

Integration of global competencies in curriculum design guidelines in higher education institutions in México: an exploratory study

Integración de competencias globales en los lineamientos de diseño curricular de instituciones de educación superior en México: un estudio exploratorio

Mónica Rubiette Hákim Krayem¹

Resumen: La educación superior enfrenta el reto de formar profesionales capaces de impulsar la innovación en un mundo globalizado. En México, las políticas educativas enfatizan la importancia de integrar competencias globales en los currículos académicos para dotar a los estudiantes de una visión integral y la capacidad de abordar retos complejos. Este estudio exploratorio, con un enfoque cualitativo, examina la incorporación de estas competencias en los marcos regulatorios del diseño curricular en las universidades públicas mexicanas. Los hallazgos revelan avances en la planeación curricular, a la vez que identifican áreas de mejora para fomentar el desarrollo de la ciudadanía global. Si bien los resultados indican ciertas tendencias, no permiten una generalización amplia. Estas perspectivas subrayan la necesidad de mayor investigación para evaluar el grado de implementación y apropiación de estas competencias en los procesos de aprendizaje, así como su impacto en la práctica educativa. Dicho análisis contribuiría a la toma de decisiones informada, garantizando el cumplimiento de la responsabilidad social de las universidades.

Palabras clave: políticas de educación superior, diseño curricular, competencias globales.

Abstract: Higher education faces the challenge of preparing professionals capable of driving innovation in a globalized world. In Mexico, educational policies emphasize the imperative of integrating global competencies into academic curricula to equip students with a comprehensive vision and the ability to address complex challenges. This exploratory study, employing a qualitative approach, examines the incorporation of these competencies within the regulatory frameworks of curricular design in Mexican public universities. The findings reveal progress in curricular planning while also identifying areas for improvement in fostering the development of global citizenship. Although the results indicate certain trends, they do not allow for broad generalization. These insights underscore the need for further research to assess the extent of implementation and appropriation of these competencies in learning processes, as well as their impact on

¹ Académica de tiempo completo, adscrita al Instituto de Investigaciones y Estudios Superiores Económicos y Sociales de la Universidad Veracruzana. <https://orcid.org/0000-0003-0841-397X>

educational practice. Such analysis would contribute to informed decision-making, ensuring the fulfillment of universities' social responsibility.

Keywords: higher education policies, curriculum design, global competencies.

Introduction

*The cost of ignorance about other cultures is high;
it is essential to invest in activities that foster learning,
promote global competence, and encourage global citizenship.
(OECD, 2018).*

Higher Education (HE) is regarded as a strategic tool for national development and well-being, particularly in the so-called knowledge society, where it is essential to have a highly qualified workforce and an informed, creative, and critical citizenry. This underscores the importance of advancing toward a more equitable society with greater opportunities for progress and prosperity.

For this reason, the Organisation for Economic Co-operation and Development (OECD) states that the primary objective of HE should be to ensure that graduates acquire the necessary competencies to succeed in the labor market (2019). Similarly, the National Association of Universities and Higher Education Institutions (ANUIES) acknowledges education as a social good, whose impact on the holistic development of individuals and the progress and well-being of nations is unquestionable (2012).

Given the above, it is essential to ensure the social function and responsibility of Higher Education Institutions (HEIs) to fulfill this role. This requires adapting their educational models, policies, and guidelines to address national and global challenges, such as the Sustainable Development Goals (SDGs), which include food security, climate change, water management, intercultural dialogue, renewable energy, public health, and quality education for sustainability (Agenda 2030, 2015), among others, to shape global citizens committed to sustainable development, as required by the globalized world. These individuals serve as agents of a renewed human and social drive, enabling them to navigate connected and interconnected environments with relevance, equity, effectiveness, and efficiency, while remaining accountable to the society to which they belong (UNESCO, 2009).

As a result, the development and implementation of curricular designs become increasingly relevant, as they serve as key mechanisms for enhancing students' capacities and solid competencies. By linking learners to both the present and future world through diverse perspectives and approaches aimed at the common good, curricular design and its implementation in educational programs are considered

fundamental contributors to "the holistic education of future citizens with ethical principles, committed to peacebuilding, the defense of human rights, and the values of democracy" (UNESCO, 2009, p. 2).

Within this context, the objective of this chapter is to analyze the inclusion of global competencies in the official declarative frameworks for curricular design—guidelines or directives—of selected Higher Education Institutions (HEIs). Specifically, it examines whether HEIs are meeting the challenge of refining their processes to ensure quality, fostering more integrated and scientific knowledge that aligns with emerging professional landscapes, new professional profiles, and evolving competencies (González, 2016).

