

Scientific articles

Creación de una Cátedra UNESCO, en una institución pública, el caso de la UAEMEX

Creation of a UNESCO Chair, in a public institution, the case of UAEMEX

Criação de uma Cátedra UNESCO em uma instituição pública, o caso da UAEMEX

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Resumen

La presente investigación documental es un análisis histórico de la Cátedra UNESCO Vulnerabilidad e Inclusión Social (CUVIS) establecida en la Universidad Autónoma del Estado de México, cuyo propósito es favorecer el cumplimiento de las metas de los Objetivos de Desarrollo Sostenible 4.5 y 4.7. Para su desarrollo se utilizaron fuentes primarias que describen su contexto, surgimiento, trayectoria, contribuciones y esfuerzos. Se concluye que el esquema colegiado y colaborativo de las universidades es la clave para desarrollar una agenda que contempla diferentes frentes de ejecución educativa, de la mano con las autoridades en funciones, la comunidad estudiantil y la ciudadanía a nivel global.

Palabras clave: Cátedra UNESCO, Vulnerabilidad, Inclusión Social, Universidad Pública



Abstract

The present documentary study is a historical study of the UNESCO Vulnerability and Social Inclusion Chair established at the Autonomous University of the State of Mexico. Its purpose is to promote the achievement of Sustainable Development Goals 4.5 and 4.7. The general objective of this research was achieved through the review of primary sources. The collected data allowed for the identification of its context, emergence, trajectory, contributions and objectives. The collaborative framework of universities, particularly through their faculty members, is the key to working on an agenda that contemplates different fronts of educational execution, in collaboration with the relevant authorities and the student body and global civil society.

Key Words: Chairholder UNESCO, Vulnerability, Social Inclusion, Public University

Resumo

Esta pesquisa documental é uma análise histórica da Cátedra UNESCO sobre Vulnerabilidade e Inclusão Social (CUVIS), criada na Universidade Autônoma do Estado do México, cujo propósito é promover o alcance das metas dos Objetivos de Desenvolvimento Sustentável 4.5 e 4.7. Fontes primárias foram utilizadas para seu desenvolvimento, descrevendo seu contexto, surgimento, trajetória, contribuições e esforços. Conclui-se que a estrutura colegiada e colaborativa das universidades é fundamental para o desenvolvimento de uma agenda que aborde diferentes frentes de implementação educacional, trabalhando em conjunto com as autoridades atuais, a comunidade estudantil e os cidadãos em todo o mundo.

Palavras chave: Cátedra UNESCO, Vulnerabilidade, Inclusão Social, Universidade Pública

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Introduction

The objective of this study was to conduct a historical analysis of the creation of a UNESCO Chair at a public institution, the Autonomous University of the State of Mexico (UAEMEX). A study that, as Brom (1975) would say, allows us to understand the importance of history, whether it is a long or short history. The key here is to systematize the description of the facts that are sought to characterize an event that is significant, considering the unit of analysis: UAEMEX.

This public higher education institution establishes in its regulatory framework the “objective of generating, studying, preserving, transmitting, and extending universal knowledge and serving society...” (2021a: 1). This study seeks to document the recent history of the UNESCO Chair and prevent the collective efforts of the academic community from being forgotten.

This study is a case study; therefore, no comparative analysis is carried out with other UNESCO Chairs, as they did not all emerge at the same time, nor under the same conditions, nor do they originate from the same higher education institution (HEI). The construction of this type of project is subject to the resources of the HEI that hosts it, the institutional support and political will, and the leadership of the chair holder. Furthermore, the scope of this UNESCO collaboration scheme is very broad, and any comparative exercise would be futile given the particular characteristics of each Chair, whether in Mexico or another country. Furthermore, it is necessary to take into account that these are collegiate academic positions granted by UNESCO and focus on specific topics. There may be common ground, but never the same agenda.

In a globalized context, limiting oneself to the local level can represent a barrier to knowledge generation. Thus, change materializes through an event that triggers a sequence of effects that, within a public university in Mexico, generates a work agenda that can only be sustained through collaborative collaboration between national and international faculty and researchers. This agenda is thus opened because it implies a commitment to an international entity that invests its renown in such an institution so that, by mutual agreement, it can contribute to the democratic opening of knowledge beyond the educational processes of higher education students, without neglecting the latter.



UNESCO (acronym in English for *United Nations Educational, Scientific and Cultural Organization*) Nations Educational , Scientific and Cultural Organization) is the United Nations Educational, Scientific and Cultural Organization, established in 1945. Its objective is to contribute to peacebuilding through international cooperation in education, science and culture. UNESCO's programs contribute to achieving the sustainable development goals defined in the 2030 Agenda, approved by the United Nations General Assembly in 2015.

