



Research Article

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The Integration of the Cross-Cutting Themes of the Educational Model of a Private University with the Sustainable Development Goals

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Abstract

In 2015, the United Nations Organization (UN) certified the 2030 Agenda for Sustainable Development, which comprises 17 goals. In Latin America, universities play a crucial role in ensuring access to education, providing fundamental human rights, and collaborating to achieve sustainable development goals (SDGs). However, achieving inclusive, equitable, and high-level education in the region is a challenge for governments and states. In this context, sustainable development is being promoted in Peru through higher education institutions. The general objective of this study is to carry out a comprehensive analysis of the integration of the SDGs into the cross-cutting axes of the educational model of a private university located in the northern region of Peru. A qualitative research approach was used, which included interview techniques, observation, and document analysis. The results revealed the need to incorporate the SDGs into the curriculum proposal and the study plan, thus helping professionals develop a vision oriented toward sustainable development and prepare them to face current and future challenges. The inclusion of the SDGs in the educational model will allow the university to fulfill its role in promoting sustainable development in Peru, forming students committed to equity, social justice, and the care of the natural environment. In addition, this integration will promote the social function of the university and its participation in solving problems at both the local and global levels.

Keywords: Sustainable development, transversal axes, educational model

1. Introduction

The academy at the university level plays a central role in the formation of professionals committed to building a sustainable and equitable future. In this process, adherence to disciplinary education is paramount to achieve the desired graduation profile and professional skills. However, university policies must be aligned with the relevant social needs and problems that cover various areas and must be addressed from a curricular perspective, making it essential to impart an epistemology that promotes an ecology of knowledge, with the aim of having sustainable and productive educational institutions as the central core of global society (Peña & Ravelo, 2021).

Higher education institutions play an essential role in the training and growth of university students (Sáenz, 2021), and to guarantee the realization of the goals established in terms of comprehensive training and the achievement of competencies, it is necessary to carry out a comprehensive analysis of the students' starting points (Leiva-Brondo et al., 2022). This initial assessment allows for precise information on the level of knowledge, skills, and competencies with which students enter the university.

By knowing each student's starting point, educational institutions can design appropriate pedagogical strategies and support programs to meet their personal demands and promote their academic and personal development. This personalized attention contributes to students acquiring the capacities required to overcome the challenges of the 21st century and to contribute to the achievement of the global goals established by the UN.

In 2015, the UN approved the Sustainable Development (SD) Agenda with the participation of 193 member states, thus establishing the objectives and targets to achieve SD globally. The SDGs, also known as global goals, are ambitious but achievable and have been established by the UN with the purpose of addressing the most urgent challenges in terms of economic, social, and environmental development. Their mission is to ensure equity in opportunities and enable all people to enjoy a full life without causing harm to the environment (United Nations Organization, 2023). These objectives are based on principles of sustainability, equity, and justice and aim to transform our society toward a more inclusive and sustainable future.

The integration of cross-cutting axes in educational models has become increasingly crucial in the landscape of education for sustainable development (SD). These axes represent thematic areas that cover all levels and academic programs and focus on cultivating values, attitudes, and competencies that go beyond disciplinary limitations.

In this context, various voices in the literature, such as Chankseliani & McCowan (2021) and Xue (2022), highlight the importance of researching and analyzing how the inclusion of sustainability concepts is materialized in the university academic environment. However, there is an evident gap in understanding how specific universities, especially in the northern region of Peru, have effectively integrated these principles into their educational models.

The relevance of this study is amplified considering the proposals of Romero et al. (2022), Kioupi & Voulvoulis (2019), Agirreazkuenaga (2019), and Fang & O'Toole (2023), who underline the need for a conceptual approach, specific tools, and practical experiences in teaching about sustainability. The current literature does not fully address the practical application of these approaches in specific university institutions; here lies the gap that this research aims to fill.

Therefore, this study not only positions itself as a significant contribution to the academic field by exploring how the SDGs have been integrated into a private university in the northern region of Peru but also provides valuable insights to inform future policies and educational practices, offering a model that could be replicated in other educational institutions facing similar challenges in the implementation of sustainability in their academic programs.

In this context, the educational model is distinguished by its multidimensional approach, which is oriented toward the formation of holistic professionals, with an integral vision of their field of study. This orientation aligns perfectly with the SDGs established by the UN, as it promotes values and competencies that consider aspects that are not only technical. The SDGs provide a shared

vocabulary and an internationally recognized framework of reference for collaboratively addressing global challenges (Regulska, 2022). The University recognizes the importance of training professionals who are committed to SD, capable of addressing current challenges and contributing to the establishment of a more equitable society and respectful of the environment.

