

Citizenship education in higher education and police education: a bibliometric analysis of their intersection

Educación ciudadana en la educación superior y educación policial: un análisis bibliométrico de su intersección

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ABSTRACT

Citizenship education and police training are key fields for building democratic societies, but their intersection has been scarcely explored. This study analyzes this relationship through a bibliometric analysis of Scopus-indexed literature (2020–2024 for police education; 2020–2024 for citizenship education). The data are processed using VOSviewer to map co-occurrences of terms, collaboration networks, and geographic distribution. The results reveal a clear fragmentation: while citizenship education emphasizes democratic competencies, police training prioritizes technical protocols, with only 4% of cross-citations. Geographically, 78% of police studies come from English-speaking countries, compared to a more diverse distribution in citizenship education. Despite this disconnect, shared thematic nodes such as “public ethics” and “critical pedagogy” are identified, suggesting opportunities for integration. The study proposes a model grounded in interdisciplinary research that links critical pedagogies with police training, pilot projects co-designed by educational and security institutions, and situated approaches that overcome current geopolitical biases. These findings highlight the urgency of rethinking both fields as complementary dimensions of social justice.

Keywords: citizenship education, police training, bibliometrics, critical pedagogy, public ethics.

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RESUMEN

La educación ciudadana y la formación policial son campos clave para la construcción de sociedades democráticas, pero su intersección ha sido escasamente explorada. Este estudio analiza dicha relación mediante un análisis bibliométrico de literatura indexada en Scopus (2020–2024 para educación policial; 2020–2024 para educación ciudadana). Los datos se procesan con el programa VOSviewer para mapear coocurrencias de términos, redes de colaboración y distribución geográfica. Los resultados revelan una clara fragmentación: mientras la educación ciudadana enfatiza competencias democráticas, la formación policial prioriza protocolos técnicos, con solo un 4 % de citas cruzadas. Geográficamente, el 78 % de los estudios policiales provienen de países anglófonos, frente a una distribución más diversa en educación ciudadana. Pese a esta desconexión, se identifican nodos temáticos compartidos como “ética pública” y “pedagogía crítica”, que sugieren oportunidades para la integración. El estudio propone un modelo sustentado en la investigación interdisciplinar, que vincule pedagogías críticas con formación policial, proyectos piloto co-diseñados por instituciones educativas y de seguridad, y enfoques situados que superen los sesgos geopolíticos actuales. Estos hallazgos destacan la urgencia de repensar ambos campos como dimensiones complementarias de la justicia social.

Palabras clave: educación ciudadana, formación policial, bibliometría, pedagogía crítica, ética pública.

RESUMO

A educação para a cidadania e a formação policial são campos-chave para a construção de sociedades democráticas, mas sua interseção tem sido pouco explorada. Este estudo analisa essa relação por meio de uma análise bibliométrica da literatura indexada no Scopus (2020-2024 para educação policial; 2020-2024 para educação cidadã). Os dados são processados usando o VOSviewer para mapear coocorrências de termos, redes de colaboração e distribuição geográfica. Os resultados revelam uma clara fragmentação: enquanto a educação para a cidadania enfatiza as competências democráticas, a formação policial prioriza protocolos técnicos, com apenas 4% de citações cruzadas. Geograficamente, 78% dos estudos policiais vêm de países de língua inglesa, em comparação com uma distribuição mais diversificada na educação cidadã. Apesar dessa desconexão, nós temáticos compartilhados, como “ética pública” e “pedagogia crítica”, são identificados, sugerindo oportunidades de integração. O estudo propõe um modelo baseado em pesquisa interdisciplinar que vincula pedagogias críticas à formação policial, projetos-piloto coelaborados por instituições de ensino e segurança e abordagens situadas que superam os vieses geopolíticos atuais. Essas descobertas destacam a urgência de repensar ambos os campos como dimensões complementares da justiça social.

Palavras-chave: educação cidadã, treinamento policial, bibliometria, pedagogia crítica, ética pública.

