

Competences on Culture of Peace and Human Security

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Abstract: Human security is related to the culture of peace to a personal level because the individual has to work on himself, has to know his rights, being empowered by them, overcoming adversity and demand respect from authorities to his human dignity. The methodology is mixed, by means of interviews to human security experts, culture of peace experts, police officers. Quantitatively there is a survey applied to 208 law students from the University of Ixtlahuaca, to know their concept of peace and human security, some of the most important conclusions are: social participation through social networking sites, educational institutions at all levels for their important function on reinforcing values, generating the competences on culture of peace, resilience, empowering, solidarity and conflict resolution.

Key words: peace; human security

JEL codes: I, I2

1. Introduction

Human being self-fulfills via social coexistence, this can be balanced when you get to know the other one, as his peer in rights and dignity, and these ideas belong to philosophy for peace, with the aim to promote social welfare, teaching not to forget about the human, through actions called culture of peace, consisting of “a series of values, attitudes and behavior that reject violence and prevent conflicts trying to attack its causes to solve problems by means of dialogue and negotiation between people, groups and nations” (United Nations Organization, 1988), having to educate for peace.

However, in the everyday we are not aware of it, and we live in a violence culture, where the topic of interest and concern in every society is security, but this one has different conceptions. So, in the global environment it is called “Human Security”, which is an integral concept of tranquility, “aside from risks, threats, fears and social needs,” (Baena, 2014) distinguishing the objective element which are the laws and the media, with regard to the subjective element, this is the perception of security by citizens.

In Latin America the concepts of security are already being changed, Dorothy also considers that approaches to personal, social, citizen, public security, are not enough, so it is necessary to expand the vision of Human Security, where all Human Rights are included, and can be extended to the risks; as the right to health and the environment (Estrada, 2011, pp. 44-47.)

The present research is based on the Philosophy of Peace, in the theory of culture of peace, in the studies of Education for Peace and Humanitarian Law: “comes from international law which regulates relations between

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States... set of rules that for humanitarian reasons, tries to limit the effects of armed conflicts” (international committee, 2015). But it does not only refer to the effects of war or conflict, its legal nature is deeper, because it must protect human dignity at all times, places and circumstances.

Its main sources are treaties, conventions and general principles of law. There are four fundamental Conventions, the Geneva Convention of 1949, The Hague Convention in 1954, and the 1972 Convention on Weapons. Within the traditional positions of law, it is located in the *ius naturalism*, among the current versions are the Culture of Peace, including Human Rights and Personal Human Security.

2. Literature Review

2.1 The competencies that include the Culture of Peace and Human Security

The peaceful resolution of conflicts, harmonious coexistence, compliance with human rights, empowerment, resilience, prevention of problems and finally, punish, tolerance, denounce the lack of governance, improve security.

In the theoretical review authors were found who share the union between culture of peace and human security, among them Manuel Bernales, for whom:

The purpose of a culture and peace education is to achieve a set of values, ideas, beliefs, knowledge, activities and practices of tolerance essential to the person, society and the State so that they channel them towards the common good and strengthen it. In this context, its general purpose is to overcome the predominant forms of violence in society and in the State and to contribute to the transformation of the social conditions that favor or enable it. (Bernales, 2000, p. 26)

This author already speaks of the solution of violence from the culture of peace, however; the contribution of this topic is the union of human security, especially the personal.

In “Culture of Peace”, Martín Rodríguez Rojo in 2002, asked: is it possible to go from a violent society to a peaceful one?: Answering affirmatively, it can only be achieved through a culture of peace, where the person who is not violent by nature, but is aggressive, that aggressiveness can be taken positively in the courage to live in search of justice and reducing inequalities, recognizing the existence of conflicts as something natural to mankind, for being members of a single race.

If you want to reduce violence in society you have to start at school because society will gradually change. (Rodríguez, 2002).

Being totally in agreement with the ideas of Martín Rodríguez, it is time to disseminate the Culture of Peace as a solution to social problems not only as an ideal, but also from the School, institutions such as the family and, of course, in the legal field both in the norm, in the ethical and the application of the norm to the concrete case.