By combining the multidimensional approach with the UN's SDGs, powerful synergy is created that drives the formation of professionals aware of their social responsibility and committed to achieving sustainable development. This combination allows students to strengthen essential competencies to contribute effectively to the implementation of the SDGs, both locally and globally.

The educational model is distinguished by its multidimensional approach, which focuses on the formation of holistic professionals, with an integral vision of their field of study. This paradigm is based on the conviction that training should not be limited only to the acquisition of technical knowledge and specific skills but also promote the development of cross-cutting competencies and fundamental values.

To achieve this purpose, a series of cross-cutting axes have been identified that are integrated transversally at all levels and through academic programmes. These cross-cutting axes cover areas such as human rights, environmental culture, cultural diversity, and entrepreneurship. Through the integration of these axes, the University seeks to train professionals who not only are experts in their disciplines but are also committed and ethical citizens competent in the responsible management of social, economic, and ecological challenges (Fernández et al., 2018). Universities have the responsibility to adapt cross-cutting themes according to the significant learning needs related to the social problems that arise in their environment. These cross-cutting themes must be coordinated and distributed coherently in the university curriculum (Sime, 2023).

These cross-cutting axes represent an expansion of the traditional educational approach, given that they consider elements that are not limited to technical and disciplinary aspects. Their integration into the academic curriculum allows students to acquire a broader perspective and develop skills and values that enable them to contribute significantly to society and the achievement of sustainable development. In brief, we should not consider these cross-cutting axes simply as additional content to the thematic areas but rather as fundamental means that facilitate meaningful learning and contribute to the scientific-humanistic and ethical-moral development of an individual aware of the changes generated by society.

In the current context, there is a growing awareness of the importance of aligning higher education with the sustainable development goals (SDGs) established globally. However, in the university field, a fundamental question persists: how can the effective integration of the cross-cutting axes of the educational approach be achieved with respect to the SDGs to ensure that the academic training of students is not only relevant but also actively and concretely contributes to the achievement of these global objectives?

The lack of a clear answer to this question represents a significant gap in current educational research. Identifying and understanding the optimal strategies for integrating these elements synergistically are crucial challenges for educational institutions. Answering this question will not only strengthen the quality of university education but also position the institution as an active agent in promoting sustainability globally.

The general objective of this study is to carry out a comprehensive analysis of the integration of the SDGs into the cross-cutting axes of the educational model of a private university located in the northern region of Peru. The decision to focus on this particular institution is based on the growing importance of aligning higher education with the SDGs and the specific need to understand how this integration is being carried out in a specific regional context.

Through a critical examination of the strategies implemented thus far, this study seeks to identify the strengths and weaknesses in the connection between the cross-cutting axes of the educational model and the SDGs. The resulting recommendations not only aim to improve the current situation but also aspire to establish an exemplary model that inspires other educational institutions to follow this path of integration.

This result not only provides a comprehensive view of the current state of the integration of the SDGs at the university in question but also positions itself as a valuable reference for future actions and decisions. Thus, it seeks to enhance the commitment and contribution of the institution to the global goals of sustainable development, serving as a catalyst for educational transformation and the promotion of sustainability at the regional level and beyond.

2. Materials and Methods

This research employed a qualitative approach, using methods such as interviewing university staff and analyzing documents from the author's perspective. The qualitative approach focuses on understanding and explaining the experiences and viewpoints of individuals and social groups. It seeks to comprehend the underlying processes, attitudes, beliefs, values, and motivations by collecting data in the form of text, images, or audio through interviews or discussion groups (Álvarez, 2020). Its objective is to gain a deep and detailed understanding of a specific phenomenon or situation, generate theories, identify patterns and trends, and develop recommendations and solutions based on the perspectives of those involved.

The research was classified as basic, as it did not apply a concrete study proposal. It focuses on the acquisition and understanding of the fundamentals of a phenomenon or situation. Its main goal lies in advancing scientific and technological knowledge without having a specific practical application in mind (Hernández & Mendoza, 2018).

