

**The professional profile of peace agents in Mexico: A proposal based on national educational plans for peacebuilding**

Perfil profesional del agente de paz en México. Una propuesta desde los planes educativos nacionales sobre construcción de paz

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and Human Development, Universidad
Autónoma de Nuevo León (UANL), Mexico**ABSTRACT**

This article analyzes the professional profile of the peace agent in Mexico through a comparative study of the curricula of three undergraduate programs oriented toward peacebuilding and conflict resolution: Universidad de Guadalajara (UdeG), Universidad Autónoma del Estado de México (UAEMex), and Universidad Autónoma de Nuevo León (UANL). The study takes as its point of departure the context of structural violence, inequality, and social fragmentation that characterizes Latin America, and it argues for the need to train professionals capable of intervening in conflicts through interdisciplinary, ethically grounded, and human-rights-oriented approaches. Through a thematic analysis of graduate profiles and professional competencies, the study identifies convergences and divergences in how the peace agent is conceived. The results show that the three institutions coincide in emphasizing mediation, the peaceful management of conflict, and social responsibility; nevertheless, each program stresses particular dimensions. It is concluded that the professional peace agent must possess analytical competencies, dialogue and mediation skills, the capacity for community intervention, and solid ethical training. Likewise, it is argued that peacebuilding requires professionals capable of understanding the structural causes of violence and of fostering more just, participatory, and inclusive social relations. From this perspective, undergraduate degrees in peace represent a strategic avenue for broadening and democratizing specialized training in peacebuilding in Mexico.

Keywords: Peacebuilding; conflict resolution; professional competencies; higher education.**RESUMEN**

Se analiza el perfil profesional del agente de paz en México a partir del estudio comparativo de los planes educativos de tres licenciaturas orientadas a la construcción de paz y la resolución de conflictos: la Universidad de Guadalajara (UdeG), la Universidad Autónoma del Estado de México (UAEMex) y la Universidad Autónoma de Nuevo León (UANL). El trabajo parte del contexto de violencia estructural, desigualdad y fragmentación social que caracteriza a América Latina, y plantea la necesidad de formar profesionales capaces de intervenir en conflictos desde enfoques interdisciplinarios, éticos y orientados a los derechos humanos. A través de un análisis temático de los perfiles de egreso y competencias profesionales, el estudio identifica coincidencias y diferencias en la concepción del agente de paz. Los resultados muestran que las tres instituciones coinciden en la importancia de la mediación, la gestión pacífica de conflictos y la responsabilidad social; sin embargo, cada programa enfatiza dimensiones particulares. Se concluye que el agente profesional de paz debe contar con competencias analíticas, habilidades de diálogo y mediación, capacidad de intervención comunitaria y una sólida formación ética. Asimismo, se sostiene que la construcción de paz requiere profesionales capaces de comprender las causas estructurales de la violencia y de promover relaciones sociales más justas, participativas e inclusivas. Desde esta perspectiva, las licenciaturas en paz representan una vía estratégica para ampliar y democratizar la formación especializada en construcción de paz en México.

Palabras clave: Consolidación de la paz; resolución de conflictos; competencias profesionales; educación superior.**ARTICLE HISTORY****Received:** 2026-04-10**Revised Version:** 2026-06-03**Accepted:** 2026-06-11**Published:** 2026-07-15**Copyright:** © 2026 by the authors**License:** CC BY-NC-ND 4.0**Document type:** Article**ARTICLE INFORMATION****Main topic:**

Peace Agent Training

Main practical implications:

Universities should design interdisciplinary peace programs that strengthen mediation, ethical judgment, human rights, community intervention, and structural analysis, preparing graduates to address violence effectively and foster inclusive, participatory social relations.

INTRODUCTION

In Latin America and across much of the world, political tensions, inequality, structural violence, and multiple forms of exclusion mean that peaceful coexistence is under constant threat. These problems cannot be reduced to isolated events; they form part of a complex web of historical, economic, and cultural factors that shape people's everyday lives. Against this backdrop, it becomes essential to reflect on how to train professionals capable of accompanying processes of social transformation oriented toward horizons of peace.

