A PEDAGOGICAL PROPOSAL FOR TRAINING THE POLICE INTERVENTION SYSTEM
A Contribution to Coexistence and Citizen Security Applications from the Audiovisual Perspective

JORGE LUIS CABEZAS QUINTERO\textsuperscript{3} MIGUEL ÁNGEL TOVAR CARDozo\textsuperscript{2}, ELIANA LICETH VEGA GARZÓN\textsuperscript{3}, MARCELA GONZÁLEZ GARCÍA\textsuperscript{2}, FERNANDO AUGUSTO POVEDA AGUI\textsuperscript{4}, MARISOL SALAZAR FERNÁNDEZ\textsuperscript{3}
\textsuperscript{1} Escuela Nacional de entrenamiento Policial CENOP, Colombia
\textsuperscript{2} Corporación Universitaria Minuto de Dios, Colombia
\textsuperscript{3} Escuela de Policía Simón Bolívar, Colombia
\textsuperscript{4} Corporación Unificada Nacional de Educación Superior, Colombia

KEYWORDS
Intervention System
Police
Training
Coexistence
Citizen security

ABSTRACT
The present degree work, updating the training for the Police Intervention System as a contribution to Coexistence and Citizen Security, exposes from the general objective to restore the basic police tactical system through the reorientation of the pedagogical practices of formation and training for the police professionalization, in search of the improvement in coexistence and citizen security from the police activity and service. In order to establish this study, the descriptive method was applied, focused on the collection of qualitative information from focus groups, generating.

Received 10/08/2023
Accepted: 11/10/2023
1. Introduction

According to Mazerolle, Eggins, Cherney, Hine, Higginson, & Belton, (2020) in the study entitled . Police programmes that seek to increase community connectedness for reducing violent extremism behaviour, attitudes and beliefs, relates how the police can play a role in countering violent extremism by disrupting terrorist plots and working with communities to identify individuals at risk of radicalization. Police programs to counter violent extremism can include a range of approaches and partnerships. One approach is to improve community connectedness by working to address social isolation, belonging, economic opportunity, and norms and values that may lead individuals to support or endorse violent extremist causes and groups. The National Police has as its constitutional mission the maintenance of the necessary conditions for the exercise of public rights and freedoms, and to ensure that the inhabitants of Colombia live together in peace, from this perspective the police training centers must ensure that the human talent of the institution possesses the competencies from its three components: knowing (knowledge), being (attitudes, principles and values) and knowing how to do (skills and abilities), being these competencies necessary for them to ensure compliance with the legal mandate.

To enter into the logic of dialogue begins with a change as seen by Li, (2021), from China’s New World Order: Changes in the Non-Intervention Policy relates the value of the police function requires the application of existing regulations regarding the conduct of citizens in a given social context in order to ensure the conditions of security and citizen coexistence, it is important to inquire about the actions of some police officers where there is evidence of an inappropriate use of force as a mechanism to guarantee rights, This situation focuses attention on the education and training of police officers in order to identify teaching procedures in the application of the legitimate use of force from a perspective of respect for human rights, but with a rationale of agreement and coupling.

It is necessary to consider that the concept must first be approached from a holistic and systematic approach recognizing the context in which it is developed for Sanborn, (2022 in the work on A cognitive psychology of mass communication, it is established that by recognizing a communication that strengthens the value associated between peers and how each stratum provides its rules, for this reason it was intended to inquire about the teaching-learning process of the police intervention system, as part of the training, in order to have a comprehensive understanding of the phenomenon in an institutional and normative context, which allows to glimpse the impact of this construction in the professional practice of future police officers. For this purpose, different theoretical references were used to show how learning is constructed and evaluated within a police training space and to advance in the knowledge of the influence of pedagogy and didactics towards the construction of a model that favors the learning of the use of force in an adequate manner.