■ Introduction

In contemporary societies, education constitutes a fundamental process for strengthening democratic pacts and socioeconomic development (Caraballo et al., 2024; Eslava-Zapata & Quiroz-Leal, 2024; Galvão Dos Santos et al., 2025). In this sense, the analysis of two seemingly distant spheres aligns with this central purpose. On the one hand, citizenship education is aimed at developing critical and participatory individuals; on the other, police education is aimed at professionalizing those who exercise the legitimate monopoly of force. The former is understood in the literature as a process that seeks to empower citizens to question power structures (Jerome et al., 2024; Ramírez-Montes, 2024; Steyn & Vanyoro, 2024), while the latter represents a system of guarantees based on the training of law enforcement agencies so that said power is exercised in compliance with fundamental rights and norms (Bennell et al., 2021; Demirkol, 2021). Despite the points that, a priori, seem to point to a thematic and goal-oriented intersection, this conceptual unity has been scarcely explored as an interconnected phenomenon. This insufficient integration is highlighted by the relevance and potential impact of a common theoretical and praxeological framework in contexts marked by crises of institutional legitimacy, social protests, and demands for racial or gender justice. The initial background review revealed that both fields have evolved in parallel and also pointed to a reactive tendency in the face of global challenges. On the one hand, citizenship education has expanded its reach beyond traditional classrooms, primarily through the incorporation of decolonial, digital, and community approaches (Montilla & Quiroz-Leal, 2024; Romero-González et al., 2024). Examples of this include studies on social movements such as Black Lives Matter, student uprisings, and the growing interest in developing socially responsible global citizens (Cantón-Balcázar, 2024; Chiba et al., 2021).

Police training has undergone a significant transition from militarized models to paradigms centered on human rights, a psychosocial approach, community outreach, and mental health care (Gómez-Jaramillo & Rojas-Ortiz, 2024; Newell et al., 2022; Saxton et al., 2022; Watkinson-Miley et al., 2022). While this shift has been driven by recommendations from international organizations following episodes of state repression, this new representation of law enforcement responds to the need to build greater trust as a basis for establishing key roles in social development. However, these transformations do not always occur from integrative constructs, but instead perpetuate a fragmentation that has historically limited their transformative potential (Millar et al., 2022; Shipton, 2022; Staller & Koerner, 2022).

The need to study this intersection arises from three identified gaps. First, the specialized literature has approached both topics from disciplinary perspectives: works on critical pedagogy omit the role of security institutions, while criminology research overlooks the educational role of civil society. Second, there are few efforts to map key concepts such as accountability, restorative justice, or participation, in which both domains are articulated, which hinders the design of integrated policies. Third, the growing social demand for inclusive citizen security requires evidence on how police and citizen training can be co-constructed, rather than in opposition to each other.

This article, therefore, is positioned as an effort to map a poorly explored academic territory. Through a bibliometric analysis, some patterns, absences, and opportunities in the relationship between citizenship education and police education were revealed, to provide an empirical basis for future interdisciplinary dialogues. At a historic moment in which trust in institutions is eroding and the streets are

becoming spaces for pedagogical dispute, understanding this transdisciplinary space is not merely an academic exercise, but an urgent need for the development of comprehensive programs and policies.

■ Methodology

The analysis of the intersection between citizenship education and police education was designed to implement a bibliometric strategy that would allow for the representation of standard lines of research, interests, and gaps. This approach, based on two search axes in Scopus, was oriented toward a disaggregated analysis of the initial concepts and exploration using keyword filters. This adaptation responded to the initial scarcity of results.

Regarding the methodological approach, the study was mixed and combined quantitative analysis of bibliometric patterns with a qualitative interpretation of semantic networks. This rationale was based on previous research arguing that mixed studies allow for the exploration of intersections with limited documentary evidence from multiple scales, in addition to alleviating the limitations of exclusively quantitative or qualitative approaches (González-Argote et al., 2024; Maldonado et al., 2024; Sánchez-Castillo et al., 2024).

In this regard, documents on citizenship education linked to higher education were retrieved using the search string TITLE-ABS-KEY (citizen AND education) AND TITLE-ABS-KEY (higher AND education), restricted to the period 2020-2024. This temporal delimitation responded to the need to capture recent trends and assess the field's prospects. The selection was justified by the impact of global social movements that have promoted new analyses of the role of citizenship in scientific, academic, community, and governance contexts.

Scientific production on police education was also explored using the query TITLE-ABS-KEY (police AND education), covering the same period (2020-2024). The results were filtered using the exact terms Police and Education to ensure thematic relevance, which made it possible to exclude studies focused on technology or forensic medicine. Furthermore, this examination of keywords alerted the authors to the importance of conducting an in-depth analysis of co-occurrence networks and comparisons between keywords, particularly those established by the authors themselves.

