Original article

Redefining the Institutional Educational Project for police education

Redefinición del Proyecto Educativo Institucional para la educación policial

Redefinição do Projeto Educativo Institucional para a formação policial

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ABSTRACT

This article presents the redefinition of the Institutional Educational Project for police education in Colombia, with the aim of modernizing its foundations, in line with international trends in Higher Education and the doctrinal principles of the police institution. The objective was to transform the Institutional Educational Project through a participatory process that actively incorporated different stakeholders from the educational community and representatives of society, with a view to strengthening the institutional identity and projecting a relevant educational model. Mixed research techniques with an interpretive approach were used as methods, employing a non-experimental design. Surveys were administered to members of the educational community and focus groups were organized with stakeholders, allowing for the collection and analysis of diverse perceptions and

expectations regarding police training. The results made it possible to identify and define key elements that configure the identity of police education, such as: institutional values, graduate profile, pedagogical approach, and the strategic horizon of training. Likewise, the need to integrate educational practices consistent with the contemporary challenges of public service, citizen security, and respect for human rights was recognized. The conclusions emphasized the importance of consolidating the Institutional Educational Project as a coordinating instrument for the educational project, highlighting the central role of the teacher, the value of collaborative work, and the need to adapt the curriculum to changing contexts, ensuring relevant, humanistic, and high-quality police training.

Keywords: institutional educational project; higher education; educational quality; police training.

RESUMEN

El artículo presenta la redefinición del Proyecto Educativo Institucional de la educación policial en Colombia, con el propósito de modernizar sus fundamentos, en correspondencia con las tendencias internacionales en Educación Superior y los principios doctrinarios de la institución policial. El objetivo estuvo dirigido a transformar el Proyecto Educativo Institucional a través de un proceso participativo que incorporara activamente a los diferentes actores de la comunidad educativa y a representantes de la sociedad, con miras a fortalecer la identidad institucional y proyectar un modelo educativo pertinente. Como métodos se utilizaron técnicas de investigación mixtas con enfoque interpretativo, empleando un diseño no experimental. Se aplicaron encuestas a miembros de la comunidad educativa y se organizaron grupos focales con líderes de interés, permitiendo recoger y analizar diversas percepciones y expectativas en torno a la formación policial. Los resultados permitieron identificar y definir elementos clave que configuran la identidad de la educación policial, tales como: los valores institucionales, el perfil del egresado, el enfoque pedagógico y el horizonte estratégico de la formación. Asimismo, se reconoció la necesidad de integrar prácticas educativas coherentes con los desafíos contemporáneos del servicio público, la seguridad ciudadana y el respeto a los derechos humanos. Las conclusiones estuvieron en la importancia de consolidar el Proyecto Educativo Institucional como instrumento articulador del proyecto educativo, resaltando el rol protagónico del docente, el valor del trabajo colaborativo y la necesidad de adecuar el currículo a contextos cambiantes, garantizando una formación policial pertinente, humanista y de alta calidad.

Palabras clave: proyecto educativo institucional; educación superior; calidad educativa; formación policial.

RESUMO

O artigo apresenta a redefinição do Projeto Educativo Institucional da educação policial na Colômbia, com o propósito de modernizar seus fundamentos em consonância com as tendências internacionais da educação superior e os princípios doutrinários da instituição policial. O objetivo esteve direcionado à transformação do Projeto Educativo Institucional mediante um processo participativo que envolvesse ativamente os diversos atores da comunidade educativa e representantes da sociedade, com o intuito de fortalecer a identidade institucional e projetar um modelo educativo pertinente. Como métodos, utilizaram-se técnicas de pesquisa mista com enfoque interpretativo e desenho não experimental. Foram aplicadas enquetes com membros da comunidade educativa e organizados grupos focais com líderes de interesse, possibilitando a coleta e análise de diversas percepções e expectativas sobre a formação policial. Os resultados permitiram identificar e definir elementos-chave que configuram a identidade da educação policial, como os valores institucionais, o perfil do egresso, a abordagem pedagógica e o horizonte estratégico da formação. Também se reconheceu a necessidade de integrar práticas educativas coerentes com os desafios contemporâneos do serviço público, da segurança cidadã e do respeito aos direitos humanos. As conclusões estiveram na importância de consolidar o Projeto Educativo Institucional como instrumento articulador do processo educativo, destacando o papel protagonista do docente, o valor do trabalho colaborativo e a necessidade de adaptar o currículo aos contextos em transformação, garantindo uma formação policial pertinente, humanista e de alta qualidade.

