

Original article



Historical evolution of the professional performance of graduates in Primary Education from the Municipal University Center of Los Palacios

Evolución histórica del desempeño profesional del egresado en Educación Primaria del Centro Universitario Municipal de Los Palacios

Evolução histórica do desempenho profissional dos graduados em Educação Primária do Centro Universitário Municipal de Los Palacios

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ABSTRACT

This article addresses the need to improve the professional performance of graduates in Primary Education from the Municipal University Center of Los Palacios, Pinar del Río. It presents an analysis of the background and the conditions that led to this need. The study of this background allowed the author to propose, as the main objective, an approach to the historical evolution of the professional performance of graduates in Primary Education from the Municipal University Center of Los Palacios. The development of a diagnostic assessment corroborated the identified social problem. The research is based on the dialectical-materialist method. A quantitative, pre-experimental study was conducted using the following methods: analysis and synthesis, hypothetical-deductive reasoning, document

review, and a systems approach, which allowed for the development of the theoretical framework for this research. The research population consisted of 15 graduates in Primary Education from the Los Palacios Municipal University Center and eight administrators, for a total of 23 participants. The main objective of this article was to determine the historical evolution of the professional performance of graduates in Primary Education from the Municipal University Center of Los Palacios, considering the historical-cultural approach, the relationship between individuals and society, general pedagogy, and professional pedagogy. This study is recommended as a valid option for improving the professional performance of graduates in Primary Education from the Municipal University Center.

Keywords: performance; professional teaching performance; graduate performance.

RESUMEN

Este artículo refiere la necesidad de mejorar el desempeño profesional del egresado en Educación Primaria del Centro Universitario Municipal de Los Palacios, de Pinar del Río. Se muestra un análisis de los antecedentes, de las condiciones que propiciaron su surgimiento. El estudio de estos antecedentes permitió proponer como principal objetivo realizar un acercamiento a la evolución histórica del desempeño profesional del egresado en Educación Primaria del Centro Universitario Municipal de Los Palacios. La elaboración de un diagnóstico permitió que se corroborara el problema social detectado. La investigación tiene como base metodológica el método dialéctico-materialista. Se realizó una investigación cuantitativa de tipo preexperimental empleando los métodos: análisis y síntesis, hipotético-deductivo, revisión de documentos y enfoque de sistema, que permitieron la elaboración del marco teórico referencial de esta investigación. En el desarrollo de la investigación se consideró como población 15 egresados en Educación Primaria del CUM de Los Palacios y ocho directivos, para un total de 23 sujetos. El artículo tuvo como principal objetivo determinar la evolución histórica del desempeño profesional del egresado en Educación Primaria del Centro Universitario Municipal de Los Palacios, el enfoque histórico-cultural, la relación hombre-sociedad, la pedagogía general y la Pedagogía Profesional. Se recomienda este estudio como opción válida para perfeccionar el desempeño profesional del egresado en Educación Primaria del Centro Universitario Municipal.

Palabras clave: desempeño; desempeño profesional pedagógico; desempeño del egresado.

RESUMO

Este artigo aborda a necessidade de aprimorar o desempenho profissional de graduados em Educação Primária do Centro Universitário Municipal de Los Palacios, Pinar del Río. Apresenta-se uma análise do contexto e das condições que levaram a essa necessidade. Essa análise permitiu ao autor propor, como objetivo principal, uma abordagem da evolução histórica do desempenho profissional de graduados em Educação Primária do Centro Universitário Municipal de Los Palacios. O desenvolvimento de uma avaliação diagnóstica corroborou o problema social identificado. A pesquisa baseia-se no método dialético-materialista. Foi realizado um estudo quantitativo pré-experimental utilizando os seguintes métodos: análise e síntese, raciocínio hipotético-dedutivo, revisão documental e abordagem sistêmica, que permitiram o desenvolvimento do referencial teórico desta pesquisa. A população do estudo foi composta por 15 graduados em Educação Primária do Centro Universitário Municipal de Los Palacios e oito gestores, totalizando 23 participantes. O principal objetivo deste artigo foi determinar a evolução histórica do desempenho profissional dos graduados em Educação Primária do Centro Universitário Municipal de Los Palacios, considerando a abordagem histórico-cultural, a relação entre indivíduos e sociedade, a pedagogia geral e a pedagogia profissional. Recomenda-se este estudo como uma opção válida para aprimorar o desempenho profissional dos graduados em Educação Primária do Centro Universitário Municipal.