For Juan Pablo Fernández Pereira, the essential characteristics of Human Security are: Rights, needs and capabilities. In this last point we agree with what was mentioned in previous chapters as human development and life skills, but the author focuses on the prevention of insecurities, with his contribution:

The theory of capabilities can be perceived as a contribution that invites us to deepen and promote a more preventive model of integral security, articulated around the idea that the primary objective of an advanced State of law is the preservation of life and integrity of people (Fernández, 2015, p. 162).

The researcher (Baena, 2005), adds to the Human Security the emotional component, by stating that we are in a collective psychosis of being victims of crime, therefore we must work on resilience, in addition to implementing strategies aimed at restoring the confidence of the population in the authorities.

This is an example of how researchers are advancing in knowledge by joining interdisciplinary efforts to build human security as an unfinished concept, but each one can contribute. The author links human security with capabilities.

Therefore, the moral and professional commitment is to make a contribution to the social sciences being the theory of humanitarian law of peace and personal human security.

2.2 Competences at the International Level

Although it is true that work has been done on the issue of competences at the international level with what is ordered by the World Health Organization (WHO) and the Pan American Health Organization (PAHO), because it is related to the topic because the learning that is taught in school or formalized education should be for life, not only to pass exams and not only to satisfy the labor market, so we allow ourselves to give a brief outline of life skills, then we will pass on to the competences of the professionals.

The World Health Organization (WHO, 2017) and the Pan American Health Organization (PAHO, 2001), coincide in the skills of: communication, empathy, interpersonal relationships, decision-making, critical thinking, Self-knowledge, stress control and feelings.

The ten life skills according to the World Health Organization:

(1) Self-knowledge

We have the “know yourself” as part of Socrates philosophy, self-knowledge: “It is the ability to know our own thoughts, reactions, feelings, what we like or dislike, what our limits are, our strengths/weaknesses.”

This is a principle of competency education, self-knowledge or introspection, is managed through the so-called SWOT matrix which is the personal and institutional knowledge of the Strengths, Opportunities, Weaknesses and Threats, in order to continue encouraging the first two and work with the last two.

(2) Empathy

You may have heard the phrase “walk a mile in my (his/her) shoes”, this refers to empathy: “It is the ability to put yourself in the place of another person in a very different situation from the first. This ability helps students to better understand the other and therefore respond in a way consistent with the needs and circumstances of the other person”(WHO, 2017).

This ability is fundamental not only for students but also for teachers, administrators, parents and of course tutors who are the main connoisseurs of school conflicts, they must be able to understand the other.

(3) Assertive Communication

It is important that our university students have an assertive communication; that is, their verbal and nonverbal expression matching their thinking, in addition to the recipient clearly understanding the message, and this is a professional skill that is required in the labor market.

(4) Interpersonal Relationships

Young university students must learn to live together and have to interact with their peers in a positive way, remembering conflict theory as something natural in interpersonal relationships, so they have to learn to live in conflict and solve it peacefully.

(5) Decision Making

This skill must be cared for all human beings, who learn to visualize a range of options in their life in which each option has its advantages, disadvantages and legal, social consequences that must be faced.

This skill is based on the labor field and can be built from school with an emphasis on the values of the professional (deontology).

(6) Problem and Conflicts Solving

In this skill a solution to the conflict is sought, where the conflict must be taken positively, that is, as an opportunity to grow by putting all our social skills into practice and solving the problems peacefully. One of the professional's skills is problems solving, so school must create the necessary conditions to pose problems in scenarios as real as possible, so that they can be faced and solved, this will prepare students for social reality, including the labor market.

(7) Creative Thinking

One of the most sought skills not only in universities but in life is creative thinking; "It is the ability to find different alternatives in an original way, helping to make an appropriate decision."

In some bachelor's degrees this is an essential skill, as in Graphic Design, Architecture, Gastronomy, in Engineering, although the university requires it to be encouraged in all university students.

(8) Critical Thinking

The students must be participatory, ask, contribute, inquire, and ask for evidence of knowledge. Must be proactive in their own learning and in life.