The integration of both corpora was carried out using the VOSviewer program, focusing on term co-occurrence analysis. The keywords were exported in .txt format and analyzed to normalize lexical variants. Furthermore, the selection of these keywords was based on a minimum threshold of five repetitions per term to minimize noise. Network visualization allowed for the identification of thematic clusters and connecting nodes between both domains, based on a previously established conceptual platform focused on human rights, critical pedagogy, and community participation.

Furthermore, the analysis incorporated a systematic comparison of publication frequencies by region and collaboration networks to identify geographic biases in knowledge production, as the overrepresentation of specific contexts contributes to obscuring local realities critical to the implementation of educational and security policies. Likewise, we sought to map the dynamics of academic cooperation, with an emphasis on Colombia and Latin America, as collaborative networks can reflect patterns of knowledge circulation and offer opportunities to advance the democratization of research. In this final dimension of analysis, we addressed the coloniality of knowledge, explored the distribution of scientific production, and assessed the external validity of findings to avoid repro-

ducing epistemic hierarchies in the interpretation of discoveries.

■ Results

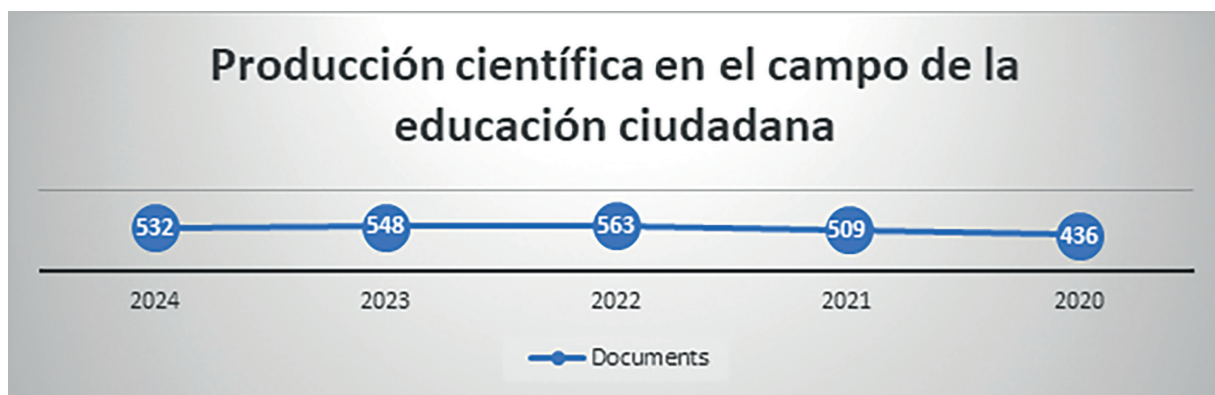
The main findings of the research are presented below, organized according to the dimensions of analysis. The data, results, and assessments of the research team are also discussed and contrasted.

Academic production on citizenship education in higher education and police education (2020-2024)

The results showed a fluctuating trend in scientific production related to citizenship education in higher education (Figure 1). Between 2020 and 2022, there was sustained growth (from 436 to 563 documents), followed by a slight decline in 2023 (548) and 2024 (532).

Figure 1.

Number of documents published per year (citizenship education in higher education)



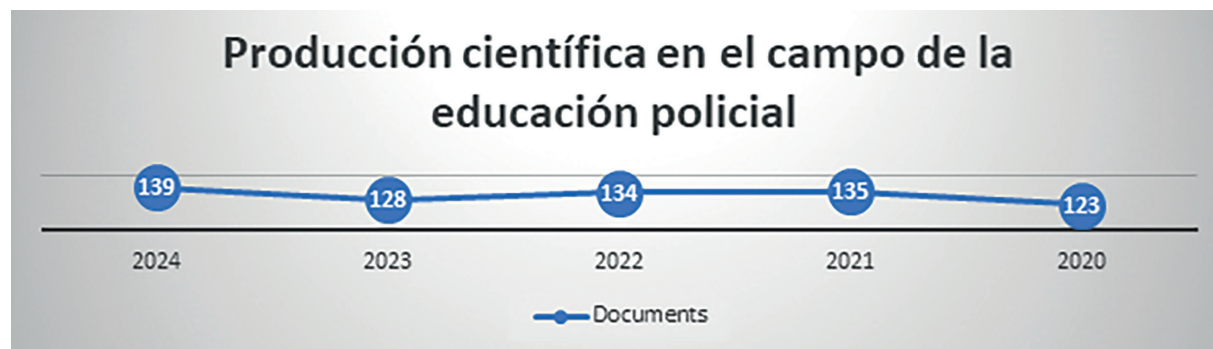
Source: prepared by the author based on Scopus.