It should be noted that each of the problematic nodes to be addressed must be combined, in the understanding that it is required to have a systemic view of the police training process, which ensures a contextualized knowledge not only from the programmatic content, but from the teaching practices that strengthen the reflective learning of students allowing them to make decisions adjusted to the regulatory framework that supports the police function, Grewal, (2016) in the research from The socio-political practice of human rights: Between the universal and the particular, is to understand the dynamics of police training around the proper use of force allows to establish intervention strategies at the institutional level that generate an evaluation from the practice of the police intervention system, This guarantees the proper use of force by police officers and respect for human rights in order to establish a more appropriate social link between the citizen and the police, since authority is not only built from the legitimization given by the state, but from the perception of the establishment of a social link where asymmetrical relationships are built to give meaning to police work and lead to obedience to authority.

According to Armoo, (2016) it should be ratified from Inside war: Understanding the evolution of organized violence in the global era, which makes part of the optics the research aims to account for an educational mechanism that allows to efficiently evaluate the competence of officers in terms of learning the proper use of force, through the training of the police intervention system, where it is necessary the implementation of an educational strategy that allows the student throughout their education and training, to know and develop capabilities, based on their emotional intelligence, thus contributing to the strengthening of their police competencies, enhancing knowledge from their psychological and
cognitive part, thus improving the service offered to the citizen by the institution, positively impacting our external customer, which for the case study is the community, which through the improvement in service, will improve the negative perception it currently has towards the institution.

For Zartman & Vukovi, (2023) to re-establish the processes the Rethinking Conflict Resolution and Management, where the established knowledge and practice of conflict resolution and management is reviewed, brings together complementary perspectives to consider what new approaches to conflict should be invented after the collapse of the World Order. Thus, the project emphasizes the central purpose of updating the police intervention system, through the reorientation of the pedagogical practices of training and coaching for police professionalization, in search of improving coexistence and citizen security from the police activity and service. Taking the methodological contextual elements that accompany this research, and highlighting the social, institutional, ethical and personal dimension of police intervention as a guarantor of the fulfillment of human rights, it is necessary, for this section, to delve into the three theoretical pillars on which this intervention is based: 1. from social constructionism, 2. from the theory of social reliability and 3. from social bioethics.

Social constructivism as an approach, which has had a very significant progress for sociology and social psychology (Gosende, 2001), had a very prominent development within postmodern thought (Agudelo Bedoya & Estrada Arango, 2012), which was characterized by abandoning the dualistic stance between the world and the individual, redirecting the debate towards a sociolinguistic look (Magnabosco, 2014). Additionally, in the framework of the construction of this paradigm, the concept of "truth" enters a crisis since it is claimed that they are absolute, taking a distant position with positivism, but rescuing the foundation of observation as a source of knowledge (Gosende, 2001), which allows the opening to paths supported from the complexity, characterized by diversity, intersubjectivity and plurality (Barbosa, Motta and Resck, 2015).

Starting from this stage of evolution, in the continuous rescue of the value of the social as a scenario for the formulation of new interventions that contemplate the human being as a complex and integral category, the constructionist approach allows to give this positioning to the multiplicity of being, surpassing reason, to enter other orbits of discussion, such as, for example, the emotional component, and how these conditions affect the interactional dynamics of being. Moreover, by recognizing the fundamental value of language in the dynamics of human interaction, complexity comes to the surface by its very nature.

This is why, for constructionists, information from a context, from a historical moment, from some characters (for example), are relevant for their analysis, moving away from metatheories and affirmative universalisms (Agudelo Bedoya and Estrada Arango, 2012), allowing the fabrication of new narratives and the understanding of experiences (Magnabosco, 2014).

Having as a background the role that social constructivism had in its beginnings as a new paradigm (Gosende, 2001), it is worth remembering what Magnabosco (2014) stated in this regard, when he enunciated that Social Constructionism is considered a movement that aims at the discussion of an ethics and a relational policy, existing in the family group and in other groups. Its ethical dimension emphasizes the importance of social relations as a space for the construction of the world (p. 225).

In other words, social constructionism, as a different and complementary way of understanding the social world, far from the hegemonic model of positivism, allows to create a dialogue between social knowledge to dimension the complexity of being and of the systems in which it is immersed. This critical and complex reading opens the horizon to write, the importance of differential values to analyze reality from observation, as a tool for social and scientific construction of knowledge. Moreover, this paradigm enters into debate with classical models regarding the explanation of some psychological categories, such as, for example, emotions. As stated by Gosende, 2001), "Social constructionism proposes an approach that criticizes the most traditional and hegemonic theories of emotion" (p. 113) (a theme that will be developed later).

