that make up the planning and implementation of security policy.
- Apply the knowledge acquired through theoretical study and empirical research, to the control and prevention of the real and subjective insecurity of today's Latin American societies.
- Know the main sociological theories that place the discussion on crime at the center of social and political processes, as well as the constitution of the state and citizenship, urbanization, racism, the structure of the labor market, religion, and many others.
- Apply sociological knowledge to understand the actors involved in crime (criminals, 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 development of more effective interventions for crime prevention and control.
- Investigate the relationship between crime, economic deprivation and the deep socio-economic and socio-economic inequalities present in South American countries.

About Criminal Psychology, the need for more meaningful training refers to the following competencies:

- Analyze and monitor/interpret specific "cases/situations/events" based on criminological theories in their resolution.
- Develop and interpret a criminological report, specialized in the clinical application of specific situations and subjects.
- Identify the biological, anthropological, and social factors that are involved together in human psychological configuration.
- Apply psychosocial knowledge, study and understanding of different forms of crime or antisociality.



- **Specific forms of crime and violence (Márcia, Clarissa, Marina y Bruno)**

Teachers who can participate in this discipline have few specific acquisitions, related to topics that can be addressed. They have knowledge related to domestic violence/child abuse and drugs/psychoactive substance use. Therefore, they need training on virtually all topics for the correct implementation of the discipline.

- Explain the phenomena related to organized crime.
- Explain the phenomena related to urban crime.
- Explain the relative phenomena against cultural heritage.
- Explain crime and drug-related phenomena.
- Explain the phenomena related to mental health and crime.
- Explaining phenomena related to institutional crime (e.g., abuse of authority, institutional violence)
- Explain the phenomena related to economic and economic crime.
- Explain the phenomena related to the crime of "white collar" (corruption).
- Explain the phenomena related to technological crime and cybercrime.
- Explain the phenomena related to green criminology.

- **Juvenile delinquency and juvenile justice (Marina, Clarissa, Luiz y Sonia, Nojiri)**

Teachers who can participate in this discipline have skills that complement each other and can largely explain this discipline. The need for further training relates more specifically to the following competencies:

- To be able to direct and control the implementation of criminological and victimological intervention plans and programmes for children and adolescents, proposing viable alternatives of high-level solution and intervention, improving the capacities of individual autonomy, the values of the culture of peace, equality, tolerance, and respect for the human rights of developing people.

- **Criminology research methods (Sonia, Clarissa, Luiz, Bruno, Ruth, Marcia)**

Teachers who can participate in this discipline have a solid scientific background; therefore, he has basic knowledge that can be transposed into the field of Criminology. In other words, they have basic acquisitions that need to be developed to be applied to criminology. In this area, it will be very important to have complementary training so that they have experience to and to point out the application of the ethnographic method in criminological research and anthropological perspective in the interpretation of data related to crime and antisocial behavior. In terms of content, a significant need for training refers to experimental criminology and socio space criminology. In terms of skills, the need for training in more meaningful research methods refers to the following:

- Ability to select and implement the most current and advanced strategies for the research and evaluation of data on the criminal phenomenon, specifically developed for understanding and specializing intervention in specific criminological and victimetic problems.
- Develop and evaluate an empirical research project and properly apply quantitative and qualitative research techniques.

About statistic, the need for more meaningful training refers to the following competences:

- Explain the essential principles and basic elements of probability, applied statistics, and operational research in the context of crime analysis and prevention.
- Analyze the development, construction, validation, and criticism of simple and composite indicators in the field of crime, which facilitate the decision-making process.
- **Prediction, prevention and escalation of crime/violence (Vitor, Ruth, Eduardo, Nojiri, Lucilene Luiz)**

Teachers who can participate in this discipline have the knowledge to be able to carry out this discipline. In the survey of training needs (relating to macro-categories Public Security and Criminal Policy and Conflict Resolution) the set of responses denotes some need for complementary and/or "higher-grade" training, around the following competencies:

- To know the multidisciplinary scope of the civil security and 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.
- Develop, implement, and evaluate (in terms of effectiveness, efficiency, and efficiency) public plans, programmes, projects, and policies aimed at crime prevention.
- Understand the influence or impact of evaluation of public programs and policies in certain areas of social reality.
- Understand the main elements related to criminal geopolitics, as well as analyze crime from this perspective, through methodology's systematic and appropriate academics.
- Acquire the necessary sensitivity to the issues of economic, social, and cultural reality, its influence and relationship with legal and criminal phenomena.
- To be able to express, in a criminological report, the means and resources of the prison regime and the appropriate treatment for social reintegration and the reduction of the harmful effects of prison.
- Understand forms of conflict resolution and act as a criminal mediator. To become aware of the importance of mediation, within the scope of law, as a regulatory system of social relations and to apply it to the context of Criminology.
- Apply mediation and dispute resolution techniques in the different areas of criminological and victimistic intervention, which can be presented in professional performance (e.g., courts, schools, police action...)
- **Prediction, prevention and treatment of offenders (Marina, Lucilene, Sonia, Clarissa, Luiz)**

Team teachers who may be involved in this discipline have general training (in Psychology/Mental Health) and some have specific training. However, its powers must be improved with respect to the specificities of the criminal phenomenon. The improvement relates mainly to the following competencies:

- Teach scientific knowledge about judicialized criminal acts, the author's personality, present risk factors, possible criminological explanations, prognosis, the type of response applicable or treatment programs to offenders and explain the content of the reports.
- Emphasize effective evidence-based programs.
- Define the social and psychosocial factors and processes involved in the development of criminal careers or trajectories.
- Integrate the gender perspective into the analysis and understanding of crime, victimization, and social reaction, as well as apply it in programmes, criminological actions, and research projects in this field.
- Integrate the cultural perspective into the analysis and understanding of crime, victimization, and social reaction, as well as apply it in programs, criminological actions, and outreach research projects.
- Analyze crime, offenders, and victims, and develop prevention and intervention strategies, considering respect for democratic values and human rights and equality between men and women.

- **Victimology (Eduardo, Luiz, Lucilene, Marina y Nojiri)**

Teachers who can participate in this discipline have basic knowledge to implement this discipline. Based on the analysis of training needs, it would be important to complete training on the following topics:

- Apply clinically and specialized the theories and concepts of victimology.
- Understand the evolution of the social role of victims and aggressors in today's societies.
- Know the victim assistance services, the services they provide and the legal framework that protects them.
- Meet the needs of the victim at the individual or collective level, especially victims of gender-based violence, children/adolescents, or any other vulnerable group.
- Identify relevant victimological factors (including sociodemographic, cultural, and other specific characteristics of the place of residence) in the different areas of crime (intrafamily, violent crimes, property crimes, corporate victimology).
- Develop, implement, and implement strategies and programs aimed at intervention with victims, including the preparation of case studies and the identification of appropriate methods.

- **Law (V́ctor, Nojiri, Eduardo, Lucilene y Ruth)**

Teachers who can collaborate in the implementation of this discipline have training in law. Therefore, they have full competence to implement discipline. The biggest challenge will be to put discipline at the service of Criminology.

In this plan, the need for greater training has more to do with the following competencies:

- Know the relationship between institutions, mechanisms, and procedures of various disciplines with public safety objectives and needs and police functions

- **Forensic Sciences (Bruno, Márcia, Marina, Nojiri y Sonia)**

Teachers who can participate in this discipline have basic training to carry out the discipline. It would be important, according to the needs survey, to improve with a view to the following competencies:

- Analyse the different criminal acts and their essential elements and understand the effects they have on society and citizens.
- To analyze in depth the legal aspects of the crime, and to be able to apply it in an advanced manner within the scope of the forensic exercise in specific cases of intervention.
- Use appropriate analytical and forensic investigative techniques for the issuance of informed opinions on the issues that are subject to consideration.
- Assist in the interpretation of forensic reports.
- Meet or identify the needs of the victim at the individual, group, and community level, with special reference to highly victimized groups as the most vulnerable victims.

We believe that an appreciation by the European team regarding the preliminary proposal for the Now-developed Criminology Course will be essential to help the USP team think about the best format and content, to achieve the objective of professional qualification of stakeholders.

c. *Indicate expectations regarding the mobility plan, both from a content point of view and for acquiring and improving skills*

We understand that the training/improvement of the teachers who make up the team will be carried out throughout the project, at different opportunities and by different means. Therefore, this training is not limited to studies which some (n-6) will do intensively/in the European institutions, through the expected mobility. This intensive training, by immersion, since, in principle, six teachers, should aspire to prepare those teachers who can play a key role in the organization of one or more topics/disciplines, acting not only in teaching, but in the coordination of "disciplines", to ensure coherence and cohesion between teachers/colleagues and the identity of discipline with Criminology (avoiding referral for their specific areas of knowledge). Considering the topics/disciplines that may include the specialization course in Criminology, as well as the skills to be developed, the expectations regarding mobility plans are explained (considering the information obtained in the webinars carried out by the European institutions)