Palavras-chave: projeto educativo institucional; educação superior; qualidade educativa; formação policial.

INTRODUCTION

Institutional Educational Projects represent, in Colombian educational policy, the navigation chart for each institution's education, defining its founding elements with respect to its teleological guidelines. They also provide guidance regarding the question: how to do it? They respond to the pedagogical

model proposed by the educational institution, consistent with certain theoretical positions. They also present the interconnection of the different management areas of educational institutions to achieve the proposed graduate profiles. In this sense, the Police Education Directorate (DIEPO) of the Colombian National Police (PONAL) has played an essential role in police training since 1919. It has established itself as a Higher Education Institution (HEI) of national and international recognition, extending its training beyond Colombian police officers to include members of security forces worldwide. Its pursuit of excellence is evident in the institutional accreditation it has maintained uninterruptedly since 2012 and its broad educational offerings, encompassing 52 formal programs, four focused on work and human development, and 278 continuing education options (courses and diplomas).

Between its notable achievements, DIEPO boasts milestones such as the accreditation of the first Administration program in Colombia (1998) and the largest number of high-quality accredited professional technical programs (nineteen). Its contribution to research is significant, as demonstrated by its research groups recognized by the Ministry of Science, patents, and various scientific publications. Furthermore, its integration into national and international higher education and law enforcement networks, such as RINEP, DELFIN, and RREDSI, underscores its commitment to knowledge generation and academic cooperation.

This article focuses on the process of updating the DIEPO's Institutional Educational Project (PEI), a need that had been brewing for some time. The first PEI for police education emerged in 2001, under the direction of the General Santander National Police Academy. Subsequent updates were made in 2007 and 2013. However, institutional, regulatory, and social changes required a new review of the PEI to adapt it to the current needs of the police service and the demands of society.

The update of the PEI was justified by several factors, among them are epistemological and pedagogical tensions. There is a tension between the theory of the humanist model for police training and its practical application, especially in initial training. Various investigations, among which more than 60 studies on police education were analyzed, highlight this problem. Similarly, due to epistemological and pedagogical tensions between the theory and everyday practice of the humanist model for police training and its implementation in reality, especially in initial training, tensions are identified in various investigations and based on the state of the art carried out for the present analysis. In this case, research was analyzed that evaluates, questions, and characterizes police education and its practices in terms of curriculum design, teaching methods, evaluation system,

content, projects, and program development. Thus, within this general framework, it was observed that, given the characteristics of military and hierarchical training, a series of factors are developed that especially address the behaviorist approach, which includes elements such as discipline, institutional doctrine with its traditions and customs, police courtesy based on merits awarded by the hierarchy, and respect for superiors. In this regard, control and the need for ongoing supervision were also found, generating friction between the autonomy and decision-making required when training police professionals, given that control is constantly exercised over time management and the performance of supervised activities, especially in regard to initial training. Likewise, training in homogeneity and indoctrination on duty was highlighted, considered important for the practice of the police profession, especially with regard to personnel entering the institution. In contrast, there are trends in education, the offer of programs open to the public, both at the undergraduate and graduate levels, the humanistic pedagogical model that is consistent with the institutional policy of human talent management, in the competency-based approach; the learning approaches constructivism and meaningful learning proposed by (Ausubel, 2002). In this way, learning can occur autonomously from stimuli generated by the teacher and encourage critical thinking for decision-making, an aspect that meets the interest that university programs have in vocational training. In this sense, there is also the need for training in self-control, taking into account that decision-making for police cases requires immediate problem resolution to address manifest emergencies, as well as safeguarding one's life and that of others; as well as attending to respect for heterogeneity, autonomy, taking into account the demands in the context of the police service.