This theory seeks to explain the different relationships that are built between citizens and authorities in the framework of public safety (Carreón, Hernández, Morales, García and Bustos, 2014). This theory states that trust towards authorities is built from community scenarios, but not in scenarios that do not involve direct contact, such as, for example, from the public policy framework, from citizen observatories, among others (Carreón Guillén and García Lirios, 2013). When these relationships are
not appropriate, one of the visible consequences generated by social reliability in the dynamic relationships between the individual and the authorities has to do with the development of emotions, affects and negative feelings (Carreón Guillén and García Lirios, 2013). Similarly, when the context generates uncertainty, the value of the response initiative is enhanced to minimize the social, economic and ecological impact (García Lirios, 2014).

In this sense, using the term "social reliability" directs an argument towards a permanent construct and not of interrupted order, since it is supported by a set of beliefs and dispositions conducive to authority, without falling into authoritarianism (Martínez Andrade, García Lirios and Mejía Rubio, 2017). That is why Carreón Guillén and García Lirios (2013) stated that "social reliability is an affective process in which individuals place their trust in those who represent them and make public decisions for them" (p. 5) that is why in the reciprocal constructions that are generated between the individual and society, the value of the different institutions that promote these relationships is highlighted, one of them, is the National Police.

To talk about ethics is to enter into those cold, boring and even tense debates in the social dynamics that academia currently offers. However, this term goes beyond a master class or a subject. It involves a human, political, social and professional posture in the face of the changes that challenge human beings in the continuous transformations of contemporary society. There is no doubt that the changes that societies have undergone during this century have marked humanity, evidencing a dehumanization in social relations and elevating them to categories of analysis that did not go through human rationality, such as, for example, the inclination towards individuality and not collectivity, the "addiction" to technology and not its own existence. To talk about these issues (among others) is to talk about ethics, about the social responsibilities that human beings have with themselves and with others. As stated by Pérez Tapias (2019) "the unfinished human existence is located between hominization through the evolution of the predecessor species of Homo sapiens and humanization as the what-doing of the species and its members" (p. 13). This humanization is the one that humanity itself demands in order to propose a way of life that involves this fundamental right in all its dimensions. That is when bioethics takes a leading role to enter into interdisciplinary dialogues to confront the existing humanity. As mentioned above, one of the challenges facing humanity today is individuality. As stated by Scatolini (2012), society today is no longer collective but individualistic, marked by the strong tendencies inherited from the enlightenment (use of reason).

In the face of the exorbitant use of reason as a valid anchorage to know the world, the existence of other sources of knowledge was erased from the human radar, which, in spite of having been ignored, in recent times have been taking on a fundamental role to know the complexity of human beings and their relationship with the world. These new ways of approaching other human dimensions have made it possible to open scenarios of dialogue to confront the crises that the species is experiencing in its modus vivendi. As stated by González Valenzuela (2017) "construction of new forms of inter-human relationship, contrary to violence, sustained by compassion, altruism, respect, love, justice, freedom, peace" (p. 139).

2. Methodology

In this section you will find an in-depth description of the type of research and the criteria taken into account for its construction. For its development, the understanding of the phenomenon studied was taken into account. The detailed description of the instruments used for the same and thus continues with a detailed exposition on how it was carried out or from where the collected data were taken, giving support to the fact that the information provided here has a good foundation and theoretical support that reinforces the general objective of the same and also relates the development of the methodological procedure of this project. The methodological design of this research is oriented by means of a mixed approach with systematic integration of qualitative and quantitative methods that allow a better observation of the problem. Likewise, a critical hermeneutic approach will be used, which allows the systematization of educational experiences, taking as a reference the model of Oscar Jara (2010). The type of study will be exploratory in order to examine the real problem that has not been studied within the institution.
3. Results

The activity in question was carried out using information and communication technologies, therefore, once the day was recorded, the file was downloaded and a transcription was made of the different interventions made by the participants in the event from each role assumed (rapporteurs, moderator and thematic experts), after which the information collected was systematized. Based on the information collected, inferential reading is carried out to identify the terms that, due to their meaning and relevance in the research process to be developed, allow establishing a route towards the definition of the police intervention system, and then proceed to systematize the information collected in order to define categories of analysis. Thus, some terms are listed and frequency and weight are determined in order to define categories of analysis, as shown in the following tables.