In addition to this introduction, the chapter is structured into the following sections: first, it presents a general overview of higher education policies and the agreements that establish guidelines for HEIs. Second, it highlights the importance of developing global competencies to prepare graduates and citizens capable of navigating an interconnected world. Third, it describes the methodology employed, the analytical dimensions, and the selected public universities. Finally, the research findings are presented, followed by the conclusions and the references consulted.

Higher Education Policies

In an increasingly interconnected world, it is essential to examine the global challenges of Higher Education (HE) and learn from both successful and failed international experiences to develop educational policies with diverse and contemporary perspectives (Marmolejo, in Cabrero et al., 2024). Therefore, the policies guiding curricular design in Mexico hold significant relevance today by strategically incorporating an intercultural perspective to strengthen cultural diversity, equity, and inclusion.

This approach arises from international commitments and the pressing need to provide high-quality education that prepares professionals to engage effectively in globalized and multicultural contexts. Upon graduating from universities, students should be equipped to meet current and emerging demands, both in theoretical and technological or technical aspects, as well as across multiple competencies and dimensions that contribute to the organizational and labor framework. This, in turn, fosters professional coexistence in workplace environments while enhancing overall productivity (Cruel et al., 2024).

To highlight some of the provisions from which current policies emerge, the Sectoral Education Program (PSE) 2020–2024, as outlined in the Official Gazette of the Secretariat of Public Education (SEP, 2020), establishes the priorities, provisions, and forecasts that fall within the purview of the education sector. The SEP, as the responsible governmental body, oversees the publication, implementation, and monitoring of the PSE. For the purposes of this analysis, it is particularly relevant to highlight Priority

Objective 1, which states: "Ensure the right of the population in Mexico to an equitable, inclusive, intercultural, and comprehensive education, with the best interests of children, adolescents, and young people as its central focus" (p. 194).

In this same context, the General Law of Higher Education (2021) establishes the necessity for universities to promote an intercultural education that ensures respect for diversity and fosters dialogue between cultures (Gobierno de México, 2021). Similarly, the Secretariat of Public Education (SEP) states that the Educational Model must be mandatory. Although it primarily focuses on basic education, it also influences higher education by promoting the formation of citizens with cultural identity and intercultural skills necessary for coexistence in a globalized world (SEP, 2017).

The National Association of Universities and Higher Education Institutions (ANUIES), in turn, proposed curricular internationalization and the inclusion of intercultural perspectives in study programs as part of the continuous improvement of higher education, setting this as a vision and course of action toward 2030 (ANUIES, 2019). Additionally, following the establishment of Intercultural Universities, the government promoted the creation of these institutions in 2023 to ensure the integration of Indigenous knowledge and intercultural methodologies into their curricula. This initiative aims to foster respect for diversity and strengthen cultural identity (SEP, 2018).

In addition to the aforementioned initiatives, further foundations have been established, such as the recent agreement signed by the Secretariat of Public Education (SEP), the Secretariat of Science, Humanities, Technology, and Innovation (SECIHTI), the National Association of Universities and Higher Education Institutions (ANUIES), and the Business Coordinating Council (CCE). This agreement aims to strengthen professional training, technological knowledge, and innovation to address social and productive sector needs. By doing so, it strategically aligns with the objectives and goals of the National Development Plan 2025–2030 and contributes to addressing the challenges of a globalized world (SEP, 2025).

These policies must also align with the 2030 Agenda through the 17 Sustainable Development Goals (SDGs)—also known as Global Goals—which were adopted by the United Nations in 2015 as a universal call to end poverty, protect the planet, and ensure peace and prosperity for all by 2030. Particularly noteworthy is Goal 4: Quality Education, which emphasizes the responsibility of educational institutions to ensure the formation of citizens who appreciate cultural diversity and recognize the role of culture in sustainable development.

Within this general framework and given the current guidelines and policies in Higher Education Institutions (HEIs) to address various contemporary challenges—such as educational lag, the disconnect between research and scientific-technological innovation, lack of infrastructure, and the slow adaptation to global educational

changes (Cabrero et al., 2024)—this study highlights the need to integrate a global and intercultural approach into their core functions and curricula. The objective is to develop new student profiles characterized by critical and innovative thinking for problem-solving in global contexts, respect for diversity, ethical responsibility, and social commitment, enabling them to contribute to the global society and anticipate future challenges (ANUIES, 2024).

