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Editorial

LA PEDAGOGÍA PRAXEOLÓGICA Y SU FUNDAMENTO TEÓRICO DESDE EL CONSTRUCTIVISMO PEDAGÓGICO

PRAXEOLOGICAL PEDAGOGY AND ITS THEORETICAL FOUNDATION FROM PEDAGOGICAL CONSTRUCTIVISM

A PEDAGOGIA PRAXEOLÓGICA E SEU FUNDAMENTO TEÓRICO DESDE O CONSTRUTIVISMO PEDAGÓGICO

“Meaningful learning” in the cognitive process

“Is didactic knowledge, as a result of educational research, a strictly scientific field of knowledge, or does it share characteristics with other forms of knowledge (artistic, technical, practical)?” Rafael Porlán.

When we speak of “meaningful learning,” we are immediately referring to the student’s ability—as a constructor of their own knowledge—to connect the concepts they learn and make sense of them based on their existing conceptual framework. On this point, Porlán (1998, p. 21) notes, “The construction of knowledge in an educational context must be based on the negotiation of meanings.”

In this sense, students construct new knowledge based on the knowledge they have previously acquired. This can occur through discovery or receptively. But they also construct their own knowledge because they want to and are interested in doing so. “Meaningful learning” is sometimes constructed by relating new concepts to existing concepts and, at the same time, by relating new concepts to one’s own experience. “Meaningful learning” occurs when academic activities are coherently related and the subject (in this case, the student) makes a decision (Porlán, R. (1998), p. 21). to learn them. The constructivist to learn them. The constructivist approach to learning and teaching is based on two fundamental principles:

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1. The student is ultimately responsible for their own learning process.
2. The fact that the student's constructive activity applies to pre-existing learning content determines the role the teacher is called upon to play.

Teachers should not be reduced to mere transmitters of knowledge. Their role should focus on the production of knowledge (academic research). Transmitting knowledge to students also involves teaching them how to construct knowledge, which is a process of “elaboration” in which students are able to select and organize the information they receive through various channels, establishing connections between them. In this selection and organization of information and in the establishment of relationships, one element holds a privileged place: the relevant prior knowledge that the student possesses at the start of the learning process. The student comes “equipped” with a set of concepts, representations, and knowledge acquired through previous experiences, which they use as tools for reading and interpretation and which determine what information they will select, how they will organize it, and what types of relationships they will establish among them. If the student manages to establish substantive and non-arbitrary relationships between the new learning material and their prior knowledge by integrating them into their cognitive structure, they will be able to attribute meaning to it, construct a mental representation or model of it, and consequently, will have engaged in “meaningful learning.”

The Theoretical Alignment of Praxeological Pedagogy with the Constructivist Pedagogical Model

Praxeological pedagogy must be potentially meaningful, both in terms of its internal structure (known as logical meaningfulness, which requires that the learning material be relevant and clearly organized) and in terms of the possibility of assimilating it (this is psychological meaningfulness, which requires the existence within the learner's cognitive structure of elements that are relevant to and can be related to the

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learning material). On this point, Juliao (2013, p. 71) states, “taking control of their own lives and transforming reality through reflection and mastery of the ends, not just the means.” “Comprehension” must refer to the “learning process” primarily in terms of the student’s representations, conceptions, prior ideas, knowledge schemas, mental models, or spontaneous ideas regarding the specific content to be learned, since it is these initial knowledge schemas that the teacher will seek to engage in order to make them true and meaningful. Similarly, the teacher’s contribution to the learning process will consist essentially of their ability to mobilize these initial knowledge schemas, prompting their revision and a progressive alignment with what the developed theoretical content of knowledge signifies and represents.

It is these frameworks, their availability and characteristics, that will determine the potential effects of praxeological pedagogy, which must be reviewed and enriched. This review is not limited to the readiness for learning. Other aspects, such as the role of memory, the ability to analyze text, written production, and argumentation, enable the functionality of what has been learned and the emphasis on learning “processes” or through processes. The key idea is that comprehensive memorization - as opposed to mechanical or repetitive memorization - is a basic component of comprehensive learning. This would be the interpretation of the statement that praxeological pedagogy is a didactic tool that allows students to navigate the learning process, thereby incorporating knowledge frameworks (SEE), modifying them (JUDGE-ACT), and enriching them (CREATIVE FEEDBACK). As Juliao (2013, p. 77) argues, “praxeological pedagogy revolves around the experiences and practices of individuals, obviously situated within a context and with a clear social responsibility, but always grounded in lived experience and in concrete desires and needs.”

The modification of knowledge schemas, brought about by meaningful learning, is directly related to the practical application of what has been learned, that is, to the ability to use that knowledge to tackle new situations and acquire new learning. The more

complex and numerous the connections established between the learning material and the student's knowledge schemas, the deeper their assimilation and comprehensive memorization will be, and the greater the degree of comprehensive meaningfulness. In this sense, comprehension goals should aim at theoretical contextualization by the teacher, students' reading and writing skills, and the feasibility of a comprehensive teaching process that impacts the student's cognitive structure and, therefore, consolidates the meanings constructed by students so that they can be used in new situations.

Thus, praxeological pedagogy is understood as support provided for the student's constructive activity, which is constantly being adjusted. It is support because the true architect of the learning process is the student himself: it is he who will construct the meanings. The teacher's role is to assist him in this task. Since the construction of knowledge carried out by the student is a process in which progress is intertwined with difficulties, roadblocks, and even, often, setbacks, it follows that the assistance required at any given moment will vary for the student as information is reorganized, with more or less detailed instructions and suggestions provided for the development of knowledge-building activities.

In conclusion

In praxeological pedagogy, the teacher's role is that of a competent guide and motivator who must stimulate students' thinking and intelligence by developing hypotheses and problem-solving scenarios, so that students are in a positive frame of mind for learning and accepting new challenges and have confidence in their ability to succeed. Fostering a sense of enthusiasm for learning in students is the foundation upon which the student's self-image is built. Positive recognition of the achievements and skills the student has employed to successfully complete the activity boosts self-esteem and fosters a sense of personal growth and accomplishment. As Juliao (2013, p. 71) states, "the choice of love, human solidarity, and personal and community development constitutes the starting point we propose, knowing that the socio-political model must change for this to be possible."

Editorial

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MATERIAL DIDÁTICO PARA A LECTOESCRITURA EM ESTUDANTES COM DEFICIÊNCIA AUDITIVA

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ABSTRACT

This article is the result of a study that examines the level of literacy skills among young people with hearing impairments. It is grounded in theoretical principles and supported by the findings of an observational analysis of a sample of students with this disability, which led to the development of an inclusive educational proposal, namely Kamishibai as a multimedia teaching strategy to strengthen literacy in this population. Objective: To strengthen literacy through Kamishibai as a multimedia teaching tool that enhances the literacy process in students with hearing impairments. Methodology: This research is framed within the contextualized interpretive paradigm under qualitative research, referring to characteristics and non-quantifiable attributes that can describe the situation, in order to understand or explain the phenomenon observed in students with hearing impairments in social and academic contexts. Results: This research has observed that there is a general problem regarding pedagogical approaches to the stimulation and teaching of written language in deaf students. Thus, Kamishibai adapted for the population with hearing impairments, the aim is to strengthen the literacy process among deaf students by

providing teachers with this educational tool so they can use it creatively with young people, thereby promoting their interaction with their environment. Conclusions: This study highlights the shortcomings in the Colombian education system regarding strategies and methodologies for teaching written language to deaf students. From the perspective of a special education teacher, the goal is to foster basic skills in deaf individuals, thereby providing them with better communication opportunities by enabling them to interact easily with their environment through reading and writing.

Keywords: deaf person, hearing impairment, Sódori, Kamishibai, literacy, teaching methods, sign language sign language.

RESUMEN

En el presente artículo producto de una investigación donde se expone el nivel de las habilidades de lectoescritura que tienen jóvenes con discapacidad auditiva, argumentado bajo fundamentos teóricos y comprobados en el resultado de un análisis de observación en una Muestra de estudiantes con esta discapacidad, que tuvo como resultado la creación de una propuesta educativa inclusiva, la cual es el Kamishibai como estrategia didáctica multimedia para fortalecer la lectoescritura en esta población. Objetivo: Fortalecer la lectoescritura mediante el Kamishibai como material didáctico multimedia que fortalezca el proceso de lectoescritura en estudiantes con discapacidad auditiva. Metodología: esta investigación, se enmarca en el paradigma interpretativo contextualizado bajo la investigación cualitativa, haciendo alusión a caracteres, atributos no cuantificables que pueden describir la situación, para así comprender o explicar el fenómeno observado en los estudiantes con discapacidad auditiva en contextos sociales y académicos. Resultados: En esta investigación se ha observado que existe de forma general una problemática desde el que hacer pedagógico en la estimulación y enseñanza de la lengua escrita en estudiantes sordos. Es así como el Kamishibai adaptado a la población con discapacidad auditiva, pretende fortalecer el proceso de lectoescritura en los estudiantes sordos, proporcionando esta herramienta didáctica a los docentes para ejecutarlo de manera creativa a los jóvenes, favoreciendo la interacción de estos con el entorno. Conclusiones: Se evidenció la debilidad que existe en el sistema educativo colombiano en cuanto a estrategias o metodologías para la enseñanza de la lengua escrita en estudiantes sordos. Desde el rol de educador especial estimular competencias básicas para la persona sorda y así brindarles una mejor oportunidad de comunicación al interactuar fácilmente a través de la lectura y escritura con su entorno.

Palabras claves: persona sorda, discapacidad auditiva, Sódori, Kamishibai, lectoescritura, didácticas, lengua de señas.

SUMARIO

No presente artigo produto de uma pesquisa onde se expõe o nível das habilidades de lectoescritura que têm jovens com deficiência auditiva, argumentado sob fundamentos teóricos e comprovados no resultado de uma análise de observação numa Amostra de estudantes com esta deficiência, que teve como resultado a criação de uma proposta educativa inclusiva, que é o Kamishibai como estratégia didática multimídia para fortalecer a lectoescritura nesta população. Alvo. Fortalecer a lectoescritura mediante o Kamishibai como material didático multimídia que fortaleça o processo de lectoescritura em estudantes com deficiência auditiva. Metodologia. Esta pesquisa, enquadra-se no paradigma interpretativo contextualizado sob a investigação qualitativa, fazendo alusão a caracteres, atributos não quantificáveis que podem descrever a situação, para assim compreender ou explicar o fenômeno observado nos estudantes com deficiência auditiva em contextos sociais e acadêmicos. Resultados. Nesta pesquisa tem-se observado que existe de forma geral uma problemática desde o que fazer pedagógico na estimulação e ensino da língua escrita em estudantes surdos. É assim como o Kamishibai adaptado à população com deficiência auditiva, pretende fortalecer o processo de lectoescritura nos estudantes surdos, proporcionando esta ferramenta didática aos docentes para executá-lo de maneira criativa aos jovens, favorecendo a interação destes com o ambiente. Conclusões. É evidenciada a debilidade que existe no sistema educativo colombiano quanto a estratégias ou metodologias para o ensino da língua escrita em estudantes surdos. Desde o papel de educador especial estimular competências básicas para a pessoa surda e assim proporcionar-lhes uma melhor oportunidade de comunicação ao interagir facilmente através da leitura e escrita com seu entorno.

Palavras chave: pessoa surda, deficiência auditiva, Sódori, Kamishibai, lectoescritura, didácticas, língua gestual.

Introduction

Currently, there are global educational trends that pose challenges for the education system, especially when we recognize that discussions of education must address the issue of diversity. This is why UNESCO (2008) defines inclusive education as “the right of all students to receive a quality education that meets their basic learning needs and enriches their lives.”

Regarding this concept, the Ministry of National Education (2008), cited by Lugo in 2019, states that it is a commitment to “addressing the common and specific needs of students with quality and equity” (p. 8).

According to UNESCO (2008), cited by Rodríguez (2020), inclusive education must be characterized by paying special attention to marginalized and vulnerable groups; among these groups are students with disabilities, who must be offered the necessary support and reinforcement to ensure their best possible integration.

This research focuses on students with hearing impairments who belong to a linguistic minority community with varying levels of proficiency in sign language. As a natural language that emerged within the deaf community, sign language’s visual-gestural characteristics facilitate rapid acquisition, fluent communication among its speakers, and the development of cognitive activities. Regarding the second language (Spanish), it is important to distinguish between oral communication and writing. For deaf people, communicating through auditory-oral means often presents significant difficulties. In contrast, reading and writing since both visual

in nature - could achieve similar levels of mastery among hearing and deaf individuals.

This becomes even more important if literacy becomes a source of knowledge and a communication tool.

The research presented below aims to address one of the most pressing issues facing institutions that serve deaf students. This issue is a constant challenge throughout the school years of every deaf child or young person, making the educational process less engaging and further exacerbating communication barriers with their non-disabled peers and with their entire social and family environment. The lack of reading and writing skills exhibited by most deaf people today is due to the limited attention given to this issue in schools. This is precisely the approach taken by this research: to truly identify the problem, drawing on theoretical frameworks and considering other academic experiences in teaching reading and writing in other countries, and selecting a series of activities to be carried out through an interactive virtual tool to strengthen this literacy process.

Schools must adopt pedagogical models that adapt to the characteristics of the student body and, therefore, deploy all the resources that promote the acquisition of literacy skills among deaf children.

In Colombia, there is a large number of illiterate deaf people aged 15 and older. According to a study conducted by DANE in collaboration with MEN, it was found that there are 504,083 deaf people in Colombia, of whom 174,919 cannot read or write. (El Observatorio Social – Población Sorda Colombiana del INSOR, 2017).

Given this situation, studies show that teachers lack the appropriate tools and knowledge to serve these students; furthermore, linguistic, contextual, and social differences do not help. And teachers lack the bilingual skills needed to work with this population.

When these deaf students see the gaps in support, they show no interest in written language, have low academic performance, cannot read or write, or even decide to stop attending school altogether. This raises a key question:

How can we strengthen literacy skills in students with hearing impairments through multimedia teaching materials?

During the school years, learning mathematical concepts and acquiring knowledge in history, geography, and other disciplines is crucial, as this ensures the full intellectual development of students.

State of the Art

Research on this topic makes it very clear that attempts have been made to improve the quality of education regarding reading and writing for deaf students.

Initially, Tovar (2000), cited by Tobar, L. (2017), notes that “for the deaf, written language must be viewed as a second language necessary for their survival in a complex society in which written language plays a key role.” Furthermore, as a fundamental opportunity for personal growth essential to their academic success, it is, in itself, a tool for them to fulfill themselves as human beings on equal footing with hearing individuals.

On the other hand, Liaño (2018) states that “Literacy is a complex process that takes

place in the educational setting and requires various skills to be put into practice.”

These statements invite us to reflect on the issues addressed in this research study and the importance of literacy for the holistic development of any individual. Thus, we can agree with the various assertions regarding the low level of written language proficiency among most deaf people worldwide, a finding supported by research conducted in both developed and developing countries.

“It is not a matter of imposing an academic obligation on the deaf simply to assimilate them into the dominant hearing society, but rather of recognizing the urgent need to provide them with a tool that allows for their human development on an equal footing with their hearing compatriots, as mandated by the National Constitution” (Tovar, 2000: 74) Both language acquisition and speech acquisition in humans are vital for living in society and for communication; in the case of students with hearing impairments, knowing Sign Language alone is not sufficient, given that today’s educational approach emphasizes bilingual and bicultural education.

In line with the above, Morales (2008), cited by Morales G (2015), states “that spoken language and sign language are not in opposition, but rather two different and equally efficient channels for the transmission and reception of language. These observations support the advantage that deaf individuals have in second-language learning.

In this vein, the use of these tools opens the world to people with hearing impairments and offers them greater opportunities for integration. (Koon, R. and de la Vega, M.E., 2000, cited by Silva Lascano, C. A. (2017).

Therefore, it is necessary to acquire and strengthen literacy skills in order to experience true educational inclusion.

Strengthen the confidence to communicate and engage with a group. As a pedagogical and didactic resource, it provides opportunities to broaden a multicultural perspective, spark the desire to create stories, enjoy them as a group, engage with a variety of works, and integrate the curriculum across different fields of knowledge within subsectors such as arts education, music, technology education, etc. Furthermore, it gives prominence to both the teacher and the student, who can be either a spectator of the story or an active narrator.

The new educational contexts demanded by information and knowledge societies highlight the importance of rethinking the basic elements of teaching and learning processes, hence the need to transform these into a framework for action where the learner learns to learn, to do, to be, and to coexist, requiring responsible support for learning processes, the ongoing development of cognitive skills, and the implementation of new technologies as external agents of high educational importance and guarantors of an equitable, relevant, and inclusive approach.

According to the Eduteka website (2007), cited by Valdez, M. D. R. G. (2020), another reason highlighting the need to incorporate ICTs into educational processes relates to the fact that the vast majority of schools and colleges in Latin America are lacking educational resources, which results in a shortage of materials in their libraries; this shortcoming, in turn, is one of the greatest obstacles to the inclusive education of children and young people from economically disadvantaged backgrounds.

For their part, Henao Ramírez and Medina (2001), cited by Agudelo (2012), report on a study conducted in Medellín with thirty deaf students between the ages of 13 and 18. The main purpose was to help improve the education offered to the deaf population for the development of functional reading skills, supported by a multimedia environment, materials, and stimulating communicative experiences in Colombian Sign Language and written language.

The experimental group used a multimedia environment called “Functional Reading for the Deaf” in their instruction, along with its corresponding module of complementary activities, while the other group (the control group) did not use this type of ICT tool. Two tests were administered—one assessing proficiency in Colombian Sign Language and the other assessing reading proficiency—at two different time points: as a pre-test, where no significant differences in performance were found, and as a post-test.

For four months, the deaf students in the experimental group participated in the instructional program conducted in a computer lab at the University of Antioquia, which consisted of sixteen hours per week. An analysis of this group’s performance during their participation in the multimedia program and on the post-test revealed the following findings:

Students in the experimental group compared to their peers in the control group; the ability to correctly answer items asking for date, first and last names, city, ancestry, etc., was significantly higher in the experimental group; the ability to recognize words and organize them into coherent sentences was greater in the

experimental group; the ability to follow written instructions, as well as to associate everyday symbols with their corresponding written words, was greater in students in the group that used the multimedia environment compared to their peers in the control group; the ability to correctly answer reading comprehension questions as well as to select the words that appropriately complete a set of sentences is significantly greater for the experimental group; performance in explaining a set of sentences in sign language is significantly better for students in the experimental group; overall, the post-test results showed more effective development of communication skills in sign language and reading comprehension for students in the experimental group, who acknowledged the stimulation provided by the multimedia environment.

The primary objective of educational institutions is to initiate the process of teaching children to read and write in the early years of life; in this way, language acquisition and development help students develop basic communication skills.

According to Anglo-Saxon studies, as well as research conducted at the Pontificia Universidad Católica de Chile, indicate that overall reading ability among students with hearing impairments remains well below that of hearing students (Allinder & Eccarius 1999; Schimmel, Edwards & Prickett 1999; Musselman 2000). Schimmel, Edwards and Prickett (1999), cited by Solano, C. I. H., & Barraza, J. A. V. (2018), report that 18-year-old students have an average reading performance equivalent to that observed in the fourth grade in the U.S.

In Spanish-speaking countries, the situation is similar, as confirmed by a study conducted

in Chile, which reports that Chilean deaf children perform below what is expected for their age in reading and writing tasks, exhibiting difficulties in acquiring functional reading skills (Lissi et al. 2003 cited by Sosa, 2018).

Most authors agree that limited vocabulary among the deaf is related to the degree of hearing loss and correlates with reading skills. Researchers explain that reading difficulties among the deaf may stem from a lack of understanding of the meanings of words in written text; these readers tend to focus more on familiar words and use concrete nouns and familiar verbs rather than abstract terms.

Furthermore, because their vocabulary is limited, they produce poor written expressions. The authors conclude that vocabulary knowledge is an indicator of reading skills, that a lack of vocabulary cannot be compensated for either syntactically or semantically, that the performance of the deaf is better with words having a single meaning, and, finally, that deaf individuals who possess fluent and natural language from birth perform better on vocabulary knowledge tests than those who do not have a well-established language.

Thus, the purpose of this research is to strengthen the literacy process in students with disabilities hearing impairment through the use of Kamishibai as a multimedia teaching tool. To achieve this goal, a plan was developed that initially focused on: determining the theoretical foundations of virtual tools and the reading and writing process among students with hearing impairments. Next, we identified the difficulties in the reading and writing process faced by students with hearing impairments in middle school at a school in the city of

Barranquilla, Colombia, called “Salvador Suárez Suárez.” Subsequently, Kamishibai was adapted as a tool to strengthen the reading and writing process for students with hearing impairments, and finally, Kamishibai was implemented.

Theoretical Framework and Conceptual References Hearing Impairment

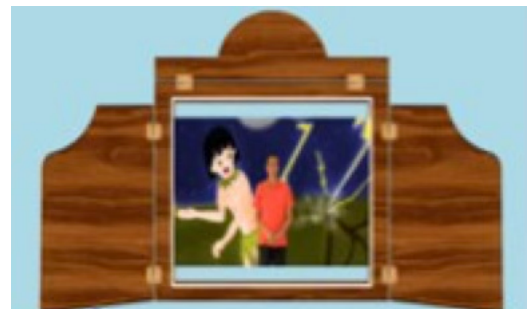
It is defined from the socio-anthropological perspective mentioned by the Ministry of Education (MEN) through the INSOR Pedagogical Research and Development Group (2006), cited by Bernal Velázquez. A.L. (2018), from which the deaf are considered people with full capacities for comprehensive development; it is recognized and respected that they acquire and use sign language as their first language; they form a minority linguistic community, and this community is called the deaf community. Furthermore, deafness is conceived as a visual experience rather than a hearing impairment.

The visual experience refers to the particular ways in which deaf people process information by perceiving the world primarily through the visual channel, which includes all kinds of meanings, representations, and/or productions in the intellectual, linguistic, ethical, aesthetic, artistic, cognitive, and other fields. Being deaf, being born deaf places an individual in an extraordinary situation with a range of linguistic possibilities and, consequently, intellectual and cultural possibilities for expressing and understanding the world.

Kamishibai

Paper theater, a set of sheets featuring eye-catching illustrations, without text, with the story depicted in the images written on the reverse side. Narrative texts, such as fables, stories, and legends, predominate, but it is also possible to address educational content in an informative text.

Image 1: Adapted Kamishibai



Source: created by the author (Image 1).

It includes sheets with large drawings designed with simple, attractive outlines; which, together with the story being read, creates a magical atmosphere of concentration around the story being told. It also allows children to read aloud from behind the little theater, building their confidence; in this way, the technique serves as a framework to strengthen their confidence in communicating and addressing a group. As a pedagogical and didactic resource, it provides opportunities to broaden a multicultural perspective, spark the desire to create stories, enjoy them as a group, explore a variety of works, and integrate the curriculum across different subject areas such as arts education, music, technology education, etc. Additionally, it gives a leading role to both the teacher and the student, who may be a listener to the story or an active narrator.

It is well known that children who listen to stories, tales, and poems from an early age will expand their vocabulary, refine their command of spoken syntax, and improve their readiness for written expression. The principle is very simple and clear: children - whether listeners, narrators, or readers of stories - encounter familiar words in new contexts and expand their vocabulary with the new concepts that emerge from the stories.

In this regard, Lilia Concha Carreño of Alberto Hurtado University in Chile, after working with a group of students, notes that Kamishibai offers the opportunity to open up dialogue and conversation following the storytelling, fosters social relationships, promotes oral communication, and helps create a trusting, welcoming, and playful environment that encourages personal expression. “Of all the tools created by humankind, the most amazing is undoubtedly the book. The others are extensions of the body. The microscope and the telescope are extensions of sight; the telephone is an extension of the ear and the voice; the plow and the sword, extensions of the arm. But the book is something else: the book is an extension of memory and imagination” (Jorge Luis Borges, 1980. Quoted by Gómez, H.

M. R. (2017). Kamishibai, like the book, is a cultural object that helps to extend thought, imagination, memory, storytelling, reflection, and the spirit of the lives that fuel the narratives—the stories that travel through and inhabit the theater of paper.

Multimedia material

This is highly valuable due to the significant impact produced by elements such as images,

interactivity, the possibility of developing Activities tailored to specific needs, the various modes of communication (mediated or immediate), and the particular appeal that all these elements hold for children and young people make ICTs extremely important complementary tools that can enrich and accelerate the learning process; according to Pérez Marqués (1999), cited by Yovera Sandoval, E. C. (2018), “Computer-based teaching materials constitute a complementary educational resource that should be used appropriately and at the right times.”

Cabero (2000) defines Information and Communication Technologies (ICT) as a term used in a social context to refer to a range of new media, such as hypertext, multimedia, the Internet, virtual reality, and satellite television. Cabero himself notes that these technologies are interactive in nature, encompassing telecommunications, educational computing, audiovisuals, and a wide range of multimedia resources. When these types of technologies are applied to the educational context—referred to as ICT in education—a key benefit is that they enable access to, development of, and processing of information without the constraints imposed by spatial and temporal barriers, while significantly enhancing interactivity and asynchronous communication among educational stakeholders at each school. This characteristic of asynchrony and the elimination of spatial and temporal barriers inherent in ICT in education is clear evidence of how, as William de Jesús Mesa Agudelo 63 No. 7 / December / 2012 these initiatives can help reduce not only the enormous digital gap between students in different

towns, but also the educational inequality and exclusion faced by a large number of students who, due to their physical condition or their cultural and social diversity, are unable to enjoy, on an equal footing, certain rights such as access to sources of knowledge, learning, and education.

In the research conducted by Patricia M. Folco (2010), cited by Choez and Arreaga (2019), it is noted that the school environment should promote the use of information and communication resources for the construction of meaning. This includes, in addition to games, other tools such as word processors, presentation software, image editors, spreadsheets, educational software for specific purposes (Cataldi, Z.; Lage, F.; Pessacq, R., and García Martínez, R., 1999, cited by Zúñiga Palma, M. J. (2018), and Internet tools such as browsers, search engines, and messaging programs, among others.

Methodology

The research was conducted at one of the 10 institutions selected by INSOR nationwide to serve as a pilot for the project led by this entity with the support of MEN, “Colombia First in Education for the Deaf.” This institution is the Salvador Suárez Suárez District Educational Institution, located at Calle 52 No. 20-75, Barranquilla, Atlántico, Colombia.

The study included a population of 20 deaf students in grades 10 and 11 of basic secondary education.

From a methodological standpoint, the study was based on the principle that any attempt to define an educational policy for the deaf must align with the vision, needs, and interests of the target population and with the realities imposed

by all stakeholders legitimately involved in the issue. As a result, there is an urgent need to analyze the processes involved in literacy development among the parties, participation, and the implementation of new tools.

Thus, this research study, according to Heidegger, as cited by Daniel Innerarity (2006), refers to the interpretation of social interaction, in which he proposes that one must study the interpretations and meanings people assign when they interact in different situations and within the social reality in which they live; this is constant, and the meanings assigned can be modified by others, these changes are important for symbolic interactionism; therefore, it relates to the contextualized interpretive paradigm within qualitative research. Cerda (2011) notes that qualitative research refers to non-quantifiable characteristics, attributes, or faculties that can describe, understand, or explain social phenomena or the actions of a group or an individual.

That being the case, this research study, according to Heidegger's theory, “refers to the interpretation of social interaction,” in which he proposes that we must study the interpretations and meanings people ascribe to their interactions in different situations and within the social reality in which they live; this is a constant process, and the meanings assigned can be replaced by others. These changes are important for symbolic interactionism; therefore, it relates to the contextualized interpretive paradigm within qualitative research. Cerda (2011) notes that qualitative research refers to non-quantifiable characteristics, attributes, or faculties that can describe, understand, or explain social phenomena or the actions of a group or an individual.

As for the paradigm, it is where the researcher's task shifts from analyzing observations within a context based on certain criteria to arriving at an interpretation of the situation under investigation. That is why the teacher in training uses research to address the latent problem among deaf students, drawing on self-reflection to align with this paradigm in the analysis of classroom events, thereby giving the research an equally self-reflective, emancipatory, and transformative character.

In turn, a descriptive research approach is adopted, considering, in this case, the points raised by Tamayo, M. (2004) in **The Process of Scientific Research**. Editorial Limusa, the teacher works with factual realities present throughout the students' academic lives in relation to the ongoing research, applying this by considering what the group of middle school students with hearing impairments presents; and its fundamental characteristic is to present a correct interpretation of the facts within the classroom, as evidenced during each phase of the research process.

The foregoing reflects the freedom in methodological design, which in the development of the research is constructed through **Action-Participation**, which, according to Antonio Latorre (2007, p. 28), distinguishes itself from other methods in qualitative research the way the object of study is approached, the intentions or purposes, the actions of the social actors involved in the research, the various procedures that are developed, and the achievements that are attained.

Furthermore, Latorre mentions that the goals of action research are to improve and/or transform social and/or educational practice, while seeking a better understanding of said

practice, to permanently integrate research, action, and training; and to engage with reality by linking change and knowledge.

Among the instruments used were direct observation, semi-structured interviews with the participating subjects (deaf students and teachers), and a diagnostic test for the students involved

Observation. Perception + interpretation. This is a deliberate and systematic process that must be guided by a question or purpose; it is necessary to know what, who, how, and when to observe. (Cuadernos de Investigación, Metodología de la Investigación Instrumentos de recolección de información en investigación cualitativa, M.Sc. Bessy Dolores Hernández, May 2009)

This instrument is intended for use in language classes for students with hearing impairments.

1. Ongoing monitoring of student progress in reading class
2. Record observed difficulties

The objective of this data collection instrument is to gather evidence regarding the aspects involved in the teaching and learning process within the context in which it takes place, with the aim of conducting an analysis of the classes attended by students with hearing impairments to determine the actual difficulties.

Semi-structured interviews with teachers and students

The interview is a highly useful technique in qualitative research for collecting data; it is defined as a conversation that has a specific purpose beyond simply conversing.

(Dictionary of Educational Sciences, Vol. 1. Mexico: Santillana; 1983. p. 208.)

The student interviews sought to identify how students with hearing impairments perceive the education they receive in written language, and how this influences their academic performance and their interactions with classmates, friends, and family members. The interviews with teachers were conducted to identify teachers' perceptions and knowledge regarding the literacy skills of students with hearing impairments.

Diagnostic workshop. This instrument uses a practical workshop to gather evidence regarding the students' skills.

The guidelines for administering this instrument were:

- The student will be given a picture showing four situations, some characters, and objects interacting in a park. They must describe everything that is happening there in their first language.
- They will be presented with 8 words. They must read the words and say which sign corresponds to each one. These words are simple words used in familiar contexts.
- The signs for the same words presented earlier in the reading task are shown to the student one by one, and the student is asked to write them in Spanish one by one.

The special education teacher will check the box in the column of the document (Fully or Partially) if the student is present during the workshop; otherwise, they will check (Not present) if the student is not present during the workshop.

Analysis and Results

Triangulation is used as a technique to cross-reference various strategies applied for data collection. Urquiza, A., Billi, M., & Leal, T. (2017), in their work titled "Applying a Distinction: Aplicar una Distinción. Un Programa Sistémico- Constructivista para la Investigación Social Cualitativa, refers to this type of triangulation as follows: it involves the use of multiple methods to study a specific problem. "For example, when the interview technique is used as an initial process for gathering information to be later cross-checked with participant observation and/or group discussion" p. 117.

Every research process involves a thorough analysis during the data collection and analysis stage, using various techniques and instruments. To evaluate these instruments, semi-structured interviews are compared with observation. For this reason, it is important to describe the results obtained qualitatively, in accordance with the type of research conducted in this study.

Literacy Process in Secondary School Students with Hearing Impairments

During direct observation of students with hearing impairments in grades 10 and 11, it was found that, regarding the component of Motivation and Interest in Class, 12 out of 16 deaf students showed no interest in the writing activities proposed by the teacher, while four other students demonstrated this interest only partially.

See Table 1



Source: Author's own work (Figure 2).

All but one of the participants did not understand the written instructions provided by the teacher on their own, resulting in only 13 students responding enthusiastically to the written activity during class and another 3 students doing so partially. Furthermore, an analysis of whether they answered the written activities proposed in class correctly revealed that only one student did so partially, while the others were unable to do so.

Table No. 2



Source: Author's own work (Image 3).

Another component of the direct observation was the execution of activities and assignments; the 16 students were unable to positively assimilate the assignments proposed by the teacher, which required them to conduct research using written text sources.

When presenting the written assignments in class, only 11 students in this sample completed them fully, although they did not understand what they had written in their assignments; two of them copied their classmates' work, and the other three did not submit the assignment. As a result, they were unable to actively participate in class in accordance with the previously written assignment.

Table No. 3



Source: Author's own work. (Image 4).

Finally, this assessment tool analyzed the teacher's classroom management. While the teacher demonstrated complete empathy toward the deaf students and employed strategies appropriate for the deaf, she relied solely on the interpreter when facing difficulties. Nevertheless, she inspired complete trust in the students, and the use of technological tools in her classroom and during activities was not notable.

Another instrument and data collection technique was a semi-structured interview with deaf students in grades 10 and 11, which aimed to identify the perceptions of students with hearing impairments regarding the education they receive in written language and how it influences their academic performance and their interactions with classmates, friends, and family. The results were as follows:

All 16 students agreed that their reading and writing skills are insufficient to communicate in writing with those around them, and this greatly affects their interaction with their hearing teachers, classmates, and friends. They express that during Spanish language class they feel disengaged and lost; they are unable to understand written texts to complete assignments given by the teacher, nor can they find this information in their own language.

They have handled books, magazines, newspapers, and other texts, but can only identify a few words in them or rely on the information conveyed through the images they contain. It is then that they realize the importance of acquiring reading and writing skills—not only to access these materials but also to be able to produce their own writing, whether it be comedy, horror, or fiction, which are the genres most desired by this group.

In the diagnostic test administered to this group of students, they demonstrate an interest and ability to internalize and accurately describe the images presented to them using their first language. However, they struggle when reading and understanding the sentences presented in written Spanish, and even more so when identifying words to associate with their corresponding sign.

On the other hand, in the writing component of this assessment, the group generally fails to fully understand the sign and write it out, and they do not use it correctly within a sentence.

Teaching Strategies for Students with Hearing Impairments in Middle School

Students suggested that teachers consider more strategies or activities in class, relying heavily on images since they say they are very visual; in addition, they want teachers to interact much more with them so they can learn more sign language and not depend solely on the interpreter for communication, thereby fostering a more direct connection between deaf students and the teacher.

In a semi-structured interview with four teachers from subjects such as Spanish, mathematics, computer science, and natural sciences, they noted a lack of teaching methods for Spanish as a second language and stated that teachers are unclear about the concepts of reading, writing, and literacy for deaf students. This is compounded by a shortage of visual and technological resources—such as video projectors and graphic tools—that are being underutilized in the 21st century. Academic vocabulary books in LSC are not enough; we also need videos in sign language to help enhance their language skills and learn Spanish vocabulary. Although there is a willingness to do so—we have the time and want to do it the right way—I think it is being done incorrectly because we lack specific steps or guidelines to help them improve their teaching practices.

Multimedia teaching materials

The teachers and students interviewed clearly mention the need to use technology through teaching strategies in the educational process, which is lacking at the institution. This becomes a weakness because it fails to

support the full range of knowledge and skills that the teacher must impart to students with hearing impairments.

This research has observed that there is a general problem stemming from the pedagogical approach to stimulating and teaching written language to deaf students. This affects their academic performance and interaction with their peers and their entire environment, limiting them to obtaining information solely through sign language. As a result, the current educational system falls short of the Bilingual Education proposal outlined in the current Inclusion Decree 1421 of 2017.

Pedagogical Proposal

We present a pedagogical proposal resulting from a comprehensive process of observation, inquiry, analysis, and data collection, grounded in immersion in the daily school life of the subjects or participants, addressing the problem situation outlined above. It consists of interactive multimedia material based on the “Kamishibai” methodology, which was initially used in Japan and later in other countries to teach a second language to children and young people in a dynamic and experiential way.

When the need arose to adapt Kamishibai to sign language through an interactive interface—one that features videos and activities in the language of deaf students to strengthen their reading and writing skills—the innovative SÓDORI project was born. SÓDORI is a Japanese word that translates to “DEAF READS.”

Sódori is the beginning of software designed to engage deaf students, bringing together the entire process of teaching written language as

recommended by the National Institute for the Deaf in Colombia. It addresses the realities of their situation to strengthen reading and writing skills through narratives, images, and activities that help put lessons into practice, allowing students to self-assess and track their own progress.

SÓDORI is a branch of Kamishibai that stands out as an educational multimedia resource adapted for sign language, making it the first Kamishibai of its kind. As an educational and pedagogical resource, it offers opportunities to broaden multicultural perspectives, spark the desire to create stories, enjoy them in a group, engage with a variety of works, and integrate the curriculum across different subject areas such as arts education, music, and technology education, among others, as also proposed by Carreño, L.C. (2012). *Desarrollo del lenguaje y uso del Kamishibai*. Cuadernos de Educación de la Universidad Alberto Hurtado, 44, 1–7.

Kamishibai has been used in school settings, as demonstrated by Professor Velarde Herrera (2014), who concluded that foreign language acquisition processes are enhanced in nurturing environments that convey feelings of security and affection for and with children; this is why teachers will need to rely on various resources to promote reading.

Sódori is a resource that meets the needs of students at this institution, catering to their interests and appealing to every young person who uses it, thereby increasingly fostering the desire to acquire the second language (written Spanish).

Information and communication technologies are particularly important for people with hearing impairments: they are relatively easy to access and generally rely on visual cues and text, thereby enabling deaf people to

participate in various social and educational settings (Agboola and Lee, 2000). For this reason, Sódori has become an ICT-based tool to strengthen reading and writing skills in deaf students. Its general objective is: To strengthen the reading and writing process in students with hearing impairments. Among its specific objectives are: To use Kamishibai during written language classes for students with hearing impairments. To relate written texts into sign language. To teach written Spanish vocabulary. To complete written sentences and word-sign pairings using previously taught vocabulary.

Thus, Kamishibai adapted for the hearing-impaired population aims to strengthen the literacy process in deaf students by providing this teaching tool to educators so they can implement it creatively with young people, thereby fostering their interaction with their environment. The application of these tools yielded valuable results for the development of the multimedia content currently being created, revealing an interest in reading narrative, dramatic, comic, and horror texts. It also demonstrated these students' desire to improve themselves by acquiring second-language skills to better function in society, gaining a new channel for accessing information and communication.

Once the proposed multimedia material is developed and implemented, a progressive improvement in reading and writing skills is expected, fostering maximum interest in these areas, which will positively impact the quality of learning and grades. In addition, the cognitive development of these students will be enriched.

Sódori presents a sequential sequence of actions, much like the cycle of lesson

planning in a classroom with deaf students, in which the primary objective is to introduce a topic alongside an individual diagnostic assessment of each participant's prior knowledge, followed by a presentation of the materials and methods for carrying out subsequent activities in which what has been learned is applied, and at the same time, the same topic addressed at the beginning is assessed.

1. Presentation of the topic: the deaf student selects the narrative they wish to study and watches the sign language video as many times as necessary.
2. Preliminary assessment: Moving forward by clicking the "Next" arrow on the interface, the student can view the same text, but in written Spanish, and next to the screen will find a blank box to type in any words they recognize. These words will be automatically saved to a notepad on the computer. This is so that the instructor can assess the student's prior knowledge of the second language specifically.
3. Materials and Method: In this section, you will find a list of preselected words from the same written text accompanied by their equivalents in Colombian Sign Language, so that the student can immediately connect them and learn them.
4. Activities and Assessment: Each story includes three interactive activities: matching words, completing sentences, and constructing sentences. Each activity can be scored or rated with stars based on correct or incorrect answers. You can only move on to the next activity if you answer correctly. This ensures continuous assessment of learning.