In this sense, and based on the above, the need to update the PEI based on research results is reiterated; in turn, a participatory process is generated, as indicated in Colombia's education policies. To this end, students, teachers, graduates, administrators, and community leaders were convened to hear their perspectives on the oughts and future of police education. To this end, the general objective of the research was set: to participatory redefine the DIEPO's PEI, taking into account both institutional and broader societal interests. Thus, a research methodological path was defined for 2023 to give life to the proposal for updating the DIEPO's PEI. The exercise began with a review of the behavioral versus humanistic approaches. Police training, with its hierarchical, military nature, tends toward a behaviorist approach that emphasizes discipline, institutional doctrine, police courtesy, and control. This creates friction with the autonomy and decision-making expected of a police professional. On the other hand, trends in Higher Education point toward a humanistic, constructivist approach focused on the development of critical thinking. Likewise, there is a need to adapt to new realities: the DIEPO offers programs open to the public at both undergraduate and

graduate levels, which requires training that fosters autonomy, critical thinking, and decision-making in complex and changing contexts.

Below, key concepts about Institutional Educational Projects (PEI) are presented in relation to the reviewed state of the art, which supports this research. According to Barrios (2011), cited by Mosquera Mosquera & Rodríguez Lozano (2018), the term Institutional Educational Project emerged in France in 1982 as a tool to plan and conceptualize education. In Colombia, Rincón (2001) argues that the PEI was consolidated in response to regulatory changes in Higher Education, seeking to improve national educational quality for the accreditation of academic programs. Universities developed strategies to comply with the requirements of the National Accreditation Council, which promoted the implementation of the PEI. From a normative perspective, this concept was formalized in Colombian educational policy since 1994, which states that PEIs must establish the educational objectives, training resources, and the personnel and teaching methods necessary to achieve the objectives. In addition, a pedagogical strategy and a system must be defined; These policies detail that the PEI allows institutions to define areas of knowledge for each educational level, aligned with the programs, and establish teaching methods, as well as organize training, cultural, and sports activities.

Rodríguez (2015), cited by Trujillo *et al.* (2019), suggests that PEIs constitute a strategic planning tool that guides the provision of educational services. Each institution, therefore, defines its guidelines based on its current context and the projections it makes for its future. Durán Acosta (1994) also contributes that the PEI structures two fundamental lines of action: one aimed at the guidelines of pedagogical and cultural models, and another at organizational administration. Furthermore, the PEI reinforces institutional identity within the academic community, becoming a declaration of commitment to the educational community. Beyond meeting the requirements of the controlling entities, the PEI establishes intersubjective relationships that sustain its transmission over time and in daily practice, being a fundamental pillar for human development, since it acts as a bridge between the ideal and action.

For his part, Lozano (1999) argues that PEIs have both a cultural and an instrumental component. The former recognizes historical elements; the latter presents a guide for pedagogical action that is materialized in management indicators such as coverage, performance, dropout rates, and quality, among others. Lozano emphasizes that the relevance of PEIs lies in their ability to respond to the needs and expectations of the educational community they serve, shaping their projections through

a design that contributes to the quality of life of said community. Additionally, Mosquera Mosquera & Rodríguez Lozano (2018) point out that the PEI is essential for teaching, as it defines a subjective vision and pedagogical approach specific to each institution, aligned with its values and educational philosophy.