The study adopted a phenomenological design to examine the integration of the SDGs into cross-cutting axes through a qualitative approach that focused on understanding the personal experience of individuals and their understanding of the reality that surrounds them. This approach is based on the philosophical current of phenomenology, which is dedicated to the study of consciousness and experience. Its purpose lies in understanding the experience as it is experienced by a person and how it influences their perception and understanding of the world.

The population for this study included students, professors, and administrative staff from 27 undergraduate programs distributed in four faculties: Economic and Business Sciences, Health Sciences, Social and Humanistic Sciences, and Engineering. The sample was selected intentionally, with the goal of ensuring equitable representation from each faculty member and the inclusion of diverse careers.

To collect data on the participants' experiences, in-depth interview techniques and participant observation were used (Manterola et al., 2019). Exhaustive reviews of the training programs and subject themes addressing the cross-cutting axes in 12 selected undergraduate programs were conducted.

Relevant information was obtained from various virtual platforms, including reviews of curricula, indicators, and educational models. In addition, syllabi of curricular experiences aimed at the development of cross-cutting axes in each career were consulted. The interview technique complemented the data collection, providing additional qualitative perspectives.

Scientific rigor is fundamental in research, according to Miranda & Villasis (2019), who maintain that the reasonings of scientific rigor are parameters used to value the excellence and reliability of a scientific study. These judgments are essential to ensure that research is conducted rigorously and objectively and that the results obtained are valid and reliable. The following criteria were considered: transparency, replicability, validation, objectivity, confidentiality, quality control, and documentation to ensure the robustness and credibility of the research conducted.

The data analysis approach applied in this study relied on the inductive method, which is based on the observation and critical examination of data to arrive at general conclusions or theories. In this process, researchers collected empirical information through various techniques, such as surveys, interviews, and experiments. Subsequently, they conducted an exhaustive analysis of the collected data to identify significant patterns and relationships. Using the identified patterns, they formulated hypotheses about the connection between the study variables. These hypotheses were then subjected

to verification through further research. If the hypotheses were confirmed, they proceeded to the development of theories or general conclusions about the relationships between the analyzed variables. This inductive approach allowed for a deeper and more substantiated understanding of the investigated phenomena, providing a solid basis for the study's conclusions (Torres et al., 2019).

Ethical aspects are fundamental in scientific research, ensuring obligation, compliance with the rights of participants, and academic ethics. These aspects include informed consent, protection of privacy and confidentiality, noncausation of harm, justice and equity, and academic integrity (Miranda & Villasis, 2019).

3. Results and Discussion

The results reveal the examination of the information obtained through the application of techniques such as interviews, document analysis, and observation. These techniques were combined with the checklists of the 25 professional careers and the indicators studied in terms of their scope of action, which covers situations of no implementation, at the beginning, in process, or achieved. The professional careers are divided into faculties of Economic and Business Sciences, Health Sciences, Social and Humanistic Sciences, and Engineering.

Table 1 contains the checklist of the documentary analysis that assesses the integration of the SDGs into the transversal aspects of the curricula of the 25 professional careers, specifically for Indicators 3, 4, and 7.

Table 1. Documentary analysis checklist. Indicators 3, 4 and 7

Scope of Action	Indicator	No Implementation	In Home	In Process	Achieved
Incorporation of the SDGs in the cross-cutting components of the curricula of the 27 undergraduate programs.	3. The curricular experiences that should develop the transversal axes have been identified in each career.				27
	4. The SDGs that should be developed as part of the cross-cutting themes in the curricular experiences in each career have been identified.	27			
	7. The SDGs have been aligned with the disciplinary themes of each career.	27			
	Result	2	0	0	1

Note: Own elaboration

The detailed exploration of the data presented in the table reveals a series of significant elements that highlight the urgent need to incorporate the SDGs into the curriculum. In particular, the results indicate that progress has been made in the identification and collection of data related to the three established indicators.

Regarding the identification of the curricular experiences in charge of developing the transversal axes in each academic program, substantial achievements are observed in this aspect. The objective of identifying the curricular experiences (CEs) responsible for implementing these axes in all the study plans was achieved. However, it is important to note a limitation in this regard since, although responsibility is established, specific thematic lines for each axis are not defined, which makes the alignment process in relation to curricular experiences difficult.

Furthermore, in terms of identifying the SDGs that should be addressed in the transversal axes of curricular experiences, the results are less successful. No action has been taken in this regard, as the SDGs are not referred to in the summaries of the curricular experiences in the study plans,

suggesting a significant gap in the integration of the SDGs into academic content.