During the 2020–2022 subperiod, a 29% increase was observed, which was interpreted as a reflection of the growing academic relevance of citizenship education in a context marked by global crises, the rise of social movements, and the reopening of debates on human rights in the context of the pandemic (Gómez-Cano et al., 2024; Triana-Pérez et al., 2024). In contrast, between 2023 and 2024, production decreased by 5.5%, which could be associated with indexing dynamics, indicate a tendency toward normalization after a peak, or reflect the emergence of new fields, such as digital citizenship and eco-citizenship. These two terms emerged in the auxiliary search and represent new forms of civic expression (Espinete et al., 2023; Hajj-Hasan et al., 2024; Milenkova & Lendzhova, 2021).

In the field of police education, production remained relatively stable, with minor but significant fluctuations. Between 2020 and 2024, the number of documents ranged from 123 to 139, with no clear trend of growth or decline (Figure 2). These data suggest that police education is a consolidated field, albeit one that is reactive to specific situations.

Figure 2.

Number of documents published per year (police education)



Source: prepared by the author based on Scopus.

Among the factors analyzed, the police reforms triggered by the death of George Floyd (Ayers et al., 2020; Diphoorn et al., 2023), the introduction of new models to address de-escalation procedures and racial bias in training (Engel et al., 2020; Pontzer, 2021; White & Schafer, 2024), as well as the debates on the ethical use of artificial intelligence in surveillance activities (Davis et al., 2022; Maliphol & Hamilton, 2022), stood out. However, it should be noted that, unlike social movements associated with citizenship education, which are integrated in a decentralized manner in academic circles, studies on police education (especially those oriented towards reforms) depend on bureaucratic mechanisms and impulses from governments or international organizations.

Keyword analysis of citizenship education in higher education and police education (2020-2024): trends, connections, and gaps

A first finding in this area was the distortion of thematic lines caused by the introduction of keywords during the indexing process. Specifically, numerous terms linked to methodological approaches, life cycle stages, and interests specific to the pandemic period (such as mental health, public health, and vaccination) were added. Although thematic distortion was most significant in the field of citizenship education in higher education (Figure 3), it was also identified in the field of police education (Figure 4). In the latter case, keyword refinement and cross-reference analysis through the auxiliary search revealed relevant lines, as shown in Table 1.

Table 1.

In-depth analysis of the general guidelines for police education

Line	Keywords and connections	Implications	Recommended sources
Mental Health and Police Well-being	Mental health (83 occurrences, link strength 1486): The second most connected term, linked to stress (10), trauma (7), and resilience (7). PTSD (16), suicide (16), burnout (8): These reflect the focus on the psychological impact of police work. Covid-19 (29) and pandemic (28): Recent studies on mental health during health crises stand out.	The literature prioritizes the police as an individual subject of risk, but ignores social determinants (social determinants of health have only 14 occurrences).	(Craddock & Telesco, 2022) (Marcus & Stergiopoulos, 2022)
Violence and Public Safety	Violence (60, link strength 954): Ranges from domestic violence (26) to use of force (7). Gun violence (9), homicide (22), sexual assault (13): Reactive focus on crimes, not prevention. Traffic accident (35): Its high frequency is surprisingly linked to police roles in road safety.	The study of violence predominates as a phenomenon to be controlled, not as a symptom of structural inequalities.	(Carlson, 2019) (Ward <i>et al.</i> , 2022)
Training and protocols	Training (57, link strength 789): Focus on technical skills, but police education only has 7 occurrences. Law enforcement (128, link strength 1695): Linked to procedural justice (5), a marginal term despite its ethical relevance. Curriculum (13) and higher education (10): Minimal attention to innovative pedagogical designs.	Training is reduced to standardized protocols, with minor criticism of outdated pedagogical models.	(Kramer & Remster, 2022) (Mehari <i>et al.</i> , 2021)

Source: prepared by the author using VOSviewer.

On the other hand, the presence of critical connections and significant absences was confirmed, which, in addition to contributing to the exploration of gaps, served as a starting point for establishing an initial disciplinary bridge. In the case of police education, the terms *racism* (59, link strength 979), social justice (13), ethnicity (16), and indigenous people (5) were the most prominent. However, while the first had a high isolated impact in North American studies, the rest did not present significant relevance in the corpus as a whole.