Given students' limited attention span during class, it is advisable not to overload them with too many activities; this makes the class more productive.

Image No. 5. Teaching Proposal



Source: created by the authors (Image 5).

Assessment and Monitoring

The success of this material is achieved through tests, evaluations, and observations by experts in technology, inclusion, and pedagogy applied to deaf individuals. Below are their assessments and observations regarding Sódori:

In the pilot study, the following observation was made by the deaf students: Sódori, allowed stimulate the interest in the reading and writing process among deaf students, by providing this teaching tool to educators so they can use it creatively with young people, fostering their interaction with the environment. The Sódori application highlights students' interest in reading narrative, dramatic, comic, and horror texts. It also demonstrated these students' desire to improve themselves by acquiring second-language skills to better function in society, gaining a new channel for accessing information and communication.

Conclusions

The results of this research are consistent with the findings of Patricia M. Folco (2010), who notes that the school environment should promote the use of information and communication resources for the construction of meaning. And this is precisely what Sódori offers: a school tool adapted for deaf students to provide information, building knowledge that will be useful to them in their lives.

On the other hand, Lilia Concha Carreño of Alberto Hurtado University in Chile notes that Kamishibai offers the opportunity to open dialogue and conversation following the storytelling, fosters social relationships, promotes oral communication, and helps create a trusting, welcoming, and playful environment that encourages personal expression.

During the implementation of this material, there was an increase in classroom participation among deaf students, as it encouraged oral communication and expression, as well as the ability to socialize, refute, and defend their own positions or points of view.

Another important and highly valuable aspect for the success of this research is the use of technology. Cabero (2000) refers to this tool, which allows for the access, development, handling, and processing of information without the limiting constraints imposed by spatial and temporal barriers, and with the added benefit of significantly enhancing interactivity and asynchronous communication among educational stakeholders at each school.

1. Based on the theoretical review, which draws on the categories of this research topic and the analysis of the study's problem, it can be stated that there is a list of information and research contributing to this topic, making it clear that the population of students with hearing impairments is at a disadvantage compared to their hearing peers when it comes to written communication with their environment. For this reason, the studies reviewed indicate low academic performance among these deaf students, as well as low motivation to study, among other factors.
2. Another reality identified is the challenge facing teachers; consequently, it is necessary to devise tools, strategies, and activities that facilitate the teaching process and foster motivation to study among these deaf students.
3. Sódori generated a visual, emotional, and educational impact on the deaf students, captivating their interest through its interface, activities, and videos. They were able to easily understand and use the multimedia material and complete the proposed activities. Most importantly, the content was relevant, featuring narratives that appealed to their interests.
4. The experience clearly demonstrates that technology plays a vital role in student education today; when used in the classroom, it allows the teacher to connect—or get into "orbit"—with deaf students of this generation, establishing a far more dynamic and motivating bond conducive to teaching and learning, thereby making it easier for each student to achieve success at their own pace.

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THE DEVELOPMENT OF ONLINE READING SKILLS, A CHALLENGE O IMPROVE HIGHER EDUCATION

EL DESARROLLO DE LAS COMPETENCIAS LECTORAS EN EL ÁMBITO VIRTUAL

O DESENVOLVIMENTO DAS COMPETÊNCIAS DE LEITURA NO DO- MÍNIO VIRTUAL, UM DESAFIO PARA MELHORAR O ENSINO SUPERIOR

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ABSTRACT

This article presents the findings of the UNIMINUTO Interdisciplinary Reading Competencies in the Mother Tongue project, carried out in 2017, 2018, and 2019 by faculty members from the CEPLEC-English (Written Communication and Reading Processes) at the Corporación Universitaria Minuto de Dios, Bogotá South Regional Vice-Rector's Office, who support the reading and writing processes of students in technical and professional programs in both in-person and online settings, with the aim of disseminating a strategy that seeks to improve reading comprehension among undergraduate students during their educational process, based on the theoretical framework of critical reading communicative competence, through which a direct relationship is established between the analysis and comprehension of the various texts people encounter

on daily basis. The project is carried out through the use of a series of questions from the state-administered SABER PRO1test, which is given to students in Colombia upon completion of their secondary and undergraduate studies and aims to assess students' reading comprehension levels; that is why this project uses SABER PRO-style tests, allowing students to become familiar with different text types—argumentative, informative, narrative, graphics, and cartoons to identify reading comprehension levels, and, based on that assessment, propose strategies to improve professional training. This document describes the methodology developed over the years of research, as well as the instruments and findings obtained through this research process.

Keywords: deaf person, hearing impairment, Sódori, Kamishibai, literacy, teaching methods, sign language sign language.

RESUMEN

Este artículo presenta los hallazgos del proyecto competencias lectoras interdisciplinarias en lengua materna UNIMINUTO realizado en año 2017, 2018 y 2019 por docentes pertenecientes a la coordinación de CEPLEC-Inglés (Comunicación Escrita y Procesos Lectores) de la Corporación Universitaria Minuto de Dios Vicerrectoría Regional Bogotá Sur quienes acompañan los procesos de lectura y escritura de los estudiantes de los programas tecnológicos y profesionales a nivel presencial y virtual, con el objetivo de socializar una estrategia que busca mejorar la comprensión lectora en los estudiantes de pregrado en su proceso de formación, bajo el referente teórico de la competencia comunicativa de lectura crítica, mediante la cual se establece una relación directa entre el análisis y la comprensión de los diversos textos con que las personas se rodean a diario. El proyecto se desarrolla a través de la implementación de una serie de preguntas usadas en la prueba estatal, SABER PRO1¹, aplicada a los estudiantes de Colombia, al culminar sus estudios secundarios y de pregrado, la cual busca identificar el nivel de comprensión de lectura de los estudiantes; es por ello, que este proyecto aplica pruebas tipo SABER PRO, permitiendo que los estudiantes se familiaricen con los distintos tipos de texto: argumentativo, informativo, narrativo, gráficas y caricatura, dos, identificar los niveles de comprensión lectora y, a partir de ese diagnóstico, proponer estrategias para mejorar la formación profesional. En el presente documento se describe la metodología trabajada en los años de investigación, así como los instrumentos y hallazgos obtenidos a través de este proceso investigativo. Palabras clave: concentración, niveles de comprensión, interpretación, indagación, lectura crítica.

Palabras claves: persona sorda, discapacidad auditiva, Sódori, Kamishibai, lectoescritura, didácticas, lengua de señas.

SUMÁRIO

Este artigo apresenta as conclusões do projeto competências literárias interdisciplinares em língua materna UNIMINUTO realizado em 2017 e 2018 por docentes pertencentes à coordenação do CEPLEC-ínglês (Comunicação Escrita e Processos Leitores) da Corporação Universitária Minuto de Deus Vice-reitoria Regional Bogotá Sul que acompanham os processos de leitura e escrita dos estudantes dos programas tecnológicos e profissionais a nível presencial e virtual. O desenvolvimento da competência comunicativa leitura crítica permite estabelecer uma relação direta entre a análise e compreensão dos diversos textos com que as pessoas se rodeiam diariamente. Esses textos são classificados pelo ICFES em contínuos e descontínuos, tendo em conta a premissa de que o componente verbal é utilizado para comunicar informações e o não verbal para comunicar estados e atitudes pessoais. O projeto permite que os estudantes se familiarizem com os diferentes tipos de texto: argumentativo, informativo, narrativo, gráficos e caricatura, através da aplicação de provas com a estrutura das provas ECAES, analisando o impacto que estas tiveram na formação dos estudantes, a fim de propor estratégias para melhorar a formação profissional.

Palavras chave: concentração, níveis de compreensão, interpretação, investigação, leitura crítica.

¹ Las pruebas SABER PRO determinan el nivel de competencias básicas, desarrolladas en el transcurso de la formación profesional, técnica, tecnológica y profesional, ofertada por las diferentes instituciones de Educación Superior en Colombia, dichas pruebas son diseñadas, aplicadas y evaluadas por el ICFES (Instituto Colombiano para el Fomento de la Educación Superior).

Introduction

The article is divided into three parts: first, it presents the process carried out over the two years since the project's launch and how the various texts assigned to students in both online and in-person settings were approached; second, the results are presented in the form of a comparative analysis, along with the impact observed among both students and teachers; and third, the teaching strategies developed to improve students' reading comprehension and argumentation skills are discussed.

In the first part, as indicated, the process carried out during the two years of the project's implementation is presented, in which documentary and field data were collected, first through the coordinators of the various professional programs at UNIMINUTO's Bogotá Sur Regional Vice-Rector's Office and subsequently, workshops were conducted during the first and second semesters of 2017 for students in the TyT programs at CEPLEC I and CEPLEC II, as well as for UVD students during the two semesters of the 2017-50 academic year. Each of the readings was covered in person on dates set in the activity schedule and discussed through a series of questions that were posed; the estimated time was 10 minutes, depending on the tutor's approach and the course.

The second section presents the results obtained across three levels of abstraction and reading comprehension: Level 1: The student has difficulty with reading comprehension; Level 2: The student demonstrates general comprehension and uses more strategies to understand texts; Level 3: The student achieves a high level of abstraction and critical analysis of the text. With regard to the above,

it was evident that, across all degree programs at all campuses, a high percentage of students fall into Level 2, while Level 3 has the lowest percentage; in other words, there is an urgent need to address comprehension and interpretation skills among students in our community.

Teaching strategies form part of the third section of this article. Pedagogical tools and strategies were provided to facilitate the learning process, strengthen vocabulary, and address topics specific to their educational level and reading process. Additionally, students were provided with theoretical and practical foundations to support their knowledge acquisition process, as reading helps reinforce preconceptions and concepts that interest them. It was also established that, to strengthen students' critical reading skills, exposure to academic texts is necessary to enable text comprehension and analysis. Academic documents, such as scientific articles, were addressed to develop students' critical thinking skills regarding such texts. At the same time, students were encouraged to analyze the articles within the context presented through research conducted by various authors, which highlights Colombia's economic, social, and cultural realities. It is important for students to learn about diverse topics to encourage and motivate them to develop a critical perspective on issues arising at both the national and international levels.

The study on reading competencies in the virtual environment

The development of reading comprehension is viewed as a highly important cognitive skill because it serves as the foundation for learning across various fields of knowledge and;

becoming a competent reader is a challenge in an era where technological advancements focus on visual and auditory, neglecting the development of reading skills which are crucial for acquiring knowledge, taking initiative, and fostering a critical attitude toward one's academic and social environment. Furthermore, it enables professionals to analyze the teaching-learning processes and relationships involved in reading and writing and to contribute critical and reflective insights, using basic tools and resources in linguistic and literary learning.

Academic work within the CEPLEC cross-disciplinary program on written communication and reading processes at the Corporación Universitaria Minuto de Dios revealed that most university students have underdeveloped reading habits and skills due to various deficiencies carried over from the elementary and secondary education systems, a trend reflected among both students in technology-related programs and those in the UVD online program.

First, the coordinators of the various programs were invited to suggest readings specific to their respective fields of study, so that these could be integrated across the curriculum to support the faculty's collaborative efforts in fostering students' textual comprehension. Similarly, the goal was to strengthen students' professional knowledge and help them acquire reading strategies applicable to their lives. Consequently, some readings were compiled, while others were assigned by the communication faculty, resulting in two or three readings for each program. These readings were analyzed by the faculty, who developed questions addressing the literal, inferential, and critical levels and determine

the percentage of students at each of these levels based on their reading ability.

The readings were discussed in class, which helped identify some indicators of the students' reading difficulties. However, the work done in class fostered teamwork, as students shared their answers and engaged in discussions that allowed them to recognize their mistakes while also enriching their knowledge and promoting meaningful learning. According to the American theorist Ausubel (1978), "a type of learning in which a student associates new information with what they already possess, readjusting and reconstructing both pieces of information in this process" (p. 45). Consequently, after identifying the students' reading level, we proceeded to generate new reading materials that met their needs, giving greater priority to texts at the inferential and propositional levels.

By 2018, we reevaluated the methodology, the reading materials, and the assessment, keeping in mind our students' need to improve their scores on the Saber Tests in the areas of critical reading and written communication. To this end, we designed tests focusing on different text types: narrative, descriptive, argumentative, informational, and cartoon, as well as open-ended and closed-ended questions; by levels of literal comprehension, inference, and critical analysis, and textual analysis based on semantic, syntactic, and pragmatic structure, all addressed in written tests that were uploaded virtually to the SCHOODOGY platform—"a free, simple, and easy-to-use learning platform that also serves as a social network for teachers and students to share opinions, resources, tests, assessments, etc." There, the readings were addressed by the

students in an anachronistic manner; without neglecting the discussion of these issues during in-person tutorials, where the difficulties students faced in understanding the text were identified and then clarified by the teacher.

This type of text would determine the students' progress in terms of reading ability. To this end, an assessment tool was developed, where each teacher would enter the results obtained on each test, analyzing strengths and weaknesses, which would be considered to continue the reading project with full knowledge of the strengths and needs required for the student to continue improving their reading skills.

Finally, based on the results of the tests administered to students in the CEPLEC course, a series of strategies were implemented to improve students' critical reading skills.

Objective

The objective of this article is to present the findings of the UNIMINUTO Interdisciplinary Reading Competencies in the Mother Tongue project, carried out between 2017 and 2018 by faculty members belonging to the CEPLEC-English Coordination at the Corporación Universitaria Minuto de Dios, supporting the reading and writing processes of students in technical and professional programs in both in-person and online settings.

Hypothesis

If students can be helped to understand the three levels of critical reading, the process, and the factors involved in the reading process, their perception, learning, and motivation

for reading will increase, their negative attitudes toward reading will change, and consequently, they will make better use of their time to learn and develop professionally.

Based on these considerations, this study was developed to promote awareness of reading as a source of knowledge and a reflection of professional development, encouraging the habit of purposeful reading that goes beyond understanding what, when, how, why, and to whom the described event occurred.

Methodology

The research methodology employed in this project was qualitative in nature and consisted of four phases: preparation, which involved gathering reading materials tailored to the students' learning styles; fieldwork, which involved administering the reading exercises in person or online; analysis, tabulation of the results obtained according to the type of text read; and reporting, preparation of a results report that would identify students' weaknesses in comprehensive reading, while also generating strategies to strengthen this skill in undergraduate students during their educational process, under the theoretical framework of critical reading communicative competence. These phases follow one after another, reflecting that in qualitative research, the process unfolds progressively.



Figura 1. Procesos de la investigación cualitativa
Fuente: elaboración propia

Note: All qualitative research, including qualitative evaluation, is and should be guided by a continuous process of decisions and choices made by the researcher (Pitman and Maxwell, 1992:753)

Preparatory Phase

Once it becomes evident that most university students at UNIMINUTO's Bogotá Sur Regional Vice-Rectorate have underdeveloped reading habits and skills due to various deficiencies carried over from the elementary and secondary education systems, reflected in both students in technical and professional programs in the UVD virtual modality, we set out to promote reading in two ways and at different times according to the established activity schedules. The first is based on the approach of reading as a cross-cutting element, and the second is directed toward the needs and requirements for basic competencies, critical reading, and written communication as specified by ICFES for the SABER tests.

Fieldwork

During the initial launch of the project, the various academic program coordinators were asked to provide a reading list for their specific programs; the material was then reviewed to finalize the readings and plan the workshops. Accordingly, for the first and second semesters of 2017, reading workshops were conducted for students in the TyT programs at CEPLEC I and CEPLEC II, as well as for UVD students during both semesters of the 2017-50 academic year. For 2018, the methodology, readings, and assessment were redesigned, taking into account our students' need to improve their scores on the Saber Tests in the areas of critical reading and written communication. Thus, the tests were designed to address the types of texts, questions, and levels of textual comprehension and analysis covered in the exams. As a data collection tool, the

SCHOOLOOGY virtual platform was used, where students approached the readings in a non-sequential manner.

In line with the project's objectives, the goal is to train professionals to the highest standards in the core competencies of critical reading and written communication through the implementation of various assessments in which students at the Corporación Universitaria Minuto de Dios (UNIMINUTO) – Bogotá South Regional Vice-Rector's Office can strengthen their communication skills. To this end, from 2018 to the present, tests have been designed and administered that align with the critical comprehension module used by ICFES through the ECAES Test. For the analysis of the results, the three levels used by ICFES are considered as a diagnostic mechanism to understand the characteristics of reading comprehension among university students in Colombia. In our specific case, these correspond to first-semester students, since CEPLEC is the institutional course responsible for promoting reading and writing skills among students at the Corporación Universitaria Minuto de Dios.

Analytical Phase

At Level 1, the literal level, students' comprehension focuses on identifying the meaning of words based on their use in different contexts of human interaction, that is, in academic, cultural, and regional contexts. This level relies on intuitive knowledge of how language functions; in short, it involves recognizing the main idea of paragraphs and sentences to grasp the overall meaning of a text. At this level, students understand what the author intends to convey in the text.

At Level 2 (the inferential level), students demonstrate a general understanding and employ more strategies to comprehend texts. At this level, readers interpret what the author means but does not explicitly write or say, which requires them to identify the necessary elements to establish connections between them, in order to infer or extract those ideas that were not explicitly stated. It should be noted that, according to Carriazo et al. (2011), this process is not linear; that is, the reader does not first understand what the author means and then interpret what the author intended.

At Level 3 (critical-evaluative), the reader demonstrates a high level of abstraction and critical thinking when engaging with the text by evaluating, interpreting, and judging the content of what the author intends to convey. In the test, the reader encounters questions whose options prompt them to identify this level; in other words, among the answer choices, only one corresponds to the ability to argue or support a position regarding what is presented in the text. Drawing on their knowledge of how language works, they rely on their common sense and their ability to establish logical connections, demonstrating their experience as a reader. This process is evident when choosing the option that reflects an interpretation of what the text might imply or what might happen, as presented by the author.

Based on these characteristics, the instructors designed an exam to be administered during the first and third assessment periods, with a structure aimed at identifying the skills of students at the Corporación Universitaria Minuto de Dios - UNIMINUTO, in both online and in-person formats, with questions that follow ICFES guidelines for this type of exam.

Instruments

Since this project was carried out in two stages, in the first stage, the instrument consisted of various texts specific to each professional program, which were studied in class; and in the second stage, ECAES-style tests were administered, one during the first assessment period and another during the third one, where teachers recorded the results obtained by the students. (Table 1)

Tabla 1. Formato registro resultados pruebas

NOMBRE	NOMBRE DE ESTUDIANTE DEL CURSO	NOMBRE DE ESTUDIANTE QUE PRESENTARÁ LA PRUEBA DE ECAES ONLINE	NIVEL 1 (25 a 40%) (0 a 4 respuestas)	NIVEL 2 (50% a 70%) (5 a 7 respuestas)	NIVEL 3 (80% a 100%) (8 a 10 respuestas)	TOTAL	PROMEDIO	NOTA	PROMEDIO
APLICACIÓN/PROGRAMA	SE	PRESENCIAL	NOTA	NOTA	NOTA	NOTA	NOTA	NOTA	NOTA
1.0001	1	100	4	4	4	12	4	4	4
1.0002	1	100	4	4	4	12	4	4	4
1.0003	1	100	4	4	4	12	4	4	4
1.0004	1	100	4	4	4	12	4	4	4
1.0005	1	100	4	4	4	12	4	4	4
1.0006	1	100	4	4	4	12	4	4	4
1.0007	1	100	4	4	4	12	4	4	4
1.0008	1	100	4	4	4	12	4	4	4
1.0009	1	100	4	4	4	12	4	4	4
1.0010	1	100	4	4	4	12	4	4	4
1.0011	1	100	4	4	4	12	4	4	4
1.0012	1	100	4	4	4	12	4	4	4
1.0013	1	100	4	4	4	12	4	4	4
1.0014	1	100	4	4	4	12	4	4	4
1.0015	1	100	4	4	4	12	4	4	4
1.0016	1	100	4	4	4	12	4	4	4
1.0017	1	100	4	4	4	12	4	4	4
1.0018	1	100	4	4	4	12	4	4	4
1.0019	1	100	4	4	4	12	4	4	4
1.0020	1	100	4	4	4	12	4	4	4
1.0021	1	100	4	4	4	12	4	4	4
1.0022	1	100	4	4	4	12	4	4	4
1.0023	1	100	4	4	4	12	4	4	4
1.0024	1	100	4	4	4	12	4	4	4
1.0025	1	100	4	4	4	12	4	4	4
1.0026	1	100	4	4	4	12	4	4	4
1.0027	1	100	4	4	4	12	4	4	4
1.0028	1	100	4	4	4	12	4	4	4
1.0029	1	100	4	4	4	12	4	4	4
1.0030	1	100	4	4	4	12	4	4	4
1.0031	1	100	4	4	4	12	4	4	4
1.0032	1	100	4	4	4	12	4	4	4
1.0033	1	100	4	4	4	12	4	4	4
1.0034	1	100	4	4	4	12	4	4	4
1.0035	1	100	4	4	4	12	4	4	4
1.0036	1	100	4	4	4	12	4	4	4
1.0037	1	100	4	4	4	12	4	4	4
1.0038	1	100	4	4	4	12	4	4	4
1.0039	1	100	4	4	4	12	4	4	4
1.0040	1	100	4	4	4	12	4	4	4
1.0041	1	100	4	4	4	12	4	4	4
1.0042	1	100	4	4	4	12	4	4	4
1.0043	1	100	4	4	4	12	4	4	4
1.0044	1	100	4	4	4	12	4	4	4
1.0045	1	100	4	4	4	12	4	4	4
1.0046	1	100	4	4	4	12	4	4	4
1.0047	1	100	4	4	4	12	4	4	4
1.0048	1	100	4	4	4	12	4	4	4
1.0049	1	100	4	4	4	12	4	4	4
1.0050	1	100	4	4	4	12	4	4	4
1.0051	1	100	4	4	4	12	4	4	4
1.0052	1	100	4	4	4	12	4	4	4
1.0053	1	100	4	4	4	12	4	4	4
1.0054	1	100	4	4	4	12	4	4	4
1.0055	1	100	4	4	4	12	4	4	4
1.0056	1	100	4	4	4	12	4	4	4
1.0057	1	100	4	4	4	12	4	4	4
1.0058	1	100	4	4	4	12	4	4	4
1.0059	1	100	4	4	4	12	4	4	4
1.0060	1	100	4	4	4	12	4	4	4
1.0061	1	100	4	4	4	12	4	4	4
1.0062	1	100	4	4	4	12	4	4	4
1.0063	1	100	4	4	4	12	4	4	4
1.0064	1	100	4	4	4	12	4	4	4
1.0065	1	100	4	4	4	12	4	4	4
1.0066	1	100	4	4	4	12	4	4	4
1.0067	1	100	4	4	4	12	4	4	4
1.0068	1	100	4	4	4	12	4	4	4
1.0069	1	100	4	4	4	12	4	4	4
1.0070	1	100	4	4	4	12	4	4	4
1.0071	1	100	4	4	4	12	4	4	4
1.0072	1	100	4	4	4	12	4	4	4
1.0073	1	100	4	4	4	12	4	4	4
1.0074	1	100	4	4	4	12	4	4	4
1.0075	1	100	4	4	4	12	4	4	4
1.0076	1	100	4	4	4	12	4	4	4
1.0077	1	100	4	4	4	12	4	4	4
1.0078	1	100	4	4	4	12	4	4	4
1.0079	1	100	4	4	4	12	4	4	4
1.0080	1	100	4	4	4	12	4	4	4
1.0081	1	100	4	4	4	12	4	4	4
1.0082	1	100	4	4	4	12	4	4	4
1.0083	1	100	4	4	4	12	4	4	4
1.0084	1	100	4	4	4	12	4	4	4
1.0085	1	100	4	4	4	12	4	4	4
1.0086	1	100	4	4	4	12	4	4	4
1.0087	1	100	4	4	4	12	4	4	4
1.0088	1	100	4	4	4	12	4	4	4
1.0089	1	100	4	4	4	12	4	4	4
1.0090	1	100	4	4	4	12	4	4	4
1.0091	1	100	4	4	4	12	4	4	4
1.0092	1	100	4	4	4	12	4	4	4
1.0093	1	100	4	4	4	12	4	4	4
1.0094	1	100	4	4	4	12	4	4	4
1.0095	1	100	4	4	4	12	4	4	4
1.0096	1	100	4	4	4	12	4	4	4
1.0097	1	100	4	4	4	12	4	4	4
1.0098	1	100	4	4	4	12	4	4	4
1.0099	1	100	4	4	4	12	4	4	4
1.0100	1	100	4	4	4	12	4	4	4

Fuente: elaboración propia

Informative Phase

In 2019, the results obtained in the UNIMINUTO Interdisciplinary Reading Skills in the Mother Tongue project, which involved administering various ECAES practice tests with the aim of improving performance on the Basic Critical Reading Skills module of the exam are based on the three levels used by ICFES as a diagnostic tool. In this context, the following analysis is based on data from the third exam administered during the 2018-40 period, when the first ECAES practice test was conducted, and the 2019-10 and 2019-45 periods, covering both in-person and online formats at all campuses. The results were as follows:

In 2018, a total of 1,051 students took the mock exam, and for the 2019-10 period, 10,259 students from the Kennedy and San Camilo campuses. For the 2019-45 period, 128 students from the Kennedy, Cofraternidad, and Sabiduría campuses.

Regarding the literacy level, as evidenced in the various practice tests, students at this level have not taken the practice tests; the percentage of students at this level is 17%.

At the inferential level, students at the Corporación Universitaria Minuto de Dios demonstrate the ability to connect the parts of a text, identify the overall meaning, and interpret the author's intent. This shows that, upon entering our professional training program, our students possess the optimal skills to undertake the professional training process, with a success rate of 76%.

Finally, the critical-evaluative level highlights the need to propose methodological strategies that lead students to develop this type of reading comprehension, which, as mentioned earlier, corresponds to the optimal reading level; 7% of students are at this level.

Based on the comparative analysis of the results, the following findings have been obtained:

First, strategies must be planned to encourage students at the literal level to advance to the inferential level, which is appropriate for students beginning a professional career.

Second, students entering the Corporación Universitaria Minuto de Dios demonstrate an optimal level of reading comprehension, implying the development of skills to work within a methodological strategy that leads them to achieve the ideal level of reading proficiency.

Third, the reading strategies and habits of students at the critical-evaluative level should be highlighted within the institutional community, with the aim of promoting actions that improve reading habits among students in the institutional community.

Teaching Strategies

The UNIMINUTO project on interdisciplinary reading skills in the mother tongue highlighted reading and writing as the most important communication skills in the training of well-rounded professionals who contribute to Colombian society, as noted by researchers Pérez and Rodríguez (2013):

The existence of a written culture in a given society implies the selection of certain cultural possibilities (material, technological, institutional, and knowledge-based) and the existence of relatively permanent forms of interaction among specific social and individual actors (readers, writers, publishers, booksellers, etc.) in which semiotic artifacts of the written language are brought into play as mechanisms of cultural mediation. (p. 114).

References are found daily in national and international academic articles regarding the low level of Colombians across all grade levels in reading, writing, and mathematics; which is why this project planned, implemented, and evaluated strategies aimed at developing critical reading skills for an appropriate mastery of the general and specific knowledge that every professional must possess to achieve high academic standards and gain professional qualifications, and aimed at equipping teachers, as trainers of future professionals, to apply methodological strategies and pedagogical approaches that guide to change these outcomes, as Caldera and Bermúdez (2007) state: "Las Actividades

y Estrategias de Lectura y Escritura Propias de las Prácticas Discursivas con las que Cada Disciplina Elabora el Conocimiento” (p. 247).

One of the teaching strategies developed involved reading short texts in order to make the reading experience more meaningful and thereby promote and encourage a habit of reading among students at the Corporación Universitaria Minuto de Dios (UNIMINUTO), Bogotá South Regional Vice-Rector's Office. Using evaluation rubric, the teacher was able to assess how students responded to the various readings, considering evaluation criteria such as reading, comprehension, social interaction, and attitude. In each of the aforementioned aspects, it was determined that students approached the readings in a positive manner, and above all, there was greater participation since the assessment focused not on comprehension but on attitude and how spaces for reflection and discussion were generated regarding each text.

To strengthen students' critical reading processes, it became necessary to engage with academic readings that allowed for the comprehension and analysis of texts. The next strategy involved introducing academic documents such as scientific articles to develop students' critical thinking skills regarding these texts. At the same time, we approached the articles from the context presented through research conducted by various authors, which highlights the economic, social, and cultural reality of our country. It is important for students to learn about different topics to encourage and motivate them to develop a critical perspective on issues that arise both nationally and internationally.

This activity was based on a reading comprehension guide designed to help

students identify the different components of a scientific article, such as the title, abstract, keywords, objective, methodology, and theoretical framework, among others. It also aimed to help students grasp the topic through a preliminary reading and a comprehensive reading that would allow them to understand the issue addressed in the article titled: *El Riesgo de la Lectura Literaria en el Aula: Abrirse a los Mundos que los Jóvenes Sueñan* by authors María Elena Sinisterra and Rafael Reyes Galindo of the Pontificia Universidad Javeriana (2018). The article focused on literary reading as a form of political subjectivity, with the subjects involved in the study being readers between the ages of sixteen and twenty-one from the IED La Floresta Sur in Bogotá. Additionally, to gain a better understanding of the text (article), the students created a glossary of unfamiliar words, which helped them understand the academic terms used by the authors. To continue developing the guide, teachers were asked to explain the concept of a thesis statement, how to identify it in a text, and how to formulate one, so that students could complete the exercise on the article by proposing different thesis statements. This encouraged them to argue, refute, and critically evaluate their peers' opinions.

In this way, we first succeeded in motivating students to read, particularly academic texts, because the approach was not traditional; rather, reading the article created opportunities for discussion where students had the chance to participate and share their perspectives on the reading's topic. In turn, this enabled them to learn how to argue objectively and coherently and, above all, to adopt a critical stance toward a text or topic.

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MULTIPLE INTELLIGENCES IN SOCIAL REPRESENTATIONS IN EARLY CHILDHOOD EDUCATION

LAS INTELIGENCIAS MÚLTIPLES EN LAS REPRESENTACIONES SOCIALES EN LA EDUCACIÓN DE LOS ESTUDIANTES DE LA PRIMERA INFANCIA

AS INTELIGÊNCIAS MÚTIPLAS NAS REPRESENTAÇÕES SOCIAIS NA EDUCAÇÃO DOS ESTUDANTES DA PRIMEIRA INFÂNCIASUPERIOR

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ABSTRACT

Teachers are committed to educating children who are proactive, critical thinkers, and creative, with the ability to solve problems. Some, on the other hand, analyze and solve mathematical problems, create concept maps, and develop musical skills, among other activities. For the development of this project, a qualitative research approach was chosen, which allows for an understanding of the complex world of lived experience from the perspective of the people experiencing it. In conclusion, teachers must engage daily in the educational process and multiple intelligences, knowing how to stimulate them in the classroom; this would help children develop their potential and achieve holistic development. It is important for teachers to work on improving learning, providing students with more opportunities, and helping them develop their talents through the proposed activities.

Keywords: intelligence, early childhood, social representations, innovation, teaching and learning strategies, childhood.

RESUMEN

El compromiso de los docentes es formar infantes con iniciativa, sentido crítico y creativo, con capacidad para solucionar problemas. Algunos, en cambio, analizan y resuelven problemas matemáticos, elaboran mapas conceptuales, desarrollan habilidades sonoras, entre otras. Para el desarrollo del proyecto se optó por utilizar el enfoque de investigación cualitativa el cual permite comprender el complejo mundo de la experiencia vivida desde el punto de vista de las personas que la viven. Como conclusiones los docentes se deben involucrar cada día en el proceso educativo, las inteligencias múltiples, saber cómo estimularlas en el aula; lo que ayudaría al infante a desarrollar su potencial y su desarrollo integral; es importante que el docente trabaje en mejorar el aprendizaje; darle más oportunidades al alumno y que desarrolle su talento mediante las actividades propuestas.

Palabras Claves: inteligencia, primera infancia, representaciones sociales, innovación, estrategias de enseñanza y aprendizaje, infancia.

SUMÁRIO

O compromisso dos docentes é formar infantes com iniciativa, sentido crítico e criativo, com capacidade para solucionar problemas. Alguns, ao contrário, analisam e resolvem problemas matemáticos, elaboram mapas conceituais, desenvolvem habilidades sonoras, entre outras. Para o desenvolvimento do projeto optou-se por utilizar a abordagem de pesquisa qualitativa que permite compreender o complexo mundo da experiência vivida do ponto de vista das pessoas que a vivem. Como conclusões os docentes devem se envolver diariamente no processo educativo, as inteligências múltiplas, saber como estimulá-las na sala de aula; o que ajudaria ao infante a desenvolver seu potencial e seu desenvolvimento integral; é importante que o docente trabalhe para melhorar a aprendizagem; dar mais oportunidades ao aluno e desenvolver o seu talento através das atividades propostas.

Palavras chave: inteligência, primeira infância, representações sociais, inovação, estratégias de ensino e aprendizagem, infância.

Introduction

The predominant teaching programs implemented in classrooms are based on the development of only two fundamental intelligences: Linguistic/Verbal Intelligence and Logical/Mathematical Intelligence, both of which are related to core academic subjects, while giving minimal importance to the other intelligences. That is why, to achieve the goal of transforming traditional education into one based on multiple intelligences, we must start with a collaborative effort involving teachers, students, and the institution itself. This is a project that the educational community has been developing, but one that requires improvements in its academic structure.

Similarly, intelligence is the capacity and aptitude of a human organism to react and adapt to new situations based on past experiences. From the perspectives of philosophy, psychology, biology, and cognitive neuroscience, the definition ranges from the highly scientific view—that intelligence is what tests measure—to broader definitions such as the ability to solve problems, adapt to new environments and circumstances, engage in creative thinking, establish social relationships, and demonstrate cognitive and general abilities; intelligence is related to intellectual capacity, whether in terms of judgment, association, or the development of abstract thought.

To define each domain of intelligence, Gardner (1998) studied the development of skills in children and the way in which different abilities and types of intelligence were broken down. On the other hand, Howard Gardner, in his book **Multiple Intelligences** (2016), proposes a redefinition of intelligence, transforming it into a psychobiological potential in which the influence of the environment on which is developed the individual, their cognitive styles and their ability to solve problems and create

products. Fundamentally, proposes different ways of being intelligent (Gardner, 2016). Gardner (1998) states: “Children demonstrate abilities in the various intelligences through their acquisition of diverse symbolic systems. As development progresses, each intelligence is represented by a symbolic system.”

Following Gardner (1994), intelligence is viewed as a capacity and is transformed into a skill to be developed, concluding that “intelligence involves the ability necessary to solve problems or to create products that are significant within a cultural context or a specific community.” He asserts that intelligence is dynamic; it is always growing, improving, and expanding.

During the teaching practicum at the Early Childhood Technical Institute, we had the opportunity to gain firsthand insight into the challenges faced on a daily basis when teaching content across various subject areas. The pedagogical and methodological difficulties teachers face in stimulating active participation and the acquisition of new knowledge appear to be insufficient, resulting in low levels of knowledge retention, which, in turn, are reflected in the workshops that stem from the applications given to students.

It is important for teachers to create pedagogical activities that are innovative, playful, engaging, and motivating for children as they build a society that encourages reading, language, songs, word games, storytelling, and poetry. “As they handle and become familiar with picture books, children begin to realize that the illustrations in two-dimensional figures resembling reality represent reality” (Cárdenas & Gómez, 2014). Through this work, children begin to identify their own personalities, their reality, and representations of society; learning and communication take place and develop. This is essential for their growth, maturity, and for strengthening their skills and potential

appropriate for their age. Multiple Intelligences is a system for developing intelligence and can be incorporated into the pedagogical model that makes significant contributions to early childhood education.

Social Representations

Social representations originate from social psychology with the purpose of explaining and attempting to understand how individual representations take shape and, when shared, generate approximations of collective thought. Anaya (2002) explains that Moscovici proposed the theory of social representations. Moscovici was the creator of the concept of social representations; he outlines the particularities of this theory and new research objectives, which focus on the social thought embedded in each individual. Moscovici considers that in contemporary society, the variants of social thought are qualitatively distinct from those of other types of societies.

However, to the extent that it does not directly address or explain the plurality of forms of thought organization—even though they are all social—the notion of representation loses its clarity. Perhaps another reason for its abandonment lies there: anthropologists turn to the study of myths; sociologists to the study of the sciences; linguists to the study of language and its semantic dimension, and so on.

In order to give it a specific meaning, it is essential to move it beyond its role as a general category, which pertains to the whole range of intellectual and social productions. We believe that this approach allows us to distinguish it, setting it apart from the chain of similar terms

(Moscovici, 1979, p. 28). Social representation is a particular form of knowledge; it is an organized corpus of knowledge, that is integrated into a group or in a daily relationship of exchanges, unleashing the

powers of one's imagination (Moscovici 1979). It is common-sense knowledge; its purpose is to communicate, to feel part of the social environment, and to exchange communications within the social group. Moscovici transforms the perspective of Durkheim (1858–1917), who, in the field of sociology, studied primitive religions such as totemism, eventually proposing the theory of collective representations in 1898.

From Moscovici's perspective (1979), there is no separation between individual and social universes; rather, both realities are integrated. He argues that the individual is constituted within and exists in a material and social reality, where they internalize representations while simultaneously participating in their construction, situated at the boundary between conceptual elaboration and perception.

In his early work, Moscovici argues that social representation “is an organization of images and language because it frames and symbolizes acts and situations that are or become common.” He considers it “a particular mode of knowledge, whose function is the elaboration of behaviors and communication among individuals.” It is a “preparation for action” “[...] in which it reshapes and reconstitutes the elements of the environment in which the behavior is to take place” (Moscovici 1979).

A second point is that social representations function as information systems or mental schemas that people construct to understand and make sense of the world and communicate with others, without being externally imposed by the group.

Moscovici (1979) explains that “While the reality of social representations is easy to grasp, the concept is not,” given the

multiple aspects that come into play, such as individual and collective cognitive processes, socially accepted behavioral models, forms and networks of communication, and the social, cultural, and historical contexts in which people live. Consequently, the theory of social representations seeks to understand the knowledge that circulates spontaneously and in everyday life, which is characterized by being in a constant process of becoming.

Social representations are the way in which social groups, through the use of language, construct the knowledge necessary to communicate and understand everyday life by means of values, opinions, beliefs, and norms for relating to one another. Moscovici (1979), the leading proponent of the theory, states that: "Social representation is a particular modality whose function is the elaboration of behaviors and communication among individuals. It is also an organized body of knowledge and one of the mental activities through which people make physical and social reality intelligible, integrate into a group, or, in everyday relationships, unleash the powers of their imagination."

Childhood

According to Gardner (1998), multiple intelligences are important in infancy because individuals are born with a potential that is shaped by genetic factors; the individual possesses certain skills, and that same individual has other intelligences, resulting in each person having a unique intellectual profile based on their dominant and non-dominant intelligences.

Today, childhood is recognized as a socially constructed category; for this reason,

perspectives on it continue to evolve, and contributions from the perspective of future professionals enrich the current state of the field (Gonza & Chumacero, 2019).

Child Development and Multiple Intelligences

Multiple intelligences are related to the teaching and education of children; this is why education today has proposed reforms to develop children's competencies and the foundations of learning. There is a broader perspective on multiple intelligences, and these function differently in people; individuals have different mindsets and modes of understanding. This leads to the identification of other forms of intelligence and alternative ways of learning, creating a challenge in education regarding teaching and learning, as well as a methodology to be applied to children.

