PARECER A

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SUMMARY FOR THE EDITOR

The article presents a pertinent analysis of the development of intercultural competencies in higher education, in light of the challenges imposed by globalization. The proposal is both relevant and well-founded, particularly for its articulation between intercultural education and media education. The results contribute meaningfully to the discussion on preparing professionals capable of operating effectively in multicultural and digital contexts.

Although the text is consistent, it is recommended that the literature review be strengthened and that the methodological limitations be further problematized. Nevertheless, the contribution is significant for the educational field and is likely to be of interest to researchers, administrators, and policymakers in education.

ARTICLE ANALYSIS

INTRODUCTION

This article analyzes how the intensification of integration and globalization processes—transforming social dynamics—underscores the importance of developing intercultural competencies among higher education students.

The text highlights how globalization and international integration increasingly demand that professionals not only possess technical expertise in their fields but also cultivate skills that enable effective engagement in culturally diverse environments.

- Well-articulated justification;
- Clear problematization and contemporary relevance of the topic.

CRITICAL ANALYSIS

The article offers a relevant, well-structured proposal with findings that make a valuable contribution to the field of higher education. Its merit lies both in the contemporary nature of the theme and in the approach adopted, making it a noteworthy reference for educators, academic leaders, and policymakers focused on the internationalization of education.

STRENGTH OF THE ARGUMENT

The discussion reinforces the results presented throughout the study. It emphasizes the importance of empathy, communication, and creativity in intercultural development, as well as the potential of media education as an inclusive pedagogical tool.

The presentation of results is clear, enabling readers to follow both quantitative data and the subsequent comparative analysis. However, the conclusion could be further

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enhanced by suggesting directions for future research and practical applications of the findings in diverse contexts.

LIMITATIONS AND OPPORTUNITIES

Although the article proposes a timely and well-structured analysis, certain areas could be improved:

- The literature review could offer a more concise conceptual synthesis, integrating different authors around a coherent theoretical framework aligned with the study's objectives;
- There could be a more critical discussion of the approach's limitations, such as technical challenges, infrastructure constraints, or inequalities in access to technology.

ENGAGEMENT WITH OTHER AUTHORS

Reis et al. (2021) and Sinambela et al. (2020) note the growing interest in pedagogical approaches aimed at fostering linguistic and cultural competencies among university students. Deardorff (2020) defines these competencies as a set of knowledge and skills closely linked to the cultural determinants of different communities. Drawing on studies in multicultural corporate environments, Schmidmeier et al. (2020) identify key elements of well-developed intercultural competence, including communication, continuous learning, effective interaction, cultural differentiation awareness, and mediation of cultural aspects.

Papanastasiou et al. (2019) point out the variety of terms often used synonymously with "competence," such as learning, knowledge, multiculturalism, and intercultural education. Lantz-Deaton and Golubeva (2020) stress the distinction between multiculturalism and interculturalism, noting that the former is rooted in personal aspects, while the latter has a more political and social foundation. Finally, Cebrián et al. (2020) examine the effectiveness of mixed intercultural classrooms in developing interaction skills and teamwork among students from different cultures.

CURRENT RELEVANCE

The integration of intercultural competence and media education in higher education is an urgent necessity in today's society: it aims to develop individuals who are better prepared, more tolerant, critical, and adaptable, capable of working effectively and responsibly in multicultural and digital environments.

 This is not only an investment in educational quality but also in building a more just, pluralistic, and connected society.

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FINAL REMARKS

The article clearly and contemporarily addresses the importance of intercultural competencies in higher education, highlighting their relevance in the context of globalization. The proposal is well-structured and yields significant results for the educational field, particularly regarding the internationalization of teaching and learning.

Despite its overall quality, a more concise and integrated literature review is recommended, as well as greater attention to the limitations of the approach, such as inequalities in access to technology. The engagement with relevant authors strengthens the discussion, and the integration of intercultural competencies and media education shows promise for preparing professionals to navigate multicultural contexts effectively. This constitutes a valuable contribution for educators and educational leaders.

MANDATORY REVISIONS

We request that all revisions be highlighted in yellow within the manuscript. Key aspects requiring modification include:

- The literature review should present a more concise conceptual synthesis, integrating different authors within a coherent theoretical framework aligned with the research objectives;
- There should be a more critical discussion of the approach's limitations, including technical challenges, infrastructure constraints, and unequal access to technology;

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