Furthermore, the absence of terms such as decolonization, restorative justice, or community engagement, crucial for transformative reforms, highlighted essential gaps in the field's thematic approach.

In the case of citizenship education in higher education, keywords such as social determinants of health (24), inequality (13), gender (120), and community engagement (10) appeared without being articulated with critical frameworks. The gap analysis revealed that terms such as

Table 2.

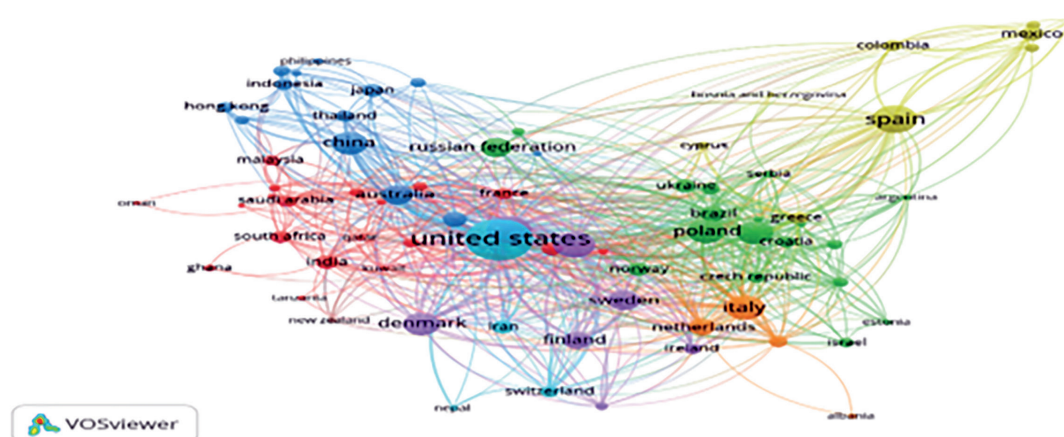
Thematic axes for the study of citizenship education in higher education (2024-2024)

Line	Keywords and connections	Implications	Recommended sources
Global Citizenship and Sustainability	Higher education (327 occurrences, link strength 485): Undisputed center of literature, linked to global citizenship (21) and sustainability (35). Sustainable Development Goals (SDGs: 8): Marginal presence, but connections with education for sustainable development (17). Citizen science (54): Reflects interest in citizen participation in research, although with low impact (link strength 70).	The ES is conceived as a space to train citizens who are aware of global challenges (climate change, equity), but with more declarative than operational approaches.	(Busey & Dowie-Chin, 2021) (Elmassah <i>et al.</i> , 2022) (Estellés & Fischman, 2021)
Technology and Digital Skills	Digital citizenship (11), digital literacy (8), and artificial intelligence (12) indicate efforts to integrate technology into civic education. Online learning (10): Linked to COVID-19 (136), which catalyzed digital education during the pandemic.	Low connection between technological terms and social justice (e.g., digital divide has only 10 occurrences).	(Pangrazio & Sef-ton-Green, 2021) (Southworth <i>et al.</i> , 2023)
Health and Well-being	Mental health (33), physical activity (29), obesity (17): Citizenship education is linked to healthy habits, but without a critical approach (e.g., there are no terms like food sovereignty or health equity). COVID-19 (136): Dominant, but associated with pedagogical adaptation, not with social rights in crisis.	Cluster relatively isolated from the main trends in citizenship education.	(Escotet, 2024) (Huang <i>et al.</i> , 2021)

Source: prepared by the author using VOSviewer.

Figure 6.

Map representation of authors' keywords for the field of citizenship education in higher education



Source: prepared by the author using VOSviewer.

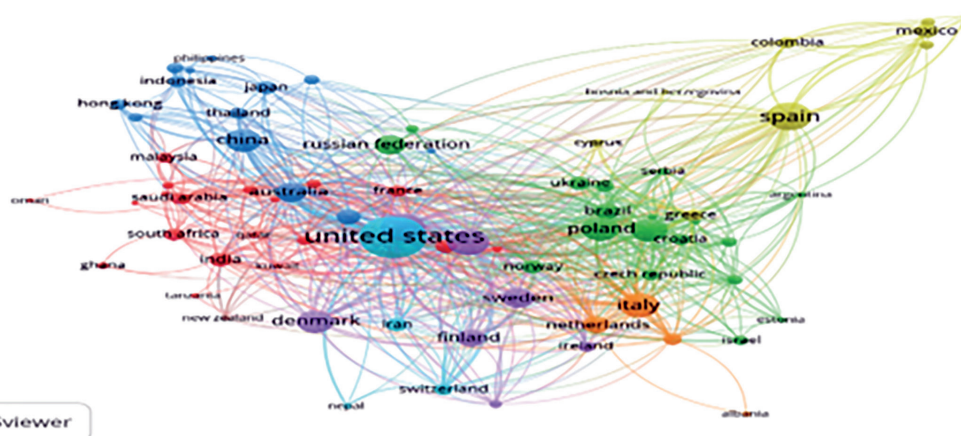
Geographical distribution of academic production