Furthermore, creativity is a key element in the development of multiple intelligences in childhood. This creativity originates in the mind, allowing children to create something from nothing or to apply different ideas, skills, and abilities to solve problems or achieve specific goals. It is a sense of freedom that enables lasting transformation. It is important for teachers to apply this in the classroom to enhance children's learning and help students recognize the types of intelligence and creative memories.

Teaching and Learning Strategy

According to Cova (2013), the teaching and learning strategy is based on the procedures that teachers must use intelligently and adaptively to help students construct their knowledge through activities appropriately planned based on their interests, thereby achieving learning objectives. Activities are planned within a specific timeframe, providing students with tools, and fostering learning and engagement with new content. Saldaña (2014) defines the teaching and learning strategy as: A set of guidelines that students develop to consciously and intentionally guide their learning activities, resulting from their own experiences and the teacher's recommendations on how to make their learning efforts more efficient, constituting fundamental tools for the quality and success of academic tasks.

On the other hand, Montes (2011) defines the teaching and learning strategy as:

"It is rooted in the unity between teaching and learning (...), which can be viewed as more or less extensive and complex integrated outcomes of selected and organized actions and procedures that, by addressing all components of the process, aim to achieve the proposed educational goals."

From the above, the teaching and learning strategy can be defined as procedures that are interrelated and interconnected toward a common goal—efficient learning—and are organized according to an action plan that meets the requirements of existing educational programs.

It is concluded with the definitions of the previous authors that teaching and learning strategies are tools that, when organized by the teacher into an action plan based on

methods, techniques, and resources, will enable the student to assimilate, internalize, and produce knowledge of specific content; the educator innovates and develops specific skills and competencies to gain a clear understanding of the student.

Methodology

According to the book **Research Methodology** (Hernández et al., 2010), "research ideas represent the first approach to the reality to be investigated" (p. 26). Up to that point, the approach to reality can be considered objective (quantitative perspective), subjective (qualitative perspective), or intersubjective (mixed perspective). According to the cited authors, the qualitative research approach allows for an understanding of the complex world of lived experience from the point of view of the people who experience it. In this research approach, data collection without numerical measurement is used to discover or refine research questions during the interpretation process.

In any case, and unlike the quantitative approach, its findings account for a particular phenomenon or situation, so its findings are not generalizable (Hernández et al., 2010, p. 8). According to Sautu (Sautu, Boniolo & Dalle, 2005), due to the social environment and the participatory role people play in constructing or transforming their environment, this research methodology allows us to understand what people say and do in a social and cultural context through lived experiences, with the subjects immersed in this reality serving as the main actors.

Results

Four methodologies were used to conduct research, which are described below.

Methodology 1. Activity 1 – Round: Let's Play This Game

Play is the ultimate expression of young children's feelings; through it, they communicate their sensations and actions—being, having, doing, taking, giving, loving, living—which make sense only when shared with the garden, the plants, the sun, the water, their peers, and the teacher. This play allows them to have experiences and learn about the world around them, creating their own identity and their own theories.

Activity 1. Circle Time: Let's Play This Ruckus

Actividad 1. Ronda Vamos A Jugar Este Zafarrancho

1. Denominación Del Taller:	Aprendo Jugando
2. Actividad:	Ronda vamos a jugar en este zafarrancho
3. Objetivo:	Promover por medio del juego lúdico el desarrollo de las diferentes inteligencias múltiples y observar el comportamiento de los infantes con esta actividad.
4. Contenido	Jugar este zafarrancho, para comenzar cójanse de gancho, me voy para un lado, me voy para el otro, me siento me vuelvo a parar, me inclino adelante, me inclino hacia atrás, un paso adelante, un paso hacia atrás. Me doy una vuelta y me vuelvo a sentar. Este Zafarrancho no se ha terminado para continuar vamos caminando, se toman las manos y se tocan y en cuchillas caminan, luego se detienen y siguen trotando y el que se quedó solo vuelve a empezar
5. Metodología	Es participativa, por qué se vincula a cada estudiante en la dinámica, en el desarrollo de la actividad y la evaluación.
6. Actividad Guía De Aprendizaje:	1- ¿Se presentan dentro del grupo diferentes puntos de vistas para la modificación de la coreografía de la ronda? 2- ¿Consideran que al realizar la ronda cada niño y niña va desarrollando diferentes inteligencias Múltiples de acuerdo al comportamiento que ejecutan con la actividad? 3- ¿Consideras importante las expresiones de cada niño y cada niña? 4- ¿Es importante el cumplir normas dentro del juego? 5- Observar el comportamiento de los niños y como se desenvuelven en medio de la actividad
7. Recursos:	• Humanos • Fichas en cartón paja de colores • Aula máxima

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8. Evaluación:	• Lapiceros 1. ¿Cómo te pareció la ronda? 2. ¿Crees que el juego aporta elementos formativos en el proceso de enseñanza aprendizaje? 3. ¿Cómo fue la participación del grupo? 4. ¿El compartir con los demás integra y fortalece los lazos de amistad?
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Fuente: Autoría Propia

For Methodology 2, the activity involved reading a story, holding a recital, singing activities, cleaning the garden, cutting out photos with a group of four children, and assembling an animal puzzle.

Methodology 3

For Methodology 3, the situations described in Methodology 2 are outlined, and the following questions are raised: What is learning and multiple intelligences like? What difficulties did the children encounter while performing the tasks? Each activity is analyzed independently.

Methodology 4

Methodology 4 analyzes Multiple Intelligences as an emerging technical construct, while Moments 1, 2, 3, 4, and 5 represent each intelligence as developed by young children. Descriptive research is applied, enabling a supportive approach that guides children using their own intellectual resources and accommodates diverse learning styles. This research with children rethinks teaching methods with a focus on enhancing the various intelligences that contribute to the success of those that are underdeveloped in children; it helps identify children based on their intelligence and, in this way, employs different pedagogical strategies tailored to their needs. The research contributes to education centered on individuals (children) who are successful and happy with their knowledge on both a personal and academic level. Descriptive studies seek to specify the important characteristics of people, groups, or communities, in this case, early childhood children, for an analysis that evaluates various aspects of multiple intelligences in social representations and measured independently to describe what is

Methodology 2

being investigated.

All the tools and techniques facilitated the development of the participants' multiple intelligences, and their experiences were evaluated before and after the program. Similarly, various activities were conducted that allowed for different workstations and stimulated the participants' intellectual abilities; these included singing, poetry, photography, puzzles, and cleaning tools. Observation was used with children, employing techniques designed to foster the development of the different intelligences. Similarly, progress in linguistic intelligence is evident, as seen in their ability to listen to stories, give recitals, express themselves appropriately, and show an interest in telling stories and tales, among other things. Observation identifies the children's skills and characteristics for each of the intelligences, as well as at the conclusion of the experiences.

The variables are the types of intelligences: Logical-Mathematical, Linguistic, Spatial, Naturalist, and Intrapersonal.



Figura Modelo de momentos, inteligencia múltiple.
Fuente: Diseño Propio

Moment 1 is Linguistic (activity involving reading a story and performing a recital), Moment 2 is Naturalist (cleaning the garden), Moment 3 is Intrapersonal (group work cutting out photos), Moment 4 is Spatial (cutting out the photos), and the Moment 5 is Logical-Mathematical (putting together the animal puzzle).

Results

During the group session, the children learned to share their opinions, respect their classmates, socialize, interact, and make decisions in responsibility, thereby strengthening their holistic development. In this activity, the teacher and the child work together; resources are provided for carrying out the activity, and multiple forms of inquiry are encouraged while the child is stimulated. The results of the descriptive research using the observation technique were obtained according to each activity carried out by the children:

Some of the children read stories, others gave recitations, and there was a singing group; it was observed that this last group had difficulty expressing their feelings in public and maintaining eye contact, and their singing voices were loud. Although the children who performed the recitation did not memorize all their lines, their verbal expressions were clear, and they appeared to carry out the activity with ease. The same was true for the children who read; however, work is needed on their verbal expressions to help them hold the other children's attention. In this way, everyone shares their expressions through different intelligences. It is observed that there is work to be done to strengthen creativity by creating stories and sustaining attention within the group of peers; work is required on memory and group integration.

Putting together the animal puzzle (Mathematical Logic) helps them understand how objects work and how they behave in different situations; at first, they have trouble locating the shapes, and their dexterity is limited, but as they gain confidence in the game, they become more interested in moving quickly to find the right shape. The sequence of images is slow, so we need to work with them on matching.

On the other hand, in the photo-cutting activity, their fine motor skills aren't perfect, but they try hard to make the cuts, and we need to work on their physical dexterity and handling tools more easily, teaching them to alternate the order of the shapes and use three-dimensional paper.

The gardening activity elicits different reactions: some children resist playing with sand, while others enjoy playing with water; some get distracted. However, the children's engagement in caring for plants is particularly interesting because it is not a routine activity and, as a new learning experience, it helps them develop a connection with the natural world. They begin to develop the ability to identify plants and explore the vegetation; They are taught to identify, describe, and classify natural elements. These activities foster intrapersonal development, where children connect with and become attuned to themselves; they identify and gain insight into their moods and self-awareness and discover their emotions. On the other hand, it is important for teachers to be knowledgeable about multiple intelligences because they must know how to strengthen their students' multiple intelligences from an early age, and the institution must keep teachers up to date by providing ongoing training on this topic, as working with children is a permanent and continuous process. Teachers foster the development of multiple intelligences through activities in which they participate and others they lead, resulting in children navigating their daily lives with greater ease and interacting more comfortably with their environment. There is constant collaboration between the school, teachers, and children; collaboration is encouraged, and the experiences gained from these activities help analyze each child's characteristics and their reactions to different circumstances.

Conclusions

In conclusion, teachers must engage daily in the educational process and understand the concept of multiple intelligences, knowing how to stimulate them in the classroom, which would help children develop their potential, achieve holistic development, and engage in meaningful and coherent learning; It is important for teachers to work on improving learning, providing students with more opportunities, and helping them develop their talents through the proposed activities. The aim is to identify the specific intelligence each child possesses; in this regard, it is necessary to recognize that children learn differently, and it is important for teachers to engage them in various ways so that children can understand based on their own abilities.

Applying intelligence in teaching allows children to learn more, master the material better, stand out, engage with the learning process, and enjoy class much more. This helps assess the student's overall profile and performance; since everyone possesses intelligence to a greater or lesser degree, we assume that all children are intelligent in different ways; each has different abilities to develop, and these intelligences are stimulated appropriately, but this is only true when consistent work is done and teacher-child evaluations are conducted.

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THE RELATIONSHIP BETWEEN HUMAN RIGHTS EDUCATION AND INCLUSIVE EDUCATION: A PROPOSAL FOR STRENGTHENING THE PEDAGOGICAL PRACTICE OF TEACHERS IN AN EDUCATIONAL INSTITUTION IN THE CITY OF BOGOTÁ

EDUCACIÓN EN DERECHOS HUMANOS Y EDUCACIÓN INCLUSIVA: UNA MIRADA DESDE UN COLEGIO DE LA CIUDAD DE BOGOTÁ

A RELAÇÃO ENTRE EDUCAÇÃO EM DIREITOS HUMANOS E EDUCAÇÃO INCLUSIVA: UMA PROPOSTA PARA O FORTALECIMENTO DA PRÁTICA PEDAGÓGICA DAS E DOS PROFESSORES NA INSTITUIÇÃO DE EDUCAÇÃO DA CIDADE DE BOGOTÁ

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ABSTRACT¹

This research work developed an ethnographic study at the José Joaquín Castro Martínez IED school, based initially on the theoretical, conceptual and legal analysis of the categories Human Rights Education, Inclusive Education and Teaching Subject, followed by the analysis of the institutional context and the perceptions of a group of students and teachers, around

1 Translation into the Siapedee language. Translated by Elber Ismare Dura, a traditional healer from the Eperara Siapidara indigenous community: I have analyzed the theoretical, conceptual, and legal aspects of the concept of "awara" in relation to the legal framework established by José Joaquín Castro Martínez, IED, I have conducted a theoretical, conceptual, and legal analysis to determine the nature of the right to water, and I have examined the legal framework governing water rights, and that the legal framework is designed to ensure that the rights of the people are protected and upheld, as well as to prevent violations of these rights, If you do this, you will be able to do it, and if you do it, you will be able to do it, and if you do it, you will be able to do it. We, the Eperara Siapidara people, and we demand that Venezuela recognize our rights and that the government respect our rights. We, the people of Uchiáwa, have the right to live in our own lands, to cultivate our own crops, to raise our own livestock, and to practice our own traditions. We have the right to live in peace and harmony with nature, and we have the right to defend our way of life against any threats to our existence.mera. Nankē ne inā omaa p'anipa j'iriwada We have the right to live in peace, and we have the right to live in harmony with nature, to respect and protect the environment, and to ensure that our lives are free from violence and that we can live in peace and harmony with one another, and that the rights of those who are here and those who are not here, as well as the rights of those who are here and those who are not here, are protected.

these categories. The instruments of information collection defined were a semi-structured interview as a main instrument and a sounding instrument that allowed to reinforce the information collected in the interviews. Specifically, the study inquired about the inclusion processes carried out by the school with the population of the indigenous community Eperara Siapidara, Afro-Colombian and Venezuelan and the perception that the educational community has about Human Rights Education. This proposal seeks to contribute to the strengthening of the inclusion processes through the implementation of Human Rights Education, generating learning spaces that recognize the own education and the diversity of knowledge of students, families and teachers, in order to create spaces where one can learn from this diversity and promote the promotion of human rights.

Keywords: human rights education, inclusive education, subject teacher.

RESUMEN

Este trabajo investigativo se desarrolló en el colegio José Joaquín Castro Martínez IED, partiendo inicialmente del análisis teórico, conceptual y jurídico de las categorías Educación en Derechos Humanos, Educación Inclusiva y Sujeto Profesor, seguido del análisis del contexto institucional y de las percepciones de un grupo de estudiantes y profesores, en torno a estas categorías. Los instrumentos de recolección de información definidos fueron, una entrevista semi-estructurada como instrumento principal, la cual se aplicó a un total de nueve miembros de la comunidad educativa y un instrumento de sondeo que se aplicó a veinte docentes lo que permitió reforzar la información recogida en las entrevistas. Específicamente el estudio indagó sobre los procesos de inclusión que lleva a cabo el colegio con población de la comunidad indígena Eperara Siapidara, afrocolombiana y venezolana y la percepción que tiene la comunidad educativa sobre la Educación en Derechos Humanos.

Los resultados derivan una serie de recomendaciones dirigida a entidades estatales a cargo de los procesos de educación en Colombia y al profesorado quien es el encargado de movilizar al interior de las instituciones las transformaciones sociales y políticas más significativas. de igual manera, esta propuesta busca aportar al fortalecimiento de los procesos de inclusión a través de la implementación de la Educación en Derechos Humanos, generando espacios de aprendizaje donde se reconozca la educación propia y la diversidad de saberes de estudiantes, familias y profesores, a fin de generar espacios donde se pueda aprender de esta diversidad y fomentar la promoción de los derechos humanos.

Palabras claves: educación en derechos humanos, educación inclusiva, sujeto profesor, diversidad, educación propia.

SUMÁRIO

Este trabalho investigativo desenvolveu um estudo de corte etnográfico no colégio José Joaquín Castro Martínez IED, partindo inicialmente da análise teórica, conceptual e jurídica das categorias Educação em Direitos Humanos, Educação Inclusiva e Sujeito Professor, seguido da análise do contexto institucional e das percepções de um grupo de estudantes e professores, em torno destas categorias. Os instrumentos de coleta de informação definidos foram, uma entrevista semi-estruturada como instrumento principal e um instrumento de sondagem que permitiu reforçar a informação recolhida nas entrevistas. Especificamente o estudo indagou sobre os processos de inclusão que realiza o colégio com população da comunidade indígena Eperara Siapidara, afrocolombiana e venezuelana e a percepção que tem a comunidade educativa sobre a Educação em Direitos Humanos. Esta proposta visa contribuir para o fortalecimento dos processos de inclusão através da implementação da Educação em Direitos Humanos, gerando espaços de aprendizagem onde se reconheça a educação própria e a diversidade de saberes de estudantes, famílias e professores, a fim de criar espaços onde se possa aprender com esta diversidade e promover a promoção dos direitos humanos.

Palavras chave: educação em direitos humanos, educação inclusiva, sujeito professor.

Introduction

The purpose of this research project was to investigate the inclusion processes implemented by the José Joaquín Castro Martínez IED school and to determine whether it is possible to integrate them with human rights education.

This initiative stems from a personal interest in contributing to the inclusive education processes being advanced by the school, considering that it is essential to contribute to the visibility and recognition of its cultural diversity: students from indigenous communities, predominantly Eperara Siapidara, followed by the Pijao, Koreguaje, Coyaima, Embera Chami, and Uitoto communities, who have mainly come to Bogotá due to the armed conflict.

This has led to changes in the school's dynamics within pedagogical practice, which have been taken into account by some members of the educational community, generating significant inclusion processes for some children and youth; however, within the school environment, practices of discrimination continue to be evident, and above all, there is a lack of openness and validation of the knowledge and wisdom specific to these communities. This is compounded by institutional challenges such as school dropout rates, social cohesion issues, and low performance on the SABER tests administered by the Colombian Institute for the Evaluation of Education (ICFES).

The analytical framework considered three categories: Human Rights Education, Inclusive Education, and the Teacher as a Subject; the research described these categories and sought to establish connections and dialogue among them, with the ultimate goal of contributing to the strengthening of teaching practice, enrich pedagogical processes, and highlight the indigenous and ancestral knowledge present in the school.

Human Rights Education (HRE)

This article will analyze the categories of analysis proposed in this research study, leading to the theoretical definition of Human Rights Education, which Magendzo defines as “the educational practice grounded in the recognition, defense, respect, and promotion of human rights, aimed at developing in individuals and communities their full potential as rights-holders and providing them with the tools and means to realize those rights.” Magendzo (2006, p. 23) This is an educational approach that recognizes and highlights the historical, political, and social dimensions of education, which are fundamental to the development of all human beings.

On the other hand, and with the aim of broadening the scope of the discussion, human rights education in Latin America emerged as a result of dictatorships, conditions of poverty and social inequality, and widespread human rights violations—situations that have significantly shaped the continent's history. This led Human Rights Education to play a significant role in both formal and informal educational settings, enabling different social sectors to become familiar with it and focus on its promotion.

However, it is crucial to note that in its early stages, Human Rights Education developed primarily in non-formal educational settings, such as social organizations dedicated to its promotion and defense, or others working with victims of the dictatorships or internal conflicts that each country was experiencing. In Latin America, as in Colombia, Human Rights Education is recognized within the legal and regulatory framework that promotes its implementation.

In the words of Rodríguez (2015, p. 51), the field of Human Rights Education is reflected in the fact that human rights should not be understood as legally derived rules of conduct, but rather

as a socially constructed phenomenon at the core of which lie the practices and experiences of individuals. He reiterates this by stating that “the basis of Human Rights Education is not legal instruments but the recognition of the historical praxis of individuals and, through this, the potential for emancipation.”

In this regard and drawing on the emancipatory potential inherent in human rights education, it is hoped that this process will enable people to bring about social and political change at both the individual and collective levels.

Thus, it is understood that, to advance Human Rights Education, it is essential to understand the context in which one operates, as this determines the conditions and possibilities for its implementation. In other words, it must be contextualized education, taking into account the diverse characteristics of the environment, as well as the political, social, cultural, and economic challenges and vicissitudes that countries face.

Inclusive Education

Regarding Inclusive Education, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) defines it as “the right of all students to receive a quality education that meets their basic and enrich their lives.” For UNESCO, Inclusive Education must be characterized by paying special attention to marginalized and vulnerable groups with a commitment to integration, seeking the highest quality and the development of each person’s full potential. Furthermore, from this perspective, educational support must be guaranteed by considering diversity as a fundamental aspect of the human condition.

In this way, inclusion is prioritized for children

and youth with special characteristics or conditions. Populations that throughout history have been discriminated against and even excluded from the education system include Indigenous children, Roma children, street children, child laborers, children with disabilities, children in rural areas, and those with diverse sexual orientations or gender identities. For UNESCO, the vision of Inclusive Education must have an ultimate goal that goes beyond the exclusively academic sphere: “to end all forms of discrimination and promote social cohesion.”

Furthermore, the concept and development of inclusive education stem from the evolution of the school integration process, which began to give way to a new and broader concept starting in the 1990s. This does not ignore historical attempts to guarantee the right to education for “all”; rather, through the implementation of new approaches and the recognition of areas for improvement in the process of school integration, a new concept of addressing diversity has emerged. This concept allows for progress not only in guaranteeing the right to education but also in fostering social cohesion. Consequently, the need to create new and better strategies for the educational support of the most vulnerable or those with special needs

have been on the political agenda for years. However, changes have been slow, as alongside the emergence of regulations, the process of raising awareness and resistance within educational communities has been a determining factor.

As a result, inclusive education has begun to gain greater traction in the school setting, making it necessary to clarify some key differences between school integration and inclusive education. School integration aims to “correct” differences, while inclusion is

enriched by them; similarly, integration seeks to normalize people, so they conform to social dynamics and, in this particular case, educational ones, while inclusion aims to provide each person with what they need based on their needs and abilities, that is, equity.

While an inclusive perspective makes the entire population visible in all its diversity and charts a course aimed at guaranteeing the right to education for everyone—girls, boys, youth, and adults—the process has not been straightforward in educational practice and daily school life. This is evidenced, for example, by the fact that practices associated with special education and educational integration remain entrenched in the social imagination. However, Inclusive Education does not aim to be implemented for all people and in all settings at a breakneck pace; yet it is concerning that, even with the 1948 Universal Declaration of Human Rights and all the conventions and declarations that have been developed throughout the 20th and 21st centuries, discrimination and inequality persist in schools.

Subject: Teacher

It is the teacher who acts with professionalism, recognizing that they, too, need to know what they must improve and learn from those around them. Freire suggests, in his view, that “teachers dignify their profession to the extent that they prepare themselves, develop their skills, and think critically; for, as in any profession, there must be rigor in knowledge and ethics in practice. In the case of teachers, this translates into rigor in the knowledge they teach, awareness of how they teach, and awareness of why they teach” (Rojas, 2011, p. 5).

This is why professional development should be an ongoing part of a teacher’s career, enabling them to broaden their perspective on the world and empowering them to provide students with opportunities to learn, think critically, and relearn, so that students can grow intellectually through their own judgment and freedom, while never forgetting to respect others. Therefore, “a teacher’s self-awareness requires a constant ‘reading of the world’ and of their pedagogical practices, which makes them more sensitive, curious, and methodical in their sound thinking; this stimulates a new way of understanding the context” (Rojas, 2011, p. 10).

Analysis and Discussion on Human Rights Education and Inclusive Education:

Now that we have a clearer understanding of the scope of Human Rights Education and Inclusive Education, we can proceed to the analysis, with the aim of developing a vision that allows for a more precise articulation between these two categories through the mediating role of the teacher.

First, Human Rights Education prioritizes ensuring that people understand and recognize their rights in any context—political, social, and economic. On the other hand, Inclusive Education, by its very definition, aims to guarantee the right to education, particularly for those populations that have been excluded from the school system, while also ensuring quality, relevance, and equity within the education sector.

Based on the above, it can be said that the two categories (HRE – IE) seek to serve as a bridge to guarantee students’ rights: Inclusive

Education is responsible for ensuring access to and quality within the education system for all populations without any discrimination, while Human Rights Education enables the promotion, dissemination, and ideally, the enjoyment of human rights within the education system by recognizing students' differences and diverse contexts.

Thus, Human Rights Education is grounded in the recognition of the pedagogical currents that underpin its *raison d'être*, such as critical pedagogy and the popular education movement, enabling education in and for human rights to be grounded in pedagogical knowledge. On the other hand, Inclusive Education has undergone a broad and significant trajectory and transformation within the educational context, relying primarily on legislation and popular education initiatives, which have made it possible to generate alternatives to guarantee the right to education through various forms of awareness-raising in educational institutions.

Thus, based on the right to education for all, inclusive education, from the perspective of a differentiated approach it has highlighted the opportunity that all populations have to exercise their right to education, in accordance with the times and the context. This not only implies that everyone can access the educational system, but also that the system allows everyone within it to fully develop their abilities and freedoms. Therefore, Castillo (2015) highlights in his research findings the recognition of diversity as an important and fundamental value within Inclusive Education, since, if we start by understanding this concept, schools could value the abilities of each student who passes through

educational institutions, setting aside the concept of homogenization of knowledge and learning.

Similarly, Castillo (2015) highlights the role that teachers play in achieving this goal; however, it is necessary to have sensitive professionals who recognize the changes and dynamic environments that are part of the school. Furthermore, if we build on the above, drawing on Freire's concept of the "teacher-subject," which highlights the importance of having education professionals who, within their work environment, recognize that knowledge is shaped according to the needs of the educational institution, and who believe in fostering critical thinking—where there is no absolute truth and the knowledge and insights of others are valued—this would ultimately allow for the development, within any classroom, of participatory environments featuring diversified learning and, above all, where harmonious coexistence is an integral part of these. In addition to the above, there is also what the author Tornel (2015) refers to as the defense of an intercultural educational framework, in which the knowledge specific to the communities with which one coexists is considered, recognizing the ancestral and traditional values of cultures that are not acknowledged in the traditional educational context.

This suggests that both categories have, to some extent, drawn on the same pedagogical trends, which have aimed primarily to promote the recognition of others, the identification of context, and the reduction of discrimination. Meanwhile, Madgenzo, one of the pioneering authors in discussing and establishing the foundations of Human Rights Education, highlights the importance

of non-discrimination, a concept that is fundamental to the very purpose of Inclusive Education, revealing a strong connection between the two. Within the development of these two categories, non-discrimination enables the recognition of human rights and not only the visibility but also the appreciation of the diversity, characteristics, qualities, and differences inherent to each person.

The following comparative table shows that both categories (HR Education and Inclusive Education) have more points in common than differences; therefore, it could be argued that, in theory, integrating them could yield positive results at the José Joaquín Castro Martínez School.

Tabla 1: Comparativo entre Educación en Derechos Humanos y Educación Inclusiva

CARACTERÍSTICAS EDH	CARACTERÍSTICAS EI
Se funda en el reconocimiento, la defensa, respeto y la promoción de los derechos humanos.	El derecho a todas las personas a recibir una educación de calidad.
Tiene por objetivo desarrollar en los individuos y los pueblos sus máximas capacidades como sujetos de derechos y brindarles las	Debe caracterizarse por prestar especial atención a los grupos marginados y vulnerables.

herramientas y elementos para hacerlos efectivos.	Desarrollar el máximo potencial de cada persona.
Origen y desarrollo y reconocida principalmente en América latina.	Reconocida a nivel mundial.
Reconoce la memoria histórica como eje importante.	Un enfoque más amplio del ámbito exclusivamente académico, terminar con todas las modalidades de discriminación y fomentar la cohesión social.
La metodología se fundamenta desde la pedagogía crítica y la educación para la libertad y Escuela Nueva.	Nace con el objetivo de disminuir las diferentes brechas sociales, económicas y políticas que han generado grandes desigualdades en el derecho a la educación.
Se encuentran inmersos los participantes haciendo una lectura de contexto para intervenir y transformar la realidad.	La inclusión social implica comprender e identificar la diversidad humana y sus diferencias, de modo que las oportunidades sean iguales para cada ser humano.
Genera valor a los sectores sociales excluidos, dando importancia a lo no discriminación.	La educación inclusiva es un proceso para aprender a vivir con las diferencias de las personas. Es un proceso de humanización.
Promueve los derechos económicos, sociales y culturales.	Brinda garantías para el cumplimiento de los derechos económicos, sociales y culturales.
	Contempla las diferencias individuales.

Fuente: Autoría de la investigadora

The above aimed to demonstrate an analysis based on different theoretical perspectives and dialogue among various authors, through which a potential link between Human Rights Education and Inclusive Education was established. However, for this research, it is important to investigate within the José Joaquín Castro Martínez IED school how Human Rights Education is perceived and how Inclusive Education is experienced, as well as to ask the educational community, which is the protagonist of this process, how it perceives the articulation of these two categories and, above all, whether they are willing to strengthen and harmonize them through the actions of the teacher.

Methodology

The methodology used in the study is qualitative, which allows for a small-scale description of the practices and beliefs held by a community within a small context. Two instruments were developed for data collection. The first was an interview, which was divided into four sections: Personal and Professional Information, Human Rights Education, Inclusive Education, and Teacher Training, and which primarily explored how these categories have been implemented within the school.

The interview was administered to a school administrator, three students, four teachers, and the knowledgeable guide from the Eperara Siapidara Indigenous Community. This allowed for an interpretive analysis of the categories of interest for this research, while also capturing different perspectives on the same topics.

The second was a qualitative survey instrument. This instrument was designed to supplement the information gathered in the interviews and to gain a deeper understanding of specific concepts, such as inclusion, human rights education, and teacher training; for this reason, the teachers interviewed were different from those who participated in the survey.

This instrument consisted of 22 statements where the teacher could choose from four response options. Before administration, a pilot study was conducted with three teachers, and the main suggestions were incorporated, with some adjustments made to provide greater clarity in the categorization of the questions. For the study, a group of

20 teachers was selected who were familiar with the topic and could provide relevant information for the research; however, the survey was completely anonymous.

Analysis of Results

Among the results obtained during the research, we will highlight some of the most relevant data to facilitate a better understanding of this article. Both the interviews and the survey instrument included a series of questions aimed at understanding the educational community's beliefs, perceptions, and training regarding human rights and inclusive education.

Regarding the statement: "As a teacher, I have received training to carry out human rights education programs," 60% of teachers responded to the survey that they had not received training on this topic; see the distribution of the data in Figure 1.

Graph 1
Results of the survey conducted among teachers at the José Joaquín Castro Martínez School—2018



Regarding the responses to this question in the interview, it is observed that the school's teachers have been exposed to human rights education, primarily on their own initiative, out of personal interest, or generally as part of their university studies.

Well, in my professional life, I have attended human rights education events, but on a personal basis, if a seminar catches my attention, I attend it, but I have not received any institutional training. (Teaching Administrator, José Joaquín Castro Martínez School, July 17, 2018).

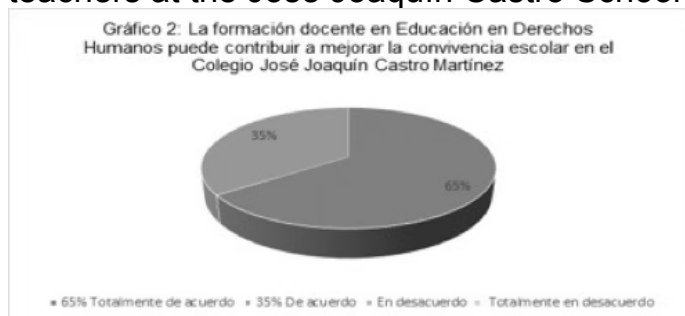
On the other hand, the students interviewed said they had studied human rights, but mainly in social studies classes, a subject that has historically been assigned this responsibility.

“Yes, in class, Mr. Exxxx, who teaches social studies and philosophy. He talks to us a lot about the constitution, about the rights and duties of citizens, and things like that; and sometimes he’s given us quizzes to see what we understand about the topic and so on.” (Student, José Joaquín Castro Martínez School, August 3, 2018).

Since school coexistence is one of the most important factors within the educational environment, teachers were asked whether they believe that: “teacher training in Human Rights Education can contribute to improving school coexistence,” with 100% of teachers responding that they strongly agree or agree with this statement, as shown in Figure 2.

Figure 2

Results of a survey conducted among teachers at the José Joaquín Castro School



At the different interviews conducted reflect opinions that demonstrate the importance that training in Human Rights Education can have in improving coexistence processes within the school:

Yes, of course, because it means acknowledging the people who are here, and that also allows students to recognize that we’re not all the same and that we have different ways of being, acting, sharing, and living. So, when you’re somewhat aware of that, getting along with others improves. It’s not so much that conflict stops, but rather that conflict can be managed differently. (Teacher, José Joaquín Castro Martínez School, August 3, 2018).

In general terms, the analysis of results in the EDH category highlights that teachers at the José Joaquín Castro Martínez School report having received little or no training on human rights, and that any training they have received has been primarily driven by personal interest. However, they express an interest in receiving training on the subject and affirm that this can help reduce school dropout rates and improve school coexistence.

Next, we proceed to analyze the Inclusive Education category. Thus, first, mention is made of the importance of inclusion processes and, above all, of recognizing diversity in educational processes—a responsibility that falls not only on the José Joaquín Castro Martínez IED school but on all educational institutions.

Let’s say that we always discuss this in the community, and I always mention it at the Department of Education: that education must be very Flexible, for everyone, not just

for students who are Indigenous or because they are Indigenous, but for everyone. Let me give you an example: an Indigenous student who comes from their home territory and knows their own language. Back in our territory, students don't start learning Spanish as a new subject until high school. So, when a displaced student comes here to finish high school, they have a very hard time with Spanish and understanding it. For us, it's very different in math, in religion, in social studies, it's very different, (...) so, for an English teacher to take into account that an Indigenous student has their own language, and at the very least not to grade an Indigenous student by the same standards as someone who speaks Spanish—I would say that flexible education would be very important. (Sabedor, José Joaquín Castro Martínez School, August 1, 2018).

On the other hand, in response to the question “Are all teachers capable of implementing inclusive education processes?”, Figure 3 shows the distribution of the survey results, which reveal that, although most teachers believe they are capable of meeting the needs of this population, 40% of teachers do not feel prepared or trained to carry out educational inclusion processes.

Graph 3: Results of the survey administered to teachers at the José Joaquín Castro Martínez School—2018



Consistent with the above, several of the teachers interviewed state that inclusive education should be everyone's responsibility; however, they emphasize the importance of having pedagogical support from those knowledgeable about the topic of inclusion, in order to implement meaningful processes that provide adequate attention to students with special needs.

Well, I think that inclusive education should be led by the teachers from the Back-to-School program, who already have plenty of experience, as well as the counselor and coordinator. Although this also involves the experts who work on intercultural issues, people who are already familiar with the subject and are trained in human rights. But I also think that all of us teachers should be prepared for that. (Teacher at José Joaquín Castro Martínez School, August 1, 2018).

Consistent with the responses from the survey and the interviews, it is evident that the educational community recognizes the inclusive education processes taking place within the school. However, it is noted that most members of the community recognize these processes from the outside and are not yet directly involved in them, which highlights the need for adequate training to strengthen their skills and enable them to apply these skills within the classroom.

Next, it was important to determine the level of training teachers have received in this area. In response to the question, “As a teacher, have you received training to implement Inclusive Education processes?” Figure 4 shows that 60% of teachers reported not having received training in Inclusive Education.

Graph 4

Results of a survey conducted among teachers at the José Joaquín Castro Martínez School – 2018



Through the analysis, it was found that there is a correlation between the results of the interviews and the responses obtained from the survey; on the one hand, there are teachers who have not received training in inclusive education but are aware of the processes involved in inclusion. On the other hand, it is evident that some teachers have received training, although most of the interviewees reported that this was on their own initiative.

There isn't any—I don't think there has been any, or at least not that I'm aware of—I haven't received any training from the school, nor have I heard that my colleagues have received training in inclusive education, but we really need to understand what inclusive education is, because sometimes we think it's a small thing—for example, it's just confused with ethnicity—but sometimes I think inclusive education is broader; it encompasses all groups, everyone. I think it's necessary, but that doesn't mean the school isn't already doing it, that it isn't already inclusive. There might not be much awareness of the theoretical side of things, but that doesn't mean it isn't happening in practice. As I said at the beginning, I think it is happening. (Teacher, José Joaquín Castro Martínez School, July 24, 2018).

A key focus of this research was to understand how Inclusive Education is experienced, as well as to examine how human rights are respected and perceived within school, particularly the right to education and the right to be different. However, this path has also been marked by discrimination and violations, primarily of this right, which raises the question: “Have you witnessed any act of exclusion against a member of the educational community because they belong to a distinct group?” In the survey instrument, this question reveals a homogeneous distribution of responses, as shown in Figure 5, reflecting a polarization in teachers' opinions.

Figure 5

Results of the survey conducted among teachers at the José Joaquín Castro Martínez School—2018



In line with the above, the interviews also revealed polarized perceptions, with some teachers stating that they had not observed acts of exclusion:

No, ma'am, because here in this classroom you don't see that. We focus a lot on psychosocial development and building self-esteem, and we also place great emphasis on values, so they learn to love and respect one another. We do a lot of teamwork, and no matter how difficult things get, there is support and camaraderie among them. A few years ago, it really was terrible—

the first-grade classroom was like, but that has changed now. (Teacher, José Joaquín Castro Martínez School, August 1, 2018).

Another segment of the educational community interviewed holds a different view, with both students and teachers reporting that they have witnessed acts of discrimination within the school.

With the Afro-descendant population, you do notice that sense of exclusion a bit, even in the language used, which is exclusionary—it's language that belittles the other person, for example, using terms like "black," but in a dismissive way. (Teacher, José Joaquín Castro Martínez School, July 24, 2018).

At least when it comes to religion, yes. I don't know if students here in the city generally believe in a God, but for us in the village, there is a God—the one who guides us. So, there are certain days when we're supposed to, so to speak, pray, dance, and sing. That's what religion means to us; it's not like what I've seen here. The Bible is used a lot here, so it's a very different kind of education. Sometimes students who are confident in their culture and beliefs aren't interested in doing Bible-based work, so they should be respected, but there are teachers who don't take that into account. That's why this flexible education is so important, so they understand that there are people with beliefs and cultures very different from their own, even though we're all equal. (Sabor, José Joaquín Castro Martínez School, August 1, 2018).

Similarly, the school's students, who generally spend the most time with members of indigenous or Afro-descendant communities,

report that they have occasionally witnessed acts of discrimination and/or exclusion:

Yes, actually, I did experience it with a friend. I was in sixth grade and she was Indigenous, so she arrived(...) .I remember that when we were in the classroom, she was discriminated against because of the way she spoke and acted, because Indigenous people have their own customs and traditions, and when she had to give presentations in social studies, they discriminated against her because of the way she spoke, and yes, I really felt it. (...) Well, she sometimes felt really bad, but I'd tell her, "Don't pay them any mind," because, well, why pay attention to people like that? So, she got tired of it, and when they spoke to her that way, she'd just start crying. And now she's not here anymore because she left, she went back to her community." (Student, José Joaquín Castro Martínez School, July 23, 2018).

Given that the research sought to find a articulation between Human Rights Education and Inclusive Education, it was relevant to ask the educational community whether it believes this articulation is possible. Similarly, it was important to investigate how coherent current regulations are in relation to these two categories and to the context in which the school's students primarily live.

In light of the above, teachers were asked whether they believe that: "based on their role as educators, it is possible to establish a link between Human Rights Education and Inclusive Education," noting that the responses were in favor of this link. Specifically, 45% strongly agree, 55% agree with this statement, and no one disagrees.

The interviews reveal that although all the teachers interviewed and those who completed the survey agree with the

integration of these two categories (HRE and IE), it is difficult to specify firsthand how this integration could be achieved. Hence the relevance of this research process, which concludes that although these two categories have much in common, no process has been established to integrate them with the specific aim of improving social interactions within the educational institution.

Finally, as the interviews progressed, it became necessary to ask the teachers we interviewed about their perceptions of the national decrees and guidelines developed by the Ministry of Education regarding Human Rights Education and Inclusive Education, and how they perceive the implementation of these in school practices.