**Table 17. Mobility destination**

Discipline	Mobility destination
Criminological theories	<ul style="list-style-type: none"> <li>▪ UP</li> <li>▪ UCLM</li> <li>▪ UGR</li> </ul>
Specific forms of crime and violence	<ul style="list-style-type: none"> <li>▪ UMH</li> <li>▪ UNO</li> <li>▪ UGR</li> </ul>
Juvenile delinquency and juvenile justice	<ul style="list-style-type: none"> <li>▪ UCP</li> <li>▪ UCLM</li> <li>▪ UP</li> </ul>
Criminological research methods	<ul style="list-style-type: none"> <li>▪ UMH</li> <li>▪ UCLM</li> <li>▪ UP</li> </ul>
Prediction, prevention, and escalation of crime/violence	<ul style="list-style-type: none"> <li>▪ UMH</li> <li>▪ UCP</li> </ul>
Prediction, prevention, and treatment of offenders	<ul style="list-style-type: none"> <li>▪ UNO</li> <li>▪ UCP</li> <li>▪ UP</li> </ul>
Victimology	<ul style="list-style-type: none"> <li>▪ UCP</li> <li>▪ UGR</li> <li>▪ UNO</li> <li>▪ UCLM</li> </ul>
Law	<ul style="list-style-type: none"> <li>▪ UNO</li> <li>▪ UMH</li> <li>▪ UCLM</li> </ul>
Forensic sciences	<ul style="list-style-type: none"> <li>▪ UGR</li> <li>▪ UNO</li> </ul>

### 3.3.5. St Paul’s Catholic University

#### 1. Criminology plan that must be implemented to respond to and meet the needs of your country/environment.

It plans to implement a diploma in criminology, which will have 24 academic credits, which contemplates the following courses:

Table 18. Courses that make up the diploma

Subjects	Credits
▪ Criminological theories	3 credits
▪ Criminal and legal psychology	3 credits
▪ Victimology I	3 credits
▪ Victimology II	3 credits
▪ Criminological research methods	3 credits
▪ Crime and juvenile justice	3 credits
▪ Prevention, criminal and intervention practices (Linked to criminal policy)	3 credits
▪ Topics in criminology	3 credits

#### 2. Adequacy with the training plan

##### a. Interpretation of training needs identified in D1.1

Among the training needs that are perceived by professionals in the area are:

Table 19. Training needs

Needs	M
▪ Crime and juvenile justice	3,65
▪ Criminological theories	3,63
▪ Victimology	3,61
▪ Criminal and legal psychology	3,60
▪ Legal medicine and forensic sciences	3,60
▪ Criminological research methods	3,51

The information presented is supported by the following results of the survey carried out:

The **group of researchers** expressed a lack of knowledge of tools and methods of analysis for research in criminology. As well as a lack of theoretical and methodological basis for interventions. Following this, lack of information regarding criminological theories. This could correspond to training needs in criminological theories and criminological research methods.

As for the **area of victimology**, at the institutional level, despite having teachers working in that area (No.5) none mentioned being highly qualified, evaluating themselves at about 20% to 40% as qualified. Professionals also stress that the needs of victims need to be met, considering in this approach the cultural perspective and social context of the victims. Other topics mentioned were assessment of the victim's psychic damage and psychopathology. These needs were also reflected in the interviews conducted in **the police** field, adding to the

need to implement treatment of vulnerable groups in conflict with criminal law, interculturality and human rights. These areas could be addressed in training needs in Victimology and Prevention, criminal deterrence, and intervention practices.

In the uprising in *the field of civil society*, it was concluded that there was a need for a critical and multidisciplinary review of models and experiences in juvenile criminal justice; while in the field of private security two topics were highlighted, the first the development of tools for criminal crime investigation and preventive security management. These needs are covered in Crime and Juvenile Justice and in methods of criminological research.

In the *prison field*, the perceived needs were to implement strategies and models of intervention in criminals, updated assessment theories of criminal conduct and to know risk and protection factors. These needs are reflected in the proposed areas of Criminological Theories and Prevention, Criminal Deterrence, and Intervention Practices

Finally, in *the judicial field*, the outstanding needs were the articulation and implementation of public policies for the criminal justice system from interoperability and interdisciplinarity, methods, techniques and tools for the collection, analysis, and interpretation of criminological data for decision-making, theories and criminological approaches applied to the offender. What could correspond to training needs in criminal and legal psychology and criminological theories.