Curricular design and global competencies in higher education

*With social and ethical responsibility,
the citizens of the future will be able to make informed decisions
to address the great challenges of our time.*
(Fadel et al., 2016)

Curricular design in Higher Education Institutions (HEIs) plays a key role in shaping competent, critical, and well-prepared professionals. Its planning, structure, and implementation are expected to foster the development and acquisition of essential knowledge, skills, and values for students' personal and professional growth. The educational intent is to ensure that knowledge becomes more integrated, scientific, and aligned with new professional practice scenarios, evolving profiles, and emerging competencies. These elements must be in line with quality standards and relevant to the current context, positioning curricular design within a socio-moral dimension rooted in social responsibility.

Curriculum design is a reflective and strategic process grounded in the educational philosophy embraced by higher education institutions. It must be based on a reintegration of the pedagogical dimension, which has been, to some extent, absent in previous curricular initiatives. According to Díaz Barriga, it is essential to establish a connection between school, community, and territory, aligning them with the social context in order to educate learners within a framework of critical interculturality and a gender perspective. This approach responds to both immediate and broader societal challenges, with the aim of fostering democratic citizenship (Díaz-Barriga et al., 2023, p. 8). These curriculum designs incorporate competencies—namely, knowledge, skill development, and the construction of values—which must be coherent, relevant, and effective in relation to the social and economic development of the surrounding environment (UNESCO, 2017).

In Mexico, the criteria for curriculum design have evolved due to recent reforms, the rapid advancement of science and technology, and the theoretical frameworks, approaches, and trends that shape contemporary education. These are grounded in a constructivist paradigm with a sociocultural and humanistic perspective, emphasizing the competencies that students must develop:

- "Knowing and knowing how to do"

- "Theory and practice"
- "Knowledge and action"
- "Reflection and action"

In other words, the goal is to ensure that students acquire procedural, cognitive, and attitudinal competencies that enable them to adapt to the demands of an ever-changing society (Rico-Gómez & Ponce-Gea, 2022).

Therefore, it is through educational models, official guidelines, frameworks, and roadmaps established by Higher Education Institutions (HEIs) that formal university education is guided with quality and relevance. These frameworks foster the development of meaningful learning essential for cooperation, coexistence, and active participation. In the context of this study, they also facilitate the integration of global perspectives by enhancing intercultural skills, critical thinking, digital literacy, and a heightened social and environmental awareness (ANUIES, 2019).

In its report *The Future of Education and Skills 2030*, the OECD emphasizes that universities must adapt their curricula to foster skills such as critical thinking, intercultural communication, collaborative work, digital literacy, and problem-solving in diverse contexts. These global competencies are essential for employability and active participation in increasingly diverse and technologically advanced societies (OECD, 2018). Moreover, they can help reduce inequalities and contribute to more equitable and sustainable societies (OECD, 2005; 2021). This implies that future professionals must meet both national and international standards, relying on key competencies that enable them to adapt to a world defined by change, complexity, and interdependence. Within this vision, the perspective and promotion of global competencies in academic curricula can be implemented through various strategies. Among the main institutional actions are:

- The incorporation of intercultural subjects and content, such as cultural diversity, Indigenous rights, and intercultural dialogue (Bertely, 2011).
- The promotion of educational experiences that illustrate diverse cultural contexts to foster intercultural learning (Government of Mexico, 2021).
- The use of active and participatory methodologies, such as project-based learning and research for problem-solving, as well as bilingual education that includes Indigenous languages to encourage learning from multiple worldviews (Walsh, 2010).
- The adaptation and flexibilization of curricula, incorporating interdisciplinary approaches that facilitate students' adaptation to a changing world by strengthening critical thinking, problem-solving, and effective communication, among other skills (UNESCO, 2021).
- The internationalization of curricula, which broadens students' perspectives and prepares them for engagement in globalized professional and academic environments. Institutional efforts also include the promotion of accessible, inclusive, and equitable academic programs that provide high-quality opportunities to address student diversity

and reduce inequality and discrimination in higher education (UNESCO, 2019). Additionally, the mainstreaming and internationalization of intercultural competencies—such as interculturality, sustainability, and active citizenship—equip students to face the challenges of the 21st century and contribute to sustainable development. These competencies also permeate the fabric of human relations within inclusive and diverse work environments (OECD, 2018; García, 2017). As a result, graduates enhance their employability, as employers increasingly seek professionals who can operate effectively in global contexts and use digital tools for remote collaboration (Knight, 2012).