I feel that there is a genuine effort to achieve that, but the thing is, laws and decrees also have an impact on the Department of Education and on practices because, while they come from the top, they gradually filter down to the bottom, and we as teachers really try to address that. The problem behind all of this is the social needs we actually face here. It's all well and good to talk about human rights, but when people aren't eating, when they can't live with dignity in reality, in their daily lives, that's when things really break down. Oh, well, sure, human rights are great, inclusive education is great, but what's behind that? And it's not the teachers' fault or the families' fault, but rather the social context and the situation in our country. That's when people also start to doubt a little that it's possible. Yes, there are certain movements and efforts, and well, society will always tend to try to move forward, but the context and situations are complex, and how do we get there? How do I recognize

the other person when I also have needs? It's not that easy. (Teacher, José Joaquín Castro Martínez School, August 3, 2018).

These observations show that, for most teachers, it is essential to recognize inclusion processes within the school and to promote human rights education among their students. However, it is emphasized how difficult this task is when the context and conditions in which students and their families live are complex; and when combined with the limited training teachers have received in Human Rights Education and Inclusive Education, the outlook is not very encouraging.

Discussion and Conclusions

This research, like much of the research conducted not only in the educational field but also in the legal field, highlights the role of the teacher, who is considered the agent capable of generating significant social and political transformations in educational institutions; in addition to this, many other studies also emphasize the importance of their training and ongoing professional development to enable the development of better teaching-learning processes.

In light of the above, this research recognizes the teacher as a subject of rights in the fullest sense of the word; they are the educator who lives and conveys knowledge through their feelings, sensitivity, and complexity, allowing us to move beyond the narrow, instrumentalized view of the teacher as a mere trainer and instead approach an understanding of the person, of what it means to be human. It is therefore considered that, if at times the teacher is unaware of their own rights, they do not know the mechanisms

for their enforceability and guarantees, it is difficult to require them, in turn, to educate their students on human rights.

Now, moving on to the findings from the fulfillment of: “Develop a systematic analysis process that demonstrates the relationship between Human Rights Education and Inclusive Education and their impact on the formation of the teacher as a professional,” it can be concluded that the categories of Human Rights Education and Inclusive Education are closely related, as both focus on the right to education that children and young people have, regardless of their circumstances; however, this common ground does not stop at simply recognizing a physical space within educational institutions, but rather allows us to advance in understanding how this is guaranteed through mechanisms supported by legislation and academic research on the subject.

Thus, the fulfillment of this objective led to the conclusion that if the inclusion processes undertaken by any educational institution do not primarily include the guarantee of human rights, successful inclusion processes can hardly be guaranteed. Therefore, it is important that teacher training processes be directed toward the recognition of human rights, both for students and for teachers themselves as rights-holders.

It is recommended that the college, in carrying out its role as an educator, emphasize skills in its students other than reading, writing, and mathematics, since, in order to meet academic standards, teaching practice prioritizes the development of these competencies, neglecting the exploration and recognition of other abilities, such as artistic,

sports, or those related to the environment, in which students from other regions of the country might perform better.

In addition to the above, it is recommended that all teachers and school administrators pay closer attention to the educational processes that form the basis of indigenous peoples’ traditional education and to the implementation of the Afro-Colombian studies curriculum, as well as to promote bilingualism, since this not only allows for the recognition of their knowledge within an urban educational context but also enables, through a vital setting such as the school, the preservation of their worldview and cultural traditions. In line with the above, it is considered appropriate that the results of the Saber tests, provided by the ICFES (Colombian Institute for Educational Assessment), could be utilized in other ways; that is, they could be used to identify and highlight other characteristics of regional education in Colombia, in relation to the relevance of the Colombian educational model, taking into account cultural diversity, economic activity, as well as the appropriation and meanings that communities attribute to the territory.

Along the same lines, it is recommended that the Ministry of National Education take into account the inclusion processes carried out by schools, since measuring their performance from a purely “academically homogenized” perspective and generating incentives based solely on the “best results” from the Saber test leads to the perpetuation of attitudes and behaviors of segregation and exclusion by the educational community within schools.

In line with the above, it is also important that ministerial directives foster better coordination among the results of the Saber

tests, their use, and the decrees promoting the processes of inclusion and implementation of the National Plan for Human Rights Education (PLANEDH), as there is currently no evidence of coordination among these elements that would allow for the comprehensive recognition of the academic processes of indigenous peoples, Afro-Colombians, and people with disabilities.

Although the rights addressed in this study are currently recognized by numerous international conventions and national laws, it is evident that their implementation and enforcement within educational institutions lack rigor. This means that, while the regulations reach schools, the way they are put into practice is neither timely nor adequate. For example, as long as the same assessment methods continue to be used for all students, without taking into account cultural differences and diverse learning processes, inclusive education will not be strengthened. In this regard, it is essential that, for each decree or law, there be a process of ownership and awareness-raising that allows all stakeholders within the educational institution to recognize the importance of compliance and assume their respective responsibilities.

In relation to this same objective, it is important to note the role of the Ministry of National Education, which must develop more effective strategies for disseminating and promoting human rights education; for while the PLANEDH was designed, its dissemination within educational institutions has not been as effective as it could be. This is mentioned because this research demonstrates that most of the teachers interviewed do not have a clear understanding of what it entails;

similarly, it is believed that the dissemination of Human Rights Education should not stem from the need to fulfill yet another institutional requirement, but rather should be understood from the importance of promoting and living human rights within schools. As mentioned throughout this study, this not only helps reduce levels of discrimination within schools but also strengthens school and civic coexistence.

Furthermore, we urge higher education institutions, and specifically faculties of education, to prioritize in their curricula the training of professionals who are more sensitive and humane, as well as the incorporation of a broader vision of education, where it is not only the bachelor's programs in educational psychology and/or special education that are responsible for promoting human rights and inclusive education processes for students with special needs.

Finally, we wish to highlight the important work that teachers and school administrators do in supporting their students' social and political development, given the significant responsibility that comes with assuming the role of educator and mentor. In this vein, those who choose to take on this role must be aware of their responsibility not only to transmit and build knowledge, but also to instill values, freedoms, respect, and recognition of diversity and the human rights victories won by the Colombian people. This leads us to believe that in schools, it is the teachers who fulfill the role of the State and act as advocates for the rights of children and young people.

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STRATEGIES TO GENERATE INTERCULTURAL PROCESSES IN INDIGENOUS COMMUNITIES

ESTRATEGIAS PARA GENERAR PROCESOS DE INTERCULTURALIDAD EN LAS COMUNIDADES INDÍGENAS

ESTRATÉGIAS PARA GERAR PROCESSOS DE INTERCULTURALIDADE NAS COMUNIDADES INDÍGENAS

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ABSTRACT

According to figures published by DANE, Colombia's indigenous population has been growing; between 2005 and 2019, it increased by 36.8%, and a large portion of this population lives in rural areas, where there is a significant need for basic services such as health care, education, food, and housing (Monje, 2014). This is the basis for this research, which aims to identify programs and strategies designed between 2004 and 2019 that foster intercultural processes through physical activity, physical education, sports, or recreation, specifically targeting the indigenous population. To this end, a qualitative study was designed with a hermeneutic approach and a documentary method, involving a literature search in open and restricted-access databases, as well as university repositories; 150 documents—including articles and undergraduate theses—were identified. After filtering the information, 121 documents that met the inclusion criteria were analyzed, within a search scope covering the years 2004–2019 and the concepts of interculturality, inclusion, sports, physical activity, recreation, and/or

physical education. In conclusion, interculturality is a vital process in both formal and non-formal education, as it can take place in different settings and with different populations, using different strategies; furthermore, creating spaces for dialogue among different populations facilitates an exchange of information and knowledge that is essential for understanding lived realities, and, based on this, designing better strategies to foster processes of interculturality and inclusion.

Keywords: cultural exchange, educational strategies, sports, leisure activities, physical education, leisure.

RESUMEN

La población indígena en Colombia ha ido en aumento según las cifras publicadas por el DANE, ya que entre el 2005 y el 2019 la población indígena ha aumentado en un 36.8% y gran parte de esta población habita en zonas rurales, presentando grandes necesidades de servicios básicos como la salud, la educación, alimentación o vivienda, Monje (2014). De allí nace la idea de realizar esta investigación que tiene como objetivo reconocer los programas y estrategias que permiten generar procesos de interculturalidad por medio de la actividad física, la educación física, el deporte o la recreación, diseñados desde el 2004 al 2019 dirigidos a la población indígena. Para ello se diseñó una investigación de tipo cualitativa con un enfoque hermenéutico y un método documental, donde se realizó una búsqueda documental en bases de datos abiertas y de acceso restringido, además de repositorios universitarios; donde se encontraron 150 documentos entre artículos y tesis de pregrado, después del filtrar la información se analizaron 121 los cuales cumplieron con los criterios de inclusión, en un espectro de búsqueda de año (2004-2019), concepto de interculturalidad, inclusión, deporte, actividad física, recreación y/o educación física. En conclusión la interculturalidad es un proceso vital a nivel educativo formal y no formal ya que puede darse en diferentes entornos y con diferentes poblaciones, por medio de diferentes estrategias, además, la creación de espacios para el dialogo entre diferentes poblaciones permite un intercambio de información y saberes fundamental para la comprensión de las realidades vividas, y a partir de ello diseñar mejores estrategias para lograr procesos de interculturalidad e inclusión.

Palabras Claves: intercambio cultural, estrategias educativas, deporte, actividad de tiempo libre, educación física, ocio.

SUMÁRIO

A população indígena na Colômbia tem vindo a aumentar de acordo com os números publicados pelo DANE, já que entre 2005 e 2019 a população indígena aumentou em 36.8% e grande parte desta população habita em zonas rurais, apresentando grandes necessidades de serviços básicos como a saúde, a educação, alimentação ou habitação, Monje (2014). Daí nasce a idéia de realizar esta pesquisa que tem como objetivo reconhecer os programas e estratégias que permitem gerar processos de interculturalidade por meio da atividade física, a educação física, o esporte ou a recreação, concebidos de 2004 a 2019 para a população indígena. Concluindo, a interculturalidade é um processo vital a nível educativo formal e não formal, já que pode ocorrer em diferentes ambientes e com diferentes populações, por meio de diferentes estratégias, além disso, a criação de espaços para o diálogo entre diferentes populações permite um intercâmbio de informações e saberes fundamentais para a compreensão das realidades vividas, e a partir disso desenhar melhores estratégias para conseguir processos de interculturalidade e inclusão.

Palavras chave: intercâmbio cultural, estratégias educacionais, esporte, atividades de lazer, educação física, lazer.

Introduction

According to figures published by DANE, Colombia's indigenous population has been growing; between 2005 and 2019, it increased by 36.8%, reaching a total of approximately 1,910,000 people, which represents 4.4% of the country's total population; distributed across approximately 115 communities living in different parts of the country. This population lives in rural areas on the outskirts of Colombia, where they lack access to various services such as healthcare, education, food, or housing (Monje, 2014). For this reason, it is of great importance to conduct research to determine whether strategies have been created or implemented in the fields of sports, physical activity, physical education, or recreation that enable the inclusion of this population with distinct customs. Given the above, the objective of this research is to identify the programs and strategies designed between 2004 and 2019 that foster intercultural processes through physical activity, physical education, sports, or recreation, specifically targeting the indigenous population. Hence the importance of creating spaces where processes of interculturality can be fostered between this population living in the periphery and the population living in urban areas, since the latter benefit from greater state presence and access to services that are not easily available to the indigenous population.

In addition, we can observe the continuous and rapid population growth occurring in cities around the world, as more than half of the global population lives in urban areas, indicating that the number of people living in rural areas is steadily decreasing. Furthermore, certain statistics demonstrate the magnitude of global inequality, as the richest 10% of the world's population accounts for around 40% of total

global income; and in 2016, the richest 1% of the world's population earned 22% of global income, which demonstrates the vast disparity in resource distribution among different populations and how these resources are concentrated in cities, as they generate 80% of global GDP. On the other hand, there are various projects aimed at combating inequality and assisting at-risk populations, such as indigenous communities, through the initiative known as the Planet Pact. This project seeks to provide education, healthcare, food, and other essentials to at-risk populations to improve their quality of life, striving to ensure that these communities eventually enjoy the same rights as others and that everyone has equal opportunities. (United Nations; UNESCO; Human Rights) respectively.

Based on the above, it is necessary to define the key concepts to achieve the research objective, which are: Indigenous peoples, programs, interculturality, strategies, sports, physical activity, physical education, and recreation, as they are fundamental to giving meaning to the research.

First, we will examine some of the interpretations of the concept of "indigenous peoples." The primary reference we will consider is the United Nations (UN, 2020), which defines them as the heirs and practitioners of unique cultural processes and ways of relating to the environment and to other people; Thus, the Organización Nacional Indígena de Colombia (ONIC, 2020) defines it as a cultural and social construct understood over time, which proposes a process of appropriating ancestral knowledge such as spirituality, language, medicine, among others.

Similarly, the Faculty of Law at the Universidad del Rosario (2020) indicates that under national legislation, they are viewed as a

group of people who live in accordance with certain ways of relating to the environment, areas where various indigenous groups resided prior to the conquest—which have been preserved and revitalized throughout history.

Second, we will define the concept of interculturality, which refers to the coexistence of different groups with diverse characteristics in terms of ethnicity, class, gender, region, and community. These groups represent a variety of forms and interests in the pursuit of recognition (Guerrero, 1999). On the other hand, Guido (2015) defines it as a communication process that facilitates relations between cultures, highlighting the interplay of customs, perspectives, ideologies, and interests. Similarly, it can also be conceived as an interaction process that addresses various aspects and arises through the presence of diverse human groups sharing the same territory (Aranguren and Suarez, 1998).

Thirdly, there is Riart's (1996) conception of programs, which indicates that this involves the planning and implementation, over specific periods, of certain content aimed at achieving specific objectives established based on the needs of individuals, institutions, or groups within a given timeframe; it is also interpreted that this is a joint effort led by a guidance team responsible for the well-founded theoretical design, its implementation, and subsequent evaluation, with the intention of achieving specific objectives while taking into account the context where a need for intervention was identified (Bisquerra, 1998). Furthermore, Medrano (1998) defines the concept as a procedure that provides a foundation, structure, and order to the

intervention, the objective of which is to prioritize and respond to the development or support needs identified in the population.

Fourth, the concept of strategy holds that it consists of a set of objectives and policies designed to achieve broad goals (Ansoff, 1976). It is also viewed as an ideal of decision-making processes that evolve in response to a problem, constantly changing over time and space (Alcaide, 1984). On the other hand, Schendell and Hatten (1972) define strategy as a set of fundamental purposes and objectives for an organization, as these are the primary courses of action chosen to achieve the established goals.

The fifth concept is sport, defined as the totality of ways in which people participate in activities—whether organized or not—with the aim of optimizing various dimensions of human development and achieving sporting results, as outlined in the European Sports Charter (1992). On the other hand, Cruz (2011) identifies it as a basic and fundamental need that allows people to improve their quality of life, and as described by Britapaz and Del Valle (2015), it is a fundamental part of the population and cultures, influencing the lives of many individuals and social groups in various ways, and sometimes in a crucial manner.

The sixth concept is physical activity, which Larraz and Figueroa (1999) define as an action that specifically involves the mind, the body, and bodily movement. The WHO (2018) defines it as any activity that exceeds the energy expenditure of the basal metabolic rate, and Sánchez (2016) states that physical activity is any type of movement that increases an individual's energy expenditure.

The seventh concept is physical education, and González, as cited by Rodríguez (2009), argues that this is the discipline that contributes to the intentional development of an individual's motor skills, in addition to their other individual abilities. Alternatively, it can be defined as a pedagogical tool that contributes to the development of basic human qualities and is understood as a biopsychosocial unit, analyzed through scientific principles and implementing interdisciplinarity in educational practice (Emily, 2009). For his part, González (cited by Rodríguez, 2009) indicates that this is the discipline that contributes to the intentional development of an individual's motor skills, in addition to their other individual faculties.

The eighth concept is recreation, defined as a physical or mental activity carried out for pleasure that allows ample freedom for creativity and action, producing great satisfaction and a sense of well-being (Del Pozo, cited by Miethe, 1978). Another element deduced by Cutrera (cited by Mithe 1974) indicates that an action is considered recreational when it is performed freely due to the sense of joy and enthusiasm it generates, as it helps release the tensions of daily life. On the other hand, it is an activity or set of activities that takes place during a time when one has no obligations whatsoever; therefore, the person decides which activity brings them pleasure, entertainment, joy, or fun (Waichman, 1993).

Finally, there are various interpretations of the concept of free time and leisure, which have been viewed from different perspectives throughout history. Rodríguez (1992) presents a representation of the relationship between time and movement, acknowledging the objective reality of time, space, and

the conventions of human contemplation. Similarly, Willis (2000) notes that time is invaluable; it is the wealth that enables human beings to exist in society. Another perspective focuses on the consumption of goods and products (Elizalde and Gomes, 2010, p. 7).

Background

Spaces have been created where intercultural processes were successfully fostered, as described in the document titled "Intercultural Inclusion Process with First-Grade Students (101) at I.E.D. Nueva Constitución in Physical Education Class," authored by Contreras (2016) in Bogotá, Colombia, where a pre-test was administered to identify the extent of the exclusion problem, and subsequently a cooperative game was implemented to foster inclusion among the children. A post-test revealed a notable improvement in this group's participation and in how they were accepted by the rest of the students. Also noteworthy is the research titled "Strengthening Identity Processes through Physical Education," a thesis by Salgado and Velasquez (2015) in Bogotá, Colombia, in which physical education contributed to self-awareness, awareness of others, and awareness of the environment among eighth-grade students at San José Oriental School. This resulted in the creation of communication spaces for students where they analyzed and reflected on their behaviors. An important process of interculturality can also be observed in the study "Recreational and Sports Activities: A Pedagogical Proposal for the Social Inclusion of the Wounaan Indigenous People in the La Estrella Neighborhood, Colombia," conducted by Castaño (2017), where recreational activities were implemented

sports activities in the La Estrella neighborhood of Bogotá, Colombia, to integrate children from the Wounaan community with other children living in the neighborhood. Twelve interventions were carried out, which helped foster understanding and inclusive attitudes among the participants. Another project, “Transitions of an Urban Indigenous Intercultural Education

Project in Cali, Colombia,” developed by Londoño, Lasso, and Rosero (2019), aimed to engage with and support the process of strengthening intercultural education at the Eustaquio Palacios Indigenous School (Cali, Colombia). One of the outcomes was the creation of a space where leaders of the city’s indigenous councils met with the school’s teachers to discuss the importance of teaching knowledge vital to these councils—such as their worldview and traditional languages—within the institution. Likewise, Cabrera, Díaz, and Marín (2019), in their project “La Chaza: A Traditional Sport as a Means to Recognize Cultural Identity at the La Aurora Departmental Educational Institution,” located in La Calera, municipality of Cundinamarca, Colombia, aimed to highlight cultural identity among ninth-grade students at the La Aurora Departmental Educational Institution La Aurora through the practice of the traditional sport “la chaza,” a model for understanding, thereby strengthening the values of respect, solidarity, and otherness among students. Similarly, the “Goals for Peace” project in Colombia and the Philippines explores the use of sports and cooperative games for peace. Cárdenas (2012), in a study conducted in Bogotá, Colombia, emphasizes that sports create a space for coexistence among different populations at risk of violence or exclusion through soccer training.

Research Design

This study is qualitative, descriptive, and cross-sectional, and its purpose was to conduct a documentary analysis of the programs and strategies developed by the government and private entities to generate or strengthen processes of interculturality through physical activity, recreation, physical education, and sports among indigenous populations. The criteria for the analysis were: population, instrument, methodologies, benefits, and impact resulting from the intercultural process through physical activity, physical education, recreation, and sports. The approach is hermeneutic, which allows for the interpretation and understanding of the meaning of the information obtained (Sampieri, 2010). The method was documentary analysis, based on techniques for processing and storing the information contained in the documents, and the systematic, coherent, and sufficiently reasoned presentation of new information in a scientific document, as proposed by Tancara (1993).

Method

The research procedure began with a search conducted in both open-access and restricted databases, as well as in the repositories of various universities (Figure 1). At the same time, the information was recorded in the matrix, the tool used for data collection. A total of 150 documents, including scientific articles and theses, were obtained. The information was then filtered based on the inclusion criteria, which were the year (2004–2019), strategies developed through physical activity, sport, physical education, or recreation, and the concept of intentionality regarding interculturality or inclusion.

Figure 1. Literature Review



Instrument

The instrument used in the research was the information matrix, which was divided into 5 stages; the information obtained from each document was classified and filtered. The distribution of the components and the mapping of the tool are presented in Figure 2, the flowchart of the information matrix.

Figure 2. Flowchart of the information matrix



After applying the information filtering process, 121 documents remained, which were moved to the next sheet of the matrix titled "Characterization," where the objective, methodology, population, activity, and instrument used in each study are identified. Then, when characterizing each document, two main categories are established that are intended to identify: the perception of interculturality and the strategies applied. Once the main categories to be analyzed, the concept analysis process follows, where the frequency of the concept's appearance in each document is identified, along with the

authors and how they define it on each page where it appears; the same process is carried out with the strategies, with the difference that for the strategies, the specific ones used in the research were noted.

Results

Once this information was gathered for each document, the results were analyzed. The analysis revealed that the vast majority of the documents came from countries such as Colombia (61 documents) and Spain (36). Additionally, there were countries with fewer published studies, including Argentina (6), Mexico and Brazil (4 each), Ecuador and Canada (3 each), the United States (2), and finally Bolivia and Chile (1 each). Furthermore, considering the years of publication, it is evident that the topic was most frequently addressed between 2012 and 2019, with an average of 12 studies per year. To analyze the results, the technique of coding and categorizing information was used. Gibbs (2012) explains how the collected information is organized into a narrative text, where each line is listed and each category is marked with a different color for identification, and subsequently divided into categories within the document.

In this case, the main categories are interculturality and strategies or programs; the subcategories include sports, physical activity, recreation, physical education, free time, and leisure. Once this process was completed for each document, the information was organized into two semantic maps for each category to analyze information obtained from the results, and other subcategories were identified, such as inclusion and social inclusion, subdivided into experiences, lessons learned, and stories, which emerged

from the analysis of the concept, revealing themselves as emerging categories. On the other hand, under the concept of strategies, the following subcategories were identified: sports, physical activity, physical education, play, which were further broken down into actions related to fun, education, a sense of belonging, social outreach, cooperative play, body expression, traditional recreational street games, integration, health, diverse activities, communication strategies, dance, adapted sports, body massage, music, pedagogical and didactic methods, and workshops, as shown in Table 1: Categorical Analysis.

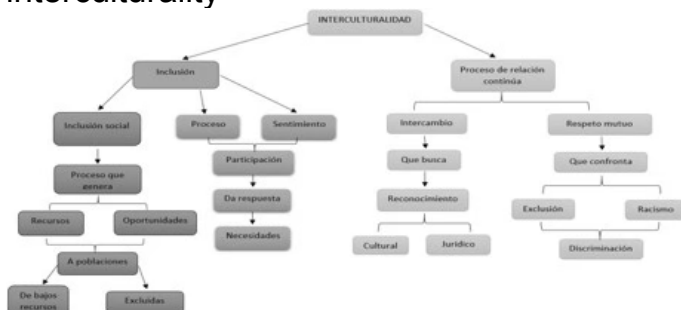
Tabla. 1 Análisis de categorial

Categoría	Sub categoría
Interculturalidad	Inclusión
	Inclusión social
Estrategias	Deporte
	Juego
	Actividad física
	Educación física
	Actividad física

Analysis of the Results

During the coding and categorization process, a total of 121 narratives were identified across the two main categories. Figures 3 and 4 below present the semantic maps resulting from the analysis.

Figure 3. Analysis of the concept of interculturality



The first semantic map analyzes the category of interculturality, which consists of two elements: inclusion and processes of ongoing relationship. Based on this latter element, it identifies a cultural exchange that seeks recognition for these populations, in addition to legally recognizing them to guarantee their rights as citizens. Furthermore, the goal is to foster mutual respect among different populations—not only indigenous groups but all those participating in these processes—to address the exclusion and racism that result in the discrimination and marginalization of these populations. Concurrently, regarding the element of inclusion, it is observed that this is a process and a sense of participation that responds to the needs of individuals. Furthermore, social inclusion underlies integration into society and is viewed as a process that generates resources and opportunities for excluded or low-income populations, always with the aim of addressing the needs that arise in various ways.

Figure 4. Analysis of the “strategies” concept



This map shows the results of the analysis of the “strategies” category, defined and understood as the objectives or conventions for achieving a goal, in this case, the creation of spaces that enable processes of interculturality. Subsequently, the

strategies identified through analysis of the results: First, sports, of which four were most frequently identified—soccer, water sports, judo, and capoeira—while adapted swimming, school sports, and individual and team sports with a social impact were mentioned less frequently. Other strategies included games and traditional games such as Golombiao, Cachibol, and other indigenous activities that fostered a sense of belonging among the participating communities.

On the other hand, physical activity was represented by physical conditioning exercises, health-related activities, body massages, and activities related to energy expenditure in daily life habits. Regarding recreation, free time, and leisure, activities for enjoyment were identified, such as dance, body expression, communication strategies, traditional street games, music, and social projects. This demonstrates that physical education trends can be implemented in parallel or simultaneously regardless of the population type, utilizing pedagogical and didactic methods such as cooperative play, workshops, and sports as pedagogical tools. Across the board, these types of strategies or programs aimed to foster intercultural understanding, creating spaces where, regardless of status, age, gender, or ethnic group, participants achieved their goals, leading to progress in inclusion and social transformation.

Discussion

By discussing methods and strategies, the aim is to gain a deeper understanding of the outcomes achieved through these activities, noting that, among the results obtained, the most commonly used strategies were physical activity,

recreation, physical education, and sports, which are distributed as follows.

In the area of sports, fifty-nine studies were analyzed in which sports such as soccer were used; in these cases, conflict among the target population was successfully reduced. Furthermore, it was found that cachibol contributed to the integration and harmonious coexistence of groups of different ages, as this sport was primarily used with older adults. Similarly, judo strengthened the self-esteem of the target population, while also fostering respect for peers and instructors. Capoeira, for its part, encouraged participation in these activities and acceptance of others within the target population. Finally, boccia helped improve the participants' quality of life, in addition to strengthening their social relationships with others, since the population targeted in this study was predominantly composed of people with cerebral palsy (Rodríguez and Velásquez 2016; Arévalo and Plazas 2017; Gomez and Rodriguez 2012; Ríos 2015; Rodríguez, Otáñez, Analuiza, and Aimara 2018), respectively.

In the area of physical activity, fifteen documents were analyzed, in which physical training activities were identified as a means to increase the sense of belonging among many group members (Marques, Sousa, and Cruz 2013). Likewise, twelve documents related to physical education were analyzed, highlighting activities such as physical expression, which resulted in an increased sense of inclusion among students, as the vast majority came to feel like just another member of the group (Armada, González, and Montavez 2013). Similarly, nine documents that used recreation as a strategy

highlighted activities such as play, which succeeded in strengthening acceptance of cultural diversity and increasing interaction among different groups (Carter 2018).

The different approaches, depending on the country where the strategies were implemented, reflect the contexts and the relationship between inclusion and the participation of indigenous communities in society. Similarly, Velásquez and Iturralde (2016) state that the inclusion of indigenous peoples in political development programs aims to enhance their capacity, enabling them to become active participants in society. In recent years, these populations have participated in a variety of models, and their actions have had a far-reaching impact, facilitating a transition from traditional to contemporary practices and bringing about changes in social development—particularly in family, educational, and social spheres.

Through various formal and non-formal educational strategies, the scope of social reality and its pursuit of equality and well-being for all becomes evident. In this context, individuals maintain their roots and embrace the changes brought about by society without losing their sense of belonging. Likewise, Mato (2013) describes higher education as a process that integrates knowledge, learning, languages, histories, and worldviews among different social actors.

Based on the research outlined above, the aim is to promote new strategies using diverse methods to create processes and spaces that integrate at-risk populations, thereby addressing the various challenges they face and encouraging different groups to participate in these intercultural and inclusive processes.

Conclusions

Interculturality is an important process in both formal and non-formal education, implemented in different settings and with different populations and strategies.

The creation of spaces for dialogue among different populations allows for an exchange of information and knowledge that is fundamental to understanding lived realities, and from there, designing better strategies to achieve processes of interculturality and inclusion.

Teaching methods, as strategies within physical education trends, highlight the significance of the professional role in physical education and development trends centered on the human being, enabling social change and, in the long term, social transformation.

The highlighted strategies include sports such as soccer, physical activity, recreation, physical education, cooperative play, and traditional games.

Indeed, educational strategies such as physical education, sports, physical activity, recreation, free time, and leisure are diverse methodologies but equally serve as thriving environments for indigenous communities, enabling the rebuilding of social bonds. In short, educational and political actions in support of these ethnic groups share a common vision of creating ways to improve human relationships.

Statements

Recognition of the recreation, free time, and leisure program within the bachelor's degree in physical education, Recreation, and Sports at Universidad Minuto de Dios University, main campus on Calle 80.

Each author's contributions were made collaboratively:

Álvaro Iván Yáñez Benavides: contribution to conceptualization, writing, revision, and formal analysis

Paola Andrea Rubiano Cárdenas: methodology, formal analysis, writing, and revision

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STRENGTHENING LITERACY SKILLS - WRITERS THROUGH PSYCHO-PEDAGOGICAL STRATEGIES IN 6-YEAR-OLDS

FORTALECIENDO DESTREZAS LECTO ESCRITORAS A TRAVÉS DE ESTRATEGIAS PSICOPEDAGÓGICAS EN INFANTES DE 6 AÑOS

FORTALECIMENTO DAS HABILIDADES LETIVAS - ESCRITORAS ATRAVÉS DE ESTRATÉGIAS PSICOPEDAGÓGICAS EM CRIANÇAS DE 6 ANOS

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ABSTRACT

This article highlights various strategies implemented through an intervention project led by experts in literacy learning using psycho-pedagogical approaches, aimed at addressing the learning gaps of two six-year-old students from the Ciudad Roma neighborhood at the Sombrillitas De Colores Preschool. These gaps were identified through the use of tests, interviews, document analysis, and observation, which were conducted using a non-experimental exploratory methodology, allowing for natural observation without altering the variables identified. The results reflect significant progress in the use of literacy tools; however, ongoing learning is still necessary to achieve full remediation of each of the identified weaknesses.

Keywords: intervention, literacy, early childhood education, psycho-pedagogical strategies, academic performance.

RESUMEN

El presente artículo evidencia diferentes estrategias aplicadas mediante un proyecto de intervención de expertos en el aprendizaje lectoescritor a través de estrategias psicopedagógicas, para fortalecer falencias de dos estudiantes de seis años del Barrio Ciudad Roma del Liceo Infantil Sombrillitas De Colores, evidenciadas gracias a la utilización de test, entrevistas, análisis documentales y observación, las cuales se relacionaron con una metodología exploratoria no experimental, accediendo de manera natural por medio de la observación sin alterar las variables expuestas por las mismas. Los resultados reflejan avances significativos en el uso de herramientas lectoescritoras; sin embargo, todavía se debe generar aprendizaje constante para lograr una formación plena en cada una de las falencias manifestadas.

Palabras Claves: intervención, lectoescritura, educación inicial, estrategias psicopedagógicas, rendimiento académico.

SUMÁRIO

O presente artigo evidencia diferentes estratégias aplicadas mediante um projeto de intervenção de especialistas no aprendizado lectoescritor através de estratégias psicopedagógicas, para fortalecer falências de dois estudantes de seis anos do Bairro Cidade Roma do Liceu Infantil Sombrinhas De Cores, evidenciadas graças à utilização de testes, entrevistas, análises documentais e observação, as quais se relacionaram com uma metodologia exploratória não experimental, acessando naturalmente por meio da observação sem alterar as variáveis expostas pelas mesmas. Os resultados refletem avanços significativos no uso de ferramentas lectoescritoras; no entanto, ainda é preciso gerar aprendizagem constante para conseguir uma formação plena em cada uma das falências manifestadas.

Palavras chave: intervenção, alfabetização, educação inicial, estratégias psicopedagógicas, desempenho acadêmico.

Introduction

Reading and writing are essential steps that enable children's language development, providing an exploratory foundation in their school and personal environments. This is why we seek to acquire psychopedagogical strategies that mitigate and intervene in the reading and writing acquisition process in 6-year-old children, as this is a critical stage where the difficulties they face when beginning to read or write become most evident.

To effectively address reading and writing difficulties in children, it is important to identify the reasons why a child experiences disruptions in this process, although we must keep in mind that each child has their own learning level and pace. We must also recognize that, in most cases, their reading and writing difficulties are caused by multiple disruptions related to laterality, perception, psychomotor skills, attention, memory, and others; it is therefore recommended to begin providing support in each of these areas from the earliest stages of a child's development. This is how the initiative arose to seek alternatives for addressing the compilation of various strategies applied throughout educational psychology, in order to strengthen the different deficiencies observed and identified in two 6-year-old children through the intervention to be carried out, and, as a teacher in training, to develop strategies for implementing various improvement measures in response to the identified issues, based on the observation of their reading and writing difficulties as reflected in the intervention.

Conceptual Frameworks

When it is said that a child does not read or write well, this is a statement that may refer

to a multitude of factors that are irrelevant to the issue at hand, thereby precluding the possibility of identifying strategies to address the problem presented, since these difficulties are approached from a neurological perspective, which generally implies a developmental delay in the infant. This approach resembles views held in the past by various psychologists and educators, such as Hinshel Wood and Morgan in 1896. Currently, various studies take into account the infant's pace of maturation and development, where intervention focuses on readiness, starting in early childhood education, through the use of multiple preparatory exercises before children begin to write or read. and it is precisely there where most failures have occurred, due to parents and teachers rushing to take this step without integrating these pedagogical and psychological approaches into the child's daily activities, which would allow them to internalize these skills—whether motor or language-related—and eventually master them with ease.

When planning an intervention, several theoretical models for mitigating reading and writing difficulties in 6-year-old children are evident. These models refer to various methods that focus on stimulation through motivation, which have proven highly effective in different institutions across Latin America and have even been implemented by some Colombian teachers. In these approaches, the shapes and forms are integral to perception, coordination, and visual perceptual constancy, focusing on children's learning.

Emilia Ferreiro (2001) contributes through different phases of literacy development, making a significant intervention to address

deficiencies based on a play-centered intervention approach

through psycho-pedagogical strategies. She demonstrated this in a preschool class with non-schooled children aged approximately 5 to 6 years, where she had them practice different levels of reading and writing, influencing them through the psychogenesis of writing and images so that they would generate graphic symbols, yielding significant educational results for them. To which the educator Joaquín Montano (2013, p.19) states:

To implement Emilia Ferreiro's reading and writing process with children, one must focus on written language through various pedagogical recommendations, such as the psychogenesis of the writing system. This is related to a method that also supports this process through an innovative approach to learning, such as the method proposed by the renowned Juan Carlos Negret, which has been implemented in 137 schools. This method promises to motivate children by starting the process with scribbling and progressing to the introduction of consonants—a phase known as the “letter program”—with the goal of understanding children's innate knowledge regarding reading and writing. Over the years, one of the significant outcomes of his work relates to the study conducted by students at the National University of Colombia, as part of their Master's program in Human Sciences Education, with first-grade students. This study demonstrates the effectiveness of working with the program from a constructivist and didactic perspective, as described by Diana Calderón and María Torres (2015, p. 20) in the following section:

The use of the graphic formats of texts, the use of lines, the learning of the shape, type, case, and size of conventional letters used in alphabetic writing, and finally, the learning the use of Juan Carlos Negret's syllabic and alphabetic writing systems proved effective in addressing the various reading and writing difficulties observed in 6-year-old first-graders in the Jardín Mundo Mágico A, B, and C classes.

Rubén Darío Hurtado Vergara, a Colombian educator who works with an approach similar to the Negret method mentioned above, advocates for using communication and expression-based approaches in early childhood education as a constructivist alternative. This approach encourages dialogue with children based on their experiences and creativity, providing a framework for addressing reading and writing difficulties, as Hurtado states (2016, p. 23):

Children's experiences are opportunities that, through listening and expression, allow for the implementation of feasible strategies in their acquisition of language and writing, as this is a premise for designing engaging teaching materials tailored to children's various difficulties.

Over the years, numerous methods and tools have been developed to address reading and writing difficulties, adopting a linear approach when implementing various strategies in which children work on the factors that contribute to these difficulties. Many of these methods may not be attributed to well-known authors, but they are effective in influencing children's reading and writing acquisition processes, such as that of educational psychologist Victoria Bermúdez from the Manuel Cepeda

Vargas Educational Institution in Bogotá, D.C., who created a workbook featuring various engaging educational activities designed to help students with reading and writing difficulties take ownership of the material and foster their learning alongside their parents—an approach that has yielded fruitful results and have helped several children managed to improve their academic performance.

Based on each of these references, we can conclude that this is truly essential, as all the theories and methods mentioned serve to actively engage in the intervention process for 6-year-old children. These approaches are highly effective, supporting various psycho-pedagogical perspectives, teaching reading and writing correctly in the early stages of children's development, and providing opportunities for growth to children who currently face various difficulties, and generating new concepts regarding why this impediment currently exists, in order to address the various reading and writing issues it causes.

Furthermore, the involvement of teachers, psychologists, and parents in this process is of utmost importance to generate alternatives for mitigating each of these shortcomings. It is important to implement what the American writer Buchwald (2010, p. 1) states so precisely and vividly: "Children become readers in their parents' laps."

Methodology

The method of this proposed intervention focuses on evaluating a pre- and post-intervention through the compilation of psycho-pedagogical strategies proposed by various methodologies applied by

psychologists and educators to 6-year-old children, addressing different reading and writing learning difficulties by creating a variety of activities carried out over five sessions, over the course of a month, with one weekly session lasting one hour, allowing for work on areas such as visual perception, motor skills, and cognitive development.

Participants

The intervention was carried out with a selected group of two 6-year-old first-grade students from the Sombrillitas De Colores Preschool in the Ciudad Roma neighborhood, named Santiago and Sergio Rey Trujillo, who exhibit various reading and writing difficulties, along with their parents, Carlos Andrés Rey and Paola Andrea Trujillo, who encouraged their children to actively participate in the various activities presented during the intervention program.

Instruments

To ensure greater accuracy of information, a mixed-methods data collection approach was implemented prior to the intervention, utilizing various tools, such as a structured interview with the parents to gain insight into the factors influencing the children's academic performance. Direct observation and document analysis allowed for an examination of the entire environment where the children's difficulties originated, helping to determine which strategies were most appropriate for the proposed intervention and generating relevant information about the children's literacy development by identifying initial aspects of the challenges they faced throughout their literacy acquisition process.

However, it is worth noting that the most useful tools at the outset were the pre-tests, such as Lorenzo Filbo's, which made a significant contribution to identifying the difficulties children faced in their reading and writing process thanks to its design—which, according to the author, is intended to measure a child's readiness to tackle reading and writing. The aim is to predict how long it will take the child to master both skills.

The test awards a maximum of 24 points, and both children scored in the middle range. Mabel Condemarin's test corroborated these results through her two-page visual and motor skills test, which consisted of writing, cutting out, describing, and taking dictation. This demonstrated that the children exhibited motor, visual, and coordination difficulties in reading tasks.

During the intervention, psycho-pedagogical strategies were developed based on the work of various educators and psychologists, such as Juan Carlos Negret, Emilia Ferreiro, and Rubén Hurtado, who over the years have created effective solutions for reading and writing difficulties in young children through their activities. These strategies were implemented over the course of five sessions in July, were implemented in one-hour sessions, divided into three fundamental stages: reading and writing stimulation, teaching, and integration through psycho-pedagogical exercises involving parents and their children. Finally, a final evaluation was conducted to assess the effectiveness of the various psycho-pedagogical activities carried out in the different sessions, which allowed us to identify the progress and impact generated by the activities during the intervention.