Palavras-chave: desempenho; desempenho docente profissional; desempenho de graduados.

INTRODUCTION

Changes in contemporary global reality have conditioned, at the end of the 20th and beginning of the 21st centuries, profound transformations in educational systems worldwide, leading to the need to implement alternatives in the educational sector to achieve the effectiveness of educational services.

Faced with the new challenges of Higher Education, the careers of pedagogical sciences have a particular and transcendent challenge, in fulfilling the social mandate of the initial and continuous professional training of educators for the National Education System, at a time when educators are required to raise the quality of their educational work (Ruíz Díaz & Santos de León, 2020).

Cuban Higher Education, with the purpose of providing individuals with intellectual capacities, overcoming the challenges imposed by society, satisfying its demands and extending substantive processes to society, has set itself the vision since 2002 of training professionals in the municipalities, thus facilitating access to university classrooms and the spread of science and culture to the different localities of the country (Pichs Herrera & Benítez Cárdenas, 2021).

Training the professionals that the municipality needs is essential to fulfilling the function assigned to Municipal University Centers (CUMs) (Macías Lima *et al.*, 2022). This is important because of the direct relationship of teachers and students with the environment where they live and work, with the problems of their locality, and because of the possibility of establishing a link between the academic, labor, and research components, as well as outreach and research with local institutions, thus contributing to the development of professional practices, to progress and human well-being, and to social, sustainable, and inclusive development (Hernández Martín *et al.*, 2022).

In this context, everything that can be done from undergraduate training to graduate education professionals who respond to the demands of Cuban society in the 21st century acquires great significance.

It is the responsibility of universities to ensure that the initial training of professionals satisfies the scope of the general training objectives of the professional model, which, at the same time, are articulated with the different levels of education preceding the revolutionary training of the men and women who make up the Cuban citizenry, a guarantee of sustainable development.

This article presents a study that aims to explore the historical evolution of the professional performance of graduates in Primary Education from the Los Palacios University Center (CUM). From a historical-cultural perspective, considering the relationship between individuals and society, general pedagogy, and professional pedagogy, this study is recommended as a valuable resource for enhancing the professional performance of CUM graduates in Primary Education.

MATERIALS AND METHODS

A quantitative, experimental, and within it, pre-experimental investigation was carried out, according to Hernández Sampieri *et al.* (2014).

The following methods were used: analysis and synthesis, hypothetical-deductive, document review and systems approach, which allowed the elaboration of the theoretical framework of the research and the justification of the problem for the training of a competent worker.

Analysis and synthesis, as logical thought processes, allowed for the identification, organization, and summarization of the actions to be taken, which in turn enabled the interpretation of the graduate's professional performance. The document review examined the Study Plan, the syllabi for the Primary Education specialization, as well as lesson plans and academic performance reports, to establish the theoretical framework for the research. This review also included national and international scientific literature, with the aim of epistemologically characterizing the historical evolution of the Primary Education graduate from the Los Palacios University Center (CUM) and improving their professional performance.

The observation method was also used, which allowed for the diagnosis of the professional training of the graduate in Primary Education from the CUM of Los Palacios; the hypothetical-deductive method, which allowed for the acceptance or rejection of the research hypothesis; and the systems approach, which was applied in the integration of the research results, as well as in the establishment of the links between the actions that make up the system, establishing their interdependence.

The pre-experimental design was used, according to Hernández Sampieri *et al.* (2014), for the development of the theoretical framework of this research and the justification of the problem, with the purpose of determining the historical evolution of the graduate in Primary Education from the CUM of Los Palacios and improving their professional performance.

The universe consisted of a population of 15 graduates in Primary Education from the CUM of Los Palacios and eight directors, for a total of 23 subjects.

RESULTS

The transformations carried out as a result of the University Reform of 1962 began with the process of universalizing the university, as a great revolution in education, which later allowed, when conditions made it possible, the constitution of the Municipal University Headquarters (SUM) in 2001.