In this respect, the argument advanced by Cabello-Tijerina and Vázquez-Gutiérrez (2025) is illuminating: building peace entails going beyond the resolution of immediate conflicts to promote structural transformations that generate new forms of coexistence and citizenship. Peace, they argue, requires a comprehensive effort involving both institutions and communities—one that positions education as a strategic means of sowing the practices and values that sustain non-violent relations.

The university, as an educational institution, cannot remain indifferent to these needs. Its role in the construction of citizenship and in the formation of critical subjects has been debated for decades. In the field of peace studies, this responsibility takes on particular weight. Higher education does not merely transmit knowledge; it offers the possibility of enabling new social practices, new perspectives, and new ways of responding to conflict. To train specialists in this field is to recognize that peace is not solely the absence of violence, but the active presence of justice, inclusion, and dignity.

The establishment of the University for Peace (UPEACE) by the United Nations in Costa Rica in 1980 marked a milestone, creating an international space for graduate training in peace and conflict resolution. Similarly, universities such as Uppsala in Sweden—with its renowned Department of Peace and Conflict Research—Bradford in the United Kingdom, and Notre Dame in the United States have consolidated master's and doctoral programs in this area (Paris, 2004). In Latin America, programs such as the Master's in Peacebuilding at the Universidad de los Andes in Colombia, the Master's in Conflict Resolution and Mediation at the Universidad de Buenos Aires in Argentina, and the graduate programs in conflict resolution, human rights, and peace in Mexico reflect a growing trend toward professionalization. This educational provision, however, is concentrated at the graduate level, which generates evident limitations. Master's and doctoral programs train a small number of specialists, generally individuals who already hold prior degrees in law, the social sciences, or the humanities. This restricts the reach of peace education to those who have already followed advanced academic trajectories, leaving out a large number of young people who could, from the undergraduate level onward, begin training oriented toward the promotion of human rights and peacebuilding.

The importance of undergraduate programs lies in their capacity to democratize access to the knowledge of peace and to train, from early stages, professionals with a comprehensive and transformative vision. Whereas graduate programs consolidate research and specialization, the undergraduate degree fulfills a foundational function: establishing the conceptual, ethical, and practical bases that will enable graduates to work across diverse professional and social fields. As Boulding (2000) contends, peace education should begin as early as possible, for it is not merely a matter of accumulating information, but of cultivating the attitudes and competencies that enable new forms of relationship.

In this sense, defining the profile of the peace agent offers an opportunity to construct a comprehensive proposal that combines interdisciplinary knowledge, practical competencies, and a deep social commitment. This task connects with what España and Escalera (2021) term the professional profile of the facilitator: a neutral third party who accompanies conflict-resolution processes, fosters relational autonomy, and strengthens the agency of the parties involved. The facilitator is thus a builder of trust, a mediator of bonds, and a creator of bridges of communication. This image is closely akin to what might be conceived as the peace agent—someone who, beyond mastering techniques, possesses an ethical and humane disposition to transform complex realities. Unlike the facilitator, however, the peace agent aspires to a broader spectrum of action. Their field is not limited to a discrete mediation process but encompasses advocacy in public policy, the promotion of a culture of peace, and the coordination of community, institutional, and social efforts. In other words, this is an emerging professional profile, still under construction, that demands to be clearly defined. In this context, the proposal of Amador and Escalera (2021)—based on documentary research aimed at understanding the training in formal mediation offered within higher education in Mexico—proved pertinent for transfer to the field of peace studies, thereby addressing the question: how is this profile defined in educational practice?

Answering this question also requires a competency-based approach. According to Díaz Barriga (2010), competencies in higher education should be understood as complex performances that articulate knowledge, skills, attitudes, and values within specific contexts. It is not enough to transmit theories of peace; students must also be able to analyze social conflicts, engage in dialogue across intercultural settings, design intervention projects, and act with ethical responsibility. The training of a peace agent, in this sense, requires integrating generic competencies (critical thinking, communication, social

commitment), professional competencies (mediation, conciliation, restorative justice), and specific competencies expressed in concrete situations of community and institutional life.