Vulnerability and Social Inclusion (CUVIS) at the Autonomous University of the State of Mexico (UAEMEX) was established on April 6, 2022, based on the agreement signed between both entities. Its objective is to promote and integrate a system of research, training, information, and documentation on VIS. Its specific objectives are: 1. To improve the capacities of its members regarding vulnerable groups through research development, aligning themselves with the United Nations Sustainable Development Goals. 2. To publish and disseminate the results of the research undertaken to promote knowledge transfer. 3. To generate knowledge that stimulates social inclusion in the State. 4. To contribute with research topics that increase the completion rate of students, as well as innovation in the academic agendas of researchers. 5. To focus the efforts of the collegiate group to create a Unitwin Network in a similar field. 6. Address gender issues to eliminate disparities in education, contributing to the goals of Sustainable Development Goal (SDG) 4.5. 7. Guarantee the educational experience for a global citizen exercise that allows the learning of skills that promote sustainable development, considering lifestyles and projects, human rights, gender equality, promotion of a culture of peace and non-violence, recognition of diversity and cultural contributions to sustainable development, which contribute to the goals of SDG 4.7. 8. Cooperate closely with UNESCO with the existence of the UNESCO Chairs (United Nations Educational, Scientific and Cultural Organization, UNESC) Nations Educational , Scientific and Cultural Organization and Autonomous University of Mexico , 2022).

This Chair brings together a multidisciplinary team from the field of social sciences, with the goal of constructing complex analytical approaches to priorities established in the Millennium Development Goals that address common problems of exclusion and vulnerability facing humanity. To this end, the need to establish internal and external national



and international university networks is recognized, in order to strengthen and deploy multi-perspective scientific analysis.

A collegial network of this nature plays a structural role in the fluidity of glocal—global and local—knowledge transfer. Such a figure will eventually be powerful enough to be noticed in settings outside of academia, based on its capacity for proposals, such as the executive, legislative, and judicial branches; the productive sector of goods and services; and civil society organizations. The specific objectives of this study were: 1. The sequence of collegial and institutional actions for their purpose; 2. Participating institutions; 3. Products achieved.

Theoretical Considerations

The historical analysis of the two years of CUVIS's existence entails an objective search for evidence to overcome biases inherent in human subjectivity. This task involves establishing general and specific perspectives (Carr , 1985). In general terms, the analysis covers the origin and relationship between the Chair's constituent parts, considering that their collaboration is part of the interaction between UNESCO and UAEMEX.

Specific perspectives on the set of actions undertaken by those who make up the Academic Network on Vulnerability and Social Inclusion (RAVIS) group, created in 2019, which come from sister universities in Mexico and other countries. Their work includes live and online dissemination, research, publications, teaching collaboration, among others (Carr , 1985). In short, this is a study that builds an approximation of the set of actions undertaken by a group of researchers who have cemented an academic twinning based on the institutional support of a public state university in Mexico and an international body, UNESCO.

Methodological Considerations

This is a documentary study, focused on the development of CUVIS as a unit of analysis, reconstructing its development, from the moment it was signed by UNESCO and



UAEMEX, in September 2022, until the end of 2024. The data recovery resources are primary documentary sources, direct sources, installed on the website of said Chair, regarding the CUVIS International Collegiate Conferences, mirror classes, and COIL (Autonomous University of the State of Mexico, 2022).

Other sources include official documentation issued by cabinet areas of the UAEMEX central administration, particularly the Teaching Secretariat and the Research and Advanced Studies Secretariat, corresponding to research projects and the development of massive open digital courses (MOOCs) . The electronic addresses of single-subject journals and published books are reported. Finally, regarding the specialty of Victimology and Human Rights, its objective, curricular characteristics, and information on the entry and exit profiles are described, all of which were obtained through the FaCiCo portal of the Faculty of Behavioral Sciences (Autonomous University of the State of Mexico, 2022). The actions carried out by the collegiate group that makes up CUVIS during the indicated period are described.

These sources of information lend an authentic character to this study, as they are based on verified data from institutional sources, avoiding personal assessments. Documentary information is anchored in context (Brom , 1975). The composition of the elements studied allows for a certain balance between externalist and internalist perspectives . The former is oriented toward elements of the environment, while the latter focuses on the contributions of researchers through the work they publish (López, 1989). What has been stated so far provides insight into how CUVIS has been constructed since its inception, its evolution, the nexus between the administrative and academic spheres, and its trajectory.

The selection criteria for these sources were their direct relevance to the CUVIS project, their content, and the ability to implement its construction, which allows for the accreditation of its official status and progressive development. Their systematization generally follows a chronological sequence.