These institutions, born with universalization, have been given significant relevance for their participation in the socio-economic development of their respective localities, which has been demanded by different bodies and through dissimilar scenarios; one of them was the World Conference on Higher Education (2009), where the postulates related to the contribution of this level of education in relation to the development of each locality were analyzed and reaffirmed.

The Municipal University Centers (CUMs) were created on November 26, 2010, by Agreement No. 6935 of the Executive Committee of the Council of Ministers. These institutions integrate university processes that take place in the territories, through coordination, advisory, and control mechanisms specific to methodological management, to increase the quality and relevance of higher education at the municipal level and ensure greater efficiency, in accordance with the requirements of university processes and in line with the socioeconomic development of each municipality.

They are subordinate to the Higher Education centers of the MES in the provinces and exercise the integrating function over the municipal university branches, subordinate to the Higher Education centers of the Ministry of Higher Education (MES), Ministry of Education (MINED), Ministry of Public Health (MINSAP) and the National Institute of Sports, Physical Education and Recreation (INDER).

Article 9 of R/M 2/2018 of the Ministry of Higher Education states that the CUM is the level of management that basically has a local character in the dynamics of its performance; that is, each CUM must be in alliance with local governments as a key actor in the economic and social development of each Cuban community (Cuba. Ministry of Higher Education, 2018).

The experience of municipalization, within the strategy of universalizing Higher Education, has been enriched over almost two decades, as local university contexts have modified their substantive functions.

The teaching-educational process carried out at the CUM involves a particularized organization that ranges from the physical space where this process takes place —with classrooms distributed in various educational institutions of the municipality— to the administrative structure of the center, with the consequent organization of other substantive processes (methodological and extension) that affect the relationships between the faculty, heterogeneous in their initial training and in their work background.

At the same time, faculty compositions have also diversified, with professors initially trained in pedagogy coexisting with those trained in various scientific disciplines. Likewise, there are part-time professors, and the number of full-time faculty members at these university centers has grown, reflecting the process of university integration. The responsibilities of professors and the legal regulations of the higher authority for evaluating them, through their teaching duties, recognize both types of employment; however, the teaching load and positions within the organization of the university's educational process are not the same for both groups. This makes it a unique faculty structure.

The CUM of Los Palacios enables the training of professionals in Primary Education, taking into account that the municipality has 23 primary schools.

In summary, the CUM (Municipal University Center) is a space for teaching and learning, whose performance dynamic is characterized by its local nature. These centers define their organizational unit to carry out all the substantive processes and functions of Higher Education on the scale required by each municipality, with a close link to social actors, to generate knowledge in response to local problems and contribute to endogenous, sustainable social development. Furthermore, they bring together social agents in the territory to manage knowledge in order to satisfy social, economic, food, and environmental needs, thus constituting a factor of success in each locality, thanks to communication, network cooperation, and shared values such as solidarity, trust, collectivism, and cooperation that are developed in each territory.

Characterization of the Bachelor's Degree in Primary Education

In 1979 the Bachelor's Degree in Primary Education was created, which constitutes a higher level, since it guarantees the scientific-pedagogical and methodological preparation that the teacher requires to successfully fulfill the task that corresponds to him.

Over 20,000 teachers enrolled in six-year part-time teacher training programs at the country's Higher Pedagogical Institutes. Five years of these programs were completed while the students worked, but in the sixth year, they were released from their teaching responsibilities and focused intensively on enhancing their training. These programs were organized by subject area, encompassing both sciences and humanities.

This training went through different modalities until it reached a comprehensive training of teachers, increasingly prepared for the educational level in which they work.

In the 1988-1989 academic year, the conditions were in place to further improve the quality of primary school teachers, so the career path was initiated in the Regular Daytime Course (CRD in Spanish), with an entry level of grade 12 and Study Plan A. In the 1990-1991 academic year, with the transformations that took place in primary education, it became necessary to make modifications to the teaching process plan, which was called Plan B.

In the 1992-1993 academic year, the C study plans were initiated in all university careers, which were based on basic principles aimed at ensuring a solid and true political-ideological preparation, the formation and reinforcement of professional motivation, training in and for work, as well as pedagogical, psychological and cultural preparation.