Figure 1

Cuadro de instrumentos de intervención

INSTRUMENTOS		OBJETIVO
ANTES DE INICIAR LA INTERVENCIÓN	-Pre test diagnóstico Lorenzo Filbo y Mabel condemarin.	Obtener información previa sobre el desempeño lector
DURANTE LA INTERVENCIÓN	-Entrevista Estructurada. -Análisis Documental. -Estrategias y Actividades Psico pedagógicas fundamentada en teóricos.	escribir y evidenciar falencias de los infantes en su entorno escolar. Intervenir en las dificultades lectoescritoras reflejadas en el proceso de enseñanza y aprendizaje lector escritor de los infantes.
DESPUÉS DE LA INTERVENCIÓN	-Evaluación Final.	Valorar el progreso de competencias o avances desarrollados durante la intervención.

Fuente: elaboración propia.

Design of the Intervention Proposal

There are multiple theoretical approaches to addressing reading and writing difficulties in children; however, psycho-pedagogical strategies grounded in various theoretical frameworks allow to strengthen multiple areas where six-year-olds exhibit greater learning difficulties, such as visual perception, coordination, spatial perception, and motor skills. This facilitates constant interaction with parents, encouraging progress in each identified area of weakness and providing ideas for continuing to foster the reading and writing process at home in a playful and educational manner.

The proposed intervention is divided into three phases, each comprising five sessions, supplemented by 10 psycho-pedagogical activities shown in Figure 2. These activities are designed to address various areas that contribute to reading and writing difficulties, implemented over five sessions spanning one month, resulting in significant improvements in reading and writing difficulties among 6-year-old children, as identified in the pretest and data collected at the start of the intervention.

Figura 2

ACTIVIDADES PSICOPEDAGÓGICAS DE INTERVENCIÓN POR SESIONES

SESIÓN 1	SESIÓN 2
Actividad 1: percepción visual a través de las figuras a la vez y figuras iguales. Actividad 2: juego formando letras. Métodos: percepción visual. Referente teórico: Victoria Bermúdez, Frosting. Para qué sirve: Fortalece la percepción visual y concentración. Objetivo: Generar capacidad de visión y atención a través de diferentes figuras geométricas y gráficas.	Actividad 3: Consonantes palabradas escondidas. Actividad 4: Lúdica Voz Voz. Métodos: método silábico. Para qué sirve: reconocer combinaciones y realizar combinaciones fonéticamente. Referente teórico: Emilia Ferrer. Objetivo: reconocer y escribir palabras relacionando letras e imágenes del dibujo de manera correcta.
SESIÓN 3 Actividad 5: ejercicios de pronunciación del programa de letras. Actividad 6: creando mi propia obra (parabatos). Métodos: programa de letras. Referente teórico: Juan Carlos Negret. Para qué sirve: Fortalecer la metacognición. Objetivo: Reconocermente auditivo de letras y vocales para acceder a iniciar la escritura de manera correcta.	SESIÓN 4 Actividad 7: ejercicios de como letras. Actividad 8: Creando cuentos mágicos. Métodos: pictórico. Referente teórico: Edgar Pizarro. Para qué sirve: Estimular la lectura y escritura a través de la creatividad. Objetivo: Fomentar la lectura de manera correcta y creativa.
SESIÓN 5 Actividad 9: Evaluación Final. Actividad 10: Cierre de la propuesta de intervención. Objetivo: evidenciar resultados de la intervención.	

Fuente: elaboración propia.

Procedure for the proposed intervention

First phase: As a student teacher in the final semester of the early childhood education program at the Minuto de Dios Uniminuto University Corporation, I gave a formal presentation to parents and children via a virtual session on the Zoom platform. During this session, I conducted an interview consisting of approximately 10 questions with parents and children to gather information about the characteristics of their environment. In addition, the intervention proposal was diligently presented, including a reading and writing component via , along with a schedule detailing the sessions and duration of the various proposed activities.

Finally, this first phase included two pre-tests by Lorenzo Filbo and Mabel Condemarín, well-known throughout Latin America, in which a protocol was implemented through various activities involving cutting, standardized reading, and drawing. These activities allowed the children to demonstrate the reading and writing learning difficulties they are currently experiencing and to identify which of the tasks they completed were their favorites.

Phase Two: Building on the activities carried out in Phase One, the five sessions began on July 3, 2020, focusing on psycho-pedagogical strategies for reading and writing to initiate the intervention based on the deficiencies and results identified in the pre-tests.

Session 1: This session began with an icebreaker activity called “The Bear’s Greeting,” designed to capture the children’s attention and interest in the proposed activities, paving the way for the first visual perception activity using frosting backgrounds and figures, which aims to build attention span and stabilize vision in children, given that many children struggle with perception during their early school years, hindering their learning processes. Materials such as pencils, crayons, and a guide highlighting different geometric shapes were used. The children then worked on the activity alongside their parents according to the instructions provided during the session, discussing the importance of vision and the activity’s outcomes based on their own experience and the theoretical framework, concluding with a letter-forming game in which parents were encouraged to continue using this type of game because it fosters fluency, attention, and syllable comprehension through songs or flashcards. In these activities, children, through concentration on phrases and syllables presented in nursery rhymes, combine different phonemes to build words, a significant contribution made by educational psychologist Victoria Bermudez, who has achieved successful results with her first-grade and preschool students through her school-based intervention in the reading and writing process at Manuel Cepeda Vargas School.

Lesson 2: The syllable exercises continued with activities led by Emilia Ferreiro, aimed at strengthening reading and writing skills through playful activities such as a word and image matching game where items are divided by syllables; in this activity, children match similar images to form different words by combining syllables, an activity that has been a huge hit in many institutions due to its engaging nature and its ability to yield positive results for children's learning; to conclude, the "I Spy" game was played, which allows children to interact with the letters of the alphabet aurally through different song rhythms, where the letters are mentioned, and within five minutes, the children write words based on the first letters they hear, during which the children's mother participated by suggesting ideas for a future activity and sharing her experience of how the activity helped address her children's learning gaps, reiterating that she would use these insights to continue supporting the process.

In the following sessions, exercises in pronunciation, expression, line control, and timed reading were conducted based on the difficulties identified and expressed by the parents during the two previous sessions.

Session 3: In this session, we worked on one of the activities developed by Juan Carlos Negret in the literacy program, which references the Alfa method (). In this activity, participants take turns using an educational lottery game to say aloud the different letters of the alphabet and phrases they find. The children reacted with great enthusiasm, which they expressed through a short written piece and a free-form doodle. To conclude the session, a couple of recommendations were made to the

parents, emphasizing the importance of stimulating children in the early stages of life with creative motor skills and vocabulary exercises to help mitigate reading and writing difficulties. The session concluded with a gift for Sergio and Santiago—a coloring book—to continue encouraging their learning.

Session 4: To kick off the penultimate session, we had a little more time to review some of the activities we had done previously. We also started things off a little differently: the day's activities were led by a puppet named Lecto, who explained to the children how to pronounce and spell words correctly, using "timed reading" activities invented by educator Edor Pinack. This method involves timing one minute of reading while counting the number of words read, and then repeating the process with a story created by the children themselves, with the goal of improving word comprehension through the use of line breaks and creativity.

Session 5: In the final session, a final assessment was conducted using a worksheet that covered the topics addressed in previous sessions, with the aim of analyzing the progress the children made during the intervention. This was followed by an interactive reading and writing game, which served as a recognition of the children's commitment to learning, leading to the conclusion of the intervention with final recommendations for parents and children based on their reactions, progress, and areas for improvement during the activities. Parents were encouraged to continue the process by enrolling in support workshops to further the children's learning and to raise awareness of the importance of parental involvement in their children's education through a reflection by Pipo.

Hernández, in a session titled “I Spoke with Your Son,” concluded the intervention by expressing her gratitude and offering suggestions for a future opportunity, based on the positive and negative aspects experienced during the implementation of the various activities.

Results

Below are the results based on the tools and activities carried out from start to finish during the implementation of the intervention proposal.

Results of the parent interview: through the interview, we were able to identify some important aspects of the children, such as their background, the nature of their sibling relationship, and the types of behaviors they have exhibited in their school environment. This allowed teachers and parents to highlight various shortcomings in their reading and writing skills, with the mother noting that Sergio and Santiago struggle with line spacing, reading correctly, and forming word combinations—issues that have impacted their academic performance.

Results of the interview with the children: Through short questions, the children explained why they find reading and writing difficult. One of the children said that his vision was blurry, and the other said he did not write correctly because the activities the teacher assigned at school were very strict and uninteresting, which made him reluctant to learn.

Results of the pretest for Lorenzo Filbo and Mabel Condermari: dictation, cutting, and reading tests were administered as

required for the pretest, yielding an average score. The results indicated that Santiago Rey exhibits a higher level of visual perception difficulties in visual perception that were more pronounced than those of his brother Sergio; however, both children exhibited significant motor difficulties, which hindered their ability to write in lines, coordinate movements, and perceive spatial relationships.

Results of the implementation of the psycho-educational activities in the intervention proposal: The following section highlights the results and achievements obtained through the implementation of the proposal during the five one-hour sessions held once a week over the course of one month.

Session 1: When performing the visual perception exercises, the children’s attention was captured, generating an interest in learning; it also allowed for very slight progress in visual perception, which encouraged parents to continue reinforcing these skills at home with activities similar to those used in the session.

Session 2: Through the syllabic activity proposed by Emilia Ferreiro and the playful “I Spy” game, the children’s literacy skills were strengthened, resulting in a certain level of engagement on their part. However, due to their shortcomings, exercises were assigned for home practice to be reviewed during the next session.

Session 3: During the session, the reinforcement tasks proposed in the previous meeting were reviewed. Combined with the activity from Juan Carlos Negret’s letter program, this yielded positive results, demonstrating that the children can correctly

recognize the letters of the alphabet through the activities performed, as well as write short but correct words supported by the free scribbling activity.

Session 4: During the penultimate activities, the children showed slight progress, which greatly pleased their parents. This was evident in the timed reading activity, where the children correctly read and wrote some words. However, parents were reminded that they need to continue working with their children on word combinations to fully address their weaknesses.

Session 5: In the final session, positive results were achieved thanks to some progress the children demonstrated, such as recognizing and reading certain words and writing neatly on the line at times—something that had previously been a bit more difficult for them—but with consistency and parental support, they will fully master these skills. Additionally, the parents expressed their gratitude and committed to following the recommendations proposed during the intervention to address the identified issues and improve Santiago and Sergio's reading and writing skills.

Final evaluation results of the intervention: The evaluation revealed modest but significant progress, demonstrating how the children understood the topics covered throughout the intervention through a 10-point test that included various exercises in visual perception, spatial, syllabic, coordination, and motor skills for individual and autonomous development by the children, resulting in a score of 6 out of 10 for Sergio and 5 out of 10 for Santiago. It is recommended that the children continue to strengthen their motor and visual perception skills; however,

they received positive ratings in syllabic, spatial perception, and coordination, which encouraged parents to continue working with each child on the areas where they scored low and to continue reinforcing the positive ones.

Discussion

The results obtained during the intervention across each phase and session conducted show that each activity helps children make slight progress in overcoming the difficulties they face; however, if these activities were applied consistently, they could completely address these challenges. It also helps us verify that the methodology of using various methods proposed by educators and psychologists supports us in employing different approaches, such as stimulation through motivation, which has been of great help in various institutions and in Latin America and has even been put into practice by some Colombian teachers, and on this occasion in the implemented intervention proposal, where the methods of Emilia Ferreiro, Juan Carlos Negret, Victoria Bermúdez, and Frosting—focusing on children's learning through the difficulties identified in the pre-tests by Mabel Cordemari, Lorenzo Filbo, and common problems in 6-year-olds as they begin their reading and writing process, generate striking and interesting learning outcomes in children through playful and educational activities that allow parents to also interact in their children's improvement process, resulting in meaningful teaching and learning for the children.

It is also important to note that the opportunity that arises during the intervention process to

understand the root causes of the children's difficulties helps generate ideas on how to structure the sessions so that all participants are engaged, creating a more appropriate learning environment for the children, building trust, but above all capturing their interest by showing them how fruitful the implementation of intervention activities can be when working as a group, where everyone participates based on their interests, reading needs, but above all based on their constructive critical opinions.

Conclusions

- This proposed intervention using psycho-pedagogical strategies allowed us to address various common challenges faced by six-year-old children at the beginning of literacy learning, such as motor skills, coordination, and visual and spatial perception, by developing different psycho-pedagogical literacy methods focused on areas that hinder children's learning.
- During the implementation of the proposed activities, there was active participation from both the children and their parents.
- Recreational and educational activities help mitigate learning difficulties by sparking great interest among young children, leading to significant progress in addressing the challenges identified in the children through the sessions and the implementation of the proposed activities.
- The importance of parental involvement in the intervention was recognized, as parents help encourage their children to address each of the challenges they face.
- Both parents and children expressed satisfaction with how the intervention program was carried out.

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SOCIAL SUPPORT AND HOUSING STRUCTURES IN THE QUALITY OF LIFE OF FAMILIES IN ZONE 1, COMAS 2019

SOPORTE SOCIAL Y ESTRUCTURAS HABITACIONALES EN LA CALIDAD DE VIDA DE LAS FAMILIAS EN LA ZONA 1, COMAS 2019

SUPORTE SOCIAL E ESTRUTURAS HABITACIONAIS NA QUALIDADE DE VIDA DAS FAMÍLIAS NA ZONA 1, COMAS 2019

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ABSTRACT

The study examined the impact of social support and housing structures on the quality of life of families in Zone 1 of Comas in 2019. The objective was to determine the impact of social support and housing structures on the quality of life of families in Zone 1 of Comas in 2019. The study employed a quantitative approach, a substantive design, and a non-experimental methodology. The population consisted of 8,751 families in Zone 1 of the Comas district, and a sample of 368 participants was selected using probabilistic sampling. The validity of the instruments measuring social support, housing structures, and quality of life was verified; reliability was assessed, and the Cronbach's alpha coefficient for emotional support was 0.948, for housing structures 0.986, and for quality of life 0.950, indicating a very high correlation. In inferential statistics, the multiple linear regression test was used. It was concluded that social support conditions and structures have an impact on the quality of life of families in Zone 1 of Comas in 2019; the logistic model is significant ($p < 0.05$); it fits the data well (R-squared with $p < 0.05$); and explains 64% of the variance in the dependent variable, quality of life.

Keywords: social support, housing structures, quality of life.

RESUMEN

La investigación soporte social y estructuras habitacionales en la calidad de vida de las familias en la zona 1 Comas 2019, objetivo fue determinar la incidencia del Soporte social y estructuras habitacionales en la calidad de vida de las familias en la zona 1 Comas 2019. Con enfoque cuantitativo, tipo sustantiva y diseño no experimental. Una población de 8751 familias de la zona 1 del distrito de Comas, una muestra de 368 estudiantes extraídos mediante muestro probabilístico. Se realizó la validez de los instrumentos de soporte social, estructuras habitacionales y calidad de vida, la confiabilidad tomó con los resultados y el reporte de soporte emocional fue de 0.948, variable de estructuras habitacionales tuvo el valor de 0.986 y calidad de vida de 0.950 indicando el coeficiente de Alfa de Cronbach tiene relación muy alta y en estadística inferencial se empleó la prueba de regresión lineal múltiple. Se concluyó que, existe incidencia de las condiciones del soporte social y las estructuras en la calidad de vida de las familias en la zona 1 Comas, 2019, el modelo logístico es significativo ($p < 0,05$); se ajusta bien a los datos (Desviación con $p < 0,05$); y explica el 64% de la variable dependiente calidad de vida..

Palabras Claves: soporte social, estructuras habitacionales, calidad de vida.

SUMÁRIO

A pesquisa suporte social e estruturas habitacionais na qualidade de vida das famílias na zona 1 Comas 2019, objetivo foi determinar a incidência do Suporte social e estruturas habitacionais na qualidade de vida das famílias na zona 1 Comas 2019. Com foco quantitativo, tipo substantivo e design não experimental. Uma população de 8751 famílias da zona 1 do distrito de Comas, uma amostra de 368 estudantes extraídos por amostragem probabilística. Realizou-se a validade dos instrumentos de suporte social, estruturas habitacionais e qualidade de vida, a confiabilidade tomou com os resultados e o relatório de suporte emocional foi de 0.948, variável de estruturas habitacionais teve o valor de 0.986 e qualidade de vida de 0.950 indicando o coeficiente de Alfa de Cronbach tem relação muito alta e em estatística inferencial se empregou o teste de regressão linear múltipla. Concluiu-se que, existe incidência das condições do suporte social e as estruturas na qualidade de vida das famílias na zona 1 Comas, 2019, o modelo logístico é significativo ($p < 0,05$); se ajusta bem aos dados (Desvio com $p < 0,05$); e explica 64% da variável dependente qualidade de vida.

Palavras chave: suporte social, estruturas habitacionais, qualidade de vida.

Introduction

In today's globalized world, the constant and rapid growth of modern cities is one of the most significant problems requiring appropriate solutions. The major cities of Latin American countries are organized according to various urban models whose specific planning visions and policies encourage informal construction in different public areas, especially those intended for housing, and a lack of social support, the consequences of which are detrimental to citizens' quality of life.

Over time, the nature of the connection between humans and nature has undergone significant changes, beginning in the early stages of our first civilizations, where it was observed that humans sought to inhabit structures that were increasingly comfortable; subsequently, this trend continued but in an unsustainable manner, to the extent that later periods marked a shift due to the scientific revolution, industrialization, and subsequent urbanization, which created a discord between nature and humanity, with the latter imposing itself in an incorrect and unacceptable manner, thereby deteriorating the quality of life for many families in the district of Comas.

In social policy, as a form of social support, it is a constant effort to address housing structure issues from various angles—both from a social and a personal perspective—because better housing structures lead to a better quality of life for families in the Comas district.

In Third World countries, the characteristics of this type of human settlement involve first occupying the land and then regularizing the

spaces occupied by families. This way of occupying space is completely at odds with the situation in first-world countries, where the process is more traditional and formal. For this reason, they have been labeled as informal and illegal when they take possession of a particular site or hire an informal contractor who fails to properly plan housing structures, thereby affecting the families' quality of life.

The research was conducted in Zone 1 of the Comas district, in coordination with the Comas District Municipality, which maintains all records of the residents affected in the district in question, as well as other required data. The Comas district comprises 7 zones and is one of the 43 districts that make up the province of Lima, located in the department of the same name in Peru. Comas is located about 15 kilometers from downtown Lima. Its elevation ranges from 150 meters above sea level in its flattest areas to 811 meters above sea level at its highest peaks. It is a largely rural area with small farms, ranches, and country clubs. Geographically, the district of Comas comprises three types of areas: (1) predominantly rural areas with small farms, ranches, and country clubs; (2) commercial areas with a mix of middle-income housing, including the main avenues, which form the district's plain; (3) areas with lower economic resources, steep streets, and numerous settlements, located on the slopes of the hills and mountains that form part of the Andes, mountain range, with Zone 1 being part of this area.

The objective was to determine the impact of social support and housing conditions on the quality of life of families in Zone 1 of Comas for the 2020 school year.

With regard to previous international research, Wanzirah et al. (2017) investigated the “House Structure and Malaria Risk in Uganda,” with the aim of reducing malaria risk by limiting the entry of mosquito vectors. They assessed how house design can affect mosquito entry and malaria risk in Uganda. Regarding the method, 100 households were enrolled in each of the three subcounties: Walukuba, Jinja District; Kihhihi, Kanungu District; and Nagongera, Tororo District. The CDC collected mosquito light traps monthly from all households. All children aged six months to 10 years ($n = 878$) were prospectively followed for a total of 24 months to measure parasite prevalence every three months and the incidence of malaria. Houses were classified as modern (concrete, wood, or metal walls; tile or metal roof; and enclosed eaves) or traditional (all other houses). The human bite rate was lower in modern homes than in traditional homes (adjusted incidence rate (AIR) 0.48, 95% confidence interval (CI): 0.37–0.64, $p < 0.001$). The odds of malaria infection were lower in modern households in all subcounties (adjusted odds ratio 0.44, 95% CI 0.30–0.65, $p < 0.001$), while that the incidence of malaria was lower in modern homes in Kihhihi (adjusted IRR 0.61, 95% CI 0.40–0.91, $p = 0.02$) but not in Walukuba or Nagongera. It concluded that house design likely explains some of the heterogeneity in malaria transmission in Uganda and represents a promising target for future interventions, even in highly endemic areas. Wu et al. (2017) presented a study evaluating health-related quality of life among Chinese adolescents, with the aim of investigating the impact of housing arrangements on the relationship between CVRS and adolescents who migrate from rural to urban schools, and

whether social support, in addition to living with a family, had an impact. A cross-sectional survey was conducted among 459 school-aged adolescents at two public schools in Guyuan, County, Ningxia Hui Autonomous Region, China, in 2015. Of the 459 adolescents included in the sample (aged 15.41 ± 1.07 years, ranging from 13 to 18 years), 61.7% lived with their families and 38.3% did not live with their families. Students who did not live with their families had lower scores on the Mental Components Scale (MCS) and less overall social support. These students, who did not live with their families, also reported more chronic health problems and higher alcohol consumption compared to students living with their families. Social support was a statistically significant mediating factor on the effect of living arrangements on MCS. As for previous national studies, Janampa (2018) conducted research on the “Structural Design of a 5-Story Family Home with a Half-Basement, Ate 2018”; the objective was to provide a safe solution while designing and constructing a building capable of meeting the high demand for housing in Peru. It is concluded that structural analysis is essential for establishing the building’s support system, dimensions, space, volume, and other factors; this analysis must be conducted rigorously, as our country is highly seismic, and it will provide the solid foundation needed to counteract seismic effects.

Maquera (2015) conducted research on “A Residential Complex to Reduce the Housing Shortage in the District and Province of Tacna.” The objective was to propose a viable solution to the housing crisis that Tacna has faced in recent years, in which rapid population growth, combined poor

city management and a lack of livability and urban functionality, has created a housing shortage for middle-class households. It is necessary to focus on the site's location so that the architectural design integrates with the immediate surroundings, based on an analysis of the main socioeconomic problems at both the macro and micro-spatial levels.

According to Lindenthal (1971), cited by Paz (2011), sources of social support can be classified into two types of social guidance resources: primary and secondary. Primary resources are those that guide individuals toward a purely social orientation, encompassing friendships within society, with family members and close friends serving as the primary sources of social support for people experiencing depressive symptoms. Secondary sources refer to those who have a less intimate relationship with the person in need of help—that is, they are not family members or friends—but rather include therapists, psychologists, and public officials who can provide support, guidance, and counseling.

Social support comprises a set of elements that provide guidance on the actions to be taken, such as social networks, perceived social support, and social support that is considered to be effective and powerful (Stoppa Marchioro, 2012). Likewise, Rocha (2008) stated that social support and social networks are strategies aimed at improving quality of life. Both are widely discussed in the literature, as they are extensions of individual resources and are associated with the prevention of negative health outcomes, in addition to enhancing the ability to cope with adverse situations, which results in positive emotional and behavioral effects.

Prieto (2013) stated that the city constitutes a fragmented and segregated social space, a condition that is evident in the morphological features of the built environment. The spatial differentiation represented by residential areas is a clear reflection of the quality of life of their inhabitants.

Housing: According to Araujo (2017), housing is inhabited by unique human beings and shaped by the cultures they themselves create, which are determined by their family and social environments and develop over the course of their lives; this culture defines them in every aspect, and therefore their ideas regarding housing are inseparable from it. Rashidah, Kaur, Ahmad, and Khalili (2012) found a small but significant positive relationship between housing conditions, health, safety, and social support, providing empirical evidence of the relationship between housing conditions and quality of life.

A residence is an enclosed space built to be inhabited by humans; its purpose is to provide shelter and space for people, protecting them from adverse weather conditions. Furthermore, housing allows people to have privacy and personal space where they can carry out their activities according to their preferences.

Housing cannot be viewed in isolation, but rather as a mechanism that ensures coherent management of the city, taking into account the significant interrelationship between social regulation, housing, planning, urban design, production, and the production of materials, among other factors, under the well-known principle of sustainable improvement. This integrated management—this systemic and multidimensional approach—must strike a balance among the three dimensions:

economic, social, and environmental. Furthermore, it will likely be a multidisciplinary system involving a multitude of stakeholders. The reality of a heterogeneous, diverse, and unequal landscape—marked by differing challenges, resources, interests, and aspirations—requires a strategic approach to effectively manage these complexities.

Basic housing is that which fulfills the concept of the nucleus of a family or cohabitation unit, designed for residence and to satisfy human needs, with the prospect that its composition may change through the addition of any other individual (descendant, relative, or guest) or that it may incorporate functional spaces without hindering its own residential functions, that is, housing that adapts to different needs and desires (Montaner, 2010).

Housing and the Social Experience: Haramoto (2002) stated that housing should be understood as an indispensable system whose components consist of land, infrastructure, essential services, and social and community facilities within a given context. Although housing serves primarily to satisfy basic human needs, it must also meet the fundamental expectations of its residents, addressing their essential needs in a way that aligns with their environmental and family context.

The issue of homelessness is of social concern and is unfolding within a crisis that has remained unresolved and has persisted for several years. This situation is exacerbated by a series of related problems: significant job losses, inadequate benefits to access quality housing—outcomes that result in a loss of essential infrastructure, systemic weaknesses, and overcrowding,

and largely leads to increased overcrowding, family breakdown, and health problems associated with the precarious housing conditions that are not suited for the holistic development of individuals.

Housing sanitation refers to the health benefits provided by a home, specifically the essential or primary conditions for hygiene and well-being that support a healthy and safe lifestyle within the home. It is described in terms of water. Two criteria are clearly distinguished: first, the connection to the water supply serving the home and the sewage disposal system with their respective connections to the corresponding public networks; and second, the sanitation facilities, which ensure adequate access to water for consumption outside the dwelling but within the property.

Theoretical rationale: Regarding the variable of quality of life as defined by the World Health Organization (WHO), which considers lifestyle to be a person's perception of their place in existence within the culture in which they live, the set of values that governs it, and in close relation to their expectations, goals, concerns, and norms. Aponte (2015).

Practical justification: the research will benefit the general population of Comas District 1.

Regarding the hypothesis, there is an impact of social support and housing conditions on the quality of life of families in Zone 1 of Comas, 2020.

When we refer to epistemological justification, according to Bunge (1960), it is the philosophy of science that provides us with the means to conduct efficient, scientifically grounded research, with the aim of discovering new truths in the pursuit of new knowledge.

Katayana (2014) cites Kuhn, who argues that the classical epistemological view is a kind of hierarchy centered on knowledge within a flawed context, relying on dynamic and agile research.

In this study, the epistemological justification will be provided by the families living in Zone 1 of the Comas district, and for this purpose we will use instruments such as questionnaires developed in great detail on the subject at hand.

Method

The research took a quantitative approach. In this regard, Bernal (2016) noted that such studies employ mathematical techniques as well as statistical tools because the study warrants this type of data analysis. As for the research design, it was non-experimental because, during the development and analysis of the results, the variables were not manipulated under any circumstances. It was also cross-sectional because all the necessary data was collected at a single point in time. It was also correlational because it sought to identify a correlation or association between the variables, and finally, it was causal because it aimed to determine the effect of one variable on another.

The population consisted of 8,751 families in Zone 1 of the Comas district; a sample of 368 families from Comas was selected using simple random sampling, based on the formula for finite populations, which, incidentally, included inclusion criteria; and consequently, one representative—a man or woman, the head of the household—was included for each affected family in Zone 1 of the Comas district.

The method used was the hypothetical-deductive method, as described by Sánchez and Reyes (2015). This method begins with hypotheses derived from assumptions made to arrive at the hypotheses through inductive processes. The survey was used as the technique, and structured questionnaires were used as the instrument—one for each variable. These questionnaires were validated and found to be reliable, applicable, and excellent according to the results obtained, based on the Cronbach's alpha score prior to their administration.

The obtained values were analyzed using the SPSS statistical software program, version 25, to perform descriptive and inferential statistics and test the hypothesis using simple ordinal regression to determine whether the items related to social support, housing structures, and quality of life are correlated. According to Hernández et al. (2014), simple ordinal regression was chosen based on the results of the Kolmogorov-Smirnov normality test, which indicated a non-normal data distribution; thus, a non-parametric test was used.

Results

Tabla 1
Distribución de niveles de la variable soporte social

		Frecuencia	Porcentaje
Válido	Muy bueno	141	38,3
	Regular	226	61,4
	Malo	1	,3
	Total	368	100,0

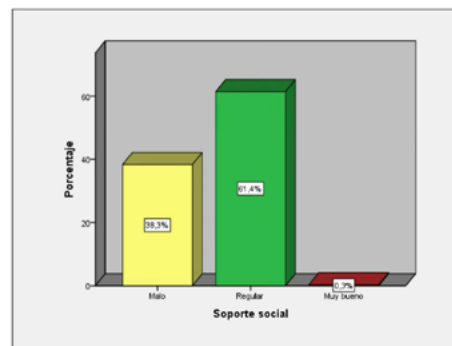


Figura 1. Distribución de niveles de la variable soporte social

Table 1 and Figure 1 present the levels of social support as perceived by residents of the Comas district: 38.3% rated it as poor, 61.4% as fair, and 0.3% as very good. In this regard, families in this area demonstrate a fair level of social support, with social and friendship networks deeply rooted in their lives, providing socio-emotional support to the members of the surveyed families.

Tabla 2
Distribución de niveles de la variable estructuras habitacionales

	Frecuencia	Porcentaje
Válido Inadecuado	103	28,0
Regular	239	64,9
Adecuado	26	7,1
Total	368	100,0

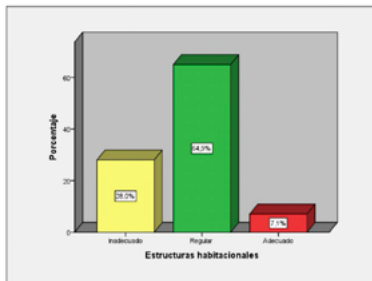


Figura 2. Distribución de niveles de la variable estructuras habitacionales

Table 2 and Figure 2 present the ratings given by residents of the Comas district regarding the housing structure variable: 28% rated it as inadequate, 64.9% as fair, and 7.1% as adequate. For residents of Zone 1, the construction of housing structures is at a fair level; it should be noted that construction is still ongoing, using high-quality materials.

Tabla 3
Distribución de niveles de la variable calidad de vida

	Frecuencia	Porcentaje
Válido Bajo	103	28,0
Medio	234	63,6
Alto	31	8,4
Total	368	100,0

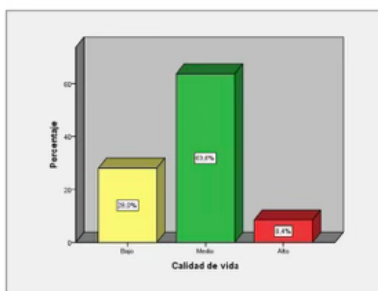


Figura 3. Distribución de niveles de la variable de calidad de vida

Table 3 and Figure 3 present the levels perceived by residents of the Comas district with regard to the variable of quality of life: 28% rated it as low, 63.6% as moderate, and 8.4% as high. Residents of Zone 1 perceive their quality of life as average; it is important to note that this stems from the average level of both the social support provided by neighbors and the construction quality of their own homes.

Tabla 4

Información sobre el ajuste del modelo que explica la incidencia de soporte social y las condiciones de las estructuras habitacionales en la calidad de la vida

Información de ajuste de los modelos				
Modelo	Logaritmo de la verosimilitud -2	Chi-cuadrado	gl	Sig.
Sólo intersección	331,341			
Final	58,454	272,886	4	,000
Función de enlace: Logit				

The likelihood ratio test indicates that the logistic model is significant ($\chi^2 = 272.886$; $p < 0.05$). This means that social support and housing conditions influence residents' quality of life.

Tabla 5

Bondad de ajuste del modelo que explica la incidencia de soporte social y las condiciones de las estructuras habitacionales en la calidad de vida

Bondad de ajuste			
	Chi-cuadrado	gl	Sig.
Pearson	91,350	8	,000
Devianza	33,272	8	,000
Función de enlace: Logit			

Once the regression model has been developed, it is important to confirm the goodness of fit between the values predicted by the model and the observed values. It is observed that the chi-square value ($\chi^2 = 33.272$) yields a p-value < 0.05 ; therefore, it can be concluded that the regression model, which considers social support and housing conditions, is valid and acceptable in determining the quality of the living environment.

Table 6

Pseudo R-squared of the model explaining the impact of social support and housing conditions on quality of life

Pseudo R cuadrado	
Cox y Snell	,524
Nagelkerke	,640
McFadden	,435
Función de enlace: Logit.	

According to Table 6, the pseudo-R-squared indicates that the model is associated with the dependent variable, with a significance level of $p = 0.002$, and that the strength of the independent variables (social support and housing conditions) allows us to predict the dependent variable (quality of life). Furthermore, Cox and Snell indicate a coefficient of 0.524, Nagelkerke indicates a coefficient of 0.640, and McFadden indicates a coefficient of 0.435. The Nagelkerke R-squared establishes the predictive power of the probability of occurrence of the dependent variable categories at 64%, which in turn indicates that the remaining 36% is explained by the other variables not included in the model.

Conclusions

First

In light of the results, it is evident that social support conditions and structures have an impact on the quality of life of families in Zone 1 (Comas, 2019), as the logistic model

is significant ($p < 0.05$); it fits the data well (R-squared with $p < 0.05$); and it explains 64% of the dependent variable, quality of life.

Second

In light of the results, it can be seen that social support at the moderate level and housing conditions also at the moderate level have an impact on the quality of the living environment of families in Zone 1 Comas, since the logistic model is significant ($p < 0.05$); it fits the data well (Deviation with $p < 0.05$).

Third

In light of the results, it is clear that social support and housing conditions have an impact on the quality of life of families in Zone 1 of Comas; specifically, the Municipality of Comas should provide guidance to families on improving future construction projects.

Fourth

In light of the results, it is evident that social support and housing conditions influence the quality of life of families in Zone 1 of Comas. The population should be guided to organize social support that demonstrates reciprocity, availability, and practical assistance, thereby benefiting the population itself and raising their quality of life.

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TOWARDS A GLOTOPOLITIC AND ETHNOGRAPHIC PERSPECTIVE OF LITERACIES

HACIA UNA PERSPECTIVA GLOTOPOLÍTICA Y ETNOGRÁFICA DE LAS LITERACIDADES

PARA UMA PERSPECTIVA GLOTOPOLÍTICA E ETNOGRÁFICA DAS LITERACIDADES

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ABSTRACT

Based on anthropological studies of reading and writing, this article begins by identifying a dualism between two perspectives: universalist and relativist. Drawing on two ethnographies—one conducted in a reading club in a municipality near Bogotá and another in a literacy program for older adults in a suburban neighborhood of Bogotá—the researchers identify that, in both contexts, the two poles of this dualism overlap in practice. Consequently, the paper challenges the dualistic view and recommends a glotopolitical and ethnographic approach to teaching reading and writing.

Keywords: glotopolitics, sociolinguistics, language policy, anthropology of education, reading instruction, writing instruction, adult literacy, promotion of reading.

RESUMEN

Basándose en estudios antropológicos acerca de la lectura y la escritura, este artículo parte de la identificación de un dualismo entre dos perspectivas: la universalista y la relativista. A partir de dos etnografías, una en un club de lectura en un municipio cercano a Bogotá y otra en un programa de alfabetización dirigido a adultos mayores de un barrio periférico de Bogotá, los investigadores identifican en ambos contextos que ambos polos del dualismo se solapan en la práctica. Posteriormente, el artículo problematiza la visión dualista y recomienda una aproximación glotopolítica y etnográfica para abordar la enseñanza de lectura y escritura.

Palabras Claves: glotopolítica, sociolingüística, política lingüística, antropología de la educación, enseñanza de la lectura, enseñanza de la escritura; alfabetización de adultos, promoción de lectura.

SUMÁRIO

Baseando-se em estudos antropológicos acerca da leitura e da escrita, este artigo parte da identificação de um dualismo entre duas perspectivas: a universalista e a relativista. A partir de duas etnografias, uma em um clube de leitura em um município próximo a Bogotá e outra em um programa de alfabetização dirigido a adultos maiores de um bairro periférico de Bogotá, os pesquisadores identificam em ambos os contextos que ambos os pólos do dualismo se sobrepõem na prática. Posteriormente, o artigo problematiza a visão dualista e recomenda uma aproximação Glottopolitics e etnográfica para abordar o ensino de leitura e escrita.

Palavras chave: Política, sociolinguística, política linguística, antropologia da educação, ensino da leitura, ensino da escrita, alfabetização de adultos, promoção da leitura.

This article, which is approached from a glottopolitics perspective, is based on two closely related ideas. The first is that every linguistic act is political (Joseph, 2006/2017; Del Valle, 2017) and, therefore, understanding the teaching or promotion of any linguistic practice must pay special attention to its political aspect. The second is that all metalinguistic discourse is equally political and, therefore, has effects on both people's linguistic practices and government policies regarding language (Silverstein, 1993; Rosa & Burdick, 2016).

Based on these two ideas, this article begins by presenting two opposing anthropological discourses on reading and writing, which we will refer to as the relativist perspective and the universalist perspective. Subsequently, we present the results of two ethnographies conducted from the relativist perspective: one in a reading club for young people and another in a literacy program for older adults. Based on these ethnographies, the article argues that it is not possible to understand the observed cases solely from the relativist perspective, as in practice both perspectives overlap. Finally, the article invites the use of an ethnographic and glottopolitics perspective to understand, promote, and teach reading and writing practices.

Background

It is possible to identify a dichotomy in anthropological research on reading and writing between a universalist and a relativist perspective. Although the conclusions of both perspectives are drawn from the study of specific cases, the universalist perspective argues that reading always—regardless of context—produces certain cultural and cognitive effects, whereas the relativist perspective

argues that the effects of reading are not universal but rather contextual (Bartlett et al., 2011; Rudas-Burgos & Castiblanco, 2018).

The universalist perspective focuses primarily on the Western alphabetic script and examines the effects it has had on the development of the societies where it is used. From this perspective, the key is not to understand the practice of reading and writing in and of itself, but rather to identify and argue in favor of the benefits—usually associated with Western values—that the alphabet brings to literate individuals and societies. Thus, with regard to literate individuals, the benefits typically associated with reading and writing from this perspective are that these individuals develop critical, abstract, and aesthetic thinking; strengthen their democratic values; and increase their economic and employment opportunities. With regard to literate societies, these personal benefits are extended to argue that literacy and the promotion of reading strengthen democracy and bring about social and economic development in most nations of the world (Goody, 2000; Graff & Duffy, 2008; United Nations Educational, Scientific and Cultural Organization, 2006).

Work conducted from a universalist perspective is viewed within certain sectors of anthropology as ethnocentric, colonialist, and deterministic (Jouve-Martín, 2009). Such work is criticized for establishing a hierarchy between writing and orality that positions the “non-reader” as someone lagging behind in time. It is also criticized that the praise of the universal benefits of reading and writing has a side effect: the rejection and arbitrary stigmatization of societies and individuals who, from a Western perspective, are labeled as “non-readers” (Farr, 2009; Papen, 2005; Street, 2009).

This is why the relativist perspective, which is far more sensitive to cultural diversity, argues that there are no universal benefits of literacy and that its effects must be identified in its use, within each particular context (Street, 2001). Thus, this perspective not only studies Western alphabetic writing but also recognizes what it has termed vernacular writings, such as graffiti, textiles, hairstyles, and tattoos, among others (see, for example, Garcia et al., 2008; Kafle & Canagarajah, 2015; Mahiri, 2008; Rosario-Ramos & Johnson, 2014). From this perspective, discourses, ideologies, and power relations play a predominant role.