Context in which the UNESCO Chair on Vulnerability and Social Inclusion was born



CUVIS was established in September 2022 through an agreement between UNESCO and UAEMEX, in a context marked by the global crisis of the COVID-19 pandemic. In Mexico, the state of emergency due to contagion was declared on March 23, 2020, and its end was May 9, 2023 (Secretaría de Gobernación, 2023). It is important to remember that the way of life known before the pandemic was disrupted; the virus had a high capacity for airborne transmission, compromising people with chronic problems such as diabetes, hypertension, pulmonary deficiency, among others (García-Bolaños and Villasís-Keever , 2021).

It was imperative to stay home and practice social distancing measures, such as wearing face masks and avoiding physical contact, to avoid becoming infected or risk the lethal risk of dying. Mexican schools, at all levels, which predominantly had in-person instruction, suddenly shifted to virtual learning. School festivals and ceremonies that were once held with students, teachers, parents, and authorities, shifted from face-to-face physical interaction to digital ones. The healthcare system came under severe pressure, putting its infrastructure and response capacity, as well as the care performance of its staff, under scrutiny. It is noteworthy that, according to estimates, just under 15% of deaths worldwide were among healthcare workers (García-Bolaños and Villasís-Keever , 2021).

A vulnerability-based analysis showed that the most affected age group was those between 60 and 69 years old, with the highest number of deaths recorded among men. Among indigenous groups, a fatality rate of 9 deaths per 100 cases was recorded. The most affected states among indigenous peoples were Oaxaca, San Luis Potosí, Yucatán, and Chiapas in different years of the pandemic. The pandemic was no exception for other vulnerable groups such as pregnant women and migrants, as well as children, adolescents, and young people who were also impacted by this virus. The most difficult years with the highest number of accumulated deaths were 2021 and 2022 (Ministry of Health, 2023).

CUVIS itself was born in a state of financial vulnerability, not only because it had to wait until 2024 for the UAEMEX Secretariat of Research and Advanced Studies to establish budgetary resources for logistical costs of transportation, lodging, and food for collegiate activities outside of Toluca, the host city. But also because, with great financial efforts, the aforementioned university institution opened the CUVIS portal in 2022, whose electronic



address is <https://catedraunesco.uaemex.mx/component/sppagebuilder/page/31.html> (Autonomous University of the State of Mexico, 2022).

The above is no small matter, as the Federal Law on Republican Austerity was enacted in 2019. Its content outlines the nature of its purpose: *to regulate and standardize the austerity measures that must be observed in the exercise of federal public spending* (Chamber of Deputies of the H. Congress of the Union, 2019, p. 1). Its objectives include *establishing the powers of public entities in the matter of this Law ; and listing the measures that can be taken to promote republican austerity as a State policy* (Chamber of Deputies of the H. Congress of the Union, 2019, p. 2).

In article 4, numeral I of the same regulatory framework, republican austerity is defined as,

Republican conduct and state policy that public entities, as well as the legislative and judicial branches, state-owned productive enterprises and their subsidiaries, and autonomous constitutional bodies are obliged to comply with in accordance with their legal system, to combat social inequality, corruption, greed, and the waste of national assets and resources, managing resources efficiently, effectively, economically, transparently, and honestly to meet their intended objectives. (Chamber of Deputies of the Honorable Congress of the Union, 2019, p. 2).

Added to this is the history of university officials' participation in the master scheme in 2017 during the federal administration of Enrique Peña Nieto. According to the internal oversight body of UAEMEX, 46 cases were closed, which were reported to the Superior Audit Office of the Federation. Based on the investigations carried out, four major irregularities were identified: contracting for services that were never executed; subcontracting of practically 50%; non-compliance with the Law on Acquisitions, Leases and Services of the Public Sector; and liquidation of services that were never performed (Autonomous University of the State of Mexico, 2024).

Nor has it gone unnoticed that UAEMEX's historic debt with the Social Security Institute of the State of Mexico and Municipalities (ISSEMyM) since 2016, amounting to 420 million pesos, jeopardizing the health care and social security services of workers. This debt was due to the misappropriation of resources by university officials, funds intended for



the protection of university employees in the event of illness, as well as for the management of other types of benefits aimed at building their assets and other areas (La Jornada, 2023).

This set of antecedents created a sensitive economic scenario that strengthened the CUVIS project. However, as already mentioned, the current rectorate of UAEMEX did not hesitate to make the commitment to strengthen its first UNESCO Chair formally, institutionally, and materially, with limited resources but with the full political will to take on the task. This situation changed from 2023 onward, and more liquid support from the university was obtained. At the end of 2023, a support professor was assigned to strengthen the project, which, as it has grown, has required more and more activity.

As a driving force, it is worth noting the fact that Mexico, years earlier, decided through the Supreme Court of Justice to apply internally the set of obligations acquired in the international instruments signed in order to guarantee respect for and enjoyment of human rights, known as conventionality control, which occurred on June 10, 2011. This significantly shifted the existing legal structure of accession, because from a pyramid with the Political Constitution of the United Mexican States at its apex, it shifted to a system supported by two columns: one for the content of the Constitution itself and the other for the content of international treaties, whose common element is the recognition of human rights. Thus, the application of the norms focuses on consistent attention not only to control conventionality but also to control constitutionality (Herrera, 2016).