The study presented here is situated precisely within this horizon. It sets out to review related academic programs in order to identify formative trends and, on that basis, to advance the construction of a peace-agent profile capable of responding to present-day challenges. This profile is conceived as an opportunity to consolidate an emerging professional field—one able to bring the international tradition of peace studies into dialogue with the specific needs of our societies. This introduction, therefore, does not seek to exhaust the discussion or to offer definitive answers. Its purpose is to open the debate, to justify the relevance of the topic, and to place the reader before the question that guides this study. For if we already have master's and doctoral programs that have demonstrated the importance of the field, the outstanding question is to define clearly what it means to bring it to the undergraduate level, and what kind of professional we wish to train there. In other words, this documentary study seeks to answer the central question: what is the professional profile of the peace agent?

METHODS

This study is qualitative in orientation. Documentary research was conducted with the aim of characterizing the professional training of the peace agent offered within undergraduate higher education in Mexico. To this end, the undergraduate programs in peacebuilding offered by the various state universities in Mexico were reviewed to identify those offering a degree related to peace studies, considering the university offering the program and the name of the peacebuilding degree.

Based on the aspects mentioned above, the various institutional university websites were consulted to locate the state universities in Mexico offering an undergraduate degree in fields related to peacebuilding, and to record the names of the programs, the professional competencies they establish, and their respective graduate profiles. Once this information had been located, the data were integrated into a congruence matrix for analysis. The information is presented as follows:

Table 1. *State Public Universities in Mexico*

Universities	Result
State public universities in Mexico	32
Offer an undergraduate degree in peacebuilding	3
Do not offer an undergraduate degree in peacebuilding	29

Source: *Prepared by the authors.*

Once the number of programs whose focus centered on peacebuilding had been determined, an information matrix was constructed, considering each program's competencies, its graduate profile, and its field of employment; this information may be found in Appendix 1.

As for the analysis of the information, a thematic analysis was carried out drawing on the proposal of Braun and Clarke (2006). This qualitative research method is used to identify, analyze, and report significant recurring patterns, ideas, or themes within a data set; through it, the data are organized and described in detail to improve the understanding and interpretation of a phenomenon (Cabrera & Escalera, 2025). The qualitative data software Atlas.ti was used for data processing.

RESULTS AND DISCUSSION

At present, among the 32 state universities in Mexico, only three institutions offer an undergraduate degree oriented toward peace or conflict resolution, as shown in Table 2.

The three institutions offering programs oriented toward peace or conflict resolution are Universidad de Guadalajara, Universidad Autónoma del Estado de México, and Universidad Autónoma de Nuevo León. All are public institutions, reflecting an initial interest, at the state level, in consolidating this type of professional training.

Table 2. Distribution of the Programs Identified

State	Institution	School / Faculty	Program name	Duration	Type of institution
Jalisco	Universidad de Guadalajara	Tlajomulco University Center	Bachelor's Degree in Peacebuilding and Security	7 semesters	Public
State of Mexico	Universidad Autónoma del Estado de México	School of Law	Bachelor's Degree in Alternative Dispute Resolution	10 semesters	Public
Nuevo León	Universidad Autónoma de Nuevo León	School of Social Work and Human Development	Bachelor's Degree in Peace and Human Rights Studies	8 semesters	Public

Source: Prepared by the authors.

Main Themes Emerging from the Thematic Analysis

The main themes that emerged from the thematic analysis—based on the competencies and graduate profiles of the programs examined (UdeG, UAEMex, UANL)—are presented below.