Methodology

With the purpose of analyzing the promotion and integration of global competencies in the declarative frameworks of curriculum design within Higher Education Institutions (HEIs), an exploratory study with a qualitative approach was conducted. This analysis takes into account not only higher education policies in Mexico but also the recommendations of national and international organizations, such as ANUIES, UNESCO, and the OECD. The methodology was based on a review of institutional and official documents related to curriculum design, which were retrieved from the official websites of the selected universities as of the current year (2025). The aim was to gain a deep understanding of the subject from an interpretive paradigm. For this purpose, various Mexican universities were intentionally selected.

It is important to mention that in Mexico, there are more than 900 public universities, including autonomous institutions, technological universities, polytechnic universities, intercultural universities, and pedagogical institutions. Given the impossibility of studying all universities and considering that this is not a statistical study, the selection focused on the universities ranked in the top 10 of the International Colleges & Universities Ranking, also known as 4ICU.org (2024). These institutions were chosen due to the availability of updated and accessible data on the web, their public nature, their similarity in student enrollment numbers, and the analogy of their current educational model, ensuring the reliability of the collected information.

This study excludes private universities such as the Tecnológico de Monterrey, Universidad de las Américas, El Colegio de México, and Universidad Iberoamericana. Additionally, the Instituto Politécnico Nacional was excluded due to its purely technological focus, and the Universidad Nacional Autónoma de México (UNAM) was not considered due to its large student enrollment, international representativeness, extensive academic offerings, and unique autonomy and funding system, which differ from the universities selected for this analysis. Therefore, the Higher Education Institutions (HEIs) included in this study are: Universidad de Guadalajara (UDG, 2022; 2024), Universidad Autónoma de Nuevo León (UANL, 2020), Universidad Veracruzana (UV, 2005; s/f), Benemérita Universidad Autónoma de Puebla (BUAP, 2007; 2016), Universidad Autónoma Metropolitana (UAM, 2021), Universidad Autónoma del Estado

de Hidalgo (UAEH, 2015), Universidad de Guanajuato (UG, 2011; 2024), Universidad Autónoma de Baja California (UABC, 2011; 2014), Universidad Autónoma de Yucatán (UADY, s/f), and Universidad Michoacana de San Nicolás de Hidalgo (UMSNH, 2010).

Likewise, transversal dimensions were defined for the documentary analysis, which are key for employers and student development, as they promote meaningful learning and its application in novel and intercultural contexts.

Dimensions	Attributes developed
Critical thinking for solving local, national, and international problems. (PC)	It fosters the openness to new perspectives on phenomena or situations, using logic and creativity to reach conclusions and solve problems in interconnected contexts.
Intercultural communication (CI)	It develops the capacity for empathy, respect, cultural awareness, reciprocity, tolerance, verbal and non-verbal communication.
Collaborative work – Adaptability and flexibility (TC)	It benefits teamwork for problem-solving, facilitates information exchange, generates knowledge, enhances social communication, and enables adaptation to diverse environments.
Uso de herramientas digitales (HD)	It enables research and access to accurate information through the internet with ethics and responsibility, enhancing communication, efficiency, and productivity.
Learning through active and participatory methodologies (MA)	It encourages the construction of interactive and innovative learning through methodologies such as problem-based learning, research or inquiry (STEAM), and community and multicultural projects.
Bilingual education (EB)	Greater communication skills in diverse environments, openness and cultural curiosity; strengthens cognitive abilities, exchange, and knowledge with others, and access to different cultures.
Inclusion of subjects and/or content on global topics (IAG)	Promotes knowledge and understanding of diverse environments through topics such as sustainability, inter- and multiculturalism, human rights, cultural diversity, social responsibility, equity, and social justice. It fosters diversity and the exchange of ideas (global citizenship).

Source: OECD, 2018; Fadel et al., 2016; Bertely, 2011; Walsh, 2010; UNESCO, 2019 and 2021.