Trujillo *et al.* (2019) agree that the PEI is structured in two aspects: a cultural action and an instrumental one. Instrumental action provides the guiding elements for educational planning, with the aim of organizing and improving the productivity of institutions. Cultural action, on the other hand, conceives the PEI as a dynamic process of collective construction, bearer of a historical sense that articulates and gives meaning to educational purposes, promoting evolution in mentalities and behaviors. It is important to note that, although there is limited literature on the topic of PEIs in Higher Education, some documents have been identified that address educational projects of programs and others related to basic and secondary education levels. At the technical training level, Education for Work and Human Development programs must also have an PEI in order to register with the municipal or departmental Education Secretariats, as the case may be.

Associated regulations

Educational policies establish that the Institutional Educational Project (PEI) must be developed in a participatory manner, involving all members of the educational community. This process seeks to generate consensus and jointly define the institution's identity and educational proposal, in line with institutional educational guidelines and policies. The goal is to promote comprehensive education, projecting the institution's horizons through defined strategies and guidelines for educational assessment. It also recognizes the autonomy of educational institutions to develop their own PEIs, which strengthens their capacity to adapt to their specific needs and characteristics.

MATERIALS AND METHODS

The research was conducted using a mixed-method approach, integrating qualitative and quantitative methods. This allowed for a comprehensive understanding of the educational-police phenomenon by combining an in-depth exploration of perceptions through focus groups and interviews with trend analysis using surveys. A descriptive design was applied, structured in four main phases.

Methodological phases

Phase 1. Document review and construction of the research framework

Institutional Educational Projects (PEI) and regulatory documents from 22 higher education institutions, including police entities, were analyzed, as well as previous studies on police education.

Phase 2. Design and validation of instruments

Interviews, focus group questionnaires, and a survey were designed and validated by experts from DIEPO and universities. Focus groups were conducted with expert PhDs, which allowed for the development of categories for the survey, which was administered through internal platforms and external forms.

Phase 3. Collection and analysis of information

Coder software allowed responses to be classified and correlated by population type.

Phase 4. Synthesis and interpretation of results

The PEI update guidelines were formulated based on the humanistic approach, considering the contributions of the academic community and external actors (Table 1).

Table 1. Applied instruments and characteristics

Instrument	Application	Main participants
Document review	Studies on PEI, police education, didactics and pedagogical models	Regulatory documents and educational projects of 22 HEIs
Semi-structured interviews	To social leaders, businessmen and experts	It allows for in-depth investigation into police education from an expert perspective.
Focus groups	Expert doctors in police and education	Categories for qualitative analysis
Survey "Diagnosis and perspective of the PEI"	14 Likert questions and six open-ended questions, administered via PSI and Google Forms	10,159 DIEPO members and 250 external people

Source: prepared by the author based on applied research methodology

Participating population

Of the total of 11,147 people summoned through the Internal Services Portal, 10,159 responded:

- Students: 8,348
- Support staff: 977
- Teachers: 355
- Graduates: 196
- Academic managers: 150
- Directors: 133

250 external people registered through a public call, including social leaders, academics, institutional representatives, and national and international graduates.

Limitations

77% of the responses were from students, which, while representing the central voice in the training process, could be influenced by hierarchical relationships with teachers in uniform. Furthermore, the majority of external respondents were teachers, which could bias the perceptions gathered.

RESULTS

The findings are presented below. Once the information has been processed, the first block compares the type of response given by the DIEPO staff with that of the external staff who decided to participate in the research.

Institutional identity

Regarding this aspect, the question was posed regarding the characteristics of police education and the competencies that foster reading, discipline, self-learning, the capacity for inquiry, and critical reflection, with 87% of both groups responding. The importance of training in artistic expressions such as opera, dance, painting, music, and literature in police education was questioned; 84% of DIEPO staff agreed with this, while 89% of non-DIEPO staff expressed this position. The question was also asked about whether police education promotes respect for human dignity, the exercise of responsible freedom, positively influential leadership, a firm belief in acting based on principles and

values, respect for diversity, solidarity, and tolerance. In this regard, more than 89% completely agreed. Similarly, more than 84% considered students to be the focus of the pedagogical action.