Conflict Management and Transformation

A central theme across the graduate profiles of the three programs is conflict management and transformation, albeit with variations in emphasis that bring two major paradigms into tension: on the one hand, conflict resolution and/or management, and on the other, conflict transformation. At Universidad de Guadalajara (UdeG), the competencies explicitly state that the graduate will be:

“A specialist in peacebuilding and security, equipped with the capacities, competencies, and tools to evaluate, analyze, research, design, implement, and manage policies and strategies linked to this field” (UdeG, 2024)

Within this framework, conflict is conceived as a phenomenon to be regulated institutionally through planning, diagnosis, and risk control:

“To analyze and generate diagnoses... [...] To design, develop, and implement policies and strategies in the field of peacebuilding and National, Internal, and Public Security” (Universidad de Guadalajara, 2024)

At Universidad Autónoma del Estado de México (UAEMex), the emphasis shifts toward legal mediation, ensuring that the student:

“Will learn to draw connections in order to explain the causes and consequences of a conflict, and to apply the tools, techniques, and skills of the process so that the parties reach solutions... while respecting the law, human rights, and the will of the parties” (UAEMex, 2015)

It can be observed that, at UAEMex, priority falls on mediating disputes, applying procedural techniques, and facilitating agreements; in this sense, conflict is envisioned as something to be repaired through guided procedures.

For its part, Universidad Autónoma de Nuevo León (UANL) broadens the understanding of conflict toward social transformation, proposing that the graduate be able to:

“Develop strategies of advocacy and awareness-raising in human rights and the promotion of a culture of peace, through conflict-resolution techniques and non-jurisdictional mechanisms for outreach and for building ties among diverse social actors and collective movements—fostering empathy, effective communication, and collaboration—in order to configure spaces of community dialogue, psychosocial accompaniment, the strengthening of dispute-resolution mechanisms, and symbolic protection and reparation that promote the rebuilding of the social fabric and sustainable peace” (UANL, 2025)

UANL conceives of peace not as a mere individual restitution for the aggrieved party, but as a process of transforming the social structures of inequality and exclusion. In Bourdieu's (2013) terms, conflict emerges from social space understood as a field of symbolic and material struggles, in which agents—endowed with differing volumes and compositions of capital (economic, social, cultural, and symbolic)—compete for power and recognition. Within this field, the habitus—as a system of internalized dispositions produced by individuals' social trajectories—orients practices and perceptions, reproducing or challenging existing hierarchies. Conflict is thus not limited to explicit confrontation but constitutes a structural dynamic of the social field, in which positions are continually redefined through the strategies that agents deploy to preserve or transform relations of domination.

Likewise, the emphasis on psychosocial accompaniment and community dialogue links this professional profile to what Giddens (1991) calls social reflexivity—that is, the capacity of subjects to intervene consciously in the conditions of their own social reproduction. The peace agent trained at UANL acts as a mediator between structures and practices, between the

state and citizenry, embodying a role similar to that which Elias (1990) attributes to the civilizing process: the internalization of the restraint of violence through networks of interdependence and mutual recognition.

In this sense, it could be said that, through this program, UANL promotes a transformation of the social order from below, by strengthening social capital and rebuilding the community fabric. As Galtung (1990) notes, positive peace entails dismantling the structures of violence and promoting social justice, which requires intervening in the habitus, institutions, and relations that reproduce inequality. In this way, UANL's orientation reflects a critical view of conflict, in which peace is not decreed from above by those in power but is built collectively in the everyday spaces of interaction—there where inequality, stigma, and exclusion erode social cohesion.

Comparing the three programs analyzed, UdeG stands closer to the paradigm of situational control and prevention of conflict; UAEMex orbits between technical resolution and a normative mediation of limited scope; while UANL embodies to a greater extent a transformative vision that seeks to reconfigure social relations and institutions on the basis of positive peace.

Professional Ethics and Human Rights as a Normative Foundation

The second theme structures the ethical role of the peace agent. The three programs recognize ethics and human rights as foundations, but to differing degrees. At UdeG, ethics is associated with the responsible exercise of public functions; at UAEMex, with respect for legality and the will of the parties; and at UANL, with human dignity and inclusion. At UANL, the ethical component is formulated most explicitly, grounded in human dignity, inclusion, and human rights. The cited competency—"to design social intervention programs with a human-rights approach, respecting human dignity and promoting equity in a creative and multidisciplinary manner" (UANL, 2025)—positions the peace agent not only as a mediator of disputes but as a designer of social interventions oriented toward equity. This orientation aligns with the United Nations Declaration and Programme of Action on a Culture of Peace, which links peace to human rights, the peaceful resolution of conflicts, tolerance, solidarity, social development, and democratic participation (UN, 1999).