It is important to note that, despite the efforts made, alignment with the disciplinary themes of each program is also compromised, as the SDGs are not mentioned in the summaries of the curricular experiences. This limitation shows that although one indicator has been successfully met, the other two have not been effectively implemented. Consequently, it highlights the urgency of taking concrete actions to immediately strengthen their integration into the curriculum and, therefore, in the training of professionals with a vision oriented toward sustainable development.

Table 2 contains information specifically related to indicator 4, using the undergraduate educational model as a source. The technique used to collect this information was document review.

Table 2. Documentary analysis checklist. Indicator 4

Scope of Action	Indicator	No Implementation	In Home	In Process	Achieved
Inserting the SDGs into the cross-cutting aspects of the educational model	4. The SDGs to be developed as part of the cross-cutting themes have been identified in the curricular experiences in each career.		1		
	Result	0	1	0	0

Note: Own elaboration

The findings indicate that, regarding the identification of the SDGs to be addressed in the CEs of each career, the university has prioritized five SDGs based on their relevance to the educational proposal. These SDGs are well-being (SDG 3), quality education (SDG 4), inclusion (SDG 5), the promotion of economic growth (SDG 8), and global synergy for sustainable development (SDG 17).

In Table 3, data related to four indicators that assess the introduction of the SDGs into the interdisciplinary axes of the educational model are identified and compiled. The source of information used was an interview conducted with the Vice-Rector for Academic Affairs, and the technique employed to collect the data were the interview checklist.

Table 3. Interview form with the Academic Vice Rector. Indicators 1, 2, 5 and 8

Scope of Action	Indicator	No Implementation	In Home	In Process	Achieved
Inclusion of the SDGs in the Cross-cutting Themes	1. The university community is trained in the cross-cutting axes or themes. 2.				X
	2. The student community is familiar with the international normative framework linked to the SDGs.		X		
	1. Teachers are trained for the inclusion of the SDGs in the planning and syllabic execution of curricular experiences that should develop the cross-cutting themes in each career.			X	
	8. There is participatory reflection on the integration of the SDGs in the cross-cutting components of the educational model.				X
	Result		0	1	1

Note: Own elaboration

The analysis of Table 3 reveals the following: The training of the university community in the transversal pillars of the undergraduate educational model has been implemented through a faculty development programme that uses monitoring as a base for students and teachers. However, this training is superficial and lacks details on the themes and expected capabilities, which complicates follow-up and evaluation.

Students' knowledge of the international normative framework of the SDGs is in an initial stage. Although some subjects tangentially address the SDGs, there is no specific academic guidance for teachers in this area.

In the context of the different faculties, certain subjects are observed that could present specific challenges in the integration of SDGs. In the Faculty of Economic and Business Sciences, the subject Global Business Strategies could mainly focus on business strategies without explicitly addressing corporate sustainability. In Health Sciences, the subject Management of Resources in

Health Institutions might not include enough emphasis on equity in health access or global health promotion. In social and humanistic sciences, the subject Contemporary Sociological Theory could lack a specific focus on SDGs related to equality, social justice, or cultural diversity. Finally, in the Faculty of Engineering, the subject Engineering System Design might not integrate principles of sustainability and energy efficiency in system design. These examples indicate potential areas that may require attention and adjustments to ensure more effective integration of the SDGs into the curriculum of each faculty member.

The training of teachers for the inclusion of the SDGs in the planning and execution of curricular experiences is in process. A semester training plan is underway that covers the transversal axes, but there is a lack of specific academic orientation and definitions of the themes of each axis, which complicates their implementation.

With respect to participatory reflection on the integration of the SDGs into central elements, concrete actions have been taken. Currently, the university is immersed in a process of curricular restructuring with the aim of implementing a new proposal in the second semester of 2023. During this period of transformation, specialized workshops were organized, and working committees were formed involving teachers, students, and experts in sustainable development. These initiatives seek to promote participatory and collaborative reflection to ensure the effective integration of the SDGs into the core elements of the curriculum. For example, a specific workshop focused on designing strategies to incorporate the SDGs into key subjects such as business sustainability and environmental management has been established, ensuring a direct connection between theory and practice in academic training. These actions demonstrate an active commitment to continuous improvement and the consolidation of the SDGs as a fundamental pillar in the educational experience of the university community. Those responsible for professional careers are convinced of inclusion, but it is not specified how it will be carried out or what the expected results are.