(9) Management of Emotions and Feelings

It is the ability to know, master and channel emotions and feelings in a way that does not harm other people.

In the conflict there is a first moment that is emotion, then the feeling and the outbreak of violence, because of not knowing how to handle the first ones. The teacher witnesses the emotions and feelings of students on a daily basis, so he must be aware to give them a positive approach, to tell students emotions and feelings are not bad, but must be focused on the consequences of their acts, if those feelings and emotions are taken to a state of violence that affect peers (bullying), at this time of the reading Francisco Cascon Soriano "Educar para el conflicto" (Educate for the conflict) is recommended.

(10) Stress and Stress Management

Stress, one of the present diseases, which has serious consequences in the lives of people, is identifiable in students at the time of exams, are more sensitive, sleep less or do not sleep at all to study the night before and eat less. It is not only seen in students but also in teachers, therefore, you must learn to manage stress at school or in the family.

These ten skills help in the training of professionals and promote resilience: this is an ability to cope with adverse conditions.

Faced with a reality of violence such as that experienced in the country, one must be prepared for resilience, that is, to face problems in the best way and not stagnate. This should be part of the culture of Mexican people, not only in young people but in everyone, so that in the face of crisis, unemployment, or any other kind of violence, we know what to do, how to react in a positive way, instead of malinchismo, or the habit and resignation, which stop the progress in all areas, including education.

The skills for life according to the Pan American Health Organization (PAHO, 2001):

Cognitive skills: decision-making/problem solving, understanding of consequences, determination of alternative solutions, critical thinking, analysis of peer and media influence, analysis of one's own perceptions of social norms and beliefs, self-assessment and classification of values. Among the cognitive skills required by the labor field are: self-knowledge, problem solving and decision-making, since young people must not only handle information, how to learn is also part of their training, find the application of knowledge, which is the moment in which learning is valued, when it really forms and transforms the person in their behavior. These skills help to

prevent violence, and to build thinking styles by remembering that universities are committed to forming critical thinking in students.

Skills for the control of emotions: stress, feelings, control and personal monitoring. Especially the anger reduction and the control of conflicts help to calm and not react impulsively to provocations. Obviously, the first one who must have these skills is the teacher, administrative staff, tutors, all the subjects involved in the educational process, so that when negative feelings are detected in students, know how to calm them down, raise awareness in which the management of their emotions is important and it does not matter if they are teenagers, they are already responsible for their actions.

Social skills: communication, negotiation, assertiveness, cooperation, empathy and interpersonal relationships. In the investigations of PAHO, social skills are a critical factor to function socially at home, work and of course in school, if these skills are not developed when young, the person tends to be rejected, getting an aggressive attitude and unhealthy behavior such as violence.

2.3 At the National Level with the Survey of Professional Competencies

Competencies, carried out by the Research Center for Development (CIDAC, 2014), where they are classified as: hard and soft.

The hard skills refer to those related to professional knowledge, with work tools, and production techniques. Social or soft skills are collaborative work, interaction, communication, emotion management.

The reasons why new graduates are not hired is due to deficiencies in basic or soft skills such as:

- Written communication in Spanish
- Oral communication in Spanish
- Oral communication in English
- Punctuality
- Sense of responsibility
- Initiative or proactivity
- Ability to summarize information
- Logical and agile thinking

Therefore not only concepts are required, but teaching the student to read, write and speak in public, because they will be useful in personal life and as a professional.

The general competences are:

General Culture: includes basic knowledge in political-electoral analysis, legal and regulatory analysis, recruitment, selection of talent, use of equipment and specific machinery, on project management.

Communication tools: oral and written in Spanish, English or another language.

Communication with others includes: negotiation skills and conflict resolution, understanding other cultures, their customs, training talent, giving and receiving feedback, speaking effectively in public, argumentation.

Teamwork: distribution of team tasks, negotiation and resolution of conflicts within the team, putting team objectives before personal objectives, assertive communication, listening skills, self-knowledge of strengths and weaknesses, coordination of work teams.