Interdisciplinarity and a Multiscalar Approach

A third theme arising from this exercise is the building of interdisciplinary competencies and the capacity to operate at multiple scales—individual, community, and institutional—as a formative axis. The three programs acknowledge this need, but the combination and hierarchy of disciplines differ. In this regard, UdeG's program privileges political science, public administration, criminology, and strategic analysis; UAEMex articulates law, communication, and psychology applied to mediation; and UANL assembles law, social work, pedagogy, sociology, and psychology together with strategies of accompaniment and social mobilization.

The multiscalar dimension is likewise most explicit at UANL: the peace professional must intervene at the interpersonal, intergroup, institutional, and structural levels. This is analogous to the integrated framework that Lederach (1997) proposes for peace—coordinating interventions across multiple levels and actors with strategic coherence. In his approach to peacebuilding, Lederach (1997) sets out operative principles such as interdependence and the infrastructure needed to sustain peace processes.

In recent Latin American scholarship, peace education is increasingly conceived as an interdisciplinary field that cannot be reduced to law or administration: it requires critical pedagogy, gender studies, historical memory, and a psychosocial dimension (Amézquita & Trimiño, 2020).

Professionalization and Impact on Public Policy

The fourth theme is the articulation between university training and professional practice within the institutional sphere—that is, the professionalization of the peace agent with a capacity to influence public policy. In the matrix constructed, each program projects distinct scenarios: UdeG proposes placement in security ministries, prosecutors' offices, and intelligence agencies; UAEMex envisions roles in courts, human rights commissions, and public mediation; and UANL extends toward social organizations, education, peace commissions, and reparation institutions. This diversity indicates that competency-building should not be limited to social practice but should incorporate tools for the design, monitoring, and evaluation of policy, as well as for negotiation with public actors.

Contemporary peacebuilding processes demand professional profiles capable of coordinating state and social actors within complex governance settings. In this respect, the United Nations (2022) notes that strategies for building and sustaining peace require comprehensive, coordinated responses among public institutions, civil-society organizations, and communities, particularly in contexts of structural violence and social conflict. Similarly, from the field of public policy, the Economic Commission for Latin America and the Caribbean (ECLAC, 2026) emphasizes that the formulation and implementation of effective policies demand technical competencies related to institutional design, monitoring, evaluation, and citizen participation.

Consequently, the professionalization of the peace agent entails training specialists capable of operating simultaneously across community, legal, and governmental dimensions. This perspective aligns with the arguments of peace education and conflict management, which recognize that mediation, the prevention of violence, and the construction of coexistence require both ethical foundations and institutional tools and techniques for public intervention (Martínez-Guzmán, 2001). From this standpoint, the university trains not only social promoters but also actors capable of influencing the full cycle of public policy: diagnosis, formulation, implementation, monitoring, and evaluation.

CONCLUSIONS

In keeping with the foregoing, the profile of the professional peace agent should be built upon interdisciplinary training that combines capacities for mediation, social analysis, community intervention, and ethical commitment. More than a technical operator of conflict resolution, this professional requires competencies to understand the structural, cultural, and relational dimensions of violence, as well as skills to facilitate dialogue, foster agreements, and strengthen democratic coexistence.

The analysis of the programs shows that ethics constitutes a cross-cutting element in the training of the peace agent, albeit with different institutional emphases. UdeG privileges responsibility in public service; UAEMex emphasizes legality and respect for the will of the parties; while UANL most explicitly incorporates human dignity, equity, and human rights as guiding principles of social intervention. These differences reflect complementary perspectives on the professional field of peace.

On this basis, the professional peace agent must act with social responsibility, sensitivity to inequalities, and the capacity to intervene in complex contexts. Their work involves not only managing conflicts but also contributing to the construction of more just and inclusive relations through practices grounded in human rights, the recognition of diversity, and social participation. In this way, professional training in peace is oriented toward creating capacities to transform conflicts without reproducing violence or exclusion.