Study Plan C proved to be qualitatively superior to previous ones. The program incorporated three types of activities which, through their organization and internal dynamics, facilitated the acquisition of professional skills, framed within the three basic components of the educational process: academic, practical, and research.

Between the 2001-2002 and 2009-2010 academic years, the Bachelor of Primary Education program was subject to the application of different training models, reflecting the prevailing socio-historical context. These modifications did not entail changes in the professional profile.

In the 2010-2011 academic year, Study Plan D was launched, with a much more innovative approach, based essentially on the adoption of a common curriculum for teacher training programs: offering greater autonomy to universities to design their own optional/elective curriculum; increasing face-to-face instruction to three intensive years, with a balance between the basic components of the educational process; rigorous evaluation; and the revival of organizational methods for the teaching process and types of classes in Higher Education.

The validation of Study Plan D, the criteria of students and teachers, and the social context in 2015 made it possible to verify a series of aspects in the design and execution of the Teaching Process Plan that were not in correspondence with the current reality of the country and the world environment, which justified the need to design the new generation of study plans E, based on

considering it as a need for curricular innovation, to conceive a process of continuous training for professionals and to increase the quality and comprehensiveness in their training.

The professional performance of the graduate in Primary Education

The Bachelor's Degree in Primary Education aims to train competent professionals in the pedagogical sciences through undergraduate, continuing education, and postgraduate studies. This training is based on the development of science, technology, and innovation, and is characterized by quality, comprehensiveness, and patriotism, in order to meet societal needs. To this end, the program boasts suitable facilities and a highly qualified faculty with extensive scientific and pedagogical expertise, enabling it to successfully fulfill its mission.

The professional approach is aimed at the formation and development of the primary school student's personality through the general and school curriculum, extracurricular and after-school activities, the José Martí Pioneer Organization (OPJM), and coordination from the school, of the educational influences of the family and the community; with a system of actions for the direction of the educational process in general and the teaching-learning process in particular, as well as increasingly inclusive practices.

The Primary Education professional's sphere of action is, firstly, the primary school, in the different urban and rural contexts, from first to sixth grade, in semi-boarding, external, boarding and mixed centers, as a teacher in hospital classrooms and teacher in the Palaces of Pioneers, as well as in Pedagogical Schools of the Upper Secondary level and in universities, in the Early Childhood Education programs.

Graduates of the Bachelor's Degree in Primary Education from the Los Palacios University Center (CUM), during their professional practice, must be prepared to understand personal and social needs, proactively address the challenges of pedagogical practice, and integrate scientific and technological advancements into the educational process. For these reasons, the program must cultivate in its students, the future teachers, a strong sense of individual and social responsibility; it must ensure that they find, both during their initial training and in their daily student work, mechanisms that foster motivation for educational work. Therefore, it is the responsibility of the program's faculty and those of educational institutions to train teachers who love their profession and possess a hierarchy

of values aligned with those prioritized by Cuban society, based on a professional pedagogical approach that allows them to internalize their teaching methods.

The results emerging from the qualitative approach used enrich the field of Pedagogical Sciences. In addition to developing the theoretical and methodological framework for the university's monitoring process, the study operationalizes the pedagogical and professional skills related to the teaching and methodological function. Internal actions within this framework stem from the developmental teaching and learning approach adopted in the Primary School Model, which is essential for informing the monitoring activities. Furthermore, the study addresses the characteristics of the development of these pedagogical and professional skills, expressing them in categories and analytical criteria that facilitated data interpretation during the implementation of the monitoring strategy and its evaluation through the recording of experiences.

Based on a study of the historical evolution of the professional performance of graduates in Primary Education from the Los Palacios University Center (CUM), it is necessary to study, project, reveal, and evaluate in an integrated manner a set of knowledge, skills, habits, pedagogical abilities, professional skills, value orientations, interests, motivations, and personality traits of the teacher, in relation to the development of specific functions within their pedagogical activity. This process must combine aspects such as the identification of common professional problems—the object of the profession—, modes of action, and fields and spheres of action—with their respective indicators—that stem from a new conception of the university professor and the quality of their professional performance, within the diverse contexts that underpin the concept of the new Cuban university.