Results

The findings are presented in a table to facilitate analysis, organized by university and dimension:

Table 1

Institution	PC	CI	TC	HD	MA	EB	IAG
UDG	✓	🎯	✓	✓	✓	✓	✓
UANL	✓	✗	✓	✓	🎯	🎯	🎯
UV	✓	🎯	✓	✓	✓	✓	✓
BUAP	✓	🎯	✓	✓	✓	✓	✓
UAM	✓	✗	✓	✓	🎯	🎯	✗
UAEH	✓	🎯	✓	✓	✓	✓	🎯
UG	✓	🎯	✓	✓	✓	🎯	🎯
UABC	✓	🎯	✓	✓	✓	✓	🎯
UADY	✓	✓	✓	✓	✓	✓	✓
UMSNH	✓	🎯	✓	✓	✓	🎯	✓

Note: HEIs are ordered according to their ranking in 4ICU.org. Symbology: ✓ Declared competency; 🎯 Insufficient competency; ✗ Competency not identified.

Discussion

From a methodological perspective, the findings of this study are derived from a documentary analysis of the official regulations that establish the guidelines for curricular design in the selected universities (see bibliographic references consulted by institution) regarding the identification and integration of the global competencies defined for this research.

To reduce observational biases, the Educational Models (EM) were also examined, specifically in the sections on curricular structure, through a targeted search to identify "key terms" that indicate the inclusion of global competencies. However, given the scope and limitations of this study, the theoretical foundation and institutional intent expressed in the EM (such as ideology, mission, or vision) were not considered. Likewise, the study does not address the implementation or impact of these competencies in educational practice.

It is first evidenced that there is no 100% consistency between what is stated in the Educational Model (EM)—specifically in the curricular structure—and the guidelines for curricular design in each Higher Education Institution (HEI). Some declarations were identified in one document but not in the other, which will be detailed below.

As observed in Table 1, regarding the dimension of Critical Thinking for Problem Solving in Local, National, and International Contexts (PC), there is a significant alignment between the declarations found in both the guidelines and the EMs. This indicates that HEIs consider this competency essential within their curricular structures, highlighting its relevance for student development.

Regarding the attribute of Intercultural Communication (CI), the analysis revealed that only the Universidad Autónoma de Yucatán (UADY) explicitly includes this competency in its curricular structure. Seven institutions address it insufficiently, merely emphasizing the importance of students expressing acquired knowledge to their professors and peers without specifying the development of skills such as empathy, respect, non-verbal communication, and tolerance—key qualities promoted by this competency for effective interaction with others. Notably, the Universidad Autónoma de Baja California (UABC) integrates these aspects through seminars and workshops. Finally, neither the Universidad Autónoma de Nuevo León (UANL) nor the Universidad Autónoma Metropolitana (UAM) explicitly declare this attribute in their curricular documents.

Following what is specified in Table 1, the competencies of Collaborative Work—adaptability and flexibility (TC)—and the Use of Digital Tools (HD) were identified in 10 of the studied universities, as specified within the statements of generic and transversal competencies. These universities highlight their importance and impact in keeping students and future professionals continuously updated and competitive

in both professional and labor markets, enabling them to effectively solve problems through digital literacy with an ethical sense. In the case of UAM, these competencies are declared only in relation to regional and national contexts.

Eight HEIs consider Active Methodologies (AM) essential for addressing reality from multiple perspectives, primarily incorporating Problem-Based Learning (PBL) into their curricula. This approach encourages student participation in projects with global impact and the development of teamwork and problem-solving skills in international contexts. In contrast, UANL and UAM mention these methodologies in their Educational Models (EM) but do not explicitly integrate them into their curricular designs.

Six HEIs incorporate Bilingual Education (BE) into their Educational Models (EM) and curricular guidelines, recognizing it as a generic and transversal competency. A minimum B1 level in a second language is required, along with the integration of foreign-language bibliography and the possibility of dual-degree programs in certain fields. In contrast, UANL, UAM, UG, and UMSNH do not explicitly mandate this competency in their curricula, instead linking it to internationalization programs, student mobility, and research summer programs, which are not universally accessible or required for graduation.

The Inclusion of Courses and/or Content on Global Topics (IAG) is integrated transversally in five HEIs, incorporating intercultural and multicultural perspectives into their curricula. Four of them reference these topics only in their Educational Models (EM) without explicitly incorporating them into curricular guidelines. In contrast, no documentary evidence of this competency was found at UAM. Notably, UADY explicitly includes content on Mayan culture and social responsibility in its academic programs, demonstrating a particular emphasis on recognizing local knowledge within a global framework.

In summary, most universities recognize the importance of developing global competencies in their students. However, their implementation varies depending on factors such as the adopted educational model, regional contexts, and institutional strategies. This variability underscores the need for a more systematic and structured approach to ensure the coherent and meaningful integration of these competencies in higher education, as well as the ongoing updating of institutional documents.