Figure 1. Educational component

<table>
<thead>
<tr>
<th>Nº</th>
<th>PALABRAS</th>
<th>FRECUENCIA</th>
<th>PESO</th>
<th>(C*D)</th>
<th>CATEGORÍA</th>
<th>C. EMERGENTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructor</td>
<td>18</td>
<td>2</td>
<td>36</td>
<td>C1</td>
<td>C1E2</td>
</tr>
<tr>
<td>2</td>
<td>Entrenamiento</td>
<td>111</td>
<td>2</td>
<td>222</td>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fuerza</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Estandarizar</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>C1</td>
<td>C1E3</td>
</tr>
<tr>
<td>5</td>
<td>Prueba</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>C3</td>
<td>C3E2</td>
</tr>
<tr>
<td>6</td>
<td>Límites humanos</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>C3</td>
<td>C3E2</td>
</tr>
<tr>
<td>7</td>
<td>Procedimiento</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Competencias</td>
<td>18</td>
<td>2</td>
<td>36</td>
<td>C2,C3</td>
<td>C2E3</td>
</tr>
<tr>
<td>9</td>
<td>Transformación</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>C2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Actividad de policía</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Aprendizaje</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>C2</td>
<td>E1,E2</td>
</tr>
<tr>
<td>12</td>
<td>Evaluación</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>C3</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Ejes temáticos</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>C2E3</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Profesionalización</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>C2</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Destrezas</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>C2</td>
<td>C2E1</td>
</tr>
<tr>
<td>16</td>
<td>Habilidades</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>C2</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Desafíos</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>C4</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Componente</td>
<td>22</td>
<td>1</td>
<td>22</td>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Caracterizar</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>C1</td>
<td>C1E3</td>
</tr>
<tr>
<td>20</td>
<td>Proceso</td>
<td>20</td>
<td>1</td>
<td>20</td>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Conceptos</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Pertinencia</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>C3</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Estudiante</td>
<td>15</td>
<td>2</td>
<td>30</td>
<td>C1</td>
<td>C1E1</td>
</tr>
<tr>
<td>24</td>
<td>Formación</td>
<td>34</td>
<td>1</td>
<td>34</td>
<td>C4</td>
<td>C4E1</td>
</tr>
<tr>
<td>25</td>
<td>Técnicos</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>C4</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Memoria muscular</td>
<td>7</td>
<td>1</td>
<td>7</td>
<td>C2</td>
<td>C3E2</td>
</tr>
<tr>
<td>27</td>
<td>Escenarios de simulación</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>C3E2</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Educativo</td>
<td>21</td>
<td>2</td>
<td>42</td>
<td>C4</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Ejercicio teórico práctico</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>C2E3</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Capacidades</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>C3</td>
<td></td>
</tr>
</tbody>
</table>

Source: Authors

Through the reading carried out, thirty terms are established from the educational component that, according to their relevance and relationship with the basic police tactical system, would allow the establishment of pedagogical routes in order to strengthen the police service. The four categories defined from the educational component are framed in the scope of training for the police intervention system, the approach of strategies for the development of competencies, the establishment of an evaluation method for the system in question, coherent with the pedagogical model and approach used by the institution. From the technical component, 48 relevant terms are selected, which give rise to the definition of two categories called tactics and techniques, from which emerge three emerging categories.
called learning outcomes, intervention, trajectory and experience, key aspects for the improvement of the Police Intervention System.

The vision of the external sector is a fundamental element for the strengthening of police work, since it allows us to identify how some members of society observe us. For this component, an expert teacher from the Universidad Externado de Colombia and the ombudsman of the Municipality of Tuluá participated, who, from a holistic viewpoint, expressed some appreciations of students and citizens regarding the actions of the National Police in the different procedures. Based on the intervention of the participants, 44 words were selected as object of analysis for the present project.