DISCUSSION

Professional performance is defined by Pérez and Aguilar (2020) as: "the capacity of an individual to carry out actions, duties and obligations inherent to their position or professional functions required by a job. This is expressed in the behavior or actual conduct of the worker in relation to the other tasks to be performed during the exercise of their profession. This term designates what the professional actually does and not only what they know how to do" (p. 12).

All of this leads to analyzing different criteria regarding the professional performance of the graduate:

Páez Paredes *et al.* (2017) state that: "it is manifested in the multivariate nature of the activity that is carried out and the different fields of knowledge that must be combined, when attending to the characteristics and contingencies of the context where they carry out their actions. It also considers the mode of action, referring to the activity, the personal characteristics, the execution of tasks and that the educational action corresponds to knowing, knowing how to do, knowing how to be and knowing how to transform oneself" (p. 22).

Consequently, "[...] it is the set of actions that the teacher carries out with high motivation, pedagogical preparation and creativity, during the development of his activity, which is manifested both in the process and in the result of this, aimed at achieving the integral formation of the personality of each of his students, with a developmental and differentiated approach, taking as a basis the knowledge of their potentialities and, in particular, their needs, motivations, experiences and life projects" (Muntaner Guasp *et al.*, 2020).

Mena Lorenzo and Mena Lorenzo (2020) consider that: "It is the preparation and responsibility that teachers possess to independently and creatively solve problems related to the tasks of instructing and educating students in different contexts of action (school, family, community) and in accordance with the demands of the educational system" (p. 9).

This research assumes the professional performance of the graduate given by Alonso *et al.* (2020): "it should be seen as that activity integrated by a set of objectives, tasks, actions, functions and professional competencies that the teacher must carry out and that not only transform him, but the subject in training, the school institution and the educational system itself, thus raising its levels of quality, achieving the development that every society needs in the face of the challenges imposed by the globalization of knowledge and information."

Seen in this way, it is a continuous and systematic training process that involves the teacher's knowledge of their science and of the pedagogical sciences, their research in both professional fields, their didactic-methodological mastery, their abilities and skills for the organization of the pedagogical process and their social commitment as a professional educator.

Hence the importance of the graduate demonstrating in their performance mastery of aspects related to their field of profession in terms of knowledge, skills and attitudes, which will allow them to develop a better work with students.

Training the required number of teachers and ensuring that, once graduated, they possess the skills demanded by society, requires continuous training in contemporary Higher Education, conceived from the student's entry into the university career, preparation for employment and postgraduate training.

According to Alcívar *et al.* (2021), the study of graduates constitutes a basic tool for the improvement and permanent updating of study plans and programs, as well as for the definition of institutional development policies at the state, regional and national levels.

Evidence of the quality of the training process for graduates is the way in which they perform their professional functions. Peña Mantilla *et al.* (2021) state that "the monitoring of graduates must be institutional, systematic, comprehensive and useful for decision-making; in short, within the framework of a change in the management of institutions" (pp. 208-224).

On the other hand, authors such as Aguilar Hernández and González Gómez (2023) mention that it is a continuous and permanent process that allows contact to be established with graduates, in order to collect information that leads to the verification of the relevance of the curriculum, the offering of training and updating in relation to their technological training, to manage their insertion into the productive labor sector, to provide them with academic, social, sports and cultural activities, as well as professional benefits that allow them to perform in the global society and, finally, to verify the levels of satisfaction achieved by their professional training in order to correct, as far as necessary and convenient, the system.

After an analysis of what different authors have proposed regarding graduate follow-up, this research concludes, taking into account what Venet Pérez *et al.* (2022) stated: "Every day society demands more strongly the training of professionals capable not only of efficiently and effectively solving the problems of professional practice, but also of achieving ethical and responsible professional performance and paying attention to the educational training of the student" (p. 63).

Finally, to the extent that the graduate demonstrates in his professional performance the mastery of aspects related to the field of his profession and teaching, he will be able to develop a better work with the students.

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Conflicto de intereses

Los autores declaran no tener conflictos de intereses.

Contribución de los autores

Los autores participaron en el diseño y redacción del artículo, en la búsqueda y análisis de la información contenida en la bibliografía consultada.



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