From the reflection in the interview, three needs arise: to establish a sustainable work agenda for the participation of campuses in aligning the SDGs with local, national, and international agreements; to systematize through committees and academic alliances with different government entities and the business sector to measure the results obtained; and to consolidate information by academic periods to evaluate and publish the achievements of the university's articulation with external actors in relation to the SDGs. In academic programming, the transversal axes that must be addressed in the subject are mentioned, but there is no reference to them or the SDGs in the summaries, units, or bibliography.

The incorporation of the SDGs into the curricula of various faculties at the university was examined. The focus was especially on the faculties of Economic and Business Sciences, Health Sciences, Social and Humanistic Sciences, and Engineering.

In the Faculty of Economic and Business Sciences, meticulous monitoring of the results obtained through the integration of the SDGs into the curriculum has been carried out. The inclusion of the SDGs in the syllabi of 72 curricular experiences has been successful, reflecting significant progress.

However, there is still a need to implement these methods in 5 specific subjects (sustainable management of business resources, ethics and corporate social responsibility, entrepreneurship and sustainable development, finance and sustainability, and sustainable development in the international sector).

An illustrative example is found in the School of Administration, where the SDGs have been effectively incorporated into 18 curricular experiences related to the transversal axes; however, in 5 subjects, their inclusion has not yet been fully carried out (strategic planning for business sustainability, corporate social responsibility and corporate citizenship, innovation and eco-efficiency in business, international trade and sustainable economic development, sustainability in global business management). This situation is also observed in other schools of the faculty, such as Tourism and Hotel Management, Accounting, Business Management, and International Business, where its inclusion has been achieved in a certain number of curricular experiences but remains pending in 5 subjects. The previous examples underline the importance of specifically and in detail addressing the incorporation of the SDGs into particular subjects to ensure complete and coherent implementation throughout the faculty.

On the other hand, in the Faculty of Health Sciences, the SDGs have not been incorporated as transversal axes in any of the evaluated subjects. In Nursing, Dentistry, Medicine, and Psychology, none of the evaluated curricular experiences included the SDGs in their syllabi. Therefore, it is recommended that the Academic Programming be reviewed and that modifications be made to ensure the implementation of the SDGs in these subjects. Overall, continuous and coordinated work is required to promote the inclusion of the SDGs in the syllabi of curricular experiences.

Moreover, the Faculty of Social and Humanistic Sciences showed that, out of a total of 31 evaluated syllabi, only 2 included the SDGs as transversal axes in their content (Sociology for Sustainable Development and Environmental Psychology and Social Commitment). In Translation and Interpretation, none of the 20 evaluated curricular experiences specifically mentioned the SDGs, although the presence of transversal axes is observed in the Academic Programming. In Law, the 14 evaluated curricular experiences did not refer to the SDGs either in their syllabi or in the Academic Programming. It is recommended to work on the explicit inclusion of the SDGs in the syllabi of these subjects and make the necessary modifications. Additional effort is needed to promote the inclusion of the SDGs in the syllabi of the curricular experiences of the faculty.

Finally, in the Faculty of Engineering, out of a total of 65 evaluated syllabi, only 5 included the SDGs as transversal axes (Sustainable Engineering and Environment, Innovative Technologies for Sustainable Development, Waste Management and Recycling in Engineering, Renewable Energies and Energy Efficiency, and Eco-efficient Design in Engineering). In business engineering, systems engineering, and civil engineering, none of the evaluated curricular experiences mentioned the SDGs in their syllabi. It is recommended that the inclusion of the SDGs be actively promoted in the contents and objectives of these subjects, as well as the necessary modifications to ensure their implementation. A significant effort is highlighted to foster the inclusion of the SDGs in the syllabi of the curricular experiences of the faculty.

These results are partially related to what was expressed by Chankseliani & McCowan (2021), who indicate that higher education has been fulfilling its essential functions of teaching, research, and engagement long before the SDGs were established globally. While governmental documents may refer to the SDGs as benchmarks, they do not always have an explicit impact on the policies and approaches implemented in higher education.

Additionally, as highlighted by Pérez (2022), in many regions, insufficient resources are allocated to the educational sector, which restricts the ability to elevate educational standards and ensure universal accessibility. Emphasis is also placed on the lack of adequate training for teachers, which hampers their essential role in enhancing the quality of education, considering that many of them lack proper instruction and support to carry out their work effectively.