Limitations and future research

This study is not without limitations. Its documentary and comparative design is confined to public undergraduate programs and draws on official curricular texts, rather than on classroom practice, graduate trajectories, or the perceptions of students, faculty, and employers. The peace-agent profile reconstructed here is therefore a normative, curriculum-based ideal rather than an empirically verified professional reality. Future research should test and enrich this profile through longitudinal follow-up of graduates, fieldwork in the institutions and communities where they intervene, and comparative studies that extend beyond Mexico to other Latin American and Global South settings.

Such an agenda carries concrete political implications: in regions marked by structural violence, institutional fragility, and deep inequality, extending peacebuilding education to the undergraduate level is a comparatively low-cost, high-reach strategy for democratizing access to a professional field long reserved for graduate elites, and for cultivating local capacity that does not depend on externally designed, donor-driven models of intervention. Positioning peace agents as actors capable of influencing the full public-policy cycle invites governments, universities, and civil-society organizations across the Global South to treat peace education not as a peripheral humanitarian concern but as a strategic investment in more just, participatory, and sustainable forms of governance.

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	A1	A2
A. theoretical and conceptual foundations and problematization:	50%	50%
B. data research and statistical analysis:	50%	50%
C. elaboration of figures and tables:	50%	50%
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Appendix 1. Summary of Professionalizing Peace Programs in Mexico