Regarding geographic distribution, in both fields analyzed, the United States led the scientific production: it accounted for 28% of the documents (411) on citizenship education and 43% of the total on police education. In the former case, this position reflected its influence on the global academic agenda, attributable to structural factors such as the funding of agencies and universities with a tradition of critical pedagogical studies, as well as the drive exerted by social movements that link citizenship with racial justice and social vulnerability (Fitzgerald et al., 2021). These factors were also reflected in the field of police education, particularly in research on training reforms, racial bias, and the use of force (Engel et al., 2022; Phelps et al., 2021; Sloan & Paoline, 2021). Regarding the dominant regions in the field of citizenship education in higher education, Europe collectively accounted for 47% of the output, with the United Kingdom (190 documents), Spain (186), Germany (159), and Italy (140) standing out. This productivity was linked to European Union policies that prioritize education for democratic citizenship, as well as to identity crises such as Brexit or the rise of the far

right, processes that have revived debates about European identity. In the field of police education, a similar trend was observed, although with different agendas between the Commonwealth and continental Europe. The United Kingdom (68) and Australia (59) focused on studies on community policing and minority reconciliation, with output predominantly linked to public policy. A key case was the PEEL program (UK), which assesses police efficiency and administrative management (Perkins & Davies, 2024). For their part, Sweden (23) and Germany (19) emphasized topics such as gender in police forces or the denazification of protocols. However, their low relative production reflects national security priorities less linked to academia. Likewise, Canada (59) stood out for bilingual (French-English) research focusing on cultural diversity, although with scarce representation of indigenous perspectives in the indexed literature. In the case of Latin America, despite its recognized tradition in critical pedagogy and historical issues related to police forces, the region did not constitute a determining block in global trends. In terms of connection, most Latin American countries appeared as nodes within clusters led by European countries in the field of citizenship education (Figure 7), while in the field of police education, only Brazil served as a prominent reference (Figure 8).

Figure 7.

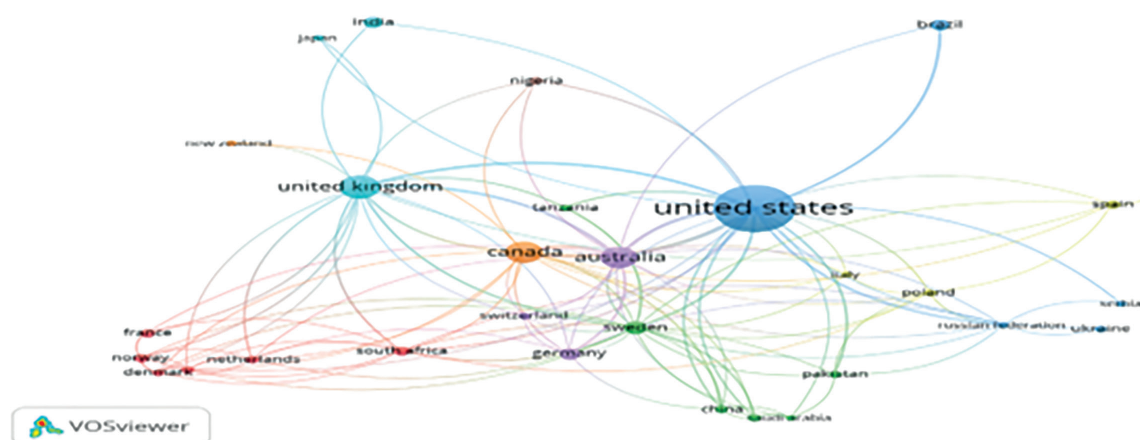
Collaboration network for the field of citizenship education in higher education



Source: prepared by the author using VOSviewer.

Figure 8.

Collaboration network for the field of police education



Source: prepared by the author using VOSviewer.