Innovation/entrepreneurship: detection of improvement opportunities in processes or product, detection of new business opportunities, implementation of new projects, generation of new ideas, import or adaptation of practices from other sectors and development of strategic alliances.

Leadership: making decisions in an accurate and agile way, self-confidence, and sense of responsibility, initiative or proactivity, ability to motivate others.

Personal image: ease of speech, punctuality, customer care, charisma, physical appearance, and dress, personal grooming and congruent manners with the company.

Personal efficiency: efficient time management, effectiveness when working under pressure, tolerance to frustration, task planning, problem solving, willingness to learn, quick learning.

Emotional intelligence: adherence to procedures, self-motivation, empathy, attention to detail, logical and agile thinking, discretion in the use of confidential information, personal and professional long-term goals, respects hierarchies, know how to start and maintain professional relationships.

Marketing and sales: market research, generation and execution of campaigns and marketing, ability to sell, knowledge and basic handling of surveys, leading focus groups, knowledge and use of CRM (customer relationship ship management) or management of relationships with clients, administration of social networks, efficient organization of events, effective management of public relations, graphic design skills.

Information technology: programming, internet site design, network management (hardware), and apps development, database administration, advanced telecommunication's infrastructure management: 4G, satellite geolocation, etc., maintenance and repair of hardware, Word, Excel, Power Point, Access, Outlook, internet, etc., encryption and computer security.

Operations-logistics: systems thinking, implementation of total quality (six sigma, kaizen), product design/ engineering, administration, inventory planning, process valuation, supply chain knowledge, supplier management.

Technical knowledge in engineering. (Competency options were open) Quantitative: statistical; includes knowledge and basic management of descriptive statistics, probability, statistical inference, econometrics, Bayesian statistics and geo-statistics.

Quantitative: mathematical: knowledge and basic management of differential equations, mathematical topology, algebra, calculus.

Quantitative: data analysis; know how to search for data, build databases, generate tables, graphs, ideas and recommendations based on data, find trends, patterns and relationship between variables, data mining in existing databases.

Quantitative: financial-accounting; knowledge and management of tax administration, financial mathematics, corporate finance, stock market finance, accounting, risk management, budgets, financial models, project valuation.

The most important competences at the national level according to those in charge of human resources are teamwork, communication, professional efficiency and innovation. Among the scarce competences at the national level are the general culture, leadership, innovation and communication.

These professional competencies also coincide with the results of the (Universia Mexico, 2017). In 2017, the skills to be developed continue to be verbal communication and decision-making, negotiation, leadership, and languages.

Among the recommendations of the surveys are:

- Accreditation and certification of higher education programs.
- Generate public policies where education considers the economic and social needs of the country.

- Attend hard skills, which are knowledge and application of knowledge, know how to do things, technology management.
- Periodicity of the survey so that the information is available to students, parents, institutions of Higher Education.
- Generate a map of competences for the labor market by state, sector, company and area.

These recommendations are thought precisely for a change of culture, to give importance to hard skills, to know as knowledge and know-how, to be productive, the recommendations for mapping by sector, area and state is good, although for this it could involve Universities in research, it is being called Research Universities.

Recommendations for institutions of higher education:

Design, evaluate, update and modify the study programs taking into account the members of the job boards and linking areas.

This goes beyond a certification to accrediting bodies, it is a consolidation of higher education in all universities in the country whether public or private, is to resume the commitment of quality school, where they graduate full-time professionals who develop as professionals in whatever their field of work, for having: knowledge, attitudes, skills, values and because they have soft and hard skills, that is, in addition to a good presence, attention to the public, collaborative work, they are productive, efficient, leaders, with enough knowledge to develop their work, they know how to do it, because they manage the technology, and they are constantly updated in his area.

To achieve the construction of skills, it is necessary to locate ourselves from the educational paradigm called constructivism, where the teacher becomes a guide to knowledge and information technologies and the student is conceived as an active subject, aware of their own learning (meaningful learning) that is, not only the sum of knowledge, skills, attitudes and aptitudes for solving everyday problems, but it must change, transform the way of acting in the social reality, then, there are teaching and learning strategies.