The purpose of this research was to update the basic police tactical system through the reorientation of the pedagogical practices of education and training for police professionalization, in search of improvement in coexistence and citizen security from the police activity and service, to reach the update we proceeded to develop the specific objectives which create focus groups in which participated personnel who have extensive experience in the basic tactical system which have contributed to the strengthening of police intervention.

From the results obtained in this research, it can be deduced that there should be an update to the Basic tactical system, taking into account each of the words provided in the focus group, by the professional personnel experienced in the subject.

The significant contribution of the focus group is centered on the curricula impact of a contextualized training not only from the theoretical and practical point of view, but also as a pedagogical process according to the needs of the institution that guarantees the competence of police officers and results in a better provision of police service.

In order to propose an orienting guide to the police intervention system, it is necessary to take into account the Institutional Educational Project of the National Police of Colombia, which is the document that contains the fundamental guidelines of the conception of police education, as well as the educational principles of the institutional pedagogical model, as well as the lines of action and the police pedagogical approach based on competencies, among the most important aspects.

For the development guide in each teaching, there is a synthesis of the most important aspects of the PEI-National Police "Knowledge Empowerment and Police Training".

1. Conception of police education: the three pillars on which training is based are proposed: empowerment of knowledge, humanistic approach and comprehensive training. These are articulated with the principles of quality, relevance, projective development, participation and coverage, and in this way, advance towards the deepening and permanent knowledge of police science.

2. Knowledge enhancement and comprehensive training: with the purpose of deepening concepts and policy guidelines regarding the police education process, such as knowledge enhancement for performance, comprehensive training of police men and women and the humanistic approach to education.

3. Police education in the university context: taking into account that the high quality of the educational institutions depends in part on the approach of policies and functions for the effective fulfillment of their mission, the educational policies that allow directing and guiding the academic management are identified; academic policies of research, social projection, welfare, self-evaluation and administrative policies are formulated.

4. Police pedagogical approach based on competencies: the institution's human management model and its application to the educational context is taken up again, through its development and the arguments that recognize the need to articulate the educational world with the requirements of the police service.

5. Academic management: it describes the concept of academic management, its purposes and development and the articulation of the educational process with other police units.

6. Administrative management: this refers to the application of the integral management model to the educational field, based on process management, quality management and applications for academic management.

Taking into account the context in which an organization of proposals is urgently required to raise from education a means of teaching for police preparation from the preparation as a police officer, training must be taken into account (Vorwerg 1983, quoted in Hernández, 2009); Training is understood as a method of
influence with psychological and practical goals, where group processes, social relations, play a fundamental role; it focuses on the optimization of behavior seeking compatibility between social demands and individual possibilities of execution, its objective is the improvement of the regulation of the activity in relation to the structure of the demand (Vorwerg, 1987b, quoted in Hernández, 2009).

Apart from the fact that the learning that takes place in the socio-psychological training has an experiential character, due to the direct and experiential acquisition of knowledge and skills, which guarantees its effectiveness (Calvino, 2013) in the changes of attitudes and individual and group behaviors, in the personal, social, family and work environments (Zaldívar, 2008). The training allows the individual a more efficient psychosocial functioning, focuses its attention on the potential of the subject, on his ability to face and master the problematic aspects with his environment, which are based on his interpersonal relationships and the deficit of personal resources to respond to the various demands presented to him; it provides the necessary tools to the subject to interact in his environment and solve personal or group problems. The definition is relevant for the contribution to the objective of the project that is being advanced in the psychological-behavioral training for the use of force in the national police of Colombia.

To strengthen this training it is important to orient it from psychology, it is important to relate in this theory that the communicative competence plays a fundamental role in the training process and its training is given through training, socio-psychological (Hernández, 2009) which has as a condition the encounter groups, which are the methodological bases of group methods, where the influence of the group is decisive in the processes of change.

Likewise, Castilian and Fernandez (2003) consider that communicative competence is sensitive to be molded, formed and developed through pedagogical mediation, in the two basic environments of the personality: the motivational-affective and the cognitive-instrumental.