Methodology

Anthropological studies framed within the relativist perspective—which we adopted for this research—have developed concepts that allow us to describe and characterize the ways in which reading and writing take on meaning in particular contexts. Two of these concepts are reading and writing events and practices.

Events are a descriptive category that captures occasions in which written language is essential to participants' interaction. This concept provides a unit of analysis and allows us to characterize the different uses and values that people assign to reading and writing. For their part, reading and writing practices serve to situate the documented events within the frameworks that give them meaning; that is, events are related to institutions, power relations, and, in general, to the specific socio-historical contexts that make them possible (Niño-Murcia, 2009).

In order to document the events and construct the practices, we use the ethnographic method, which we understand as a

retrospective, a posteriori analysis that allows experience, fieldwork, notes, and memory to be transformed into data (Ingold, 2014). In this regard, we conducted participant observation intermittently from 2015 to 2018 in each of the cases studied. Participant observation is a technique in which the researcher must pay attention and interact with people in order to set aside any preconceived viewpoints (pp. 388–389); and systematically record, usually through note-taking, the experience of fieldwork (Guber, 2001, p. 57). With the information collected, we conducted semi-structured interviews, which were used to focus on and delve deeper into the experience gained during participant observation (p. 92). Finally, we discussed the study's conclusions with members of both programs in order to incorporate their impressions of the research into the study.

Results

After conducting our fieldwork, we present two findings. The first is that, as expected, in practice the two extremes of dualism overlap; that is, the participants' ideas and practices regarding reading and writing cannot be associated entirely with either the universalist or the relativist perspective, but rather correspond at times to one perspective and at other times to the other. The second is that today the focus is shifting away from the universalist pole and runs the risk of falling squarely into the relativist one. We will discuss this second finding in the conclusions section.

On the one hand, the curriculum for the literacy program was created intuitively by volunteers from the Colombia Crece organization. This curriculum taught and assessed, among other topics, grammar, (punctuation) and spelling and also encouraged the production

of journalistic and literary texts (reading news from Colombia and writing short stories and poems). The program's students were mostly older adults from various rural areas of the country. They, who already faced great difficulty in mastering the techniques of writing and reading, encountered another major obstacle in learning the rules of spelling and punctuation, which are arbitrary not only because of their lack of linguistic justification (Saussure, 1916/1945), but also because, historically, the normative institutions of the Spanish language have resisted simplifications that would facilitate its learning (Villa, 2015). Furthermore, the program's students were unfamiliar with writing short stories, nor was it easy for them to engage in critical reading of newspapers while devoting all their effort to deciphering the written code. In light of these difficulties, the program's curriculum was adapted to stop assessing spelling and grammar and instead encouraged reading and writing exercises based on genres more familiar to the students, such as ghost stories, religious texts, recipes, or memoirs of childhood or daily life.

Meanwhile, in Guatavita, the book club was started by a couple of teachers who wanted to promote reading in a way that differed from the approach taken at the public school where they taught. At the book club, they read all kinds of literature, but they also watched videos, looked at photographs, did graffiti, drew, cooked, explored the area, and discussed topics of interest to those attending the club—ranging from the history of Guatavita to ghosts and conspiracy theories. When we asked the teachers about the club's objectives, one associated reading with fostering a citizenry devoted to a love of the intellectual and the aesthetic, while the

other teacher stated she had no explicit or particular pedagogical interest in it.

Based on the above, we conclude that both perspectives overlap because, on the one hand, in the case of the literacy program, practices that acknowledge the participants' context coexist with validation systems based on universal standards; and, on the other hand, in the case of the reading club, the inclusion of contextual elements and the exploration of alternative forms of reading and writing coexist with the idea that these foster the development of intellectual thinking—which is generally associated with critical thinking—and the cultivation of a certain aesthetic sensibility.

Discussion

Why do we say there is a risk of falling into relativism? For Pierre Bourdieu, the difficulty of the social sciences lies in the fact that one is always navigating between two pitfalls, between dualisms, and when one avoids the one on the left, one may collide with the one on the right. In this sense, Bourdieu (1997, pp. 46–47) considers that, depending on the course of time, it is sometimes necessary to critique the pole toward which one leans most in order to avoid falling back into one pole of dualism.

As we have seen, social theory regarding reading and writing is no exception: its perspective oscillates between universalism and relativism. Early anthropological studies on reading and writing tended toward universalism (Goody & Watt, 1963; Ong, 1982/1987). Later, within anthropology, a series of studies emerged that criticized this perspective and advocated for the recognition of other forms of reading, such as textiles, hairstyles, and graffiti, among others (Kafle &

Canagarajah, 2015; Street, 1984; Kiramba, 2017). Thus, these studies shifted the focus away from the universalist and toward the relativist. Therefore, following bourdieu, we will highlight some blind spots in the relativist perspective identified in the analyzed cases and then offer a general observation on the policies implemented from this perspective.

Regarding the cases we analyzed, we observed, on the one hand, that the literacy program did not focus on correcting spelling and grammar. While this was a reasonable decision, given that most of its students are older adults interested in functional reading (taking the bus, paying for a public service, looking up addresses, among other things), this decision could negatively impact the minority of adults and young people attending the literacy program who may be risking a job, a grade, or their reputation based on spelling. While it is possible to eliminate the evaluative and stigmatizing gaze of universal standards in a specific literacy program, much work remains to be done to ensure that discrimination based on language use is as widely recognized and sanctioned as racial or gender discrimination (Cameron, 1995/2005; Lippi-Green, 1994; Rodríguez, 2018).

Similarly, in the book club, reading did not serve any particular purpose; in fact, the book club sometimes revolved around other activities that were not necessarily connected to reading and writing. As a result, although the club recognized different types of reading, the reason for doing so—and even the act of reading itself—became blurred within its activities. This becomes significant if we understand that every act of language is political and that, therefore, every act of promoting reading is as well (Joseph, 2006/2017). In all these situations, our ideologies about language and our interests—sometimes conscious, sometimes unconscious—lead us to strive for the promotion of certain ideas,

to motivate others, and to transform them in ways we do not expect. In this sense, since it is not possible to perform non-political acts, it is advisable to be clear about the purposes of our most ostensibly free actions.

This shift toward a relativist perspective is not limited to the two cases we mentioned; rather, it represents a trend in reading policies, at least in Western nations. Wickens & Sandlin (2007), in their analysis of literacy policies from UNESCO and the World Bank, find that these policies have shifted from a neocolonial discourse—which links literacy to the economy and individual productivity—to a discourse focused on local governance—which links literacy to social relations and culture. Despite this, these authors conclude that, due to the objectives of literacy programs and the constraints of the funding they provide, these policies cannot be separated from the neocolonial project.

This is why we believe we must be particularly rigorous regarding reading promotion policies framed from a relativist perspective. We must not lose sight of the fact that depoliticized multiculturalism is the dominant ideological position of global capitalism (Žižek, 2008). This means that the discourse of multiculturalism has the capacity to present as neutral—that is, easily acceptable and unquestionable—policies and programs that deserve more detailed scrutiny. It is also important to remember that historically, colonialism has used the languages of the colonized to implement its colonial project (Poblete, 2016; Rama, 1984/1998; Mignolo & Walsh, 2018), so promoting and recognizing diverse forms of reading and writing is not a sufficient reason to justify any reading or writing promotion policy.

Conclusions

Because the use of language is inherently political (Joseph, 2006/2017), every act of reading promotion has political implications. In this sense, our critique aims to encourage greater reflection on any act of reading promotion, especially those based on the assumption that reading, in and of itself, makes us “better people.” This is done with the aim of gaining ever greater clarity on how to define the horizons of reading and writing promotion in Colombia, which, without a doubt, must be horizons marked by dissent, consensus, and a glottopolitics consciousness—that is, by the awareness that discourses (and, more particularly, the judgments and stereotypes associated with language use) have implications for access to resources, decision-making, and political participation (Del Valle, 2015, 2017).

According to José del Valle: “The key strategy is to advocate for language education based on the principles of a glottopolitics theory of language” (Del Valle, 2020). For us, this means that pedagogical designs for teaching reading and writing, whether in school or non-school contexts, would benefit from taking into account that universalist and relativist perspectives on reading and writing are present in the ideologies of students, teachers, and other institutional actors alike. Since these perspectives come into tension in practice in unique ways in each case, it is necessary to investigate them through ethnographic work, which can be conducted by teachers and local actors (Rogers, 2005; Street et al., 2006), and for which we suggest using glottopolitics frameworks. Similarly, given that it is not possible to foresee all the political implications of a certain

linguistic practice, it is important to foster critical metalinguistic awareness among students and teachers (García and Kleifgen, 2019), as well as in society at large.

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MOURNING IN FAMILIES OF VICTIMS OF ENFORCED DISAPPEARANCE IN THE DEPARTMENT OF CAQUETÁ

ELABORACIÓN DEL DUELO EN FAMILIARES DE LAS VÍCTIMAS DE DESAPARICIÓN FORZADA EN EL DEPARTAMENTO DEL CAQUETÁ

ELABORAÇÃO DO LUTO EM FAMILIARES DAS VÍTIMAS DE DESAPARECIMENTO FORÇADO NO DEPARTAMENTO DE CAQUETÁ

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ABSTRACT

The purpose of this article is to examine the mourning process among the families of victims of enforced disappearance in El Caquetá. The study was conducted using a qualitative research approach based on a historical-hermeneutic framework, employing semi-structured interviews as the primary method of data collection. As a result, it became clear that the mourning process extends over time due to the maintenance of hope linked to the return of a loved one alive, the symbolic importance of the body for performing funeral rites, and the need to know the truth about the events surrounding the disappearance. In conclusion, it is evident that telling these stories constitutes a healing element and allows for an understanding of the particularities involved in the mourning process.

Keywords: enforced disappearance, mourning, hope, justice, truth, victims.

RESUMEN

El presente artículo tiene como objetivo comprender la elaboración del duelo en los familiares de las víctimas de desaparición forzada en el Caquetá. Se realizó mediante un enfoque cualitativo de investigación a través del diseño histórico-hermenéutico, en el que se utilizó la entrevista semiestructurada como método de recolección de información. Como resultado se evidenció que la elaboración del duelo se extiende en el tiempo debido al mantenimiento de la esperanza vinculada al regreso de su ser querido con vida, la importancia simbólica del cuerpo para practicar los ritos fúnebres y la necesidad de conocer la verdad en torno a los hechos de la desaparición. A modo de conclusión, se evidencia que contar las historias constituye un elemento sanador y permite conocer las particularidades frente a la elaboración del duelo.

Palabras Claves: desaparición forzada, duelo, esperanza, justicia, verdad, víctimas.

SUMÁRIO

O presente artigo tem como objectivo compreender a elaboração do luto nos familiares das vítimas de desaparecimento forçado no Caquetá. Foi realizada mediante uma abordagem qualitativa de investigação através do desenho histórico-hermenéutico, no qual se utilizou a entrevista semiestructurada como método de coleta de informações. Como resultado se evidenciou que a elaboração do luto se estende no tempo devido à manutenção da esperança vinculada ao retorno de seu ente querido com vida, a importância simbólica do corpo para praticar os ritos fúnebres e a necessidade de conhecer a verdade em torno dos fatos do desaparecimento. A título de conclusão, é evidente que contar as histórias constitui um elemento curador e permite conhecer as particularidades frente à elaboração do luto.

Palavras chave: desaparecimento forçado, luto, esperança, justiça, verdade, vítimas.

Introduction

For many years, Colombia has been exposed to various forms of violence, which have served as a mechanism of repression in every social sector where differing political and social stances are evident. These various forms of violence have highlighted the atrocities of the Colombian armed conflict, which currently violate the individual's most fundamental rights, including enforced disappearance—considered a crime against humanity.

According to the Single Victims Registry (RUV), there are approximately 182,504 victims of forced disappearance in Colombia, including 50,048 direct victims and 132,456 indirect victims, of whom 7,638 are from the department of Caquetá, where 2,091 are direct victims and 5,547 are indirect victims. On the other hand, “the National Registry of Missing Persons has a total of 89,736 cases of people who have been reported as missing” (Segura and Ramírez, 2013, p. 481). This reflects the inconsistency in the figures recorded by different government institutions regarding cases of missing persons, highlighting the true complexity of the issue of disappearances in Colombia.

In addition to the institutional complexity reflected in enforced disappearance, it is also important to emphasize the profound impact this phenomenon has on the families of those who have suffered this scourge; that is, it affects various aspects of an individual's life, such as on a social level: the breakdown of interpersonal relationships, fear within communities as a strategy of social control, where this tactic was used to sow terror within them (Maestre, 2015), other significant impacts include mistrust

and the fragmentation of the social fabric, which silences the voices of the victims (Arroyo, 2013).

At the family level: it has been observed that there is a reassignment of roles within the family due to the absence of the person who typically takes care of the household, and as a result, family members must assume responsibilities they did not previously have. In cases where the father disappears, the mother is responsible for covering household expenses as well as leading the search efforts and handling the legal proceedings involved (Mejía, 2019).

At the individual level: fear, anxiety, unresolved grief, frustration with life plans, economic instability, “accompanied by marked changes in mood, causing deep pain, a loss of interest that disrupts daily life, as well as inhibition that prevents the individual from carrying out their activities” (Castro and Quenoran, 2017, p. 85).

Background

Numerous studies have examined the phenomenon of enforced disappearance around the world. Antillón (2018) published an assessment of the psychosocial impacts of the events that took place on September 26 and 27, 2014, in the city of Iguala, Mexico, where 43 indigenous students went missing. The study highlights a series of coping strategies that have enabled them to manage the situation; however, it also identifies that these families have experienced a form of traumatic grief due to the lack of information regarding the whereabouts of their loved ones, particularly given the violent circumstances they had previously endured.

Gancedo (2016), on in study: “The Open Wound: The Grief Process Among Relatives of detained-disappeared by “State Terrorism in Uruguay (1973–1985)” explores the specific characteristics of the grieving process among family members who have lost a loved one to terrorism in Uruguay. Due to the absence of a body, the hope that the family member is still alive persists, which hinders the grieving process and makes uncertainty a permanent part of their lives. Similarly, Arnoso, Arnoso, and Pérez (2015), in their study “Argentina (1976–1983): Impact and Psychosocial Coping,” explore the impact of the violence of the last military dictatorship in Argentina on family members of the disappeared and prison survivors, reflecting the ways in which individuals cope with negative situations.

In Colombia, one of the most notable studies is the report published by the National Center for Historical Memory (CNMH, 2018), titled “Caquetá: An Autopsy of Enforced Disappearance.” It not only highlights the findings of the CNMH’s Forensic Anthropology Unit, but also recounts the experience of the head of the forensic team, Helka Quevedo, and the ongoing dialogue with the relatives of victims of forced disappearance. First, it details the path relatives must take to identify the bodies, and second, it highlights the living hope they hold of eventually finding them. On the other hand, Helka aims to clarify in the report the ways and reasons why the “disappeared are still missing,” offering a broad overview of the work of the various institutions responsible for investigating this crime, identifying the bodies, and ensuring truth, justice, and reparation.

Likewise, the CNMH (2014), in its report “Between Uncertainty and Pain: Psychosocial Impacts of Enforced Disappearance,” reflects

on the psychosocial impacts of Enforced disappearance, insofar as it reveals the extent of the suffering and pain endured by those subjected to such an abhorrent experience, serves as an exercise in remembrance through testimonies. These testimonies allow us to understand the reality faced by family members and to grasp the various social, cultural, and political contexts in which these events unfold. It is worth noting that this crime causes indelible damage to a person’s mental health, as evidenced by the uncertainty, sadness, and anguish that persist over time, as well as the sense of indifference on the part of the institutions responsible for the investigative processes and in response to the families.

Acosta and Erazo (2018), for their part, in the study titled “Remembering Beyond Pain: Constructing Narratives in the Face of the Grief Process in Situations of Enforced Disappearance,” examine the narrative that drives the grief processes in women who have a missing family member, drawing on social constructionism, the complexity paradigm, and general systems theory. This demonstrates resilience and resistance as the emergence of personal resources in the process of re-signifying loss.

In turn, Ariza (2016), in her thesis “The Concept of Grief Among Relatives of the Disappeared: A Literature Review,” examines the conceptual characteristics of grief among relatives of individuals who have been forcibly disappeared—an act that violates a series of human rights. This concept has been addressed through international jurisprudence and academic research by reviewing various research journals, all with the aim of upholding rights and establishing the conceptual framework for comprehensive reparations for the victims of this scourge.

Theoretical background

Based on the subject matter addressed, various authors define enforced disappearance as:

...the arrest, detention, abduction, or any other form of deprivation of liberty carried out by agents of the State or by persons or groups of persons acting with the authorization, support, or acquiescence of the State, followed by a refusal to acknowledge such deprivation of liberty or by concealment of the fate or whereabouts of the disappeared person, thereby removing them from the protection of the law. (International Convention for the Protection of All Persons from Enforced Disappearance, 2006).

Furthermore, the National Center for Historical Memory (2014) offers a definition of enforced disappearance from a psychosocial perspective, in which the experience is traumatic in nature and causes serious harm to the mental well-being of family members and other close associates, in addition to having a negative impact on society as a whole. Finally, disappearance is conceived as a form of political violence that distorts a human being's status as a citizen, violating the rights that constitute that status as a result of a perpetrator's actions, which involve torture, abuse, and other forms of extreme violence, removing the victim from their context and placing them in an untraceable location (Casado, 2017).

In the phenomenon of enforced disappearance, a grieving process occurs, which is understood as the entirely natural reaction to the loss of a loved one or object, or to exposure to a profoundly significant event—a reaction that involves emotional and behavioral responses reflecting suffering when this bond comes to an end (Meza et al., 2008). In itself, grief constitutes a void within

reality of individuals; as a result, the loved one is transferred to a symbolic plane, and this process is necessary for coping with the loss due to the emotional impact it causes (Acosta and Erazo, 2018).

In the context of enforced disappearance, the necessary elements for a typical grieving process are absent. This is due to the absence of a body and the lack of funeral rituals, compounded by the fact that there is no official report confirming the person's death, and above all, no information regarding the causes of their death (Ospina, Gómez, and Echavarría, 2019).

Methodology Design

A qualitative study was conducted to understand social life holistically through the discourses, words, and texts that define a social phenomenon (Herrera, 2017). This approach integrates historical, cultural, socio-political, and contextual dimensions and prevents the researchers from “translating” the participants' processes of meaning-making. Based on this, the study sought to “describe, understand, and interpret the phenomena through the perceptions and meanings produced by the participants' experiences” (Hernández, Fernández, and Baptista, 2014, p. 11).

This research is based on a historical-hermeneutic and ethnographic design that seeks to understand social phenomena, thereby offering a critique of the methodological tradition that has been used in the social sciences (Pérez, 2011). Non-probabilistic purposive sampling was conducted using the snowball technique, which facilitates contact with others; this chain of reference consists of one or more subjects who must respond to the same object of study (Izquierdo, 2015).

Participants

The participants were eight adults, two men and six women, aged between 40 and 78. The research was conducted in Unión Peneya, municipality of Montañita; Río Negro, municipality of Puerto Rico; the La Gloria neighborhood, municipality of Florencia; and Portal La Mono, municipality of Belén de los Andaquíes, for a total of 4 municipalities in the Department of Caquetá.

Instruments

They semi-structured interviews were conducted semi-structured interviews, defined as “a guide of topics or questions, with the interviewer having the freedom to introduce additional questions to clarify concepts or obtain further information” (Fernández and Baptista, 2014, p. 403). The interview guide addressed four dimensions: the subjective/emotional dimension, the group and interpersonal dimension, the sociopolitical/participatory dimension, and finally the historical-cultural dimension; it is important to clarify that these dimensions serve exclusively as a means of collecting information and are not defined as variables for analysis. For the development of the collective mapping, the methodology of Risler and Ares (2018) was used; they state that it is a “creative process that subverts the site of enunciation to challenge dominant narratives about territories, based on the participants’ everyday knowledge and experiences. The issues are made visible through a graphic and visual medium” (p. 2).

In order to conduct this research ethically, informed consent was obtained, which allowed for the validation of the next steps

in the study. This consent is viewed as a necessary process in the researcher-subject relationship that must be incorporated into the research. For this, it is necessary that the subject provide consent freely, voluntarily, and knowingly based on the accurate information that has been communicated to them (Pérez and Moreno, 2019).

Procedure

The meetings with the communities were inclusive and collective in nature; four sessions were held from the comfort of their homes, easily fostering an atmosphere of trust and camaraderie. This allowed for the sharing not only of painful events but also of family and community anecdotes. Initially, the methodological proposal was presented to the communities, and subsequent meetings were scheduled accordingly. During the second meeting, participants crafted their own messages based on the narratives they had developed, which broadened their understanding of the events and the impact these have had on both a personal and family level.

The third session involved collective mapping as part of the process of creating their own messages; it was an educational and community-based process that sought to reshape perceptions of the territory. The information was organized by transcribing the recorded interviews, revealing how hope emerges as a paradox within a process that is supposed to involve the completion of the grieving process but which, in reality, drags on endlessly. At the final meeting, the construction of their narratives was presented, and the possibility of making some modifications to the Life Stories was made clear.

Results

The results derived from this research fall into three categories of data analysis: based on the narratives, the processes of grief and the maintenance of hope are described, the body as a symbolic element, and finally, the constant struggle for truth and justice. Finally, a civil society organization was established to continue providing psychosocial support to family members and strengthen bonds of trust at the community level. The data presented in each category are as follows:

Category

1. Maintaining Hope in the Grief Process

Some family members hold onto the hope that their loved one is still alive, which prevents them from continuing the grieving process, as it is suspended by uncertainty; in this sense, knowing what happened to their loved one will allow them to bring their grieving process to a positive conclusion.

The narratives constructed with the relatives of those reported missing reveal a sense of hope, which reflects the relative's denial of death. This is illustrated below:

(...) *"I haven't lost hope that my brother is alive" (Ms. R, La Mono). "Even though my son Regulo has been missing for eight years, I haven't lost hope that he is alive and will return someday." (Ms. F1, La Mono).*

It is clear that, despite some leads or information that is important to the search efforts undertaken by family members, this falls short, because until knowing the truth about the person's whereabouts, hope is sustained by even the slightest information provided by acquaintances.

"Despite this, people told us about certain places; we searched the river, then between Maracaibo and Santa Isabel, but we found nothing. The only thing I want to know is where my son is" (Ms. A, Rio Negro). "For our part, we are still waiting... Perhaps now, with technology and phones, if someone investigates, someone might say, 'I recognize him'" (Ms. L1, Rio Negro).

Faced with the intrigue that arises from not knowing the whereabouts of the missing person, a paradox emerges within the families: they refer to the missing person as a being who does not exist in the material world, yet they yearn for their safe return. The memory stems from absence and even death itself, yet they long for the person's existence and imminent return; consequently, this generates immense suffering.

"From that day on, I too was lost, in the despair and eternal anguish of wondering where she is, who has her. Of living between the hope of finding her alive or finding her dead" (Ms. F2, Florencia). "He was very affectionate with me; he loved me very much. My hope is that perhaps they have him alive somewhere" (Mr. P, La Mono).

This reflects the need to find their loved one, as the memory of them permeates the family members, causing eternal anguish that only ends with the discovery of their relative's remains.

2. The desire to recover the body

The symbolic value of the missing body in cases of enforced disappearance has served as a means of alleviating the pain and/or impact, becoming a practice that allows the

existence of the loved one to be preserved in the real world. In this way, family members constantly struggle to learn the whereabouts of their loved ones, putting an end to the suffering caused by the uncertainty of the disappearance, for which the State is held responsible for the search efforts.

“I want the State to tell me: Here are the remains of your daughter! So that I can give her a proper burial and also bury this eternal anguish, this state of grief that accompanies me” (F2, Florencia).

Prayers, Masses, and other rituals become a source of healing, comfort, and security in the face of loss, reflecting the desire to recover the body and hold a dignified funeral. Recovering the body allows them to close the gap of doubt and uncertainty that has accompanied them for years.

“We are currently fighting to have my husband’s body released, so we can go pray for him and leave him a flower, or at least go visit him; to know he is there, we accompany him with our prayers” (Mrs. I, Unión Peneya).

The acknowledgment of each step taken in the search—driven by the despair felt by the families—reflects the symbolic significance attached to the body and to finding the remains, as in the case of the dream-like vision that, once brought into reality, they seek to make a reality.

“The Prosecutor’s Office went with my husband to look for her in Puerto Londoño, because I had dreamed about her and she told me they had buried her at the base of a palm tree, but they went and found nothing” (Mrs. F2, Unión Peneya).

3. Truth and Justice

The moment it becomes clear that a family member has gone missing, a search process begins that involves asserting the fundamental rights of both the missing person and the family member. The interviewees’ accounts reveal their understanding of the legal procedures involved in being recognized as victims and what the signing of the peace agreement entails. For the victims, this means access to truth, justice, reparations, and non-repetition, all focused on the identification of their loved one by those who perpetrated the crime.

“However, the day has not yet come when someone will tell me, ‘We’re already at point five,’ or when I’ll hear, ‘We’re going to hand your son over to you.’ No, that day has not come, and I’m still waiting” (Ms. L2, Unión Peneya).

“Eulises keeps having birthdays. In silence. And my brother Ronaldo and I know it’s time to find out the truth” (Ms. R, La Mono).

For the families, reparations and financial aid are of lesser importance in cases of disappearance, since their constant struggle to assert their rights has been: to see justice done so they can learn the truth of what happened.

“The government has helped me—with food packages and humanitarian aid—but that’s not enough. There will be no justice here until my daughter is found” (Ms. F2, Florencia).

Association of Relatives and Victims of Enforced Disappearance in Caquetá -FAVIDESC

During the course of the research, we were able to identify internal strengths

in each community, with the aim of fostering connections to establish local organizations of victims of enforced disappearance in the department. Consequently, FAVIDESC aims to promote the exercise of historical memory in the pursuit of truth, justice, and reparation as part of peacebuilding efforts in the face of enforced disappearance and other associated acts of victimization.

Finally, thanks to the systematization of data during the research and the consolidation of the Association, in collaboration with its technical team, a narrative report¹ titled “Ausencias Presentes” was published, which directly highlights the reality of families affected by forced disappearance in the department from a psychosocial perspective. This report is the first submitted to the Unit for the Search for Missing Persons (UBPD) in Caquetá.

Discussion

Among the findings presented in this article, three categories stand out, which will be explored in this discussion. The first concerns the maintenance of hope during the grieving process, reflecting a state of denial regarding the possible death of a loved one; those grieving long for the return of their family member, and this hope is reinforced by information or clues provided by acquaintances regarding the whereabouts of the missing person. As other authors have noted, Ardila (2016) argues that hope for life represents the expectation of receiving good news, particularly that their family member is alive, a hope fueled by positive thoughts.

Similarly, Antillo (2018) argues that the absence is perceived as temporary, with the hope that the missing family member is alive remaining latent, compounded by comments from third parties who claim that the missing person is alive. Furthermore, the inability to verify the perpetrators’ accounts causes uncertainty to persist, particularly due to the absence of a body, which offers a glimmer of hope and life (CNMH, 2016).

With regard to the second category, various studies agree that the absence of the body has held symbolic significance during rituals, as Arango (2019) notes: “The absence of a body makes it impossible to perform the funeral rituals associated with the loss of a person” (p. 151). This is why symbolic actions or acts such as praying, conducting a Christian burial, and visiting the gravesite in the cemetery demonstrate the practices, traditions, and rituals specific to each culture. Ortiz, Romero, and Blum (2017) note that the absence of the body precludes the possibility of performing those funeral rites, leaving family members in a state of uncertainty, caught between absence and presence.

This highlights the importance of locating, exhuming, and handing over the remains to family members so that they may, based on their cultural practices, perform the rites they deem appropriate, which confirms the definitive loss of their loved one and thus allows for the proper processing of grief. Building on this, Zorio (2011) argues that:

It is precisely these rituals and beliefs that serve as the tools available within a culture to confront that absence, which is why

¹ Narrative report published with financial support from América Solidaria and the International Commission on Missing Persons (ICMP), funded by the European Union.

they are essential to the grieving process. For example, through rituals and beliefs werecognize,bothindividuallyandcollectively, that corpses are not mortal remains devoid of social, cultural, and/or subjective value; on the contrary, for the bereaved, they retain the value of the beloved person, to whom they are bound by bonds of love and desire (p. 256).

Finally, regarding the third and final category, truth, justice, and reparation, the relatives point out that it is the State's obligation to provide them with the truth about the events that occurred and to bring to justice those who perpetrated this crime against humanity. Since their involvement in civil society organizations will enable them to participate in judicial proceedings, strengthen their skills, and empower their narrative, there is no doubt that institutions must address the dimensions of reparation and non-repetition. Regarding this aspect, it is worth noting that the State has a duty to undertake search operations, as proposed by the CNMH (2018), in order to respond to the requests and demands regarding the needs of the victims. Furthermore, this is a commitment to the relatives regarding justice and the pursuit of the truth.

Conclusions

In conclusion, opening up through the construction of narratives becomes a meaningful process, insofar as it reveals and shares valuable, intimate information within a safe space, which helps shed light on the path of silence and state and insurgent repression; for each family member, the act of telling their story brings tranquility, peace, security, and, above all, hope. Furthermore, it demonstrated that the act of telling stories

becomes a healing tool, allowing the "victim" to find recognition within a group of people who have endured similar experiences.

This is evident in the life stories of each study participant; while mentions of their loved one are accompanied by hope, a paradox also arises, as they either hope the person is alive or await the return of their remains so they can perform the funeral rites appropriate for a loss. Performing these rites allows them to put an end to the uncertainty and suffering regarding their relative's whereabouts and enables them to properly work through their grief.

Despite this, the constant need to know the truth about what happened largely drives their ongoing struggle to engage with certain institutions and/or participate in processes that allow them to stay informed about events and/or policies of great relevance to each of their cases, enabling them to continually assert the rights that were violated in those acts of barbarism.

Testimonials

Thank you to each of the family members who opened the doors of their hearts and shared their stories with us amidst pain and uncertainty, and above all, amidst hope. Thank you to the research team led by Carlos Enrique Zapata Bohorquez and Esteban Sossa Salvarezza as external advisor, as well as to the members of the "Tejidos de Paz" student group affiliated with the Psychology program at the University of the Amazon. Thank you to our alma mater for its approval and funding.

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for trusting in FAVIDESC's work and enabling this marks a major step forward with the dignified submission of the report to the Unit for the Search for Missing Persons (UBPD). We would also like to thank the FAVIDESC technical team for their support and ongoing psychosocial assistance to each of the family members who participated in this process.

The research project presented in this article was approved by the ethics committee of the University of the Amazon, and the participants who took part in the research signed informed consent forms; the entire methodological and analytical process complies with the provisions of Chapter

VII of Law 1090 of 2006. Finally, this article presents no conflict of interest.

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SUSTAINABILITY. NOTES ON STRONG AND WEAK SUSTAINABILITY, MANUFACTURED AND NATURAL CAPITAL

SOSTENIBILIDAD. APUNTES SOBRE SOSTENIBILIDAD FUERTE Y DÉBIL, CAPITAL MANUFACTURADO Y NATURAL

SUSTENTABILIDADE. APONTAMENTOS SOBRE SUSTENTABILIDADE FORTE E FRACA, CAPITAL MANUFATURADO E NATURAL

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ABSTRACT

The general objective of this review article is to characterize the concept of sustainability, beginning with its history from the 1960s to the present and, secondly, its relationship with different forms of sustainability (strong and weak) and the various forms of capital (natural and transformed) as variables for understanding and solving the problems of the 21st century. The methodology is qualitative, and the method involves document analysis using matrices. The methodology is qualitative and the method involves document review using matrices. The main conclusion is that sustainability is a broad category that can be understood from the perspective of sustainability sciences as the resilient capacity of an ecosystem in the face of disturbances, and also from economic principles, where a distinction is made between strong and weak sustainability.

Keywords: capital, sustainability sciences, sustainable development, economy, sustainability.

RESUMEN

El objetivo general del presente artículo de revisión es caracterizar la categoría sostenibilidad teniendo como derrotero en primer lugar su historia desde la década de 1960 hasta el presente y en segundo lugar su relación con las diferentes sostenibilidades (fuerte y débil) y los diferentes capitales (natural y transformado) como variables para comprender y solucionar las problemáticas del siglo XXI. La metodología es de corte cualitativo y el método es de revisión documental por matrices. La principal conclusión, es que la sostenibilidad es una categoría amplia que se puede entender desde las ciencias de la sostenibilidad como la capacidad resiliente que tiene un ecosistema frente a las perturbaciones y también desde los postulados económicos donde se diferencia entre sostenibilidad fuerte y débil..

Palabras Claves: capital, ciencias de la sostenibilidad, desarrollo sostenible, economía, sostenibilidad.

SUMÁRIO

O objectivo geral do presente artigo de revisão é caracterizar a categoria sustentabilidade, tendo em conta, em primeiro lugar, a sua história desde a década de 1960 até ao presente e, em segundo lugar, a sua relação com as diferentes sustentabilidade (forte e fraca) e os diferentes capitais (natural e transformado) como variáveis para compreender e solucionar as problemáticas do século XXI. A metodologia é de corte qualitativo e o método é de revisão documental por matrizes. A principal conclusão, é que a sustentabilidade é uma categoria ampla que pode ser entendida desde as ciências da sustentabilidade como a capacidade resiliente que tem um ecossistema frente às perturbações e também desde os postulados econômicos onde se diferencia entre sustentabilidade forte e fraco.

Palavras chave: capital, ciências da sustentabilidade, desenvolvimento sustentável, economia, sustentabilidade.

Introduction

One of the most compelling topics of the current century is sustainability. Indeed, sustainability has emerged as a category that permeates the development of human societies across economic, social, and political dimensions (Gómez, Ariza, & Velasco, 2019). In particular, the concept of sustainability has been used in various contexts, leading to errors in its conceptualization or simply being treated as a trend of the new century when referring to the environment (Hale, Legun, Campbell, & Carolan, 2019; Maldonado, 2018). The general objective of this review paper is to characterize the concept of sustainability by tracing its historical development from the 1960s to the present and examining its relationship with different forms of sustainability (strong and weak) and unequal forms of capital (natural and transformed) as variables for understanding and solving the challenges of the 21st century. This analysis also takes into account the contributions of the sustainability sciences. To this end, first, a brief chronological overview of the category of sustainability is established from a historical perspective, in the author's view, based on the methodology and method used with the most emblematic periods. It continues with a differentiation among its promoters, such as the various bioeconomics, from the perspectives of strong and weak sustainability, and proceeds to examine the divergences between natural capital and manufactured capital. It concludes with brief conclusions from the research exercise.

The methodology is qualitative in nature and employs a matrix-based literature review method, which seeks to identify both the

divergences and convergences among the authors in order to analyze their similarities and differences (Gómez, Ramos and Carranza, 2017a; 2017b; 2016). The time frame for examining the specialized literature examined begins in the 1970s—which could be said to mark the onset of environmental concerns—and extends through 2019, prior to the pandemic and its rapid changes to both the business network and the global social fabric (Fedesarrollo, 2020a; 2020b; Sachs, Schmidt-Traub, Kroll, Lafortune, Fuller, Woelm, 2020; UN, 2020).

To conclude this section, this review article is primarily based on the author's ongoing doctoral dissertation, titled: "Agricultural Metabolism of the Palm Oil Agroindustry in the Aracataca Region, Magdalena, Colombia, 1965–2018," for the Doctor of Agricultural Sciences program at La Salle University. The dissertation is supervised by Dr. Jaime Alberto Rendón Acevedo. Similarly, it is based on the research project titled: Analysis, Development, Promotion, and Management of Human Talent in the Municipality of Aracataca, Magdalena, from the Perspective of the Solidarity Economy (2020–2022). In its second phase, titled: Promotion and strengthening of short marketing circuits in the territory of Aracataca, Magdalena. This is being carried out between the Unidad Administrativa Especial de Organizaciones Solidarias -UAEOS and the Universitaria Agustiniiana (Uniagustiniana).

Developments in the Sustainability Category

Historical Events in the 20th Century Related to Sustainability

In 1968, a series of meetings was held under the name: The Club of Rome. There, experts from the economic, industrial, and scientific fields engaged in dialogue, with the support of public officials from at least 10 countries. In particular, their discussions centered on a debate about the present and future of the human species, given issues such as pollution and environmental degradation of the environment, the rise in poverty despite increasing production of goods and services, and uncontrolled urbanization, among other socioeconomic and socio-environmental variables (Mayor, 2009). Likewise, the UN held a conference in Paris that same year—though its provisions did not take effect until 1972—on the conservation and rational use of the biosphere's resources, whose primary objective was to ensure that the countries participating in the conference assumed their international responsibility regarding their impact on the environment (Zarta, 2018).

Similarly, in the first quarter of 1972, the book **The Limits to Growth** was published, the result of the aforementioned discussions between the Club of Rome and MIT (Massachusetts Institute of Technology). The book presents the variables that determine and limit the planet's growth, such as pollution, agricultural production, natural resources, etc. (Meadows, Meadows, Randers, and Behrens, 1972).

Subsequently, in 1984, another meeting took place between the World Commission on

Environment and Development at the United Nations (UN) with the aim of building a more prosperous and just future, where one of its key focuses would be on economic development and the environment. However, it was not until 1987 that the commission presented its report titled "The Brundtland Report," also known as "Our Common Future" in Spanish. Named in honor of UN Secretary Harlem Brundtland. It is precisely in this document that the concept of sustainability gains recognition: "It is up to humanity to make development sustainable, that is, to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own" (UN, 1987, p. 29).

In 1990, the Dutch economist Nijkamp published a book titled: *Sustainable Regional Development and the Use of Natural Resources*. In it, he develops the concept of sustainability in relation to economic growth, environmental sustainability, and social equity to provide his synthesis of sustainable development. Consequently, according to Nijkamp (1990), sustainable development will be achieved when the three aforementioned objectives are attained simultaneously.

In 2000, the United Nations in New York convened the Millennium Summit. Its primary objective was to rally support to combat poverty, illiteracy, environmental degradation, and gender discrimination—goals that would come to be known as the 8 Millennium Development Goals (UN, 2000). With the same purpose in mind, in 2015 the UN released a document titled "Transforming Our World: The 2030 Agenda for Sustainable Development," which outlines 17 Sustainable Development Goals. This also led to the Rio+20 Earth Summit, held in 2012 in Rio de Janeiro (OECD, 2020; 2019).

“The outcomes of all major United Nations conferences and summits, which have established a solid foundation for sustainable development and helped shape the new agenda, such as the Rio Declaration on Environment and Development, the World Summit on Sustainable Development, the World Summit on Social Development, the Programme of Action of the International Conference on Population and Development, the Beijing Platform for Action, and the United Nations Conference on Sustainable Development” (UN, 2015, cited in Zarta, 2018, p. 416).

Not to mention the 1987 Montreal Protocol, the 1992 Earth Summit in Rio -Agenda 21-1992, the Kyoto Protocol of 1997, N20, the 2001 Stockholm Conference, the 2002 Earth Summit in Johannesburg, Rio+20 in 2012, and COP21 in 2015 -COP21, which have helped to revitalize the sustainability sector:

“The United Nations Development Programme (UNDP) is deeply involved in the adoption and implementation of the 2030 Agenda, within the framework of its technical cooperation activities, supporting the development of national capacities aimed at creating more and better opportunities for the growth of individuals and their communities, based on a comprehensive and rights-based approach, to achieve sustainable, inclusive development with sound and democratic institutions” (UN, 2015, p. 1).