*b. Assess the extent to which the training plan included in the proposal is tailored to needs, and where appropriate how they should adapt it if necessary*

The training plan proposed is covering most of the training needs encountered in the survey; the only one that is not being covered is the course of legal medicine and forensic sciences, since now we do not believe we have trained personnel on this subject.

Such a course could be implemented in subsequent graduate launches or add it as an extra course by extending the diploma credits to 27 if there is the support of national teachers who do not belong to the university or foreigners.

*c. Indicate expectations regarding the mobility plan, both from a content point of view and for acquiring and improving skills*

**Criminological theories:** We seek to deepen the study of the different scientific proposals that have tried to explain the causes of crime: etiology, critical criminology, differential association theory, white collar crime, criminal opportunity theories, etc. We also seek to learn how the criminal phenomenon is analyzed within society and all the criteria that explain the development of the criminal factor. On these criteria, the European Universities that could help us are Universidad Castilla La Mancha, University of Porto, and Universidad Catholica Portuguesa.

**Criminal and legal psychology:** We seek to deepen the study of this topic to gain greater knowledge around the internal realm that underlies criminal behavior; understand how the decision-making process is formed in the mentality of the offending subject, concepts around criminal behavior and formation of criminal reasoning. We

also aim to understand the process of analysis carried out by the legislator when criminalizing conduct and establishing sanctions. On these criteria, the European Universities that could help us are the Miguel Hernández University and the Portuguese Catholic University.

**Victimology I and II:** Expectation in this area is linked to receiving advice on the contents that will be included in the courses, strengthening knowledge on victimological theories, expanding knowledge on current research in victimology. According to the analysis we carry out, the European universities that can provide such content can be the University of Porto and the University of Minho.

**Criminological research methods:** We are interested in having a reference framework on the most current methods on criminological research, knowing strategies on teaching in criminological research, updating the theoretical content linked to the area of criminology. We believe that the university that has a profile for this content is that of Castilla la Mancha and Miguel Hernández University.

**Crime and juvenile justice:** The expectation on this issue is to gain greater empirical evidence on antisocial activity in adolescents from different sociocultural contexts, the relationship between juvenile delinquency and adult crime, trajectories of evolution of antisocial activity and prospects for youth crime intervention. The right universities for this content are Castilla da Mancha and the University of Porto.

**Prevention, criminal deterrence, and intervention practices –** Linked to criminal policy: We are interested in learning the criteria that exist to prevent crime, what means exist for people to be deterred from committing crimes, economic analysis of criminal law, incentives and disincentives in criminal commission, deterrent criminal policy. About intervention practices, it is important to touch on topics such as theoretical intervention budgets, crime and crime prevention strategies, types of intervention approach, development of prevention and intervention programmes. The university that can provide this content is the Portuguese Catholic and Miguel Hernández.

**Topics in criminology:** In this course, UCSP teachers are expected to be able to implement research according to their area of interest using up-to-date methods, strategies, and content on criminology, to insert graduate course students into criminology topics by displaying data and results obtained in research. For this it would be beneficial, in the mobility plan, for teachers to deepen their knowledge based on the contents of the research carried out in Europe and the way in which these research agreements are handled. The right university for this is Miguel Hernández.

### 3.3.6. University Mayor of San Marcos

#### 1. Criminology plan that must be implemented to respond to and meet the needs of your country/environment.

The training proposal that should be implemented to respond and meet the needs of the country, is a master's degree in criminological psychology, and is composed as follows:

**Table 20. Training proposal**

I Semester	II Semester
<ul style="list-style-type: none"> <li>▪ Criminological psychology</li> <li>▪ Contemporary criminological theories</li> <li>▪ Developmental criminology and life cycle</li> <li>▪ Forensic sciences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development-based prevention</li> <li>▪ Methodology of criminological research</li> <li>▪ Criminological and victimological observation and interview</li> <li>▪ Early violence prevention programs</li> </ul>
III Semester	IV Semester
<ul style="list-style-type: none"> <li>▪ Behavioral analysis and criminal profiling</li> <li>▪ Criminal and forensic psychopathology</li> <li>▪ Risk assessment and drafting of criminological and forensic reports Thesis seminar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Criminology and criminal politics</li> <li>▪ Models of criminological and victimological intervention.</li> <li>▪ Environmental criminology</li> <li>▪ Thesis Seminar II</li> </ul>

#### 2. Adequacy with the training plan

##### a. Interpretation of training needs identified in D1.1

In professionals it is observed that in most blocks identify as necessary and totally necessary the proposed areas, if the alternatives of totally unnecessary to necessary are added in almost all are around 80 and 90%, the alternatives of unnecessary and totally unnecessary are small, so for example in the block of specific forms of criminality and violence is the phenomena of green criminology, cultural heritage, and drugs.