These findings reflect a clear tendency defined by academic coloniality, given that countries in the Global North define what is researched and how it is researched, not only obscuring approaches from the Global South, particularly those countries and regions most in need of progress in the construction and democratization of knowledge, but also highlighting funding as a crucial factor. In many cases, international organizations fund studies on “democratic security” in the South, but under criteria designed in the North, which limits the thematic and epistemic autonomy of local research.

Integrated trend analysis

1. Focus on democratic competencies and human rights in higher education

Studies on citizenship education predominantly focused on an integrated analysis of university education and the development of critical skills for political participation, especially ethical thinking and the defense of human rights. Furthermore, pedagogical experiences pointed to the need to integrate subjects related to social justice and

gender equality (Lo-Presti et al., 2024). However, these works rarely include references to police training, highlighting a thematic disconnect between the two fields (Akçay et al., 2024).

2. Technification vs. Humanization in Police Education

The literature on police education revealed a marked tension between these two trends. The first focused on the design and implementation of technical protocols (drone use, weapons handling) (Akçay et al., 2024; Farmer & Evans, 2021), while the second prioritized the development of soft skills such as intercultural communication and conflict mediation (Kopytowska et al., 2022; Sun et al., 2022). It was also observed that countries such as Canada and Australia prioritize community policing models (Anderson, 2024; Mulrooney et al., 2024), while in contexts with high rates of violence, a militarized approach persists (Albarracín & Tiscornia, 2024). Despite sharing concepts such as trust, social justice, community, and accountability, the reviewed studies do not generally incorporate citizenship education perspectives.

3. Lack of interdisciplinary dialogue

The network analysis conducted in VOSviewer revealed that both fields operate in academic silos. For example, terms like citizen participation are frequently used in pedagogy studies, but are almost nonexistent in research on police training. Only a small number of studies address both topics together, primarily in post-conflict reconciliation contexts, where police and civilians co-design educational workshops.

4. Anglophone Predominance and Regional Gaps

The results showed that 78% of the publications on police education come from the United States, the United Kingdom, and Australia. In contrast, citizenship education showed greater geographic diversity, with significant contributions from Spain, Mexico, and Chile. This asymmetry limits the understanding of local dynamics, such as the role of the police in indigenous education systems, in rural areas with little state presence, or in neighborhoods marked by extreme marginalization (Morgan, 2022; Salas-Ampudia & Álvarez, 2024). In the case of Colombia, both issues are interconnected with processes linked to agrarian development, territorialization, transitional processes, and peacebuilding (Clavijo-Gallego et al., 2024; Higuera Carrillo, 2022; Nilsson & Jonsson, 2023).

5. The Emergence of Critical Pedagogy as a Theoretical Bridge

Although studies connecting both fields are still scarce, those identified share a theoretical framework based on critical pedagogy. The auxiliary review showed that these works, published mainly after 2020, suggest that police training should include content on structural inequality and historical memory, which would allow this training to be aligned with the objectives of

citizenship education. Although this is an emerging approach, it could constitute a promising avenue for future research, especially in contexts marked by legacies of authoritarianism.

Integrated analysis towards a co-construction model in police and citizen education

Based on the findings and the critical assessment of the research team, it is concluded that the intersection of police education and citizenship education in higher education has transformative potential for addressing complex social challenges. Based on the data obtained, a co-construction model was developed that proposes guidelines for the integration of both fields. This model, conceived as an open system in its initial phase, is based on essential principles that regulate this process.

Regarding the standard tools and processes that would be used to build disciplinary bridges, the model bases its actions on a matrix composed of three pillars. The first pillar, referring to the dialogue of knowledge, seeks to integrate practical (police) and critical (academic/community) knowledge. The second, called hybrid pedagogies and aimed at combining technical training with critical thinking, develops pedagogical methodologies and approaches to structure innovation. The third pillar, ethical and participatory technology, promotes the use of digital tools to foster transparency and accountability. These three pillars are operationalized through four axes that organize the tools to be used: social justice workshops, collaborative legal clinics, practical simulation training, and virtual reality sessions. In this regard, Table 3 offers an initial elaboration of the pillar/tools/initiatives matrix, which is expected to facilitate the initial design of practical instruments for future disciplinary integration programs.

Table 3.