Teaching strategies are: the way, form or means used by the teacher to develop meaningful learning in the student.

The strategies of introduction: to each topic or sub-topic, you must recognize the previous knowledge or through readings or previous activities to prepare the environment to the new topic, for that the strategies of introductory focal activity, guided discussions, generating activity of previous information such as brainstorming, and even a brief diagnostic examination on the subject, previous organizer (glossary or diagram, flow diagram, analogies) are used.

Discursive strategies and teaching: remember that the professional needs verbal and written communication skills, therefore the teacher must be good in speech, with a knowledge management, convince with arguments, otherwise if they do not see the ability in the teacher, the students will hardly develop it, the backing on mental maps, flow diagrams, on the new technologies: documentaries, blogs, synoptic tables, timelines or processes, application of theory for the resolution of practical cases or Learning Based on Problems (LBP), Learning Based on Case Study Analysis (LBCSA), Learning Through Projects (LTP).

In the last three strategies it is important that teachers take the cases of current social reality, analogies or simulations with clear, complete and realistic illustrations, so that the problems can be closer to what they will have to face and solve in professional life.

The knowledge must be organized, within the strategies are the graphic organizers such as conceptual maps, networks, KWR tables (known, wanted and researched), we can make use of analogies where previous knowledge

is used to understand new more complex ones and abstract in their content.

Now for the written communication competence, which is fundamental for the labor field, the way to improve is through reading and writing, therefore, the teacher must give the most current readings in his area of knowledge such as scientific articles and essays so if students read in about science they will start writing the in same way, so they should do writing exercises from the simplest to the most complex, summaries, reviews, essays, monographs, projects, dissertations, theses, articles, this is called learning by research.

The learning strategies are: means, activities, exercises where the student gets involved in such a way that he finds utility in knowledge and is surprised, generating the desire to continue learning.

Within learning strategies we can find: acquisition, interpretation of information, through observation, review, retention of information, interpretation strategies, analysis and reasoning through research and problem solving.

Comprehension and communication strategies.

It is important that cooperative strategies are developed because in life and in the labor market the success is not individualistic but of companies, therefore from the school the student must learn to share the knowledge, skills, the know-how, For them, social values and skills such as mutual help, tolerance, willingness to dialogue and empathy are needed, as well as the control of impulses, emotions, equality, solidarity, responsibility.

Collaborative work strategies are useful for life because more is achieved by joining efforts, remembering that only in groups the development of social skills such as leadership, dialogue, argumentation, is given.

In addition to the strategies of teaching, learning and collaborative work it is important that the teacher generates a harmonious school environment, where the conflict is in real problems of life, the labor market; and the students are surprised at their own learning, are aware of their personal and group progress, in this process the teacher is a mediator, a guide, marks the guidelines, objectives, strategies for solving problems as close to the reality as the future professional will face, which requires a constant updating of the teacher.

3. Methodology

Dorothy Estrada, poses the problem of security in Mexico in the following way: there is an atmosphere of violence that already includes insecurity against the risks to life, physical integrity and freedom that are being caused by organized crime, drug trafficking, poverty, socioeconomic inequalities, constant natural disasters, deficiencies in the system of administration of justice, violations of human rights, deficient health system, gender violence. This requires restoring the State of Rights through security strategies (Estrada, 2011).

Referring to the Public policies on Security, regarding the term State of Rights is because it must protect the subjective rights such as: life, equality, freedom, and dignity of people.

Then, it is time to overcome the conception of Public Safety and bet on Human Security as an integral concept, starting with the objective change to constitutionalize Human Security, in order to eventually achieve a subjective and objective change of Human Security; the first refers to the decrease of violence and in the second aspect to the trust of the citizens in the institutions.

Due to the above, the research question is:

Is it necessary for Humanitarian Law to recognize the culture of peace and human security, in order to reduce violence and insecurity in the world?

General Objective: Build a Humanitarian Law theory of Peace and Personal Human Security, under the principles of: empowerment, rescue of the human, the spirituality of man, individual and collective peace, the

paradigm shift from structural violence to culture of peace, the peaceful resolution of conflicts and prevention of human insecurities.