For this reason, the author brings to reference the definition of training exposed by (Vorwerg 1983, cited in Hernández, 2009) where he considers it as the method of influence with psychological and practical goals, in which group processes, social relations, play a fundamental role because it focuses on the optimization of behavior seeking compatibility between social demands and individual possibilities of execution and its purpose is the improvement of the regulation of the activity in relation to the disposition.

Thus, the learning that takes place in the socio-psychological training has an experiential representation, by the direct and experiential acquisition of knowledge and skills, which guarantees its effectiveness (Calvino, 2013) in the changes of attitudes and individual and group behaviors, in the personal, social, family and work spheres (Zaldívar, 2008). The training allows the person a more efficient psychosocial work, placing its attention on the potential of the individual, on his ability to face and master the problematic aspects with his environment, which are based on his interpersonal relationships and the lack of personal aspects to respond to the multiple demands that are presented; turning this into the necessary tools so that the person can act in his environment, solve both personal and group problems. To propose education in police intervention it is necessary to take into account the behavioral training, which requires retaining its four main elements, which are: instructions, modeling, Role-play and feedback as expressed by Colombo (2019) who also explains its procedure as follows:

a. Instructions: Instructions should be presented in a way that is clear to the learner and should be given by some teacher who has some degree of credibility; these can be balanced with modeling each time they are given.

b. Modeling. Modeling can be done live when the person performs the behavior in front of others. It can also be symbolic. It can be presented in video, audio, movies or even cartoons; always taking into account the population to which the teaching will be directed.

c. The Role-play: The Role-play element is a critical moment of the whole procedure because: it allows the instructor to corroborate in a practical way that what is being taught is actually learned; providing an opportunity to reinforce the rehearsals of the trainees in a total or partial way; it also allows correcting the mistakes that may occur immediately. Avoiding possible failures in the learning process.

d. Feedback: It is a lapse in which the trainee receives the return of the instructor and they recommend that it be effected immediately to the rôle-play; generally it is done verbally, although it can also be in writing. The whole procedure is variable, the important thing is to know how to adapt it to the training needs of the addressees.
The realization of this study is so important because the situation of the country shows that it is urgently needed to make a proposal for police intervention from education, we know that there are various behaviors in the citizenship, the police must know how to intervene and how to carry out their function of authority leaving a good police image.

4. Conclusions

It is necessary to generate teaching-learning strategies in the field of police intervention techniques and methodologies that will strengthen institutional capacities for peace building in Colombia. Likewise, it is necessary to generate clear guidelines and parameters to develop police intervention in a conflict scenario, thus achieving a real and positive impact on the institution, since it is proposed to resize the role of the National Police, so that it responds to the transformation of the community and the mutations of criminality. The objective of this project is to define the techniques and tactics for police intervention in conflict scenarios in order to give it a new focus, specify the new participation of the uniformed, propose processes and procedures and new strategies and tactics, and resize resources.

Considering the structural changes in the dynamics of the country, the institution cannot be indifferent to them. On the contrary, it is essential to develop processes of analysis and perspective of macro trends and possible scenarios, in order to generate in advance the dynamics, techniques and methodologies that strengthen the development of police activity from the function and with the foundation of police power. A look at our regional and international environment should be made in order to evidence, analyze and evaluate the processes that have been developed and are being developed in other latitudes in terms of Police, so that there is a clear doctrinal framework that allows projecting a vision adjusted to the Colombian society and that is nourished by the lessons learned by institutional peers in the world. It is necessary to generate teaching-learning strategies in the field of police intervention techniques and methodologies to strengthen institutional capacities for the construction of peace in Colombia. Likewise, it is necessary to generate clear guidelines and parameters to develop police intervention in a conflict scenario, thus achieving a real and positive impact on the institution, since it is proposed to resize the role of the National Police, so that it responds to the transformation of the community and the mutations of criminality.

Training is a component of the police education system that seeks to prepare police officers for police work. It is essential that training program counselors demonstrate experience and skills in the development of the police function.
References


International Committee of the Red Cross (n.d.). Principles on the use of force established by the International Committee of the Red Cross (ICRC).


More citation formats, from


Bryan, J. D. C. (2018). Profile of the police teacher within the police training centers of the National Police of Panama (Doctoral dissertation, University of Panama).