According to the United Nations Development Programme (2022), the risk of dropping out or truncating school was higher in boys than in girls. Not only gender has an influence, but also certain age ranges. According to this international organization's analysis, being between 12 and 14, 15 and 17, or 18 to 22 years of age increased the risk of dropping out by 6 to 16 points. Thus, it was possible to see how home confinement during the pandemic had significant effects on the education sector. In short, this was the birth scenario of the CUVIS.

CUVIS took shape from the collaborative work that began during the first quarter of 2019, activated by the Academic Network of the same name, "Vulnerability and Social Inclusion" (RAVIS). Its launch was through the dissemination of research papers. This gave the project more than three years to consolidate and pursue the leap toward applying for a UNESCO Chair. After gaining control over outreach activities, the project focused on



publishing work as a more compelling means of establishing a presence. Books and thematic issues in journals on VIS were published. It was at this turning point, in 2022, that these other collective efforts to disseminate work under editorial quality criteria for publications and research projects began. From there, the project moved on to the development of international collaborative teaching with Mirror Classes and COIL. Later, the integration of a specialty was achieved, the project of which began in 2023, hand in hand with the development of Moocs (*Masive open online courses*).

Development and Results

The Collegiate Work of the Members of the UNESCO Chair on Vulnerability and Social Inclusion (CUVIS)

The research conducted by members of the Academic Network on Vulnerability and Social Inclusion (RAVIS) is aligned with Sustainable Development Goals (SDGs) 4.5 and 4.7 (United Nations, 2015). SDG 4.5 aims to eliminate gender disparities in education and guarantee equitable access to education and vocational training for vulnerable groups, including people with disabilities, Indigenous peoples, and children living in contexts of exclusion. SDG 4.7 seeks to ensure that students acquire the theoretical and practical knowledge necessary to promote sustainable development through education, gender equity, peace promotion, and cultural diversity.

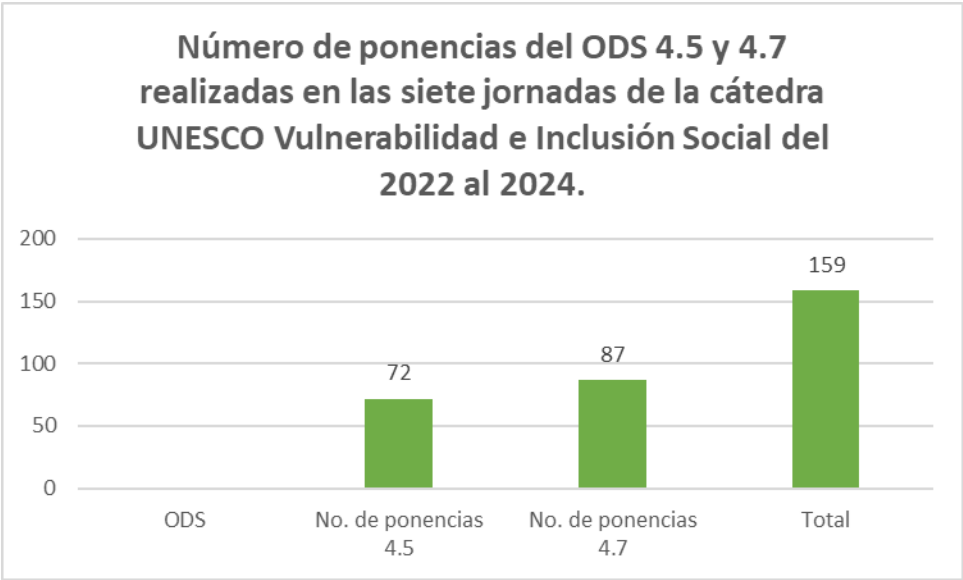
The aforementioned network, RAVIS, was registered with the Autonomous University of the State of Mexico with the code 1083/2019RPR on March 28, 2019, and its renewal is carried out annually, updating the number of its members, those who leave, those who continue, and those who join.

From the third International Collegiate Conference held in 2022 to the next in 2024, seven conferences were held, with a total of 159 presentations, presented by researchers who were members of the Network and who became members of CUVIS. Through the ongoing participation of this working group, composed of professor-researchers from higher education institutions, a sustained pace of dissemination has been achieved, which has progressively expanded into publication in international journals and books published by



established publishing houses, as will be seen below. Chart 1, entitled "Dissemination Contributions on SDGs 4.5 and 4.7 of CUVIS," shows the specific distribution of dissemination to each conference within the framework of the aforementioned academic conferences.