Coherence of pedagogical model and practices in police education

On average, 82% of participants in both contexts agree and strongly agree that police education is developed within the parameters of the humanistic approach established in the 2013 PEI. Similarly, they recognize the importance of integrating mandatory courses into institutional transformation policies in 2021, the validation of competencies, and the components of police identity and doctrine in the updated PEI. Regarding this aspect, over 79% of participants expressed their support for the coherence of police education between what is thought, said, and done in academic activities. At the same time, with a result of 89%, both groups fully agree that police training promotes meaningful learning as outlined in the PEI, returning to the constructivist approach. Both groups were found to have scores above 89%, given that police education is essentially practical and involves developing skills and abilities for action, based on procedures.

Strategic direction

Regarding the administrative component and the development of substantive and procedural processes in Higher Education, it was sought to determine whether students or graduates experienced internationalization, bilingualism, and academic mobility. In this regard, 65% indicated complete agreement, which was the question with the lowest percentage of respondents in favor. Similarly, regarding the knowledge acquired and its usefulness, we found that in both cases, complete agreement was found, with 90% and more.

Institutional horizon

There was a 13% difference in whether participants believed the current PEI addressed the needs of the global and national contexts related to police and security services. 72% of those affiliated with DIEPO agreed, while 55% of those outside the group agreed. A control question was also asked on this topic, asking whether police education addressed the needs of the context. 83% of the DIEPO-affiliated group agreed; 75% of the participants outside the group completely agreed.

In this regard, respondents were also asked whether they considered training, as a component of police education, to contribute to professional practice. Responses exceeded 90% among both
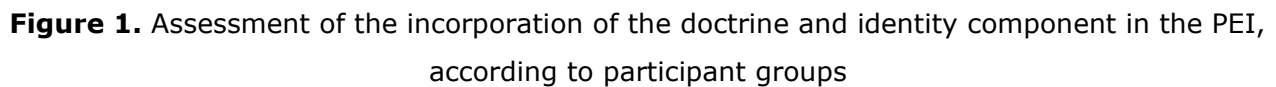
groups, demonstrating that it is considered a relevant element in the training process. In other related questions, 83% of DIEPO personnel agreed with the inclusion of mandatory courses and competency validation; 90% of non-DIEPO personnel completely agreed. This aspect is directly associated with the need to strengthen practical training. These elements were essential in defining the pedagogical model for police education, which included behaviorism and cognitivism as learning theories, relative to the previous PEI, in order to address these needs highlighted by participants. Likewise, regarding the approaches, decision-making and human rights were included.

Likewise, there was a strong opinion that it is important to incorporate the component of doctrine and identity into the institutional educational project; 90% of external staff were particularly in agreement on this matter. This question differs by 15 points from the opinion of external staff, who did not consider it important, as shown in figure 1.

Furthermore, based on question seventeen of the survey, open-ended questions were used to determine what adjustments needed to be made to the Institutional Educational Project. In this regard, the following contributions were generated from participants, grouped by the impact of their responses; thus, the following was achieved:

Logical structure 1: The police education project must be strengthened by considering the reality of the police service. Therefore, academic training and practice are important for developing competencies in students; to this end, sufficient resources, time, and teacher training are essential.

It is evident that the word "duty" is used repeatedly, reflecting the characteristics of the behavioral model in police training. Hence, one of the recommendations is that the PEI should demonstrate institutional doctrine and the characteristic of being military; this term is especially mentioned by personnel who comprise the DIEPO.

Figure 1. Assessment of the incorporation of the doctrine and identity component in the PEI, according to participant groups

Source: prepared by the authors based on survey results

Logical structure 2: Company and section commanders significantly influence student and graduate performance; this is true in the case of police training programs, especially initial training. These commanders are the role models; the discipline is represented as the set of beliefs, values, and traditions associated with the discipline that determine its language and semiotics. These positions require experience, knowledge, and training; likewise, these commanders must perform their duties in accordance with the parameters and guidelines defined in the PEI.