Conclusions

It must be acknowledged that there is no perfect curriculum that does not require ongoing revision, as the changing world continually reshapes the goals of an optimal curriculum. Rather, I believe that a significant objective remains to be achieved: that we, as interconnected individuals, fully exercise our citizenship by actively contributing to the preservation and development of natural and cultural heritage; critically and

judiciously managing available information; engaging in autonomous learning; interacting appropriately with others; and attaining physical, emotional, and personal well-being.

This study analyzed the integration of global competencies into the curricular design of various Mexican universities. The findings show that, at a normative and structural level, these institutions generally acknowledge their importance for academic and professional training, ensuring their inclusion in curricular guidelines, at least in most of the explored dimensions.

Even with the established Higher Education policies in Mexico and the recommendations of international organizations, the results indicate that further initiatives are needed to promote the understanding of global interconnections, the appreciation of cultural diversity, and the development of intercultural skills. Therefore, some relevant actions can be suggested:

1. Align what is stated in educational models with the guidelines for curricular design or redesign to ensure that students acquire innovative tools to face current challenges with social responsibility, fostering more equitable, just, and sustainable societies. In this regard, educational models should be updated to remain relevant to the current context.
2. Integrating intercultural communication competence as a central component is essential, as it facilitates interaction within diverse and inclusive professional environments.
3. Consider internationalization and student and faculty mobility programs as one of several strategies rather than the sole approach. Relying exclusively on mobility limits the development of global competencies, given that only a small number of students have access to these programs.

It is essential to expand research on the implementation of curriculum designs in real-world contexts through empirical approaches, in order to assess their effectiveness in promoting inclusion and in the development and appropriation of global competencies. An area of opportunity is also identified alongside this study, emphasizing the importance of higher education institutions regularly updating their public information and platforms to ensure the visibility and credibility of their current institutional profile.

References

Agenda 2030 para el Desarrollo Sostenible. (2015). <https://www.un.org/sustainabledevelopment/es/2015/09/la-asamblea-general-adopta-la-agenda-2030-para-el-desarrollo-sostenible/>

ANUIES. (2012). Evaluación, certificación y acreditación en la educación Superior en México. <http://publicaciones.anuies.mx/colecciones/documentos-institucionales/145/evaluacion-certificacion-y-acreditacion-en-la-educacion-superior-en>

--- (2019). Visión y acción 2030: Propuesta de la ANUIES para el futuro de la educación superior en México. http://www.anuies.mx/media/docs/avisos/pdf/VISION_Y_ACCION_2030.pdf

---. (2024). Comunicado. México transita en el camino de la educación superior como un derecho humano universal. [http://www.anuies.mx/noticias/mxico-transita-en-el-camino-de-la-educacion-superior-como-un-derecho#:~:text=educaci%C3%B3n%20como%20un%20derecho%20humano%20universal%2C%20un,Superior%20de%20la%20Rep%C3%BAblica%20Mexicana%20\(ANUIES\)%2C%20Dr](http://www.anuies.mx/noticias/mxico-transita-en-el-camino-de-la-educacion-superior-como-un-derecho#:~:text=educaci%C3%B3n%20como%20un%20derecho%20humano%20universal%2C%20un,Superior%20de%20la%20Rep%C3%BAblica%20Mexicana%20(ANUIES)%2C%20Dr).

BUAP. (2007). Benemérita Universidad Autónoma de Puebla. Estructura Curricular. <https://des.buap.mx/?q=pdf/estructura-curricular-0>

--- (2007). Modelo Educativo Académico Minerva (MUM). <https://des.buap.mx/?q=pdf/modelo-educativo-acad%C3%A9mico-0>

--- (2016). Criterios y niveles de dominio de las competencias genéricas de la BUAP. https://drive.google.com/file/d/1HWob3X-kHPhIU8T_ho1Kv8nl3rRZccK6/view

---. (2016) Vicerrectoría de la Docencia. Plan de estudios de Administración. BUAP https://crmixteca.buap.mx/sites/default/files/Oferta_Educativa/1_Sede_Atlixco/Plan%20de%20estudios%20Licenciatura%20de%20Administraci%C3%B3n%20de%20Empresas.pdf

Bertely, B. María. (2011). Educación superior intercultural en México. Perfiles Educativos, XXXIII (), 66-77. <https://www.redalyc.org/pdf/132/13221258007.pdf>