University	Degree	Duration	Competencies	Graduate profile	Field of practice
Universidad de Guadalajara	Bachelor's Degree in Peacebuilding and Security	7 semesters	A specialist in peacebuilding and security equipped with the capacities, competencies, and tools to evaluate, analyze, research, design, implement, and manage policies and strategies linked to this field, in order to work in the public, private, and social sectors, as well as in international, regional, national, state, and municipal institutions and bodies, in an ethical and professional manner, within a context marked by the legitimate social demand for organizational results in the domain of peace and security.	Graduates of the Bachelor's Degree in Peacebuilding and Security will possess comprehensive, high-level training as specialists in both fields, with the knowledge, capacities, aptitudes, competencies, and tools to work ethically and professionally in the public, private, and social sectors, as well as in international, regional, national, state, and municipal institutions and bodies, within a context marked by uncertainty, violence, and the legitimate social demand for organizational results in the domain of peace and security. Graduates will develop four axes of generic competencies: research, management, evaluation, and design and planning. All of this contributes to fulfilling the graduate profile of the program, which consists of having acquired the knowledge, aptitudes, and tools to: - Analyze and generate diagnoses of the context and situation of peacebuilding and of the three dimensions of security contemplated in the Nation's Supreme Law; - Design, develop, and implement policies and strategies in the field of peacebuilding and National, Internal, and Public Security; - Identify internal and external threats and risks to National Security; - Advise decision-makers on policies and strategies for peacebuilding and security in their various dimensions; - Advise on and propose policies, strategies, and lines of action in the social prevention of violence and crime; - Contribute to generating conditions of security, tranquility, peace, and resilience of the social fabric; and - Generate future scenarios based on available hard data and information and on the identification of trends.	The program envisions that its graduates may work professionally in: - Ministries, directorates, or departments of public and citizen security, such as the Ministry of Public Security of the State of Jalisco or its counterparts in other states; - Ministries of defense, such as the Ministry of Security and Citizen Protection; - State and national prosecutors' offices, such as the Prosecutor's Office of the State of Jalisco or its peers in other entities; - Intelligence institutions and agencies, such as the National Intelligence Center; - Areas of social prevention of violence and crime at the national, state, or municipal level, such as the General Directorate for Crime Prevention of Jalisco; - Security-analysis areas of public and private institutions, such as the General Strategic Security Coordination Office; - Social-reintegration institutions, such as the General Directorate for Prevention and Social Reintegration; - Private security consultancy firms, police institutions, security-policy and civil-protection management areas, international bodies, public and private universities, and humanitarian and civic organizations whose projects, actions, proposals, and analyses are linked to security and peacebuilding.
Universidad Autónoma del Estado de México	Bachelor's Degree in Alternative Dispute Resolution	10 semesters	During your studies, you will learn to draw connections in order to explain the causes and consequences of a conflict; to apply the tools, techniques, and skills of the process so that the parties find solutions, taking into account the diagnosis and strategies of the conflict; and to recognize the legal and human limitations of a given conflict, respecting the law, human rights, and the will of the parties.	A graduate in Alternative Dispute Resolution can work in the Executive Branch, the Directorate for Prevention and Social Rehabilitation, the Ministry of Labor, the Attorney General's Office, the Settlers' Ombudsman's Office (Procuraduría del Colono), the Integral Family Development System, the Ministry of Citizen Security, the Administrative Litigation Court, human rights commissions, and educational institutions, as well as in private national and international bodies.	The graduate in Alternative Dispute Resolution may work across the three levels of government, in various ministries, in teaching, and as a consultant in national and international private firms, among other roles. Productive businesses with international reach have greater opportunities for growth and diversification; it therefore follows that this field of practice will be better remunerated than a focus solely on local businesses and firms.
Universidad Autónoma de Nuevo León	Bachelor's Degree in Peace and Human Rights Studies	8 semesters	Design social intervention programs with a human-rights approach, aimed at populations or individuals such as women, older adults, Indigenous peoples, children, persons with disabilities, and other priority-attention groups—adapting pedagogical approaches to specific needs and contexts (social, cultural, political, and environmental), respecting human dignity, and promoting equity in a creative and multidisciplinary manner, in order to raise awareness among, inform, and educate the community about its rights and a culture of respect and social justice. Coordinate public and private bodies and entities by applying specialized knowledge of human rights and protection mechanisms, so that, through collaborative work and from a critical and proactive perspective, they may develop policies and actions—such as protocols, hiring policies, and awareness and training programs—that promote inclusion, equality, and non-discrimination. Develop strategies of advocacy and awareness-raising in human rights and the promotion of a culture of peace, through conflict-resolution techniques and non-jurisdictional mechanisms for outreach and for building ties among diverse social actors and collective movements—fostering empathy, effective communication, and collaboration—in order to configure spaces of community dialogue, psychosocial accompaniment, the strengthening of dispute-resolution mechanisms, and symbolic protection and reparation that promote the rebuilding of the social fabric and sustainable peace. Guide victims of human rights violations regarding access to justice and the comprehensive reparation of harm in situations of violence, femicide, human trafficking, forced displacement, institutional violence, child exploitation, torture, and digital violence, among others—through strategies grounded in respect for human rights and professional ethics, providing accessible information on non-jurisdictional procedures, protection mechanisms, and comprehensive care with a victimological approach that enables the restitution of rights, their full enjoyment, and the recovery of the victims' life projects.	To train professionals in Peace and Human Rights Studies who are competent in the promotion and defense of the rights of all persons, regardless of origin, race, religion, gender, or social status—agents of change in the construction of more just and peaceful societies through the design of innovative social intervention programs aimed at priority groups such as women, Indigenous peoples, and persons with disabilities, among others. They are able to coordinate efforts with public and private bodies, developing policies that foster inclusion, equality, and non-discrimination. They further stand out in creating strategies for dispute resolution and in implementing dialogue mechanisms that promote the rebuilding of the social fabric and the reparation of harm suffered by victims of human rights violations. They possess solid, comprehensive training with legal, social, and cultural approaches and, from a critical and multidisciplinary perspective, are prepared to apply techniques that promote peace from an inclusive standpoint respectful of human dignity and equity. They respond effectively to the needs of diverse organizations, both public and private, in collaboration with business-sector organizations, social-welfare organizations, human rights commissions, and justice institutions, in order to facilitate access to justice and the restitution of rights, to foster the creation of equitable and democratic societies, and thereby to contribute to sustainable peace in local, national, and international contexts.	- Public and private educational organizations; - Business-sector organizations; - Public and private social-welfare organizations; - National and state human rights commissions; - Justice institutions.

Source: Prepared by the authors, based on the institutional program documents of UdeG, UAEMex, and UANL.