Chart 1: Dissemination contributions on SDGs 4.5 and 4.7 of the CUVIS



Own elaboration.



This capacity for dissemination was only possible thanks to the higher education institutions (HEIs) that are part of CUVIS, which comprises 13 educational bodies. Eight at the national level and five at the international level. This represents a critical academic mass that brings together diverse profiles in law, psychology, social work, and languages. This professional diversity of teachers permeates, in one way or another, the diversity of how different problems are addressed in their analysis. Table 1, *CUVIS Collaborating Universities*, summarizes what is described here.

Table 1. CUVIS collaborating universities

Institution	Dimension
Autonomous University of the State of Mexico, UAEMEX	National
University of Sonora, Caborca Campus	National
Michoacan University of San Nicolás de Hidalgo	National
University of Colima	National
Autonomous University of the State of Hidalgo	National
Autonomous University of Nayarit	National
Higher Institute of Educational Sciences of the State of Mexico, ISCEEM	National
Center for Studies and Research for Teacher Development (CENID).	National



Catholic University of Cuenca, Ecuador	International
University of Barcelona, Spain	International
Rennes 2 University , Upper Brittany, France	International
Specialized University of the Americas (UDELAS), Panama	International
National University of San Marcos (UNMSM), Lima, Peru	International

Own elaboration.

Work agenda of the UNESCO Chair on Vulnerability and Social Inclusion (CUVIS)

The first academic event endorsed by UNESCO as a Chair in its own right was the third International Collegiate Conference held from November 2 to 4, 2022. The venue was the National University of San Antonio Abad del Cusco, Peru. This happened because the sequence of conferences that was in place at the time for the RAVIS collegiate work was respected. In this way, the two educational entities, RAVIS and CUVIS, have since converged. An inaugural presentation and twenty-three lectures were given at this event.

For the following year, 2023, three CUVIS International Conferences were held. The 1st CUVIS International Conference was held from April 17 to 19, 2023, at the University of Cuenca, Ecuador. It focused on seven areas of work: 1. Gender and Interculturality; 2. Historically Excluded Vulnerable Groups of Priority Attention; 3. Poverty, Marginalization, and Social Inequality; 4. Equity and Inclusion; 5. Sexual and Reproductive Health; 6. Architectural Design and Production; 7. Violence. A total of 20 papers were presented.

The 2nd International Collegiate Conference of CUVIS was held from August 23 to 25, 2023, at the University of Zimapan, Hidalgo, Mexico. A total of 23 presentations were presented. The main topics of discussion were: 4.5 Gender Disparities in Education and 4.7 Sustainable Development. The 3rd International Collegiate Conference was held from November 29 to December 1, 2023, in Toluca, State of Mexico. This conference was unique

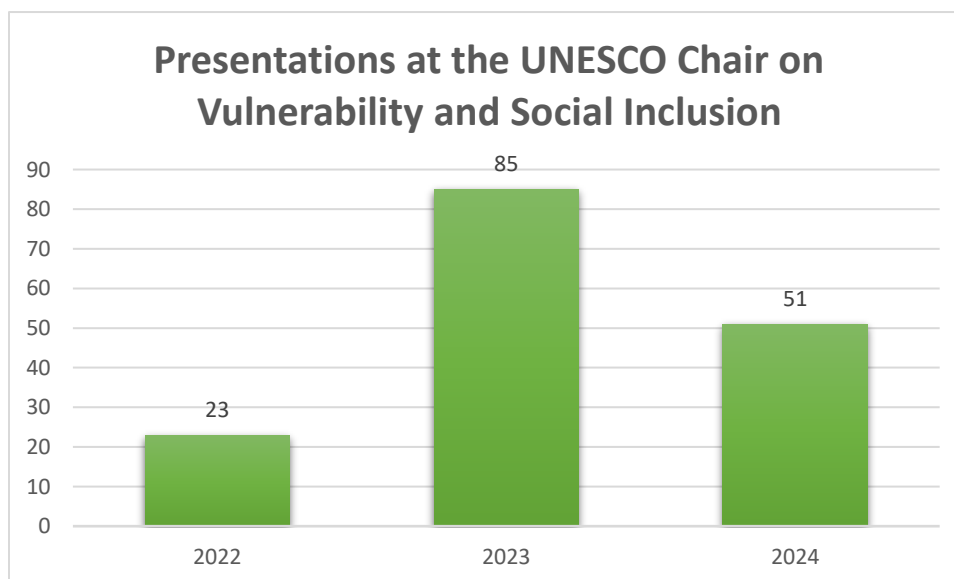


in that it was co-organized with the Social Security Institute of the State of Mexico and Municipalities, better known as ISSEMyM, a health sector institution created in 1946 to serve public servants in the state and its municipalities.