Bolívar, A., (2005). El lugar de la ética profesional en la formación universitaria. Revista Mexicana de Investigación Educativa, 10(24), 93-123. <https://www.redalyc.org/pdf/140/14002406.pdf>

Cabrero M. Enrique; Moreno, Carlos Iván. (2024). El futuro de la política de educación superior en México. Los rezagos y las oportunidades colección: "Propuestas y reflexiones sobre políticas públicas" No. 2. https://iippg.cucea.udg.mx/sites/default/files/adjuntos/El%20futuro%20de%20la%20pol%C3%ADtica%CC%81tica%20de%20educaci%C3%B3n%CC%81n%20superior_con%20semblanza.pdf

Cruel. P. Macay, L. y Quiñonez, A. (2024). La Diversidad e Inclusión en el Trabajo: Claves para el Éxito Empresarial en el Siglo XXI. Reincisol, 3(5), pp. 118-133. [https://doi.org/10.59282/reincisol.v3\(5\)118-133](https://doi.org/10.59282/reincisol.v3(5)118-133).

Díaz-Barriga, A.; Candela, Antonia; Acevedo R. Inés; Gallardo G. Ana Laura; Andere

M. Eduardo; Orozco F. Bertha; Inclán, Catalina. Hernández R. Gerardo. (2023). Del marco curricular al plan de estudio 2022. Voces, controversias y debates. <https://doi.org/10.22201/iisue.24486167e.2023.180.61292>

Fadel, Charles, Bialik, Maya; Trilling, Bernie. (2016) Educación en cuatro dimensiones. <https://centroderecursos.educarchile.cl/server/api/core/bitstreams/c098fb26-93e2-43d3-9701-ac05cbebd7c0/content>

García-Rincón del C. César. (2017). Comunicación intercultural y relaciones humanas en el trabajo. Manual e Formación. <https://funderetica.org/wp-content/uploads/2017/10/1Comunicacio%CC%81n-Intercultural-y-Relaciones-Humanas-en-el-Trabajo.pdf>

Gobierno de México (2021). Ley General de Educación Superior. Diario Oficial de la Federación. https://www.dof.gob.mx/nota_detalle.php?codigo=5616253&fecha=20/04/2021#gsc.tab=0

González R. Berta M. (2016). El taller como componente curricular para la formación integral en la educación superior. <https://dialnet.unirioja.es/servlet/articulo?codigo=6349223>

Knight, J. (2012). Concepts, rationales, and interpretive frameworks in the internationalization of higher education. *Higher Education*, 64(5), 617-622. https://www.researchgate.net/publication/290363707_Concepts_rationales_and_interpretive_frameworks_in_the_internationalization_of_higher_education

OECD. (2005). La definición y selección de competencias clave. Resumen ejecutivo. <https://www.deseco.ch/bfs/deseco/en/index/03/02.parsys.78532.downloadList.94248.DownloadFile.tmp/2005.dsceexecutesummary.sp.pdf>

--- (2018). The Future of Education and Skills: Education 2030. OECD Publishing. https://www.oecd.org/content/dam/oecd/en/publications/reports/2018/06/the-future-of-education-and-skills_5424dd26/54ac7020-en.pdf

--- (2021). Global Competency for an Inclusive World. OECD Publishing. <https://gisigpl.wordpress.com/wp-content/uploads/2017/12/global-competency-for-an-inclusive-world.pdf>

Ranking 100 mejores universidades de México por 4ICU 2025 <https://www.4icu.org/mx/>

Rico-Gómez, María Luisa & Ponce-Gea, Ana Isabel Ponce Gea (2022). El docente del siglo XXI: perspectivas según el rol formativo y profesional. https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-66662022000100077

Secretaría de Educación Pública (SEP). (2017). Modelo Educativo para la Educación Obligatoria. Secretaría de Educación Pública. https://www.dof.gob.mx/nota_detalle.php?codigo=5488338&fecha=28/06/2017#gsc.tab=0

--- (2018). Universidades Interculturales en México: Un modelo educativo para la diversidad cultural. Secretaría de Educación Pública.