This response highlights the significant impact that command cadres (section and company commanders) have on the training process. Another important element they suggest should be made visible in the PEI, and it characterizes police education (Figure 2).

Figure 2. Influence of the company and section commander in the police training process

Source: prepared by the authors based on open-ended responses

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Logical structure 3: The performance of the directors who manage police education is perceived as good and excellent; however, higher education training should be strengthened and continuity in positions should be allowed to foster greater experience and knowledge in decision-making (Figure 3).

Figure 3. Perception of the performance of managers in police education
Source: prepared by the authors based on open-ended responses

Logical structure 4: Police instructors' performance is rated as good to excellent; however, it is identified that performing this task requires experience, knowledge, and up-to-date teaching skills. In addition, instructors' competencies must be strengthened to improve the learning process; police education must prioritize practical and street-level reality (Figure 4).

Figure 4. Perception of the performance and training needs of police teachers
Source: prepared by the authors based on open-ended responses

On the other hand, on average, 20% of participants disagree or strongly disagree with the following: that police education responds to the needs of the context in relation to global changes; that in the police academic field, there is coherence between what is thought, what is said, and what is done; that internationalization and bilingualism, through international academic mobility, and the research carried out in the National Police, are relevant and have an impact on the transformation of the institution and police education.

It is also significant to note that when asked, "Is it important to recognize and integrate the components of police identity and doctrine into the Institutional Educational Project?", the police academic community differed by 15% from the personnel registered in the public call (civil society, academic experts). While a large majority considered the opposite in other previous questions, this result is significant; it would be interesting to investigate the topic further.

DISCUSSION

The expected impact of the PEI demonstrates, from the perspective of stakeholders, that it is an effective approach to fostering essential skills and values in the police profession. Compared to other educational models, the PEI allows for comprehensive training that combines technical skills and ethical instruction, which is essential for operational reality in contexts of high demand and social responsibility.

Regarding the relationship between police education and the humanistic approach, the high percentage of acceptance of values such as respect, dignity, and solidarity (89% and 92%) reflects a humanistic approach to police education. This aligns with previous studies suggesting that this approach contributes to greater professionalization and empathy among police officers, who are sensitized throughout their training, with a subsequent impact on their service and the specificities of Colombian reality. Promoting these values in police training is essential for an institution that not only enforces the law but also respects community rights and diversity in the specific context of each territory.

Regarding the challenges in adopting global competencies in police education, some results indicate that police education, relative to the 2013 PEI, could benefit from a greater focus on global and innovation competencies. This is consistent with research that points to the importance of preparing police officers to face contemporary challenges, such as transnational crime and cyber security.

Therefore, in the 2023 PEI, the challenges of police education were aligned with the Sustainable Development Goals, associated with equitable access to quality education, training opportunities in human rights and ethics, violence prevention, peace promotion, innovation, and the use of information technologies. Other proposals developed by UNESCO (2021) regarding Higher Education for 2050 are also included, which posit that the student represents the center of pedagogical action, and that, therefore, institutional activities and intentions should revolve around them, as also reflected in the proposed pedagogical model.

Another aspect highlighted by the research concerns the impact of teachers on the achievements proposed by the PEI. In this regard, the positive evaluation of the performance of teachers and administrators was highlighted, which could indicate that the quality and commitment of educational staff are key factors for the effectiveness of the PEI. This is consistent with studies showing that teacher quality is directly proportional to student learning outcomes, especially in technical and vocational training settings. It was also evident that the role of teachers is considered essential to achieving the expected impact of educational policies. In the case of police education, this role takes on greater relevance, given that these teachers, instructors, and/or commanders share daily spaces with young people training to become police officers, as this entails in-school training for a period of one to three years, depending on the academic program. At the same time, a low level of appropriation of the 2013 PEI was identified due to a lack of clarity among participants regarding its content and the significance of this guideline for Higher Education.