The following section proceeds with a characterization of the sustainability sciences and continues with bioeconomics and their relationship to natural and transformed capital, as well as weak and strong sustainability.

Sustainability Sciences

More than 30 years ago, the UN report titled “The Brundtland Report” was released. That report laid the groundwork for and popularized sustainability studies. The document suggests that the relationship between poverty eradication, economic growth, and improvement goes hand in hand with the environment. Consequently, sustainable development seeks “to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs” (UN, 1987, p. 29). It is important to note that there is no difference between “sustainable” and “sustainability.” In fact, the report, which was originally written in English, uses the term “sustainable development.” Indeed, the Spanish translation caused confusion, as in the Mexican context it was translated as “desarrollo sostenible” and in other Spanish-speaking countries as “desarrollo sustentable,” as noted in the works of (Riechmann, 1995; Correa, 2017; Lee and Jung, 2019): “The semantic distortion of ‘sustainable’ increases and becomes highly ambiguous when this concept is applied indiscriminately to production, ecology, the economy, and the environment” (Dourojeanni, 2000, p. 22).

Consequently, sustainable development emerged as a discourse—an economic and social project aimed at addressing unsustainability. This is understood as “a situation that undermines the ability to maintain social well-being and the health of ecosystems as a result of human activities that are out of step with the dynamics of the social and ecological environment” (Salas, 2012, p. 26). It is also understood

as an institutional administrative policy among states and non-governmental organizations, which has been articulated in official declarations at conferences and in documents, to undertake actions aimed at resolving issues of unsustainability (Ríos, Ortiz, and Álvarez, 2005).

There is a branch of knowledge known as Sustainability Sciences (SS). Broadly speaking, it is the science that studies the dynamic interactions between nature and society to promote the transition of human societies toward sustainable trajectories (Clark and Dickson, 2003; Kates et al., 2001). From an ontological perspective, SS takes socio-ecological systems as its unit of analysis (Gallopín, 2006; 2004; 2001), and for Ríos, these are also its object of study. From an epistemological perspective, there are currents within complex systems theory (Espinosa, Hardern, and Walker 2008; Kemp and Martens , 2007) as well as that serve as a counterweight to the mechanistic and

reductionist view of the positivist approach in order to address the current problems of unsustainability. From a methodological standpoint, it can be stated that sustainability studies are neither applied science nor, much less, basic science. Consequently, a general characteristic of sustainability research is problem-solving (Kajikawa, 2008; Kemp and Martens, 2007; Koriyama and Takeuchi, 2006; Luks and Siebenhüner, 2007):

“In that sense, it could be said that the object of study in the science of sustainability is the resilience of socio-ecological systems. However, the term ‘socio-ecological system’ does not refer to any particular system but rather to any system constituted by socio-ecological interactions. Consequently,

regardless of the system in question, what is important for the science of sustainability is to understand resilience as it relates to socio-ecological interactions. For this reason, it would be more appropriate to state that the object of study in the science of sustainability is the socio-ecological resilience of systems” (Salas, 2012, p. 63).

Hence, resilience is understood from three perspectives: Equilibrium-Centered, Multiple States of Equilibrium, and Adaptive Change. The first is based on a system’s capacity to recover its equilibrium point after an event or disturbance (Gunderson, 2003). The second is the capacity of systems to withstand and absorb such disturbances while maintaining their essential functions (Folke, 2006). The third is a system’s ability to self-organize through adaptation, allowing it to preserve its essential attributes following a disturbance or event (Norberg and Cumming, 2008b; Holling, 2001).

An Economic Perspective on Sustainability

From an economic perspective, sustainability has three distinct dimensions based on the principles of economic science, although two of them converge. In the 1960s and 1970s, economic discourses emerged that incorporated environmental components and could be termed “bioeconomies.” The first to coin the term “bioeconomy” was Georgescu-Roegen in his classic book *The Law of Entropy**. This led to the emergence of ecological economics and political ecology. In general terms, ecological economics posits that the economy must align with the cycles of nature to overcome the reductionism of measuring everything in terms of prices. This approach

also involves engaging with—or, better yet, fostering dialogue with—other disciplines, such as equilibrium thermodynamics (Purvis, Maoy, Robinson, 2019; -Gómez, Pérez, and Rojas, 2017; Mohammadian, 2005; Rosas-Baños, 2012).

In the same vein, but from the perspective of conventional economic discourse—that is, from the paradigm of modernity (a paradigm based on Kuhn's postulates)—Environmental Economics and the Bioeconomy emerged from the New Economics school. The former conceives of ecosystem services as having exchange value and its maxim is “the polluter pays,” while the latter has diverged, particularly since the 1990s, in both the U.S. and the European Union (EU) from the neoliberal narrative. Specifically, both assert that life is no longer a waste product but a potential with economic value. That is, the Bioeconomy within the New Economy is closely tied to green growth, green GDP, etc. (Aguilera, Rincón, and Gómez 2020; Pavone, 2012; Rendón, 2007).

Capital: Natural and Manufactured

Capital can be defined in general terms as a stock that produces a flow of services and goods in the future (Constanza and Daly, 1992; Rendón, 2015). Similarly, from an economic perspective, there are different types of capital (Laverde, Almanza, Gómez, and Serrano, 2020; Rubio, Téllez, and Gómez, 2019). Below, we describe natural capital and manufactured capital to address strong sustainability and weak sustainability.

The term “natural capital” was first coined by Taussig in 1920 in relation to the classification of factors of production and the prominent

role played by land and capital in economic theory (Granda, 2006, p. 71). Similarly, the same author states that the conceptualization of nature as natural capital was used only in reference to values associated with economic activities. However, over time, the category of natural capital has led to nature being considered as natural capital (Goodwin, 2003). Specifically, Gudynass (2000) defines natural capital as the set of natural assets that generate flows of goods and services useful to humans. That is to say, natural capital, according to these neoclassical economists, encompasses the understanding that nature, in addition to having use-value functions related to productive activities, also serves as the foundation of life and the provision of services. In contrast, manufactured capital is what measures human innovation, such as new work methods for developing goods and fixed assets that contribute to the development of production. Consequently, they are not the end in themselves but rather the means, just as buildings, machines, tools, etc., are. Hence, this school of thought considers that natural capital can be substituted with other types of capital—for example, manufactured capital—giving rise to what is termed weak sustainability (Van den Abeele, 2019; Correa, 2017; Osorio, 2017).

Sustainabilities: weak and strong

Weak Sustainability (WS) is closely linked to both Environmental Economics and, above all, the Bioeconomy, based on the principles of the New Economy. Weak Sustainability is strongly supported by the Inter-American Development Bank (IDB) and is therefore closely aligned with multilateral organizations such as the UN, the International Monetary Fund

(IMF), among others (Neumayer, 1999). In terms of conventional economics, weak sustainability requires maintaining total net investment, defined appropriately to encompass all forms of capital at or above zero. Therefore, the argument for weak sustainability is that the elasticity of substitution between natural and manufactured capital is high, and some more orthodox views hold that it is infinite. More generally, they conceive that manufactured capital can substitute for the ecosystem services provided by natural capital (Correa, 2017; 2004; 2003; Trigo, Henry, Sanders, Schurr, Ingelbrecht, Revel, Santana, and Rocha 2013).

Strong sustainability

On the other hand, there is Strong Sustainability (SS), which has been developed primarily by biologists and ecologists. Indeed, SS views natural capital as irreplaceable by other forms of capital, such as manufactured capital (Neumayer, 1999). Similarly, many environmental functions and services cannot be substituted (Correa, 2017, p. 67). Consequently, Strong Sustainability (SF) aims to conserve and maintain the biosphere's capacity to offset the impacts of development. As a result, it is necessary to establish limits and barriers on the use of natural resources and environmental services, which are constrained by nature's capacity of nature to absorb or eliminate pollution (Turner, 1993).

Therefore, Weak Sustainability aligns with the tenets of multilateral institutions and the neoliberal narrative, which assumes that manufactured capital can replace natural capital. In contrast, Strong Sustainability primarily follows the arguments of ecologists,

biologists, and ecological economists who, unlike the tenets of weak sustainability, do not believe that manufactured capital can replace natural capital (Maldonado, 2017; 2014).

Conclusions

This paper is the result of two research projects. First, it stems from the author's doctoral thesis. Second, it stems from a macro-project carried out since last year with an entity affiliated with the Colombian Ministry of Labor, namely the UAEOS. Indeed, as both projects focus on the same territory—Aracataca, Magdalena, Colombia—they have generated a substantial body of research on the solidarity economy and social metabolism from the perspective of the sustainability of social clusters and ecosystem services.

Weak sustainability is an example of the neoliberal narrative propagated by multilateral organizations and, on average, by governments that follow this ideology. In countries like Colombia, the bioeconomy—as part of the New Economy—has generated countless decrees and public policies, such as guidelines, that recognize and support these initiatives. This is because they align with Green GDP, Green Growth, and consequently with the principles of the Organization for Economic Cooperation and Development (OECD), the IMF, and the IDB. Weak sustainability is built through means of economic growth economic growth. This is because increased consumption can mitigate the depletion of renewable resources or an increase in pollution, as expanded consumption will reduce the decline in renewable resource stocks, given that, according to neoclassical

economic theory, the environment is a superior good. Proponents of this line of argument believe that if income increases, the state of the environment will improve, and these authors are classified as optimists, as they hold an optimistic view of the environment.

Strong sustainability is much more difficult to define, given that many authors approach the concept in different ways—from what it is to what it entails. However, they are categorized as pessimistic authors, as they believe that current rates of natural resource depletion cannot be sustained in the future. Furthermore, they argue that historically, when the world was unpopulated, manufactured capital was limited and natural resources—or rather, natural capital—were abundant. But today, due to the fallacy of indefinite economic growth and the population explosion, the roles have reversed: natural capital is now limited, and manufactured capital is abundant. Consequently, they assert that natural capital cannot be replaced by other forms of capital.

Sustainability, as understood through the sustainability sciences, constitutes a theoretical corpus currently being developed through dialogue among different disciplines seeking to overcome the reductionism and determinism with which they were established in the 19th century—under René Descartes's principles of fragmentation or, in Thomas Kuhn's terms, from the paradigm of modernity. Precisely because of this interdisciplinary dialogue, these disciplines possess more tools to understand how to address the challenges of the 21st century. Using categories such as “market,” “competitiveness,” “sustainable development,” and so on amounts to continuing with the same approaches,

methodologies, and disciplines that have led to the massive pollution and social and environmental inequality plaguing the planet today. Hence, by utilizing categories and concepts from the sustainability sciences and their interdisciplinary dialogue with bioeconomics, specifically with ecological economics and its strong sustainability, a broad window opens to assess the present and socio-environmental challenges.

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EXTENSIONISM IN THE SHEEP PRODUCTION CHAIN IN MEXICO CITY

EXTENSIONISMO EN LA CADENA PRODUCTIVA OVINOS EN LA CIUDAD DE MÉXICO

EXTENSIONISMO NA CADEIA PRODUTIVA DE OVINOS NA CIDADE DO MÉXICO

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ABSTRACT

Objective. To evaluate the work program of livestock extensionists in the sheep production chain aimed at small producers within levels I and II of the Mexico City Metropolitan Area (those with the smallest land areas and livestock herds), with the support of the National Institute of Forestry, Agriculture, and Livestock Research (INIFAP), to present the results of technological innovations implemented in the sheep production chain.

Methodology. Quantitative research based on a descriptive analysis of the evaluation of results obtained by applying various indicators to data collected through the research instrument known as the field logbook (work record), with a sample consisting of 81 sheep farmers representing all producers served by the extension workers.

Results. The achievements obtained along the sheep production chain were as follows: for production, 94.4% of the target was reached; in processing, the most significant results were obtained, with achievements of 114.3% and 100%; With respect to marketing, the results were the least satisfactory, as 0% and 84.1% were achieved, and with respect to organization, the goals were met at the levels of 42.9%, 27.3%, and 50%.

Limitations. The extension program operates on annual budgets, which must be approved for renewal; this involves a bureaucratic process that delays the start of activities. Furthermore, neither the extension workers nor the farmers they serve have job security, a situation that prevents medium- and long-term follow-up.

Originality. The technical support—methodological and advisory activities—were carried out mainly in twelve communities with low-income sheep farmers from the four municipalities (formerly delegations) of southeastern Mexico City: Milpa Alta, Tláhuac, Tlalpan, and Xochimilco.

Conclusion: The technical assistance provided by the livestock extension workers covered four links in the sheep production chain: i) production, ii) processing (industrialization or value addition), iii) marketing, and iv) organization. Likewise, the Technicians implemented eight innovations as follows: primary link, 1) preventive medicine (vaccination and parasite control) and 2) management of lambing; processing link, 3) good manufacturing practices, 4) production of meat products other than barbecue, and 5) production of dairy products; marketing link: 6) fixed point of sale and 7) economic records for decision-making; and organizational link: 8) association or grouping of sheep producers based on their productive capacity and the unification of interests.

Keywords: technical assistance, technology, evaluation, extension, and innovations.

RESUMEN

Objetivo. Evaluar el programa de trabajo de los extensionistas pecuarios de la cadena productiva ovinos dirigido a pequeños productores dentro de los niveles I y II de la CDMX (aquellos que tiene las menores superficies y hatos ganaderos), con el acompañamiento del Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias (INIFAP), para presentar los resultados de las innovaciones tecnológicas que se implementaron en la cadena ovinos.

Metodología. Investigación cuantitativa basada en un análisis descriptivo de la evaluación de resultados obtenida a partir de la aplicación de varios indicadores a los datos obtenidos del instrumento de investigación denominado como bitácora (registro del trabajo) de campo, y cuya muestra se conformó de 81 ovinocultores los cuales representan al total de los productores atendidos por los extensionistas.

Resultados. Los logros que se obtuvieron por eslabón de la cadena productiva ovinos fueron los siguientes: para el caso de la producción se alcanzó el 94.4% de la meta, en transformación se obtuvieron los resultados más relevantes ya que se alcanzaron logros del 114.3% y 100%, con respecto a la comercialización los resultados fueron los menos satisfactorios ya que se alcanzó 0% y 84.1% y con relación a la organización las metas se cubrieron en los niveles del 42.9%, 27.3% y 50%. Limitaciones. El programa de extensionismo funciona con presupuestos anuales, el cual tiene que ser autorizado para su renovación, lo cual implica un trámite burocrático que retrasa los inicios de las actividades y, por otro lado, tanto los extensionistas como los productores sujetos a atención no tienen continuidad, situación que no permite dar un seguimiento de mediano y largo plazo.

Originalidad. Las actividades de acompañamiento técnico - metodológico y asesoría se llevaron a cabo principalmente en doce comunidades con ovinocultores de escasos recursos de las cuatro alcaldías (antes delegaciones) del sureste de la Ciudad de México: Milpa Alta, Tláhuac, Tlalpan y Xochimilco.

Conclusión: Las acciones de asistencia técnica de los extensionistas pecuarios abarcaron cuatro eslabones de la cadena ovinos: i) producción, ii) transformación (industrialización o agregación de valor), iii) comercialización y iv) organización. Asimismo, los técnicos implementaron ocho innovaciones de la siguiente manera: eslabón primario, 1) medicina preventiva (inmunización y control parasitario) y 2) manejo del parto; eslabón transformación, 3) buenas prácticas de manufactura,

4) elaboración de productos cárnicos diferentes a la barbacoa y 5) elaboración de productos lácteos; eslabón de comercialización, 6) punto fijo de venta y 7) registros económicos para toma de decisiones y eslabón de organización, 8) asociación o agrupamiento de los productores de ovinos a partir de su capacidad productiva y la unificación de intereses.

Palabras clave: asistencia técnica, tecnología, evaluación, extensionismo e innovaciones.

SUMÁRIO

Alvo. Avaliar o programa de trabalho dos extensionistas pecuários da cadeia produtiva de ovinos dirigido a pequenos produtores dentro dos níveis I e II da CDMX (aqueles que têm as menores superfícies e rebanhos de gado) com o acompanhamento do Instituto Nacional de Pesquisas Florestais, Agrícolas e Pecuárias (INIFAP), para apresentar os resultados das inovações tecnológicas que foram implementadas na cadeia de ovinos.

Metodologia. Investigação quantitativa baseada numa análise descritiva da avaliação dos resultados obtidos com a aplicação de vários indicadores aos dados obtidos a partir do instrumento de investigação denominado diário de bordo (registro do trabalho) de campo, cuja amostra foi constituída por 81 criadores de ovinos que representam o total dos produtores servidos pelos extensionistas.

Resultados. As realizações conseguidas por elo da cadeia produtiva dos ovinos foram as seguintes: para o caso da produção foi atingido 94.4% da meta, em transformação foram obtidos os resultados mais relevantes já que se alcançaram conquistas de 114.3% e 100%, com respeito à comercialização os resultados foram os menos satisfatórios já que se alcançou 0% e 84.1% e com relação à organização as metas foram cobertas nos níveis de 42.9%, 27.3% e 50%.

Limitações. O programa de extensionismo funciona com orçamentos anuais, que deve ser autorizado para a sua renovação, o que implica um trâmite burocrático que atrasa o início das atividades e, por outro lado, tanto os extensionistas como os produtores sujeitos a cuidados não têm continuidade, situação que não permite um acompanhamento de médio e longo prazo.

Originalidade. As atividades de acompanhamento técnico - metodológico e assessoria foram realizadas principalmente em doze comunidades com ovinocultores de escassos recursos das quatro prefeituras (anteriormente delegações) do sudeste da Cidade do México: Milpa Alta, Tláhuac, Tlalpan e Xochimilco.

Conclusão: As ações de assistência técnica dos extensionistas pecuários abrangeram quatro elos da cadeia ovina: i) produção, ii) transformação (industrialização ou agregação de valor), iii) comercialização e iv) organização. Além disso, os técnicos implementaram oito inovações da seguinte forma: elo primário, 1) medicina preventiva (imunização e controle parasitário) e 2) manejo do parto; elo transformação, 3) boas práticas de manufatura, 4) Fabrico de produtos à base de carne, com exceção dos churrascos, e 5) fabrico de produtos lácteos; elo de comercialização, 6) ponto fixo de venda e 7) registros económicos de tomada de decisão e elo de organização; 8) Associação ou agrupamento dos produtores de ovinos a partir da sua capacidade produtiva e da unificação de interesses.

Palavras chave: assistência técnica, tecnologia, avaliação, extensionismo e inovações.

Introduction

In the P&M (planning, monitoring, and evaluation) process, the evaluation activity allows for a quantitative and qualitative assessment of a program's importance and serves as a fundamental tool for managers and decision-makers, enabling them to continue, modify, scale back, postpone, or cancel development or government support programs. It is worth remembering that evaluation, as noted by Granger et al. (1995), is a judgment or assessment of the merit, value, or quality of research, whether it is a proposal, currently in progress, or has been completed. Furthermore, the Dictionary of the Royal Spanish Academy (2017) defines it as determining the value of something, or estimating, assessing, calculating the value of something.

According to the Secretariat of Agriculture and Rural Development (SADER), on its SERMEXICANO website (2016), extension is defined as “the service provided by staff from educational and research institutions that facilitates access to knowledge, information, and technologies for producers, rural economic groups and organizations, and other stakeholders in the agricultural, fisheries, and aquaculture sectors.” Based on (Russo, 2009), extension is a communication process that involves technology transfer to a rural population. Some authors refer to it as a dynamic link between scientific research and agricultural production (Engel, 2000). According to the Mexican Council for Sustainable Rural Development (CMDRS, 2015), holistic extension encompasses the entire value chain, under an innovative vision. The importance of livestock extension in Mexico City (**CDMX**) lies fundamentally in the enormous market of nearly nine million inhabitants (CONAPO, 2018) who demand a large quantity of

food products from the livestock sector. Likewise (Reyes, 2013) points out that the results of agricultural research at any stage of agriculture must be made available to farmers through agricultural extension, as otherwise they lose their value. From the above, we can see the commitment of scientists to extensionists to forge a strong partnership and reach producers in the primary sector in a more effective and convincing manner.

Mexico City (**CDMX**) is located in the south-central part of the country. Geographically, it is the smallest state, with an area of 1,495 km², representing 0.08% of the country's total land area. its population is 9.04 million (INEGI, 2016, and CONAPO, 2018), which, together with the metropolitan area, makes it one of the most populous cities in the world; similarly, the economic contribution of livestock activities (including sheep farming) to **Mexico City's** Gross Domestic Product (GDP) is negligible, as it ranges from only 0.04% to 0.08% (INEGI, 2015).

There are seven municipalities in **Mexico City** where the majority of sheep-related livestock activities take place: Tlalpan, Milpa Alta, Xochimilco, Tláhuac, Álvaro Obregón, Cuajimalpa de Morelos, and La Magdalena Contreras; however, the first three are where sheep production is concentrated, and the combined area of these three boroughs accounts for 44.6% (Moctezuma, 2017 and 2018) of **Mexico City's** total land area. Based on data from the Technical Advisory Commission on Grazing Coefficients (COTECOCA) (2014), the city has 16,300 hectares of livestock land, consisting of pastures and grasslands used primarily for grazing livestock.

The extension program run by SADER in **Mexico City** and the city government in 2018 focused primarily on five livestock value chains, including the sheep sector.

The Tlalpan borough is dominated by the production of live sheep and sheep carcass meat, followed in order of importance by Xochimilco and Milpa Alta. The sheep herd in 2017 (SIAP, 2017) in **Mexico City** was 10,154 head, which is not significant within the national inventory since it does not even reach 1% of the national livestock population, and its trend is shown in Figure 1.

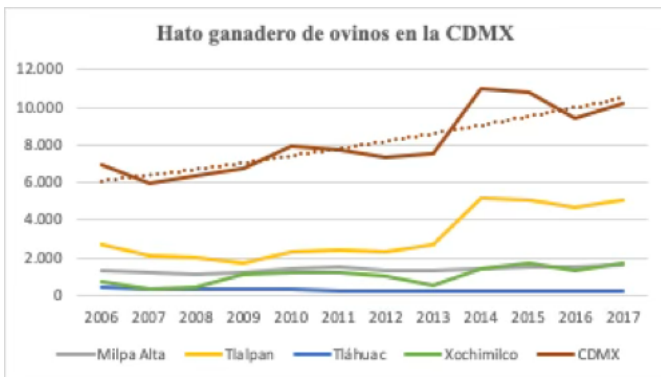


Figure 1. Sheep herd in Mexico City during the 2006–2017 period.

Source: SIACON, 2019

Regarding meat production and using data from the same source (SIAP, 2017), 218.94 tons of meat were produced in Mexico City. The trend in sheep meat production during the 2006–2016 period is positive, with an average growth rate of 3.29%, despite five declines in 2007, 2011, 2012, 2015, and 2016, which coincide with declines in the sheep herd. The most representative borough throughout the entire period is Tlalpan, which shows a trend similar to that of Mexico City as a whole (Figure 2).

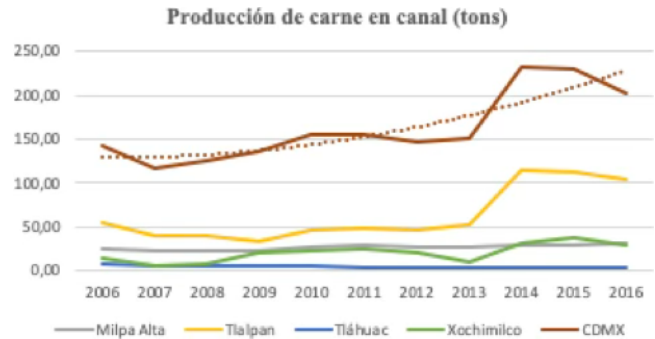


Figure 2. Sheep carcass meat production in **Mexico City**, 2006–2016.

Source: SIACON, 2019

The previous carcass meat production in **Mexico City**, when quantified in pesos, amounted to \$13,395,000.00 (at constant 2010 prices) in 2016; during the period from 2006 to 2016, the value of production showed a favorable trend, with a positive slope and an average annual growth rate of 5.6%; the Tlalpan borough generates the largest economic contribution, with a trend very similar to that of Mexico City; however, its average annual growth rate is higher than the overall rate, reaching 7.6% and exceeding the state rate by 2 percentage points (Figure 3).

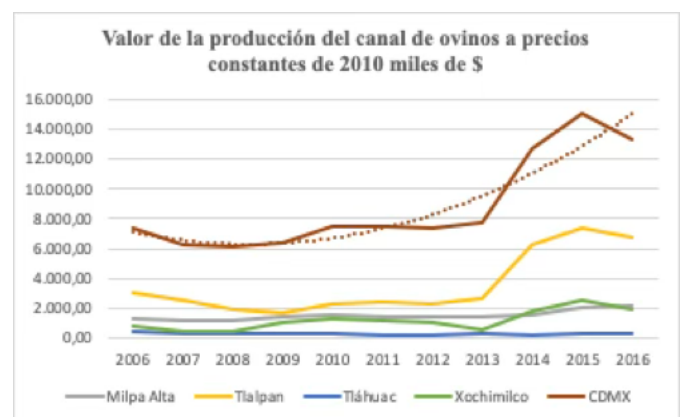


Figure 3. Value of sheep carcass meat production in Mexico City during the 2006–2016 period at constant prices with a base year of 2010.

Source: SIACON, 2019

Extension work in Mexico dates back to the 1960s, when the Rockefeller Foundation helped establish the Directorate of Agricultural Extension Services within the then-Ministry of Agriculture and Water Resources (SARH). This directorate had nationwide coverage, and its technicians were hired directly by the federal government and were part of that ministry. By the late 1980s, the program had been discontinued and was replaced in 1995 by the Alliance for the Countryside Program, one of whose components was extension work. From that point on, its name was changed eight times, and it was managed by private firms, consultants, and later as a service provided by the Ministry to extension workers in exchange for professional fees. This situation caused confusion among producers, as well as among the technicians (extension workers) themselves, who lacked continuity and faced uncertainty regarding their income. As part of the technological support provided by research and higher education institutions, the various technology packages generated and validated by these entities were made available to extension workers so that they could be transferred to primary producers—preferably those with limited resources—and innovations could be implemented in accordance with their characteristics and activities.

The objective of this study was to evaluate the work program of livestock extension agents in the sheep production chain targeting small-scale producers in Levels I and II of **Mexico City** (those with the smallest land areas and herds), with support from INIFAP, to assess the results of the innovations implemented in the sheep production chain in 2018.

Methodology

This quantitative study is based on a descriptive analysis of the results obtained from the implementation of technological innovations in the sheep production chain. The results were evaluated by applying various indicators to the data collected through the research tool known as the field log (work record), which were reflected in the innovation agendas and work programs of the extension workers responsible for transferring technological innovations to sheep farmers; the sample for the study consisted of 81 sheep farmers, representing the total number of producers served by the extension workers.

The methodological approach used to evaluate the sheep production chain as part of the extension program component involved taking into account the actions proposed within the INIFAP Technological Contribution to Rural Extension project of the former Ministry of Agriculture, Livestock, Rural Development, Fisheries, and Food (SAGARPA)—now the Ministry of Agriculture and Rural Development (SADER)—in which INIFAP's main activity was to provide technological support to the extension workers hired for the program (Moctezuma et al., 2017 and 2018), consisting of the following phases:

Selection of extension workers was conducted through an open call for applications by SAGARPA (now SADER), in which applicants filled out their applications and took a knowledge exam on the SERMEXICANO portal; subsequently, those shortlisted were called in for an in-person interview assessing their aptitudes and attitudes, thereby selecting

both the extension workers and their coordinator (Vázquez and Landa, 2017).

Selection of value chains: Based on the Mexico City Strategic Agricultural and Aquaculture Plan (2007), six livestock value chains were selected, including the sheep sector, which is one of the largest contributors to **Mexico City's** economy.

Development of innovation agendas and work plans for extension agents at the individual level and by production chain; Extension workers were asked, first individually and then as a group, to provide their work programs, which were then used to develop the production chain's innovation agenda. This agenda was based primarily on the strategy outlined by the Center for Research in Social and Technological Studies of Global Agriculture and Agroindustry (CIESTAAM) at the Autonomous University of Chapingo (UACH), (Manrubio et al., 2007) (Villareal 2015).

To disseminate the innovation agendas, before beginning their fieldwork and technical assistance, the extension workers held outreach meetings with sheep farmers to present the innovation agenda and allow producers to provide comments and feedback on the agenda to foster its adoption (Aguilar et al., 2010) (Saldaña et al., 2006).

Implementation of innovations: A preliminary selection was made of the innovations most likely to succeed once established, as well as those that could yield results in the short term (Turrent 2017).

Field supervision visits were conducted with the primary aim of verifying the application, adaptation, or adoption of livestock technological innovations in sheep farming;

these visits included the participation of officials from SAGARPA (now SADER), the National Institute for Rural Training (INCA Rural), and INIFAP.

Evaluation of the sheep production chain. For this assessment, the baseline defined in both the work program of the sheep production chain extensionists and the 2018 innovation agenda was used as a starting point, as it corresponded to the goals established and the results achieved by producers based on technical advice from the extensionists.

Development and Results

As part of the selection of technical assistance professionals, the livestock production chains in **Mexico City** that received the most attention in terms of the number of extension agents were the rabbit sector (three extension agents), followed by the sheep, beekeeping, poultry, and swine sectors (two each); the least attended was the dairy cattle sector, with a single extension agent. The analysis also included the extension coordinator; see Figure 4.

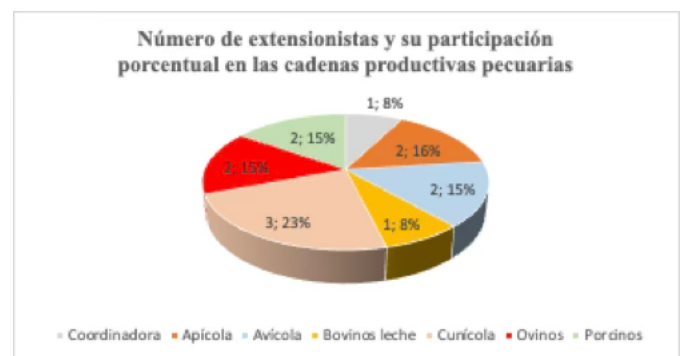


Figure 4. Number of extension workers and their percentage share in serving livestock production chains during 2018 in Mexico City.

Author's own work based on data from the extension component for 2018.

In the livestock extension program in **Mexico City**, gender participation is significant, as more than half of the technicians (54%) are women, who stand out for their contributions, collaborations, and opinions regarding the improvement of livestock value chains, as well as the implementation of technological innovations proposed by the extension workers.

Regarding livestock producers in the sheep production chain participating in the Rural Extension Support project, SAGARPA (SADER) and SEDERC requested that extension workers establish a registry of at least

30 sheep farmers who were classified under Levels I and II of the operating rules for the Extension Component were considered for assistance; based on this, the number of producers assisted in the sheep value chain is shown in Table 1.

Table 1. Register of sheep farmers in 2018, classified by gender and value chain, who were served by the Mexico City Extension Component.

Cadena	Mujeres	Hombres	Total	18-28 años		29-59 años		60 años o más	
				Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres
Ovinos	21	60	81	1	4	14	42	6	14

Prepared by the author using data from the Extension Component for 2018

The sheep production chain served a greater number of producers, as the target was 60 and 81 sheep farmers were served, exceeding the target by 35%. The largest proportion of producers was concentrated in the 29- to 59-year-old age group, which represented 69.1% of the population served by the sector and indicates that they are in their prime

working years; 24.7% of the cohort are in their prime and possess experience that can be leveraged by other producers; only 6.2% of sheep farmers are young, suggesting that there is little interest in this rural activity. Women accounted for 25.9% (just over a quarter) of the participants, which partly demonstrates the feminization of the sheep farming sector.

The four municipalities and 12 communities where sheep farmers were served were as follows:

Tlalpan: Parres El Guarda, San Miguel Topilejo, Santo Tomás Ajusco, and San Miguel Xicalco.

Milpa Alta: San Lorenzo Tlacoyucan and San Pablo Oxtotepec.

Xochimilco: San Mateo Xalpa, San Francisco Tlanepantla, and Santiago Tecalpatlalpan.

Tláhuac: San Pedro Tláhuac, San Francisco Tlaltenco, and Santiago Zapotitlán.

The section evaluating the innovations implemented by producers details the actions taken at each stage of the sheep production chain that was planned.

Primary link: The indicator used was the number of production units with a mortality rate ≤ 10 , where the baseline was 12 and the proposed target was 18. The result was 17, representing a 94.4% achievement rate.

To achieve this result, two innovations were implemented, as shown in Table 2.

Table 2. Innovations implemented in the primary link and actions or activities for their success.

Innovaciones Implementadas	Acciones y / o actividades desarrolladas
Medicina preventiva dentro de la unidad de producción: inmunización y control parasitario.	Revisión individual de hembras y machos, aplicación de técnicas de campo para la toma de decisiones sobre desparasitación, aplicación de biológicos contra enfermedades comunes.
Protocolos de manejo al parto.	Que el parto se presente sin dificultad, que en poco tiempo expulse las membranas fetales, que produzca calostro y leche y que en el periodo posparto no presente infecciones uterinas y que el cordero nazca con actitud vivaz, capaz de levantarse y mamar por sí solo.

Elaboración propia con datos del componente extensionismo (cadena ovinos) 2018.

In the processing sector, two indicators were used: meat processors and dairy processors. The baselines for each indicator were 5 producers for the first case and 0 for the second, and the proposed targets were 7 and 2 producers for meat and dairy, respectively. The results were 8 and 2, meaning that the achievement rate for meat producers was 114.3% and for dairy producers was 100%.

To achieve the results in the processing stage, three innovations were implemented, as shown in Table 3.

Table 3. Innovations implemented in the processing sector and actions or activities for their success.

Innovaciones Implementadas	Acciones y / o actividades desarrolladas
Aplicación de buenas prácticas de manufactura (BPM)	Aplicación de lineamientos de comportamiento dentro del área de trabajo, uso de instalaciones, equipo y materiales de manera higiénica que garanticen la inocuidad de los productos.
Elaboración de productos cárnicos diferentes a la barbacoa, tales como: arrachera, carne enchilada, hamburguesa, longaniza y cortes	Elaboración de productos cárnicos derivados del ovino diferentes a la barbacoa y mixiotes.
Elaboración de productos lácteos; queso feta y <u>boursin</u> .	Elaboración de productos lácteos de nula presencia local que combinen leches provenientes de ganado bovino, caprino y ovino Queso feta= ingreso bruto=\$335 Queso boursin= ingreso bruto=\$280

Elaboración propia con datos del componente extensionismo (cadena ovinos) 2018.

For the marketing segment, two indicators were used: fixed retail outlets and gross revenue generated by value-added food

products per animal. The baseline values for each indicator were 0 fixed retail outlets and \$0.00 in each indicator, and the proposed

targets were 1 fixed point of sale and \$1,725.00 in gross revenue, respectively. The results obtained were 0 fixed points of sale and \$1,450.00 in gross revenue per animal, meaning that the target for fixed points of sale was not met, and for gross revenue, only 84.1% of the target was achieved

To achieve these results, two innovations were implemented in the marketing stage, as shown in Table 4.

Table 4. Innovations implemented in the marketing stage and actions or activities for their success.

Innovaciones Implementadas	Acciones y / o actividades desarrolladas
Gestión, consecución y administración de espacio fijo para venta	Proceso que inicia desde la sugerencia de la ubicación de un punto de venta, hasta la conservación y uso continuo del mismo.
Toma de decisiones con base a registros económicos	Registro de información pertinente, análisis, interpretación y toma de las decisiones que mejor convengan al interesado.

Elaboración propia con datos del componente extensionismo (cadena ovinos) 2018.

Prepared by the author using data from the extension component (sheep chain) 2018.

In terms of organizational structure, three indicators were used: producers who collaborate in processing, producers who collaborate in marketing, and organized groups. The baseline for each indicator was 5 processing producers, 9 marketing producers, and 1 organized group, and the proposed targets were 7 processing producers, 11 marketing producers, and 2 organized groups, respectively. The results were 3 producers in processing, 3 producers in marketing, and 1 organized group, meaning that the achievements reached were 42.9% for producers collaborating in processing, 27.3% for producers collaborating in marketing, and

50% for organized groups. To achieve these results, an innovation was implemented in the organization link, as shown in Table 5.

Table 5. Innovations implemented in the organization link and actions or activities for their success.

Innovaciones Implementadas	Acciones y / o actividades desarrolladas
Organización de productores en función de su capacidad productiva y su decisión de avanzar como grupos organizados.	Partir de la capacidad productiva (nivel de conocimiento de su sistema de producción) y decisión de superación para unificar intereses entre varios productores comprometidos con el cumplimiento de las características y condiciones que les imponga el mercado meta.

Elaboración propia con datos del componente **extensionismo** (cadena ovinos) 2018.

Prepared by the author using data from the extension component (sheep value chain) 2018.

The benefits obtained by the sheep farmers included: improved animal health, lower mortality rates, the processing of livestock products to add value, greater product diversity and higher quality of final products reaching the market, increased income, and greater awareness of the importance of producer organizations.

Table 6 summarizes the results for the links in the sheep production chain that received technical assistance from **Mexico City** extension agents.

Cuadro 6. Comparativo de meta vs logro en los indicadores de la cadena ovinos.

Indicador	U. medida	Meta	Logro	%
Eslabón primario				
Unidades de producción con mortalidad ≤ a 10	No.	18	17	94.4
Eslabón transformación				
Productores transformando cárnicos	No.	7	8	114.3
Productores transformando lácteos	No.	2	2	100
Eslabón comercialización				
Punto de venta fijo	No.	1	0	0
Ingresos brutos obtenidos por productos comestibles con valor agregado por animal	Pesos	1,725.00	1,425.00	82.6
Eslabón organización				
Productores que colaboran para transformar	No.	7	3	42.9
Productores que colaboran para comercializar	No.	11	3	27.3
Grupos organizados	No.	2	1	50
Cadena				
Productores participantes	No.	60	81	135

Elaboración propia con datos del componente **extensionismo** (cadena ovinos) 2018.

The greatest achievement within the sheep production chain was the increase in the number of participating producers

participating in the chain; regarding the links, the processing link achieved the highest percentages, while the marketing and organization links failed to meet their targets to a greater extent, and the primary link fell just short of its target by a small percentage.

Conclusions

The sheep farming extension program in Mexico City was implemented in the following boroughs: Tlalpan, Milpa Alta, Tláhuac, and Xochimilco. Tlalpan accounts for the largest share of sheep production, with more than half (51.2%), and holds the same proportion in terms of economic importance. The largest sheep herd is also located in the Tlalpan borough and shows a positive growth trend.

The target for serving sheep producers was exceeded by 35%, and women accounted for 25.9% of participants, indicating the feminization of the Mexican countryside. The participation of young producers in Mexico City's sheep industry is low, reaching only 6.2%.

The extension workers' activities covered four stages of the supply chain: production, processing, marketing, and organization. In addition, they implemented eight innovations as follows: in the primary stage, preventive medicine (immunization and parasite control) and calving management; processing stage with good manufacturing practices (GMP), production of meat products other than barbecue, and production of dairy products; marketing stage with a fixed point of sale and economic records for decision-making; and the organizational stage through grouping (or association) based on productive capacity and the unification of interests.

The innovations implemented by sheep producers under the supervision of extension workers were: feeding techniques, manure management, implementation of good production practices, use of medications, pest and disease control, meat product processing, cosmetics manufacturing, leather tanning, and the management and implementation of intensive reproduction.

The results achieved by each link in the chain were as follows: in production, 94.4% of the target was met; in processing, the most significant results were achieved, with 114.3% and 100% of the targets met; regarding marketing, the results were the least satisfactory, with 0% and 84.1% achieved, and regarding organization, the targets were met at 42.9%, 27.3%, and 50%

The greatest benefit identified by sheep producers was the addition of value through the processing of meat products other than the traditional barbacoa, which allowed them to increase their income and ultimately.