--- Diario Oficial. Programa Sectorial de Educación. (2020). https://www.gob.mx/cms/uploads/attachment/file/562380/Programa_Sectorial_de_Educaci_n_2020-2024.pdf

---- (2023). La Nueva Escuela Mexicana y la Educación Superior. Secretaría de Educación Pública. [https://educacionmediasuperior.sep.gob.mx/work/models/sems/Resource/13634/1/images/La%20Nueva%20Escuela%20Mexicana_orientaciones%20para%20padres%20y%20comunidad%20en%20general_\(Documento\).pdf](https://educacionmediasuperior.sep.gob.mx/work/models/sems/Resource/13634/1/images/La%20Nueva%20Escuela%20Mexicana_orientaciones%20para%20padres%20y%20comunidad%20en%20general_(Documento).pdf)

---- (2025). Comunicado de la Secretaría de Educación Pública. Disponible en <https://www.gob.mx/sep/prensa/comunicado-conjunto-4-sep-secihti-anuies-y-el-cce-firman-acuerdo-para-fortalecer-la-formacion-profesional-y-atender-las-necesidades-del-sector-productivo-nacional?tab=>

UNESCO. (2009). Education transforms lives. http://www.unesco.org/education/WCHE2009/comunicado_es.pdf

---- (2017). Educación para la Ciudadanía Global: Preparar a los alumnos para los retos del siglo XXI. París: UNESCO. Disponible en: <https://unesdoc.unesco.org/ark:/48223/pf0000244957>

---- (2019). Education for Sustainable Development: A roadmap. París. <https://unesdoc.unesco.org/ark:/48223/pf0000374802>

---- (2021). Reimaginar juntos nuestros futuros: Un nuevo contrato social para la educación. París: UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000379381_spa

UABC. (2011). Universidad Autónoma de Baja California Lineamientos para la formulación y registro de los programas de unidades de aprendizaje, de los programas educativos de la UABC. http://web.uabc.mx/formacionbasica/documentos/Lineamientos_PUA.pdf

----(2014). Modelo educativo. <https://www.uabc.mx/wp-content/uploads/bsk-pdf-manager/2021/04/ModeloEducativodelaUABC.pdf>

UAEH. (2015). Universidad Autónoma del Estado de Hidalgo. https://www.uaeh.edu.mx/modelo_educativo/docs/sin_modelo_educ_pag.pdf

UAM. (2021). Universidad Autónoma Metropolitana. Guía metodológica para la formulación, modificación, adecuación y supresión de planes y programas de estudio. <https://www3.xoc.uam.mx/sites/default/files/20211105SupresionPlanesProgramas.pdf>

UMSNH. (2010). Universidad Michoacana de San Nicolás de Hidalgo. <https://www.colegio.umich.mx/assets/files/MODELO-EDUCATIVOUMSNH.pdf>

UANL. (2020). Universidad Autónoma de Nuevo León. <https://www.uanl.mx/documentos-de-trabajo-para-el-diseno-curricular/>

---- (2020). Manual para la presentación de propuestas de creación o rediseño curricular de programas educativos de Técnico Superior Universitario, Profesional Asociado y Licenciatura de la UANL. <https://www.uanl.mx/wp-content/uploads/2018/08/manual-1.pdf>

UADY. (s/f.) Universidad Autónoma de Yucatán. Modelo Educativo para la formación integral. Disponible en: https://www.dgda.uady.mx/media/docs/mefi_estudiantes.pdf

UDG. (2024). Universidad de Guadalajara. Reglamento de planes de estudio de

la Universidad de Guadalajara. https://secgral.udg.mx/sites/default/files/Normatividad_general/RGPE%20%28Septiembre%202024%29.pdf

---- (2022). Modelo Educativo Siglo XXI. <https://www.udg.mx/es/node/61115>

UG. (2011). Universidad de Guanajuato. <https://www3.ugto.mx/images/pdf/normatividad/modelo-educativo-universidad-guanajuato.pdf>

----(2024). Lineamientos para desarrollar los procesos de diseño e implementación y evaluación curricular. Universidad de Guanajuato. <https://www.ugto.mx/gacetauniversitaria/images/consejo-consultivo/lineamientos-para-desarrollar-los-procesos-de-diseno-implementacion-y-evaluacion-curricular-de-los-programas-educativos-de-la-universidad-de-guanajuato-6763.pdf>

UV. (2005). Universidad Veracruzana. Guía metodológica para el diseño de planes y programas de estudio. <https://www.uv.mx/dgdaie/guia-diseno/pc-ec-indicaciones/>

---- (s/f). Diseño Curricular. <https://www.uv.mx/desarrollocurricular/diseno-curricular/>

Walsh, C. (2010). Interculturalidad crítica y educación intercultural. *Revista Latinoamericana de Educación Intercultural*, 12(1), 45-67. <https://shorturl.at/k4QeS>