The data reveal a largely positive perception of the 2013 Institutional Educational Project (PEI) in police education. A high percentage of participants (between 72% and 92%) considered the PEI adapted to current training needs, highlighting its value as an adaptable model. The pedagogical model was also highly valued, with 90% of respondents acknowledging that police training strengthens fundamental skills, not only technical but also ethical values, leadership, and responsibility.

In line with Pardinas (2005), who emphasizes the importance of structuring thinking and becoming familiar with the principles of scientific work to improve the understanding and analysis of social reality, the results demonstrated the promotion of respect for human dignity, diversity, and solidarity (recognized by 89%), aligning the humanistic approach with the principles of human rights and democratic values. As described by Ruiz Martín del Campo (2003), this approach allows for the consideration of the influence of culture and an understanding of the social context surrounding the

individual, which is crucial in a work environment as delicate as that of the police force. However, this does not represent a finished process; that is; it requires ongoing efforts to be reflected in the service.

Some authors, such as Fullan (2002), argue that achieving ownership of an educational policy requires participation and decentralization, which increases the sense of ownership and the sustainability of said policy over time. Another key proposal to achieve such ownership, according to Bolívar Botía (2000), is to promote ongoing training on policies that transcends theoretical knowledge and demonstrates their practical implementation. Along the same lines, Pita Torres (2020) suggests that internalizing the guidelines implies experiencing the policy.

To address the challenge of appropriation, it is suggested to implement strategies that actively involve educational communities (teachers, administrative staff, students), fostering academic discussion and a deeper understanding of the PEI. Following Fullan (2002), it is recommended to encourage participation and decentralization to increase the sense of ownership and sustainability of the policy. As proposed by Bolívar Botía (2000), it is essential to offer ongoing training that goes beyond the theoretical and demonstrates the practical implementation of the guidelines. In line with Pita Torres (2020), the internalization of the guidelines should be sought through the daily experience of the policy at the institutional level.

The need to update the PEI and address global perspectives was evident, and perhaps one of the initial challenges of the research approaches. Although the 2013 PEI was highly regarded, areas were also identified that required updating, in line with trends in Higher Education, such as humanistic education, the development of global competencies (such as the use of diverse languages), equitable access, social mobility through education, educational quality in the regions, as well as peace education, human rights, and the gender perspective.

This aspect also raised concerns among participants, who lacked sufficient clarity regarding the 2013 PEI, which poses a challenge to policy implementation. This highlights the need to develop impactful strategies that achieve ownership and practical application. This, in turn, requires the active participation of stakeholders in the educational community, fostering academic discussion for understanding and integration into the daily practices of teachers and administrative staff.

The results also highlight the importance of having trained managers and teachers committed to the ethical and professional development of police officers. The proposed PEI update reinforces this

emphasis through competency-based training, decision-making based on critical reflective thinking and human rights, integrating theories such as behaviorism (for tactical skills) and maintaining a humanistic approach. Finally, the importance of personnel is highlighted, with very positive evaluations (between 84% and 95%) for the performance of managers and teachers, which reflects their commitment and the importance of quality management.

Despite the positive assessment, concerns arose regarding the validity and consistency of the 2013 PEI in the face of new regulatory guidelines, trends in Higher Education, and current realities. The need to update the PEI to incorporate global perspectives and trends such as deeper humanistic education, global competencies (languages), equitable access and social mobility, educational quality in different regions, peace education, human rights, and gender was evident. A crucial challenge was the lack of clarity regarding the 2013 PEI among some participants, which underscores the difficulty in its appropriation and effective implementation. Furthermore, it is recognized that strengthening ethical values and respect for human rights is an ongoing process that requires constant efforts to be reflected in the police service. Future updates to the PEI must continue to integrate the aforementioned global and Higher Education trends, ensuring their relevance and capacity to respond to contemporary challenges in security and ethics. Investment must continue to be made in the training and engagement of managers and teachers, given their essential role in the comprehensive development of police personnel.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.

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