In the case of teachers, the thing is that they claim to be trained and highly trained in high percentages, which are 80 and 90%, probably social desirability (being a highly qualified and trained teacher) is a component that has played a role in the responses; even more so when there is high pressure on teachers in academic, evaluation and categorization subjects at the university. In statistical and personal needs blocks alone, percentages vary.

In some blocks there are unsociable and unsociable responses in a percentage between 15 and 25% such as the block of specific forms of criminality, which considers green criminology, white-necked crime, cybercriminality, economic and economic criminality; the crime prediction, prevention and treatment block shows that 20% recognize that they are not trained in specialized clinical interventions in different fields; in the statistical block is where a higher percentage (up to 37%) is observed recognition of their status as un sofided and unsy trained in the different items.

Another block relating to teaching in the necessary and totally unnecessary alternative is considered by 20% that marketing, student reduction per classroom and reduction of administrative burden, similar situation is found in the personal needs block and the use of ICTs. In students the results are more homogeneous in all blocks, with majority answers in the necessary and much-needed alternative.



*b. Assess the extent to which the training plan included in the proposal is tailored to needs, and where appropriate how they should adapt it if necessary*

The proposed training plan, which can be amended, has considered the results of the training needs report, so and given the needs considered the basic training axis, the preventive axis, the-axis and intervention, the research axis, and the instrumental axis. The axis of training in criminology, expressed as one of the most marked needs, knowledge of criminological theories and their relationship to the practice of case study, with emphasis on the explanation of human behavior to apply it in their professional activity. The preventive axis includes subjects with topics related to gender-based violence, against cultural heritage and green criminology. Therefore, subjects have been proposed that address development criminology, environmental criminology, and violence prevention programs, from family, school, work.

The axis of intervention, have considered subjects in which we learn to design, apply, monitor, and evaluate intervention programs in the different contexts of criminology and aimed at the different actors present in these scenarios. So too is the need to know the protective and "corrective" institutions. The research axis considers important training in quantitative and qualitative Methodology, research projects and use of software for data analysis, reporting, among others. The instrumental axis has considered the mastery of risk assessment techniques or instruments and others. As important tools for every professional in this field, it is a requirement the mastery of interview and observation, in the different scenarios in which the criminological event is presented, interpreting that need have included subjects in relation to the clinical and social management of these techniques. In general, the proposal has the following axes: Formative axis, methodological axis, preventive axis, axis of intervention and instrumental axis.

*c. Indicate expectations regarding the mobility plan, both from a content point of view and for acquiring and improving skills*

The university team has considered that we would like to know the experiences in Spain and Portugal.

### 3.4. Training of trainers: evidence-based matching of European and Latin American universities

In order to build a guide that would jointly strengthen the knowledge and training needs detected in the Latin universities, following the needs analysis, a methodology was designed to establish a relationship between the training needs detected in the Latin universities and the competences of the European universities, with the aim of obtaining objective criteria that would facilitate the selection of destinations in the next phase of the project, which refers to the mobility plan.

Therefore, this section describes the methodological process that was carried out, as well as the main results that were reached after the implementation of the matching process.

#### a. Procedure

The relationship between the training needs detected in the Latin universities and the competences that the European universities have, in order to create the mobility plan, was carried out on the basis of what is known as "matching".