On this closing day of 2023, 38 papers were presented, including four keynote addresses and three panel discussions. Topics addressed included the aforementioned SDGs 4.5 and 4.7: Classroom Vulnerability; Students, Women, Indigenous Peoples, and the Environment; Traces of Violence in Soma, Psyche, and Ethos; Inequalities and Violence in Adolescence and Youth; Affective Bonds in Relationships: Between Love and Hate; Language and Sexuality; Gender Mainstreaming; Subjects, Practices, and Challenges in Inclusion in Contexts of Educational Vulnerability; and Violence and Sexuality.

Three conferences were held in 2024. The first took place from April 10th to 12th at the Universidad Michoacana de San Nicolás de Hidalgo, with 18 presentations. The second took place from August 21st to 23rd at the Autonomous University of the State of Mexico, with 17 presentations. The third CUVIS International Collegiate Conference took place from October 29th to 31st, 2024, at the University of Sonora, Caborca Campus, with 17 presentations also presented. See Chart 2, number of presentations presented since 2022 under the Chair category through the RAVIS Collegiate Research Group.

Chart 2. Presentations published since 2022 under the Chair status



Own elaboration.



Research projects

From 2022 to 2024, two research projects were carried out. Prior to this period, two projects were closed, when only the Network was in place. In 2021, *Analysis of the Type of Violence and Emotional Responses of Women Victims of Intimate Partner Violence* , with code 5066/2020CIF, the other, *The Urban Image in Magical Towns: Vulnerability of Built Heritage and Tourism Employment* , 4872/2019SF. The other two projects were carried out, one in 2023, *Analysis of the Psychosocial Factors of Teenage Pregnancy in Mexico, Ecuador, and Peru* , registered with code 6448/2022CIC. And the other in 2024, *Vulnerability Risks for Effective Motherhood in Adolescent Mothers* , with code 6744/2022CIC . These last two projects were developed collaboratively at an international level. See table number 2, *Research projects developed by RAVIS and CUVIS* , two and two, respectively.

Table 2. Research projects developed by RAVIS and CUVIS

Research Project	Year	Guy	Status
Analysis of the type of violence and emotional responses of women victims of intimate partner violence, with code 5066/2020CIF (Autonomous University of the State of Mexico, December 16, 2021).	2021	With financing	Settled
The urban image in magical towns: vulnerability of built heritage and tourism employment, 4872/2019SF (Autonomous University of the State of Mexico, February 2, 2021).	2021	Without financing	Settled
Analysis of the psychosocial factors of adolescent pregnancy in the countries	2023	Without financing	Settled

of Mexico, Ecuador and Peru, 6448/2022CIC (Autonomous University of the State of Mexico, January 25, 2023).			
Vulnerability risks for effective parenting in adolescent mothers, 6744/2022CIC (Autonomous University of the State of Mexico, February 26, 2024)	2024	Without financing	Settled

Own elaboration.

Publications

Books.

Four books were published addressing topics related to the human life cycle. The first two address relevant issues affecting children's physical integrity and development. The third and fourth focus on youth, and the fifth chapter focuses on women who experience intimate partner violence. See Table 3, *CUVIS Published Books* .

Table 3. Published books of CUVIS

Name	Year	Bond
Dismantling oppressive realities of violence	2022	http://ri.uaemex.mx/handle/20.500.11799/137400
Vulnerability and Inclusion: Lines of Research from the Public University	2023	https://a.co/d/1MZH0uJ
Teenage pregnancy, between innocence and forced maturity: a comparative study between Ecuador and Mexico	2024	https://catedraunesco.uaemex.mx/media/attachments/2024/10/28/libro-embarazo-adolescente.pdf

Own elaboration.



CUVIS monothematic issues in journals

In order to disseminate, share, and contrast results with the interested community and incorporate them into the enrichment of human knowledge, several articles related to SDGs 4.5 and 4.7 have been published. It can be seen that the production focuses on the defense of vulnerable groups. Table 4, *Journals published by the Collegiate Network and CUVIS* :

Table 4. Journals published by the Collegiate Network and CUVIS

Name	Year	Bond
Monothematic issue on linguistic vulnerability, Circula Magazine, Number 12 : <i>Vulnerability linguistics</i> , with three articles by members of CUVIS (Université de Sherbrooke, 2020)	2020	https://circula.recherche.usherbrooke.ca/numero-12/
Special issue in the <i>Psychology Journal of the Autonomous University of the State of Mexico</i> , Vol. 11 , number 21, containing seven articles (Autonomous University of the State of Mexico, 2021b)	2021	https://revistapsicologia.uaemex.mx/issue/view/888

Own elaboration.

Open knowledge to global citizens

MOOC.