Techniques used: A survey, interviews and life history were conducted.

From the survey the hypotheses handled in the present investigation with the survey technique applied to a population of 1059 law students, to 205 people applying the formula for small samples, making the validity per construct.

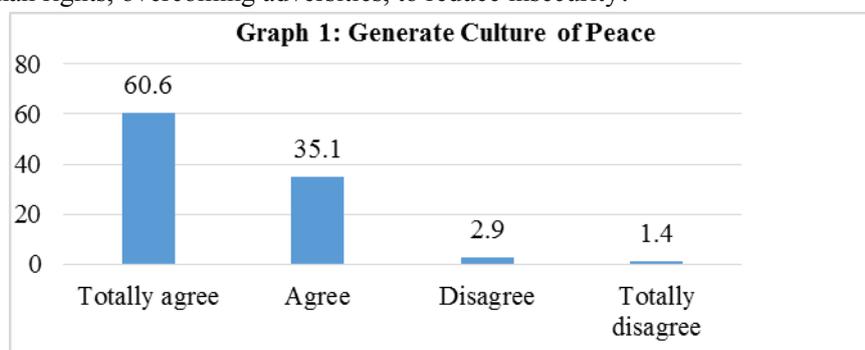
3.1 Results

The results were the following: for the Initial Hypothesis: H1 Change of concept in the Public or Community Security regulations for Human Security. It was question number 14.

For hypothesis of protocol:

H2 Yes, Mexico is experiencing a situation of violence and insecurity, which can be diminished with the Culture of Personal Peace and Human Security, from Education and its recognition in the regulatory framework so that all institutions and media support its construction.

Related to question 5. Institutions such as family, and the media should form a culture of peace; how is the knowledge of human rights, overcoming adversities, to reduce insecurity?



During the investigation: H3 It is possible that by constructing a theory of the humanitarian law of peace and personal human security, under the principles of: empowerment, rescue of the human, the spirituality of mankind, individual and collective peace, the change of paradigm of structural violence for a culture of peace, peaceful resolution of conflicts, achieving greater peace and preventing human insecurities.

According to the Interview technique applied to three experts and three police officers, one at the federal, state and municipal levels, respectively, the results are:

The competencies that include the Culture of Peace and Human Security are: the peaceful resolution of conflicts, harmonious coexistence, compliance with human rights, empowerment, resilience, prevention of problems and finally, punish, tolerance, denounce the lack of governance, improve security.

It is time for professionals to prepare themselves in knowledge, attitudes and values of a culture of Peace and Human Security, to face the daily problems and develop as integral beings respectful of human dignity.

Competencies that coincide with The World Health Organization (WHO, 2017) and the Pan American Health Organization (PAHO, 2001), in the skills of: communication, empathy, interpersonal relationships, decision-making, critical thinking and prevention or problems.

4. Conclusion

Educational institutions; for its purpose of forming values at all educational levels, in terms of peace, human security implicit, tolerance, respect, democracy, justice, equity, common benefit, freedom, peaceful resolution of conflicts, promoting the resilience and empowerment.

The professionals have the commitment of constant training, directing ourselves with ethics and in the exercise of values we must include human peace and security as axiology that rests in the Ontology of Being to form the Social Ontology, so that the citizenship trust the law again, whose ultimate goal is security, peace, justice and not just legality. Therefore, all the Codes of Ethics for public servants and professionals should include as values the culture of peace and human security.

Citizenship should be an active part of social construction, from the individual should be empowered in the knowledge and experience of their human rights, to assert them, to report possible abuses to the authorities, the media and in international organizations, to demand the authorities to protect them, change violent attitudes for peaceful ones and work constantly in the prevention of human insecurities.

The invitation to all professionals in addition to engaging in knowledge on skills and attitudes on each of their areas, must develop the empowerment, resilience, conflict resolution in a peaceful way, so that we have a better present on this planet.

Acknowledgements

This article was supported by the Latin American Network of Professional Competences (RILCO) and I thank the translator: L. en C. Angel Alberto Rubalcava Aguilar.

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