Consequently, it is crucial to address these inequalities to ensure that education is inclusive, equitable, and high quality while promoting opportunities for lifelong learning in Latin America.

Collaboration between governments, businesses, civil society, and other relevant actors plays a key role in achieving this goal and in making education a tool for social development and progress.

Using the data collection and evaluation techniques used in our study, we focused on the undergraduate educational model of the academic institution. According to document analysis and observation, students lack knowledge about the international normative framework related to the SDGs, and there are no academic guidelines that direct teachers to integrate the SDGs into the curricular plans of the subjects.

Moreover, when examining the programs of subjects responsible for addressing transversal aspects in professional careers, it was found that although academic programs mention these aspects, the lack of explicit reference to the SDGs in summaries and bibliographic references is evident.

It is crucial to emphasize that in the academic programs of specific subjects, no mention of the SDGs was found in the summaries, highlighting the pressing need for a more robust integration of the SDGs into the disciplinary programs of study plans. It is essential that programs explicitly include thematically related SDGs in their summaries, detail the units of study, and provide specific bibliographic references that support the connection between the discipline and the global goals of sustainable development. This approach will not only improve but also clarify and specify the report and strengthen the effective integration of the SDGs into university education. Obviously, this will not only improve, but will bring clarity and specificity to the report, to strengthen the effective integration of the SDGs in university education.

Likewise, it is necessary to deepen the understanding of the challenges and barriers that arise in the process of integrating the SDGs into the educational model of the university, in order to identify and address these challenges to guarantee an effective and meaningful integration in the educational plan. studies.

As can be seen, one of the prominent challenges is the lack of explicit inclusion of the SDGs in key subjects of various faculties. To overcome this obstacle, it is proposed to intensify teacher training, ensuring that it is specifically designed to address the integration of the SDGs in different disciplines, which provides teachers with the tools and knowledge necessary to effectively incorporate them into their plans. study. Furthermore, the ongoing curricular redesign process offers a strategic opportunity to address these challenges, where structural adjustments can be implemented to ensure their explicit inclusion in the subjects' summaries, units and bibliography to guarantee a direct connection between the SDGs and the objectives. academics, improving coherence and applicability across the curriculum.

Collaboration with external stakeholders is also presented as a valuable means to overcome the identified challenges. By establishing alliances with local governments, companies and civil society, the university can benefit from additional perspectives and resources that would contribute to the effective integration of the SDGs by strengthening their inclusion in university education.

Therefore, addressing the challenges associated with integrating the SDGs into the University's educational model requires a multifaceted approach. Faculty training, strategic curricular redesign, and active collaboration with external stakeholders are essential components to overcome these barriers and ensure success in meaningfully integrating the SDGs into the university educational experience.

4. Conclusions

In the educational model of the university under study, the Sustainable Development Goals (SDGs) related to well-being (SDG 3), quality education (SDG 4), inclusion (SDG 5), the promotion of economic growth (SDG 8), and global collaboration for sustainable development (SDG 17) are prioritized. Additionally, fundamental rights and cultural plurality, environmental awareness, and entrepreneurship are recognized as cross-cutting themes.

The effective integration of the SDGs in key subjects is presented as an essential component to guarantee complete and coherent training in sustainability. Furthermore, the importance of

establishing active collaborations with government agencies, civil society organizations and industry is highlighted, which can act as a catalyst to promote sustainable practices in the field of higher education.

Specific attention to the inclusion of the SDGs in the curriculum, combined with strategic partnerships, may be the key to strengthening universities' commitment to sustainable development, in order to provide practical guidance for educational institutions seeking to play a more active role in achieving the SDGs and promoting sustainability in their academic programs.

The University has demonstrated significant progress in connecting with external actors at the regional, national, and global levels in relation to the SDGs through projects and interinstitutional agreements addressing various topics, such as water management, energy, consumption, climate change, gender equality, family health, and renewable energies. However, a limitation is evident in the depth with which the transversal axes are addressed in training, as the lack of details about thematic lines and the capabilities sought to be developed impedes proper tracking, evaluation, and monitoring of their implementation.

The analysis conducted in the educational institution underscores the urgent need for an updated curricular and syllabus proposal that facilitates the effective integration of the SDGs into the interdisciplinary foundations of the educational model. As a response, imperative restructuring is proposed to ensure more comprehensive and cohesive training in relation to these essential elements.

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