The goal of *MOOCs* (*Massive Open Online Courses*) is to provide free, global access to educational content for thousands of people. *MOOCs* are online courses that can be taken



from anywhere with an internet connection. They allow people to learn at their own pace. They represent a learning framework that fosters new contacts between people who share similar interests. At the same time, *MOOCs* They stimulate the creation of new networks of contacts and are also a tool for teaching staff to share their knowledge (Educational Services, SEDUCA, n.d.).

In this regard, CUVIS at the Autonomous University of the State of Mexico (UAEMEX) has designed four *MOOCs on Vulnerability and Social Inclusion* to address the needs of the population. See Table 5, *MOOC Development and Publication by CUVIS*.

Table 5. Development and publication of *MOOC* by CUVIS

MOOC Name	AIM	Year	Status
Culture of prevention against femicide and the forced disappearance of women, girls, and adolescents	Apply the culture of prevention against the crimes of femicide and the forced disappearance of women, girls, and adolescents in a personal way to safeguard the integrity of one's own life.	2023	Published
Sex education for the prevention of child sexual abuse from 6 to 10 years old	Promote a Culture of Prevention in sexual abuse crimes by providing information and practical strategies for adults who are in contact with minors.	2023	Published
Human Rights and Social Welfare	Promote the study and understanding of human rights to prevent violations, support victims, and advance respect for and protection of human dignity.	2023	Published
<i>Bullying and cyberbullying</i>	To theoretically analyze the problem of bullying in both physical and virtual settings, enabling an understanding of its consequences and its treatment through proposals for different forms	2023	Published

	of intervention and prevention at different school levels.		
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Own elaboration.

International Collaborative Teaching

Mirror classes.

Held during the month of October, these were delivered through *Microsoft Teams* and *Zoom platforms* between the Social Work undergraduate programs. This program was jointly organized by the Autonomous University of the State of Mexico, Faculty of Behavioral Sciences, and the Catholic University of Cuenca, Ecuador. Two learning units were implemented under this international collaboration scheme: "Expertise in Social Work" and "Intervention Models in Social Work," during the 2023B semester (Autonomous University of the State of Mexico, 2022).

COIL.

An International Collaborative Project (COIL) on individualized intervention with a vulnerable group was carried out with the participation of the Autonomous University of the State of Mexico and the University of Arce-Murcia, Spain. Under this collaborative teaching-learning format, leading student participation is achieved. This project shared an overview of the theoretical and methodological training, specifically on the individualized intervention of Social Work professionals with vulnerable populations. Emphasis was placed on the precursors who made contributions to the discipline, the methodological process of intervention, as well as the review of the models used, reviewing the relevance of the use and knowledge of institutional intervention spaces with the characteristics of this type of population (Autonomous University of the State of Mexico, 2022).

The collaboration between the two universities allowed students and faculty to learn how social workers in both latitudes, Spain and Mexico, address certain problems from the professional perspective of every social worker. They found more similarities, which allow for the sharing of scientific knowledge, than differences, the latter due to nuances of location, history, culture, and demographic profiles. Table 6, *International Collaboration, COIL, from CUVIS*.



Table 6. International Collaboration, COIL, of CUVIS

Activity	Year	University
International Collaboration Project (COIL), Experiences of individualized intervention with vulnerable populations.	2024	Autonomous University of the State of Mexico Bachelor's Degree in Social Work
		University of Arce-Murcia, Spain Bachelor's Degree in Social Work

Own elaboration.

Study programs

The Victimology and Human Rights Specialization Program was created and is now open to its first class. The second class will begin in the regular session in 2026. Information about this program can be found on the FaCiCo website . Its general objective is *to train specialists in victimology from a human rights perspective to implement programs for the prevention, detection, care, and intervention of crime victims, promoting socially and ethically responsible performance* . The admissions profile requires that *applicants have training in the social or health sciences: preferably psychology, pedagogy, law, criminology, social work, medicine, or nursing. Candidates must also express their interest in training as a specialist in victimology and human rights and have professional experience in the specialty's field of study* (Universidad Autónoma del Estado de México, 2022: sp).

The graduation profile indicates that:

The specialist in Victimology and Human Rights will have the skills to critically and argumentatively apply the acquired knowledge, methodology and techniques studied under the ethical principles of beneficence, autonomy and justice with the aim of contributing in a timely manner to reducing the risks of vulnerability on potential victims, in the care of victims of crime. Considering that their possible avenues of action according to their field of professional influence may be oriented towards the care of individual, collective or community victims in the monitoring of objective rights and subjective rights in accordance with the principles of constitutionality and conventionality prevailing in Mexico, with emphasis on articles 1 and 4 of the Constitution (Universidad Autónoma del Estado de México, 2022: sp) .

The creation of this postgraduate program contributes to the fulfillment of two specific objectives: one that addresses gender issues to eliminate inequalities between men and women. As demonstrated by the presentations given at the International Collegiate Conferences organized, concrete approaches have been put forward regarding Sustainable Development Goal 4.5. The second specific objective is to undertake actions that establish mechanisms to guarantee educational experiences at a global level. The training of students specializing in Victimology and Human Rights involves projects that are invariably linked to overcoming vulnerability and the protection of human rights.