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Hato de ovinos en pastoreo característico de la CDMX.

TRAINING ENVIRONMENTS AND STAKES EMERGING FROM ICT: DESIGN OF A SIMULATOR OF THE WORLD OF LIFE

ENTORNOS FORMATIVOS Y APUESTAS EMERGENTES DESDE LAS TIC: DISEÑO DE UN SIMULADOR DEL MUNDO DE LA VIDA

AMBIENTES FORMATIVOS E APOSTAS EMERGENTES DESDE AS TIC: DESENHO DE UM SIMULADOR DO MUNDO DA VIDA

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ABSTRACT

This article presents a theoretical and methodological approach to the pedagogical proposal known as the “Simulator of the World of Life” (SMV), designed to promote the implementation of ICT through a hermeneutic process that views gamification as an alternative for enhancing teaching and learning in university settings. The historical-hermeneutic design and the methodological use of educational action research (IAE) allowed for the unveiling of findings from the identitarian, deconstructive, and propositional dimensions that converge in the structural design of a mobile application intended to contribute to the stimulation of critical thinking and the promotion of civic competencies in higher education contexts; In conclusion, the articulation of academia and its context around the study of social phenomena, cultural, political, and environmental practices offers the possibility of bringing pedagogical practices and the actors involved in them closer to critical reflection and the creation of new learning environments.

Keywords: ICT, education, hermeneutics, pedagogy, world of life.

RESUMEN

El artículo ofrece un acercamiento teórico y metodológico a la propuesta pedagógica denominada “Simulador del Mundo de la Vida” (SMV), planteada con el objetivo de estimular la implementación de las TIC a través de un proceso hermenéutico que considere la gamificación como alternativa para potenciar las enseñanzas y aprendizajes en contextos de educación universitaria. El diseño histórico-hermenéutico y el uso metodológico de la investigación acción educativa (IAE), permitió la develación de los hallazgos desde las dimensiones identitaria, deconstructiva y propositiva de la propuesta que convergen en el diseño estructural de un aplicativo para dispositivos móviles desde el que se pretende contribuir al estímulo del pensamiento crítico y el fomento de las competencias ciudadanas en contextos de educación superior; en conclusión la articulación de la academia y su contexto en torno al estudio de fenómenos sociales, culturales, políticos y medioambientales ofrece la posibilidad de aproximar las prácticas pedagógicas y los actores que intervienen en ella hacia la reflexión crítica y la creación de nuevos entornos de aprendizaje.

Palabras Clave: TIC, educación, hermenéutica, pedagogía, mundo de vida.

SUMÁRIO

O artigo oferece uma aproximação teórica e metodológica à proposta pedagógica denominada “Simulador do Mundo da Vida” (SMV) foi concebida com o objetivo de estimular a implementação das TIC através de um processo hermenêutico que considere a gamificação como alternativa para potenciar os ensinamentos e aprendizagens em contextos de educação universitária. O desenho histórico-hermenêutico e o uso metodológico da pesquisa ação educativa (IAE), permitiu a revelação dos achados a partir das dimensões identitária, desconstrução e proposta da proposta que convergem no desenho estrutural de um aplicativo para dispositivos móveis, a partir do qual se pretende contribuir para o estímulo do pensamento crítico e o fomento das competências cidadãos em contextos de ensino superior; em conclusão a articulação da academia e seu contexto em torno do estudo de fenômenos sociais, A cultura, a política e o ambiente oferecem a possibilidade de aproximar as práticas pedagógicas e os intervenientes no processo de reflexão crítica e de criação de novos ambientes de aprendizagem.

Palavras chave: TIC, educação, hermenêutica, pedagogia, mundo de vida.

Introduction

This proposal stems from the need to create flexible pathways to strengthen the development of critical thinking among students and teachers, moving away from pedagogical positivism with the aim of embracing the lived world as a setting for continuous learning to transform the relationship between the individual and knowledge. For this reason, it is necessary to redefine the various educational relationships that are woven within the school and their sociocultural relevance.

This exercise involves a theoretical and practical analysis of new realities, from which the necessary initiatives will be addressed to develop a setting that stimulates critical abilities in both students and teachers, with the aim of improving processes of understanding their contexts and highlighting “the centrality of meta-learning as an essential task of teaching professionalism, since today’s schools must teach how to transform information into knowledge” (Piquer, 2017, p. 113).

For this reason, the aim is first: to outline the methodological framework that underpins the process of developing a gamification-based proposal for new learning experiences; second: to engage in a conceptual discussion of the hermeneutic relationship between the “lifeworld” and communication, drawing on the insights presented by Mariano Ure (2010) regarding the link between philosophy and communication in the digital age, which, in our view, with the pedagogical reflections of Ivan Illich from the perspective of a de-schooled society; and third, to configure the proposal for the World of Life Simulator, which, through gamification, enhances the citizen experience for subsequent application in contemporary

academic training environments, primarily in the area of communication processes.

State of the Art and Practical Background

A rigorous examination of the research context surrounding new technologies and their applicability in educational settings provides insight into experiences that enhance learning processes for students and teachers through the interactivity, immediacy, and versatility of pedagogical approaches and innovations that leverage the advantages of information and communication technologies. In this regard, Tixi Cujilema’s (2016) observations regarding the link between ICT and education and its implementation in the development of social studies highlight a deficient use of these tools, “by the teaching staff and tenth-grade students at the ‘Luis Ulpiano de la Torre’ Educational Institution,” and therefore recommends implementing an interactive model for the use of ICT as a technological support” (p. 3).

Consequently, the findings of the research conducted by the Technical University of Cotopaxi in Ecuador provide a situational reference in which the student and faculty population of an educational institution is unaware of or fails to take advantage of the technological resources available for the educational process. Therefore, as part of their proposal, they suggest designing a multimedia instructional model to facilitate the adoption of new technologies. thus, as a contribution to the “life-world simulator” proposal, the assessment and characterization of the level of digital skills among the population segment with which the proposal is developed is suggested.

Similarly, studies conducted by Pinto (2018)

and Lerma (2019) on transmedia storytelling as a tool for empowerment and social change demonstrate that the degree of participation of the population in activities involving the use of new information and communication technologies, this is directly related to the knowledge acquired regarding the use of ICTs and/or the dissemination of information regarding the use of the designed product (Pinto, 2018), therefore, as in the experience in Ecuador, it is considered appropriate to bring communities into contact with scenarios of interaction with new technologies in order to encourage the adoption of these tools in the daily lives of different social actors, thereby aligning their benefits with the fulfillment of community needs.

The experiences compiled by Giraldo, Bautista, and Vargas (2019) highlight “the possibilities for action that arise through networking and alternative narratives for strengthening collaborative relationships of trust and the development of joint projects” (Giraldo, Bautista, and Vargas, 2019, p. 45). This contributes to the development of the proposal insofar as it offers a practical reference point for the benefits of networking that can be replicated in the context of collective learning networks.

Theoretical Framework and Conceptual References

- **World of Life, Communication and Education**

The theoretical guidelines for the simulator proposal are derived from Habermas’s (2010) contributions regarding the revision and conceptualization of a communicative theory as the foundation for the development of

social research; from there, Gadamer’s (2012) contribution is incorporated through the idea of hermeneutic understanding as a strategy for addressing contexts that foster the process of collective learning based on the notions of horizontal communication (Kaplún, 2010) and critical pedagogy (Freire, 1987).

In this sense, the communicative act, understood as the process through which the construction of the subject is made possible, suggests the pre-existence of a structure containing networks of subjectivities in constant expansion: “if the individual attains his or her self only through communication with others, only through the elaboration of social processes by means of meaningful communication, then the self cannot precede the social organism.” (Mead, 1934, p.233) (Habermas, 2010, p.65); therefore, the process of interaction between these subjectivities and the experiential contribution of their relationship with the environment would contribute to the delineation of an idea of personal identity, and from there, to a notion of the world based on information gathered through three fundamental channels of perception.

The defining factors of these channels through which individuals perceive the world and others (subjectivity, objectivity, and collectivity) converge on the idea of a historical subject constituted through their experience in the world, which, from Gadamer’s (2012) hermeneutic perspectives, responds to the need to approach the understanding of the world as an exercise detached from the practices that, from a subjective standpoint, contribute to the construction of prejudices regarding “given objects”; on the contrary, his contribution orients the conceptualization of understanding toward a scenario closer to

the idea of the being of what one seeks to understand, that is, to the notion of Effectual History (Gadamer, 2012).

Regarding considerations on the structure and function of the communicative act between two or more subjects, Kaplún's (2010) work, in addition to establishing a relationship between the notions of Cloutier's (2001) sender/receiver model and Freire's (1987) reframing of the teacher-student relationship, allows for reflection on the Participatory and grassroots communication as a cornerstone for fostering processes of social transformation; consequently, examining this approach helps contextualize communication practices to address the dynamics through which individuals come together as a collective, while also permeating educational settings through the concept of community and citizen empowerment as a strategy for strengthening civil society.

• **Gamification, Transmediality, and ICT**

The contribution of playful activities to the strengthening of processes of teaching-learning in the context of higher education must consider, in addition to the conceptual and practical refinement of the disciplinary skills of those being trained, the professional's ideal role and the stimulation of citizens' capacities to transform their environment (Contreras, 2019). A theoretical review of the *gamification spectrum*¹ in the pedagogical conceptualizations of *serious games*² brings the notions of the term closer to the idea of a strategy adaptable to the characteristics of multiple contexts.

The apparent ease of implementing the gamification component stems from its structural distinction from game-based

learning models. In this regard, its main difference lies in the conception of gamification as a normative support component that provides a basic framework focused on entertaining the participants involved in the experience; conversely, from the perspective of serious games, although play serves as a learning strategy for learning, the primary objective of the experience is for the learner to acquire knowledge, so the role of the game is relegated to a supplementary exercise.

Thus, based on the motivation behind the experience, this contributes to the discussion and prioritization of concepts surrounding play and teaching, recognizing gamification as an alternative practice to serious games or game-based learning, insofar as the latter two describe "the design of games that do not have the primary objective of entertaining users," while "gamified experiences simply employ certain elements of games, such as rules and mechanics" (Contreras, 2016, p. 28).

The theoretical inquiry arising from pedagogical concepts and reflections on the contributions of ICT to academic and professional training contexts highlights the value of the gradual integration of technology into the curriculum. This is based on an initial review that recognizes technology's value as a platform and educational tool, enhanced by the advantages and dynamics of ICT, "The curricular integration of information technologies involves the use of these technologies to achieve a specific learning objective—whether a concept, a process, or content—within a specific curricular discipline" (Ilabaca, 2003, p. 52).

The specificity of the transmedia axis provides an opportunity for pedagogical strategies based on ICT to optimize communicative

1 A variant of the Anglicism "gamification," referring to the use of games for pedagogical purposes.

2 An Anglicism referring to game-based learning strategies.

exchange processes, insofar as it contributes to informational dynamics and the convergence of a multiplicity of content and formats around the training of learners, which is why transmedia storytelling is understood “as a system that interconnects various communicative elements (analog and digital) that generate a shared imaginary. Each element differs from the others, both in content and in the nature of the medium through which it is expressed” (Arrieta, 2012, p. 210).

In this sense, the dynamic contribution of ICTs and the use of transmedia narratives is integrated into the communicative practices of communities formed and motivated by a shared desire to learn, that is, the individuals who make up these knowledge networks (Illich, 1975) share the ability both to transmit and to receive specific information that can be applied in stages following the communicative exchange to support the ongoing construction of the individual and their conception of the world, but also in the search for solutions to specific problems of a collective nature.

Methodology

The methodological approach of this proposal is grounded in the dialogic paradigm, as it posits “that knowledge is a shared creation arising from the interaction between the researcher and the researched, in which values mediate or influence the generation of knowledge” (Sandoval, 2002, p. 29). Consequently, the research was directed toward a qualitative design focused on generating insights into the relationship between digital environments, subjectivity, and pedagogy from the perspective of Educational Action Research (EAR) as “the result of a back-and-forth between theory and pedagogical practice, which can occur spontaneously or systematically. (...)

constituting a process of research on practice in the classroom laboratory” (Gómez, 2004).

This makes participant observation and document management fundamental techniques for implementing the Life World Simulator (LWS) proposal as a pathway adaptable to environmental conditions in support of transforming educational reality. This is operationalized through convenience sampling of both documents and processes, which “seeks to obtain the best information in the shortest possible time, in accordance with the specific circumstances surrounding both the researcher and the subjects or groups under investigation” (Sandoval, 2002, p. 124).

Consequently, the aforementioned information-gathering techniques and analytical tools—such as the coherence matrices for the information-gathering stages and phases of the IAE (Table 1), and for the systematization of the stages in relation to the findings (Table 2)—were developed in three stages designated as: 1) identity-forming, 2) deconstructive, and 3) propositional, following the precepts of Educational Action Research (Restrepo, 2004) to observe, reflect on, and plan a pedagogical process that needs to be transformed based on contemporary narratives of the digital world.

Table 1: List of information collection stages.

Fase (IAE)	Fuentes	Técnica	Hallazgos	Tipo de codificación
Denominación de la etapa según las fases metodológicas de la Investigación Acción Educativa.	Documentos y eventos institucionales de relevante lectura que establecen un antecedente importante sobre la racionalidad pedagógica tanto de la universidad como de la práctica pedagógica de los profesores.	Descripción de la técnica investigativa según la metodología escogida para desarrollar la propuesta.	Organización de los hallazgos según la lectura de las fuentes declaradas.	Se fundamenta un tipo de codificación abierta “generada a partir de la subjetividad del investigador” en relación hermenéutica tanto con los documentos como con los sujetos que participan de los procesos académicos estudiados.

Source: Prepared by the author.

Organized in this way, the Identity (I) and Reflection (II) phases of the IAE identify the pedagogical and curricular issues observed in the study context through documentary analysis and observation of academic processes, thereby paving the way for the Proposal (III) phase to expand the concept of gamification as a fundamental framework for transforming the relationships between the individual, the school, and knowledge through the design of the Life World Simulator proposal. This issue is specified based on the Matrix for Systematizing the Stages in Relation to the Findings (Table 2) presented below:

Table 2. Matrix systematizing the stages in relation to the findings.

Identitaria/Obser- vación.	Análisis documental de formatos y contenidos para evaluaciones, guías de clase y construcción microcurricular .	Uso repetitivo de contenidos desactualizados y nociones de trabajos en clase y evaluaciones instrumentizadas de la práctica pedagógica.	Reiteración y desactualización de contenidos. Instrumentalización de la práctica pedagógica.
	Análisis documental de actas de reunión y formatos de asistencia (archivo de coordinación).	Se replantearon objetivos desde la coordinación de procesos comunicativos en torno al fortalecimiento de las competencias genéricas en procura de alejar del quehacer docente la razón instrumental que en otras guías se ejerció.	Fortalecimiento de competencias. Estrategias pedagógicas. Razón instrumental. Ejercicio docente.
Deconstructiva/ Reflexión.	Revisión documentos históricos continuidad de equipo docente (archivo de coordinación).	En materia de continuidad laboral, que el 98% de los profesores mantienen sus cargos por más de cinco (5) años, lo que hace posible desarrollar procesos de mediano y largo plazo con resultados apreciables durante el desarrollo del periodo académico.	Estabilidad laboral. Sostenibilidad en los procesos. Periodos académicos.
	Observación participante durante el desarrollo de círculos de reflexión, semana de inducción docente y reuniones de comité curricular.	La responsabilidad deliberativa de la coordinación de procesos comunicativos gira en torno al establecimiento de una línea de trabajo que articule el enfoque de las competencias ciudadanas como eje central de discusiones críticas en los programas académicos.	Responsabilidad. Programas académicos. Ciudadanía. Competencias.
	Observación participante durante el desarrollo de círculos de reflexión y reuniones de comité curricular.	Construcción de talleres de acompañamiento como: a) Crítica, texto y sociedad, b) Refuerzo gramatical y c) Concurso interno de debate y d) el Cine club.	Estrategias pedagógicas. Procesos comunicativos.

Source: Author's own work.

Thus, the development of a critical analysis of the educational process at the pedagogical, didactic, and curricular levels made it essential to create support tools that would strengthen students' independent learning and improve teachers' assessment methods. Consequently, the Identitarian and Reflective relationship enabled, for the developments of the Propositional phase, the creation of the Virtual Formative Support Guide (GAFV) and the World of Life Simulator Grading Rubric (RCSMV) (Table 3), which comprehensively strengthen pedagogical work.

Table 3. Systemic relationship between support protocols and implementation

Protocolo	Descripción	Implementación
Guías de acompañamiento formativo virtual	Resultan de la fase propositiva en la que se plantea la reproducción de material y contenidos necesarios para su articulación con la oferta crítica y reflexiva del SMV. Asegurando de esta manera la construcción de una ruta capaz de adaptarse conforme a las realidades contextuales de cada grupo de trabajo.	Implementación previa al inicio del periodo académico, en estas guías se determinan los ejes temáticos y material de lectura que se abordarán durante el desarrollo de las actividades.
Rubrica de calificación Simulador Mundo de la Vida (RCSMV)	Herramienta diseñada para la valoración de textos argumentativos.	Su aplicación se proyecta una vez finalice el ítem 4.1 de la ruta de implementación (Tabla 4)

Source: Author's own work.

In this way, a methodological process is woven together that enables the pedagogy-new technologies experience in the formation of a critical subjectivity that shapes, from the knowledge-school dyad, the pedagogical, didactic, and curricular exercises necessary to address today's challenges.

Analysis

The pedagogical discussions raised affect the curricular dimension by proposing a shift in the very structures of the course's rationale, which provides perspective to the concept—an issue that fosters overviews, proximities,

and variations for complex education in its systemic relationship with the social, political, and cultural spheres; the contextualization of educational processes, flexibility, and coherence with policies and social vision, among other factors (Avendaño-Castro, 2013), which prevent a univocal definition.

Seen in this light, both the curriculum and pedagogical rationale must be capable of equipping individuals with the skills necessary to function and thrive within their context. This implies an approach to the worlds of life, which in our case begins with a dialogue with new technologies to create an experiential framework for the subjectivity-environment-school relationship, where “the individual gains a reflective distance from their own life story only within the horizon of ways of life that they share with others and (...) shape the context for life projects that are distinct in each case” (Hoyos, 2002, p. 352). This has implications for the conception of the curriculum, de-objectifying it and transforming it into a dynamic framework from which:

“Encompass teaching-learning processes, pedagogical trends, (...) the body of knowledge necessary for individuals according to their context, and the development of cognitive functions and mental operations, all within the framework shaped by the knowledge society.” (Avendaño-Castro, 2013, p. 162)

In practice, this curricular implementation must align with the reframing of teaching based on the teacher-student communicative bond, seeking to stimulate experiences of lifeworlds to provoke an existential dialogue in the recognition of both the self and others. In this sense, the conditions that enable the exercise of otherness connect with the vision Habermasian theory, according to which only those capable of making relevant contributions during the communicative act are recognized (Habermas, 2010).

Consequently, this hermeneutically developed dialogue involves both the teacher and the student, taking a critical distance from the positivist view of the naturalized hegemonic position in classrooms and drawing closer to the concepts of learning companions and networks of knowledge (Illich, 1975), from which the notion of school is proposed as a historical institution that represses, through pedagogical practices, human beings’ critical capacity by not allowing the free development of their potential to learn and understand the world according to their own needs, because:

“School enslaves more deeply and systematically, since it alone is credited with the primary function of forming critical judgment and, paradoxically, attempts to do so by making learning about oneself, about others, and about nature dependent on a pre-packaged process. School affects us so intimately that no one can hope to be liberated from it through anything external.” (Illich, 1975, p. 70).

Such considerations suggest a critical reevaluation of the conception of learning environments and the power relations that constitute them, as they explicitly denounce the normalizing and disciplinary function of the school environment. This implies, through the use of new languages, rationalities, and worlds, the establishment of a new school for the exercise of one’s own freedom and that of others.

Because of this, it becomes necessary to redefine pedagogical fields toward more open discourses that allow for dissidence, singularities, and glimpses of the worlds of life—an issue that makes the educational landscape by fracturing the fixed forms and methods of the educational tradition.

Hermeneutic reconnections: communicative contributions between teacher and student

The relationship between the teacher's instructional approach and the student's receptiveness to engaging with knowledge through learning makes communication complex between these key actors in the educational process, who are growing increasingly distant due to generational gaps.

For this reason, it seems that school is increasingly becoming a tedious place, constrained by disciplinary frameworks that impede emotional flows and the emergence of alternative rationalities capable of challenging the practical logic of school-based knowledge (Piquer, 2018), implying a critical call to construct a new subjectivity that escapes the atavisms of this crossroads. For this reason, the horizons of this territory must be transformed to embrace a new communicative ethos, which in turn implies more existential transformations of meaning aimed at encouraging individuals to engage in self-experiences to understand that, "they are capable of thinking, desiring, and choosing, and consequently, of communicating and modifying the external world, (...). However, they are not yet all that they can be, nor all that they must be" (Ure, 2010, p. 73).

Because of this, the proposal transforms the context of educational relationships, making it possible to define the roles of the teacher and the student as individuals who are part of a pre-existing structure, and who come into being through the relational instance that becomes intersubjective in the encounter of lifeworlds "where we will unfold to conjure new values and meanings of a life that seeks

be shared and lived" (Márquez, 2014, p. 31). Consequently, the existential nature of this hermeneutic exercise allows both the teacher and the learner to conceive of themselves as partners who should be able to come together around a problem chosen and defined at the participants' initiative.

In this regard, breaking down the hierarchical relationship between teacher and student opens up the possibility of collectively constructing knowledge, thereby contributing to the improvement of learning processes for both parties. Consequently, it is "essential to rethink the modes of production of scientific knowledge in communication in order to integrate it with practical knowledge, and to create spaces for learning by doing and learning with others, both for research and for the creation of communicative products" (Dueñas, 2020, p. 25818).

Creative, exploratory learning requires individuals who are equally perplexed by the same terms or problems (Illich, 1975). This educational pairing results in the coming together of various individuals around a shared quest for knowledge, which "would make the educational dynamic more of a network than a straight line where differences converge, but, above all, where individual and shared interests converge in order to build a 'world where all worlds fit,' as the Zapatistas proclaimed" (Dussel, 2016, p. 79). The structural proximities of the networks generated as a result of this open dialogue allow learning and digital e-learning platforms to be relevant beyond the technical use that renders the subject-world-school interaction one-dimensional, in which:

"The student is 'schooled' in this way to confuse teaching with knowledge, promotion to "A course of study based on education, a diploma based on competence, and fluency based on the ability to say something new.

Their imagination is 'schooled' to accept service rather than value" (Illich, 2011, p. 17).

By understanding the circumstances of schooling, it is reasonable to assert that for these connections to be established, the parties must share the common goal of building learning communities. In the digital context, this requirement fulfills the fundamental function of bringing together users with shared interests for free access to educational content that must be transformed into knowledge and thus become part of the pedagogical process. This means that the educational process does not occur in a linear fashion but rather through networks, which entails participatory access to the required information without the need for any extensive explanation, as is the case in educational networks that arise spontaneously on digital platforms.

In this way, as explained by Illich (1975), the relationship between the individual and knowledge -applicability, which clearly establishes the link between this academic discussion and the phenomenon of audiovisual and multimedia materials for educational purposes, which has increased by 70% since 2004 according to statistics compiled by Google Trends since that time and presented in a 2015 report on the Think With Google North America platform (Google Data, Q1 2014–Q1 2015, U.S., 2015). On the other hand, although the knowledge acquired through these educational processes is contextualized in the immediate present and in the daily life of the learner, these networks do not guarantee the stimulation of critical and reflective thinking through which citizenship is intended to be strengthened, since the instructional nature of some of this content operationalizes the educational process,

bringing it closer to that run counter to the free exercise of the pedagogical experience.

Critical Considerations on Gamification and Pedagogy

It is necessary to establish a path that channels the potential of implementing new technologies in the teaching and learning process toward the comprehensive integration of these resources with other academic discourse settings, where students' critical thinking and interpretive skills are fostered. For in practice, these technological alternatives often represent isolated efforts that fail to capitalize on the advantage of a comprehensive strategy developed simultaneously across different fronts of academic discourse. In this regard, Salinas (2004) reflects on the responsibility of universities as facilitators of this process and highlights the apparent inflexibility of academia regarding the comprehensive integration of these tools, because:

"In our universities, we can find a multitude of experiences of 'virtual teaching,' 'virtual classrooms,' etc., including institutional projects isolated from the overall dynamics of the institution itself which, although commendable, are the result of individual initiatives and, in many cases, may pose a challenge to their widespread adoption, as they are not embraced by the organization as a comprehensive project. Thus, this type of individual initiative only serves to highlight the rigidity of university structures in integrating the use of ICT into the teaching-learning processes of their daily operations." (Salinas, 2004, p. 2).

Therefore, if we seek an appropriate and efficient use of ICT that takes into account the value of faculty innovation in the scope The

projects, which were previously scattered, will be expanded and directed toward a common goal, unifying efforts developed across different educational settings to foster a comprehensive learning experience. For this reason, and as a consequence of the nature of the proposed simulator, it is believed that these tools, together with the implementation of gamification for pedagogical purposes, make it possible to address a wide variety of social phenomena in different contexts, which encourages the constant rethinking of teaching practices and fosters innovation in classroom processes.

The gamification element that correlates with the idea of serious play in Gadamer, (2012) opens up a simulation environment in which, under the configuration of rules, it is possible to reproduce in the classroom the phenomena and issues that arise in the context of the student and the teacher and to influence the subjects' lived world because "in this confrontation through the dynamics of the game, an interaction emerges that stimulates the experiences that arise as a result of the interaction" (Peris, 2015, p. 14).

The advantages offered by strategies such as role-playing games stem from the creation of simulated experiences in controlled environments that employ a type of temporality which shifts away from the seriousness of Cronos and, from the Aionian perspective³, rediscovers childhood, innocence, and the seriousness of authentic commitment through the exercise of an action "in which players put into practice the determinations of their own existential project" (Hernández, 2018, p. 256), which allows for addressing a problematic

situation in which the designed roles with opposing profiles will confront each other through argumentation in order to stimulate in the participants the abilities to resolve conflicts, reach agreements, work as a team, and develop critical thinking—the foundations of a comprehensive education open to the dynamics of the contemporary world.

Results

Life World Simulator

The results achieved stem from the organization of the phases underpinning the World of Life Simulator proposal for its subsequent implementation. Consequently, the findings obtained during the implementation of the identity phase are presented, following a review of documentary sources such as class guides, micro-curricula, and assessment formats used in the study context.

The deconstructive phase that facilitates reflection on the relevance, consideration, and inclusion of citizenship based on the competencies that comprise it: a) Systemic thinking, b) Argumentation, c) Multiperspectivism and d) Knowledge, and their expression both in the curriculum and in the pedagogical practice of the various courses in the area of communication processes within the study context; and finally, the propositional phase, which describes the structure, content, and implementation protocols of the proposal that integrates technology and pedagogy through the open scenarios of *gamification*.

³ Temporality is a determining factor in school transformation; therefore, it is essential to put it into perspective and turn to alternative forms of mobility that open up new paths for education, since "thinking involves immersion in a temporal dimension other than that of the clock" (Kohan, p. 54), which is why Aion embraces difference, as "time is duration, immersion, not numerical like the time of adulthood. The time of childhood is the time of play, of repetition, of thought. It is the time of art and aesthetic experience, of friendship and love" (Kohan, 2015, p. 55).

The process that gives life to the SMV’s pedagogical proposal is not conceived as an isolated pedagogical effort; on the contrary, its implementation aims to achieve the integration and comprehensive alignment with traditional academic practices such as debate, the writing of argumentative texts, and discussion forums. This is achieved through an inquiry-based approach to the procedures and discourses of the field of communication processes. For this reason, the program is structured into four (4) phases that outline the analytical framework for addressing the key discussion topics.



Figure 1. Implementation Phases.

This process allows the teacher to guide their practice according to guidelines that do not operate linearly, but rather as flexible components that can be adjusted if the experience so requires. For this reason, the following table provides a description of the characteristics of the implementation path for the proposed creation of the World of Life Simulator:

Table 4: Description of the implementation path.

Fase	Actividad	Descripción
1	Organización de la discusión	El docente indicará a los estudiantes la conformación de un grupo por cada eje temático, sobre desarrollará las condiciones del Simulador Mundo de Vida conforme a las competencias con las que se relacionan de forma directa. De esta manera se resalta el vínculo social, cultural y medio ambiental, además de las competencias ciudadanas como corolario de las experiencias que el sujeto hace de su entorno. La selección del eje estará sujeta a la asignación por sorteo que coordinará el líder del ejercicio.
	Asignación de rol de los participantes	Los estudiantes ingresan a la aplicación del SMV al que se accederá a través del registro de un usuario y contraseña personalizado. Esto permite seleccionar el eje temático asignado a su grupo de trabajo, lo cual deriva en una situación problematizadora asignado a los perfiles de personajes con posiciones contrapuestas en torno al conflicto simulado. Tales asignaciones de roles se efectuarán de forma aleatoria, lo que estimula en los estudiantes la capacidad para reconocer diferencias y plantear discusiones que se superpongan argumentalmente a los prejuicios respecto a las posiciones de mundo expresadas por las temáticas.
2		
3.1	Contextualización	El usuario deberá asumir una posición coherente con el perfil descrito en el personaje asignado. Para esto se plantea la construcción detallada de los personajes desde la dimensión cultural, social y económica, lo que permitirá al estudiante interpretar y comprender el contexto de la situación a abordar. Desarrollando así, capacidades perspectivas para construir conflictos y solucionar problemas respetando la diferencia.
	Acceso información	Los usuarios accederán a contenido multimedia especializado diseñado de acuerdo con las necesidades de cada uno de los personajes que convergen en la simulación. Todo el contenido se enmarca en el concepto de la realidad aumentada y se aplicará desde el uso de códigos QR ⁴ localizados en las áreas de la universidad dispuestas para tal fin ⁵ .
4	Debate y sondeo de opinión	El docente asume como moderador para orientar la confrontación argumentativa de cada uno de los roles frente al eje de discusión correspondiente. Para esto, los participantes se agrupan de acuerdo con la proximidad de las posiciones asumidas, lo que determinará la conformación de dos grupos de panelistas quienes exporarán argumentos en favor o en contra de la situación simulada.
	Foro	Los grupos a los que les fue asignado un eje de discusión diferente al de los panelistas cumplirán el rol de espectadores y su labor durante el ejercicio corresponderá a la valoración de cada una de las intervenciones según la solidez de los argumentos expuestos. Además, este grupo deberá indicar a modo de votación con cuál de las posiciones se identifica, pretendiendo establecer una comparativa directa que permita determinar el grado de influencia de los argumentos expuestos en la opinión general del grupo, para lo cual, se diseña una ficha de seguimiento individual en la que cada espectador hará el registro cuantitativo y cualitativo de los panelistas.
4.1	Foro	Los panelistas sintetizan sus intervenciones en un resumen donde se referencian las fuentes consultadas. Este material se aloja en la plataforma E-learning de la universidad. Posterior a esto, participarán del foro habilitado en la misma plataforma y al que se podrá acceder desde el SMV, con la intención de recopilar conclusiones y experiencias obtenidas tras el ejercicio. De esta manera, se pretende facilitar a los estudiantes los insumos necesarios para la elaboración de un texto argumentativo en torno a las problemáticas desarrolladas durante la actividad.

Source: Author’s own work.

The review of results is taken into account through the development of protocols that enable faculty in the field of communication processes to engage in a reflective approach to the pedagogical practice of literacy instruction—one that goes beyond technical skills and fosters the development of students who can think critically about their environment. For this reason, it was necessary to develop support protocols such as the Virtual Formative Support Guides (GAFV) and the Mundo de Vida (SMV) Simulator Rubric as evaluative and didactic supplements to contribute to the monitoring and evaluation of the proposal.

4 Quick Response code - a module for storing information in a dot matrix or a two-dimensional barcode.
5 Thus, if a participant is assigned the role of lawyer and the simulated scenario focuses on a discussion about abortion, that user can go to the law school, where they can directly download text, audio, and video files that will help them acquire the necessary documentation to effectively perform their role as a lawyer. Thus, through the QR code, the participant will access content relevant to the development of their argument at the university’s psychology department; this will also apply to addressing issues from other disciplines and perspectives.

The parameters outlined in the GAFV aim to clarify each of the relevant aspects of the SMV's contribution to the students' educational process. This is why special emphasis is placed on the network of competencies intended to be strengthened, not within the symbolic-pedagogical realm, but rather within the pragmatics of teaching, where it is assumed "that knowledge is a tool, a means that can be analyzed in terms of its utility for a specific purpose" (Pallarés and Traver, 2017, p. 307). This makes it possible to reference the performance indicators that will guide the instructor's assessment of the work and progress of each participant in the training session, for which the alignment of the GAFV with the SMV's grading rubric is essential.

In practice, the SMV is developed as a digital application for both mobile devices and traditional computers, in which students and teachers will have the opportunity to take on a role from which they will address the conflict situations presented. These hypothetical problems fall under three fundamental areas of discussion: Society, Culture, and the Environment. By doing so de this way, the aim is to clarify the landscape of contextual representations reflected in the content of the

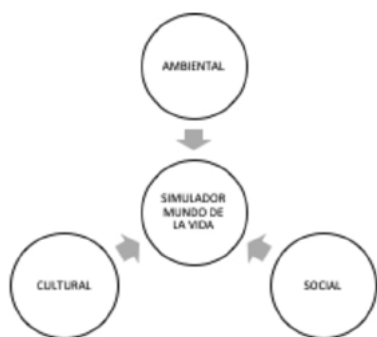


Figure 3. Discussion Axes of the Mundo de Vida Simulator. Source: Author's own work

6 Ability to think abstractly, analyze, and synthesize - Social responsibility and civic engagement - Oral and written communication - Critical and self-critical thinking - Use of technology, research, and the ability to search for, process, and analyze information from various sources - Problem identification, formulation, and resolution - Decision-making - Commitment to environmental preservation - Commitment to one's socio-cultural environment - Appreciation and respect for diversity and multiculturalism.

Each situation involves four roles, and features positions that will be defended in spaces for critical argumentation, following the participant's role selection. To this end, participants can gather information by downloading data from the SMV, through scanning QR codes located in various areas of the university—the study context—in accordance with the character's characteristics.

The narrative structure of the situations presented in each discussion topic is designed to allow, once the debate has concluded, for spaces of argumentative discussion to emerge. In these spaces, the participants' autonomy and their critical judgments in decision-making during the debate are confronted with new scenarios of possibility, as a result of the decision they have just made. Finally, the participants in the activity will present their individual conclusions and experiences by creating a document that outlines and evaluates the consequences of their decisions in relation to the discussion held during the educational session. This is illustrated in the following figure:

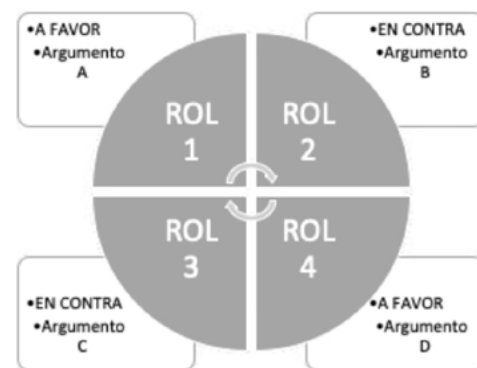


Figure 4. Distribution of roles and their positions in the SMV

Source: Author's own work.

The methodological framework outlined above is a flexible and adaptable working guide that allows for the renewal of scenarios. If circumstances so require, it may be adapted and modified according to the considerations of the instructor and/or the work team. This ensures a practical tool capable of adapting to the characteristics of the groups for whom the training processes are designed. Likewise, the simulator's characteristics require the interdisciplinary work of a development team trained in graphic design, social sciences, humanities, and software programming, making the experience not limited to a single discipline but open to the multiplicity of voices and perspectives that enrich the educational relationship. It is important to provide ongoing consultation and review regarding the technical functioning of the SMV, the creation of a pleasant graphical environment, the relevance and generation of content, and the constant strengthening of its pedagogical component through the integration of new discussions that will be fueled by the demands of the context.

Table 5. Organization of the areas and distribution of tasks for the roles

Eje de discusión	Tema	Contexto	Perfiles	Cuestionario
Cultural	Tauromaquia	Durante la semana de festividades en Madrid (España, se plantea la posibilidad de convocar a sus habitantes a una corrida de toros como cierre de las actividades programadas	Activista-empresario-aficionado - médico veterinario	¿Qué decisión tomaría respecto a la realización o cancelación de la corrida de toros? - ¿Qué acuerdo plantearía para lograr un consenso entre las partes involucradas?
Social	Legalización del aborto	Una mujer joven en estado de embarazo producto de una violación expresa a sus familiares la intención de someterse a una intervención médica para practicarse un aborto.	Victima-representante político - representante de la iglesia - delegado Derechos Humanos	¿Qué opina de la decisión de la joven y como argumentaría la despenalización total, parcial o nula del aborto en Colombia? - ¿Qué acuerdo plantearía para lograr un consenso entre las partes involucradas?
Ambiental	Explotación de recursos no renovables	El Gobierno de Ecuador plantea la posibilidad de iniciar un proyecto de explotación petrolera en una reserva natural de la Amazonia	Ambientalista - representante Gob. Ecuador - Habitante del territorio	¿Qué posición asumiría frente a la potencial explotación de la reserva natural en la Amazonia ecuatoriana? - ¿Qué acuerdo

plantearía para lograr un consenso entre las partes involucradas?

Fuente. Elaboración propia

Conclusions

The simulator proposal combines in its design the contribution of ICTs in higher education training scenarios, learning networks based on the reframing of the teacher-student relationship, and processes of hermeneutic understanding applied not only to textual literalism but also to the understanding of the other as a historical subject, which fosters the recognition and appreciation of individual experience for the enrichment of knowledge constructed by the community.

The articulation of academia and its context around the study of social, cultural, and environmental phenomena offers the possibility of bringing pedagogical practices and the actors involved in them closer to critical reflection and the creation of new learning environments. For this reason, the World of Life Simulator becomes a tool that can help strengthen pedagogical processes and invigorate experiences to achieve a more open and contextualized knowledge with direct implications for those who live with and address these issues.

In this sense, the possibilities arising from the relationship between pedagogy and new technologies, as framed by the discourse of gamification, allow learning to be embedded "in a game that provides students with a relaxed environment where there is no fear of making mistakes, but rather the possibility

of achieving goals, having some control over their own learning, and being part of something” (Foncubierta, 2014, p. 2), and also enables the planning and development of practices that strengthen citizenship, fostering the formation of increasingly critical, open communities capable of taking on the task of improving the quality of life in their own contexts through the transformation of their members’ imaginaries and behaviors.

On the other hand, the contribution of the Life World Simulator to communities formed both inside and outside the classroom is described as an educational approach that is problem-based and open to play from a gamification perspective; it responds “to the very essence of consciousness, which is its intentionality, rejects mere messages, and gives rise to communication” (Freire, 1975, p. 60); that is, it rejects the one-way communication model characteristic of positivist education and the establishment of its power relations to make way for the implementation of multidirectional communicative approaches that facilitate cooperative work toward improving environmental conditions.

Consequently, the contribution of the World-of-Life Simulator to the improvement of pedagogical processes was epistemologically and methodologically grounded in the interactive inhabitation of the digital world in areas as important as communicative processes. Therefore, it is expected that this design, in accordance with its open nature, can be transformed based on the specific experiences of the context and culture where it is to be implemented.

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INCLUSIÓN
y DESARROLLO