Matrix for the design of disciplinary integration programs

Mainstay	Tools	Initiatives
Dialogue of Knowledge	Discussion panels	Police officers, students, and community leaders discuss use-of-force cases, analyzing legal, ethical, and cultural perspectives.
	Intercultural workshops	Police cadets and social science students co-design protocols to address gender-based violence in Indigenous contexts.
Hybrid Pedagogies	Virtual reality	Simulations show police officers facing ethical dilemmas (e.g., racially biased arrests), while students analyze recordings from a social justice perspective.
	Service learning	Law students and police officers collaborate on legal clinics for marginalized communities, resolving cases of police abuse or access to services.
Ethical and Participatory Technology	Citizen reporting platforms	Apps are used to report police incidents, with real-time feedback to police academies to adjust training.
	Algorithmic audits	Computer science students and police officers assess biases in facial recognition systems used in surveillance.

Source: own elaboration.

Table 3 reveals that, while the proposal constitutes a comprehensive starting point, its mere conceptualization points to structural and procedural demands whose foundation must be addressed through institutional channels. Therefore, the model proposes the creation of two institutional structures tasked with facilitating co-construction. First, the creation and maintenance of academic-police units is proposed, resulting from helical relationships between the police, higher education institutions, the government, and the community. The primary function of this structure would be to design and implement joint educational and research programs, initially focused on the intersection of technology and human rights protection systems, the pedagogical conception of training for conflict de-escalation, and the development of security indicators centered on community well-being.

The second structure, derived from the same helix model, is responsible for diag-

nosing and evaluating practical instruments aimed at measuring and understanding changes in citizen perceptions after implementing co-constructed programs. Furthermore, the creation of independent, trained, and authorized groups is proposed to audit police practices and propose curricular adjustments. Finally, it is necessary to address the main limitations drawn from the literature and contrasted with the theoretical development of the model. Initially, four fundamental barriers are identified, both in the conception and practical implementation of the model: institutional overload, cultural resistance, limited funding sources, and poor teacher training. In line with the analytical logic developed during the research, a matrix representing the challenges and their possible solutions was developed (Table 4).

Table 4.

Matrix of challenges and solutions

Challenge	Proposed solution	Practical example
Cultural resistance	Visibility and empowerment of alternative narratives	Documentaries showcasing successful co-construction cases.
Limited funding	Co-creation of competitive funds	Prioritize projects that involve both sectors.
Lack of teacher training	Hybrid diploma programs	Joint design and development of projects for university professors and police trainers based on participatory methodologies and problem-solving.
Institutional overload	Creation of shared management platforms	Development of systems and protocols for the use of Artificial Intelligence (AI) in coordinating agendas and resources.

Source: own elaboration.

Critically, the authors acknowledge that this theoretical and practical proposal presents limitations and that its implementation may face various barriers and resistance. However, they also recognize that the model can act as a transformative construct, capable of rethinking the relationship between police and citizens as an ecosystem, in which each actor functions as an interdependent subsystem. It is also essential to emphasize that this model is not a reductionist or linear formula. Instead, it has been conceived as an iterative process, requiring constant adaptation to identified and emerging factors with the potential to accelerate the system's entropy. Therefore, its success will depend on the collective will to question hierarchies, share power, and prioritize the community over the strictly institutional.

■ Conclusions

The intersection between citizenship education and police education remains fragmented due to both disciplinary and geographical barriers, with the gap between the two fields characterized by a lack of explicit dialogue in the academic literature,

despite their shared potential. In this sense, while citizenship education has moved toward critical and decolonial approaches, police training still tends to prioritize technical and oversight standards.

The results of the study reveal that this trend responds to a replication of Anglo-centric models that are not always critical or contextualized, which can neglect local realities. Therefore, it is argued that this disconnect not only limits pedagogical innovation but also reflects a deconceptualization of power as a space for co-construction between citizens and the state.

Along these lines, the projected intersection is based on identified indirect points of contact, such as public ethics, situated pedagogies, and peacebuilding, which demonstrate the potential for integrating both fields. These axes, although marginal within conventional scientific production, suggest that police training could be enriched with tools specific to citizenship education, and vice versa, provided that the disciplinary unit is adapted to particular contexts and the existing gap between social activism and institutional frameworks is bridged.

Finally, it is essential to emphasize that transforming this relationship requires overcoming structural asymmetries, ranging from segmented funding agendas to antagonistic institutional cultures. Consequently, it is proposed that future studies be oriented toward the implementation of the proposed model, beginning with the design of pilot projects that integrate universities, police academies, and communities. These projects, accompanied by impact metrics that assess both violence reduction and democratic strengthening, could contribute to redefining institutional and academic priorities in this emerging field.

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