Specifically, we can distinguish the following phases in the procedure developed:

1. Distribution to European partners (at least one member per institution) of the standardized survey of macro competencies and specific training competencies with a twofold purpose:
  - a. Evaluating training in specific competencies.
  - b. Establish a ranking of preferences or affinity with each of the macro-competencies.
2. Once the data had been collected, the match between Latin and European universities was defined as follows:

$$\text{Matching D1.2} = \frac{\text{Training capacities (UEu)}}{\text{Specific training needs (ULat)}} \times \frac{\text{Macrocategory preferences (UEu)}}{\text{Total macrocategories}} = (0, 1)$$

- Educational capabilities (UEu) = Total number of specific capabilities in each macro-category at each European university. (0, maximum number of specific capacities in that macro-category).
- 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 macro-category)
- Macrocategory of preference (UEu) = 14 = macrocategory of highest preference, 0 = macrocategory of lowest preference.
- Total macrocategories = 14

Results are expressed as 1, so 0 = no match and 1 = perfect match.

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

In order to provide input to the mobility programme, a questionnaire was developed and applied to each of the European universities participating in the study, based on a previous scientific literature review to collect information on this part of the project. A questionnaire was developed for the European partner universities. 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. Its aim was to find out to what extent the training programmes in Criminology and/or Public Safety offered by each university provided training in specific competences, as well as their research preferences in this field. A total of 6 questionnaires were administered, one for each European university, which were adapted to the respective language of each university.

b. Results: Relationship between the training capacities of European universities and the training needs of Latin American universities. <sup>4</sup>

**Table 21 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

**Table 22. Match between the 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 23. Match between the Catholic University of San Pablo 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 24 Matching between the 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 25. Matching St. Thomas University with 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 26. Match between Universidad Nacional Mayor de San Marcos 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	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

<sup>4</sup> The description of the acronyms of the macrocategories is as follows:

TEC Criminological Theories; FEC Specific Forms of Criminality and Violence; PPT Prediction, Prevention and Treatment of Crime and Offending; VIC Victimology; MIC Research Methods in Criminology; EST Statistics; PPS Public Security Policies; PCR Criminal Policy and Conflict Resolution; DER Law; DJJ Delinquency and Juvenile Justice; PCJ Criminal and Legal Psychology; SJV Sociology of Law and Violence; AS Social Anthropology; MLCF Legal Medicine and Sciences.

## 4. Concluding remarks

This second report on the results of WP1 on needs analysis and preparation of the bases closes the set of actions that, on the one hand, have served to identify the training needs in the South American universities participating in the SUCCESS project, as well as to offer a first approach to both the contents of the mobilities plan to Europe (now belonging to WP2) and the tentative structure of the different curricula that the Latin partners will design and implement in their respective universities. Based on all the empirical data collected and systematically analyzed for each of the Latin institutions and the information provided by the European partners in this report, it is expected that the next work packages will have a useful informative background for decision-making more in line with the training reality in Ibero-American criminology and public safety.

Considering the title of this report, Guidelines for improving the educational offer on criminology and public security in South American universities, some readers may have been confused by the expectation of a document with a more instructive character or loaded with indications on how to improve the teaching of criminology in South America. While it is true that this was one of the initial proposals, it was quickly discarded when analysing the data collected in the first WP1 report, which reflect a very accentuated institutional idiosyncrasy, which significantly increased the difficulty of establishing guidelines applicable to the entire South American higher education reality. Similarly, the participating European universities reflect a high degree of heterogeneity in research interests and educational styles, making it problematic to establish a "European standard" that homogenises their educational scope without the risk of oversimplifying their particular features.

We can summarise what has been said in this report by indicating that the innovation of WP1 of the SUCCESS project lies in the design and implementation of a multilevel needs identification methodology that has been able to detect the singularities not only of each of the participating institutions, whether Latin American or European, but also of each country (especially from the application of the Nominal Group technique). In this sense, in view of future initiatives to improve the training offer in criminology in other South American university institutions, SUCCESS contributes with a methodological proposal that we believe should be at the basis of any decision-making process that truly seeks to respond to the complex criminological reality and the multiple singularities of a geographical nature. In the same way, WP1 shares our way of understanding the dynamics of training of trainers in cooperation with other institutions, in our case between Latin and European universities, through the development of webinars that reflect the interests of European criminology, as well as procedures to adjust these mobilities to the training needs identified and the training capacities available.

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## 6. Annexes

### *Aneex 1. Latin American Universities Questionnaires*

The questionnaires and informed consents that were applied to the different Latin American Universities can be consulted at the following link:

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

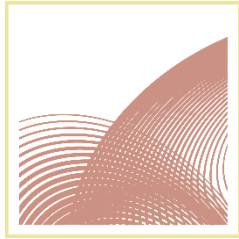
### *Aneex 2. Instructions for the justification report*

Instructions for the justification report of each Latin American University:





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