All of these activities are disseminated through the CUVIS website, as well as on its social media platforms: Facebook, the UNESCO Chair "Vulnerability and Social Inclusion," and the YouTube channel of the same name. These mechanisms are public policy to ensure open access coverage. The maintenance of the various activities has been sustained because each represents a substantive dimension for the agenda committed between UNESCO and UAEMEX.

Discussion

Certainly, the adverse economic climate experienced by UAEMEX did not facilitate the logistical smoothness of the International Collegiate Conferences, which, as can be seen in the description of the activities, were mostly held outside the CUVIS host city.



International outings were possible thanks to the search for funding through research projects, as well as the financial support of sister universities at the national and international levels. Otherwise, the implementation of CUVIS's basic outreach activities would not have been possible.

Based on the data presented and considering the context in which CUVIS was established, along with the specific objectives agreed upon for its fulfillment, it can be seen that, in just over two years, the eight established objectives have been developed with timely deliveries and concrete results. Table 7, *Actions Impacting Each Performance Objective Established for CUVIS*, summarizes what has been described above.

Table 7. Actions that impact each performance objective established for the CUVIS

Objectives of the CUVIS	Enforcement Actions	Nature of the action
1. Enhance the capacities of its members to address vulnerable groups through research development, aligning itself with the United Nations Sustainable Development Goals.	Research projects	
2. Publish and disseminate the results of the research undertaken to promote the transfer of knowledge.	Magazines and books Riuaemex and others	
3. Generate knowledge that stimulates social inclusion in the State.	Open Access Production Riuaemex and others Collaboration with ISSEMyM <i>Moocs</i>	
4. Contribute to research topics that increase the	Graduated thesis students based on research projects.	

Objectives of the CUVIS	Enforcement Actions	Nature of the action
completion rate of students, as well as innovation in the academic agendas of researchers.	Postgraduate students specializing in Victimology and Human Rights	S u s t a n t i v a
5. Focus the efforts of the collegiate group to create a Unitwin Network in a similar field.	In progress	
6. Address gender issues to eliminate disparities in education, contributing to the goals of Sustainable Development Goal (SDG) 4.5.	Research projects	
7. Ensure an educational experience for global citizenship that enables the learning of skills that promote sustainable development, considering lifestyles and projects, human rights, gender equality, promotion of a culture of peace and non-violence, recognition of diversity, and cultural contributions to sustainable development, all of which contribute to the goals of SDG 4.7.	Research projects and creation of MOOCs	

Objectives of the CUVIS	Enforcement Actions	Nature of the action
8. Cooperate closely with UNESCO through the establishment of UNESCO Chairs	Ongoing collaboration with the Mexican Commission for Cooperation with UNESCO in Mexico, known as CONALMEX	

Own elaboration.

It has been confirmed that the set of activities undertaken has contributed to the objectives of the CUVIS work agenda. The use of the Internet, through the portal and social media, has given the work developed greater visibility. The combination of institutional commitments and the will of academic researchers has been the key to its successful growth. The use of UAEMEX's own resources, such as its institutional repository, has been an important element in registering some of the publishing products for dissemination. The profiles of the research members who make up CUVIS are another key component, because without their professional commitment and creative capacity, the results achieved thus far would not be achieved.

Conclusions

- The objective of this study was fully achieved through the exhaustive consultation of direct documentary sources.
- The application of a theoretical-methodological approach based on historical analysis allowed for methodological rigor in examining the evolution of CUVIS.
- Collaboration among CUVIS member researchers is aligned with UNESCO's commitments, consolidating inter-institutional ties, strengthening cooperation between universities, and fostering the development of academic projects in diverse areas of research. The Chair's history has proven to be a successful model of collaborative work and international cooperation for promoting social inclusion and sustainable development.



- This type of historical inquiry must be repeated in two more years, during which time it will be determined whether UNESCO's recognition of CUVIS is renewed or not.
- This type of study contributes to the initiative of other Chair proposals at UNESCO.

Future lines of research

Based on the findings of this study, several lines of research have been identified that could deepen the impact of CUVIS in the future:

- Use of artificial intelligence: Explore the potential of artificial intelligence as a tool to improve the acquisition of scientific knowledge among citizens.
- Indigenous Women's Leadership: Analyze the role of indigenous women in eliminating sexist cultural practices and their impact on gender equity.
- Promoting diversity and respect: Promoting inclusion and recognition of gender diversity, with a focus on the dignity of cisgender and non-cisgender people.
- Environmental management: Design strategies to strengthen the culture of environmental management in academic institutions and communities in vulnerable situations .
- Among others.

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